

# **Integrated B.Ed**

## **Syllabus**

**Choice Based Credit System (CBCS)  
2017-2021**

**FAKIR MOHAN AUTONOMOUS  
COLLEGE, BALASORE**

**Course Structure for 4 year Integrated B.A. B.Ed, and B.Sc. B.Ed.  
Fakir Mohan Autonomous College, Balasore  
2017-2021 Batch**

Class	Semester	Paper	Subject	Contact period per week	Credit	Marks		Total	
						Internal Project & Assignment	External Theory		
1st Year	1	B.Ed-I	Basics in Education	6	4	20	80	100 Grade	
		B.Ed-II	Health & Physical Education	2/3	2	-	-		
	<b>Total-</b>						<b>20</b>	<b>80</b>	<b>100</b>
1st Year	2	B.Ed-III	Education, School & Society	6	4	20	80	100 Grade	
		B.Ed-IV	Art & Aesthetics	2/3	2	-	-		
	<b>Total</b>						<b>70</b>	<b>80</b>	<b>100</b>
2nd Year	3	B.Ed-V	Curriculum and School	6	4	20	80	100	
		B. Ed-VI	Pedagogical Skills, Process and Practices	3	2	10	40		
	<b>Total</b>						<b>30</b>	<b>120</b>	<b>150</b>
2nd Year	4	B.Ed-VII	Learner & Learning	6	4	20	80	100	
		B.Ed-VIII	Addressing Special Needs in Classrooms	3	2	10	40		
	<b>Total</b>						<b>30</b>	<b>120</b>	<b>150</b>
3rd Year	5	B.Ed-IX	Learning Assessment	6	4	20	80	100	
		B.Ed-X	Statistics in Education	3	2	10	40		
	<b>Total</b>						<b>30</b>	<b>120</b>	<b>150</b>
3rd Year	6	B.Ed-XI & B.Ed-XII	Pedagogy of school Subjects Eng/Odia/Hist/Geog/Math/Phy.Sc Bio.Sc (Each student to take up two subjects)	4+4	3+3	15+15	60+60	150	
		<b>Total</b>							<b>30</b>
	4th Year	7	B.Ed-XIII	Educational Tech. & Innovations	6	4	20	80	100
B.Ed-XIV			ICT in Education	6	4	20	80	100	
B.Ed-XV			School Based Action Research & Guidance Service in School	3	2	10	40	50	
B.Ed-XVI & XVII			Internship in School (Each student to deliver lessons in each of the method subjects chosen in paper XI & XII)	3	2	10	40	50	
<b>Total</b>						<b>200</b>	<b>200</b>	<b>400</b>	
8		B.Ed-XVIII	History of Education in India	6	4	20	80	100	
		B.Ed-XIX	Contemporary Issues, Concerns & Vision of Education in India	6	4	20	80	100	
		B.Ed-XX	Teacher & Teacher Education in India	6	4	20	80	100	
	B.Ed-XXI	Educational Management & Management of School Resources	6	4	20	80	100		
<b>Total</b>						<b>80</b>	<b>320</b>	<b>400</b>	

**Total Marks= Sem-I -150+Sem-II-150+Sem-III-100+Sem-IV-100+Sem-V-150+Sem-VI-150+Sem-VII-150+Sem-VIII-400= 1600 marks**

HPE/A & A GRADE-A-90% & above, GRADE-B-80% to 89%, GRADE-C-60% to 69%, GRADE-D-50% to 59%,GRADE-E- Below 50%

**Semester- I**  
**Basics in Education**

**B.Ed. Paper-I**

**F.M.-100 (Th.80+S.W.Pr.-20 (Internal))**

**Unit - I : Education- Nature and Process**

Meaning and nature of Education

▪ What is Education?

Etymological meaning

Narrow and broader meaning

Concept and meaning of education according to Indian thinkers

Western views on education

Analytical concept of education

▪ Education is both intentional and unintentional

▪ Education is not confined to only educational institutions

Processes and Modes of Education

▪ Education is a natural and social process

▪ Education is an activity

▪ Education is both process and product

Modes of Education:

▪ Informal education

▪ Formal education

(a) Face to face mode

(b) Distance education mode

▪ Non-formal Education

**Unit - II : Goals Aims and Functions of Education**

A) Goals of Education

i) Bases of Educational goals;

▪ Social desires and aspirations and vision about an educated person.

ii) Nature of educational goals;

▪ University

▪ Country specificity

▪ Responsiveness to changing socio-economic relationship.

iii) Educational goals in emerging Indian society

B) Aims of Education

- Individual aim
- Social aim
- Interrelationship of individual and social aim

C) Functions of Education

- Functions towards individual, society and country
- Functions towards democratic citizenship

**Unit - III : Knowledge and knowing**

Concept of knowledge and knowing

- Forms, characters and facets of knowledge  
Forms of knowledge included in school education
- Process of knowing:  
Ways of knowing→sense perception, language, reason, emotion.

**Unit - IV : Philosophy and Education**

- A) Philosophy- meaning and its relationship with education.
- B) Role of Philosophy in determining the aims, curriculum and methods of education with reference to three main schools of thoughts- Idealism, Naturalism and Pragmatism.
- C) Contribution of western educational thinkers  
Rousseau, Dewey and Forebel to the theory and practice of education.
- D) Contribution of Indian educational thinkers:  
Gandhi, Tagore and Sri Aurobindo to the theory and practice of education.

**Unit - V : Education and Values**

Values- meaning, concept and definition

- Types of values- Relative & Absolute;
- Creation of values- What creates values?

Values prevalent in contemporary society

- Kinds of values and value system
- Value education→concept and nature, what kind of values does education perpetuate
- Potentiality of education in transforming values in the society.

**Sessional work/ Project/ Practical**                      **20 marks (Internal Assessment)**

Each student has to present a seminar paper on any theme relating to the syllabus in Paper-I (Basics in Education).

The distribution of marks for Internal Assessment:

Seminar presentation-	10 marks
Record- 05 marks + Viva Voce-05 marks	10 marks

**Suggested Readings/ References**

1. Aurobindo, S. 1990, *On Education*, Aurobindo Ashram, Pondicherry.
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20. Mani, R. S. 1996, *Educational Ideas and Ideals of Gandhi and Tagore ( A Comparative Study)*, New Book Society of India, New Delhi.
21. McGarry, D. 1995, *Learner Autonomy 4: The Role of Authentic Texts*, Authentik, Dublin.
22. MHRD, GOI, 1986, *National Policy on Education*, New Delhi.
23. Mukerjee, R. 1964, *The Dimensions of Values: A Unified Theory*, George Allen and Unwin Ltd. London.
24. National Council of Educational Research and Training, 2005, *National Curriculum Framework*, NCERT, New Delhi.
25. Naylor, C. 2011, *The Right and Responsibilities of Teacher Professional Autonomy*, BC Teachers' Federation, (BCTF Research Report, Section XII, 2011-EL-03), Vancouver.
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46. UNESCO, 1994, *Forum and Education for All*, UNESCO, Paris.
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**Semester- I**  
**Health and Physical Education**

**Credit-2**

**B.Ed. Paper-II**

**Grade 5 Point (Internal)**

**Practical Area:**

**Unit - I : Medical check-up**

- Conduct of medical check-up and recording in the health register.
- First Aid: Demonstration of first aid for fracture, cuts, and sprains.

**Unit - II : Competitions**

- Drawing of fixtures for conducting tournaments knock-out, league, inter-mural competitions; making of courts on the field.

**Unit - III : Major Activities**

- Skills and fundamental rules of track and field events (any two events like 100 M, 200 M, 400 M, 800 M, 1500 M)  
Long Jump, High Jump, Tripple Jump, Shot-put, Discus, Javeline, Relay etc.
- Major Games- Any one of Throw ball, Volley ball, Chess, Table Tennis, Cricket, Football, Basketball.
- Yoga: Any two yogasans- Padmasan, Vajrasan, Halasana, Bhujangasana, Dhanurasana, Paschimottasana.

**Modes of Assessment:**

- The Faculty is to keep track of participation of pupils in activities.
- Project works.
- Assignments.

**References:**

1. Butcher, C.A.(1968), Foundations of Physical Education, (5th Edition), St. Louis, The C. V. Mosby & Co. Ltd.
2. First Aid Manual: The St. John. Ambulance Association and Brigade, The British Red Cross Society.
3. NCERT (2005), National Curriculum Framework-2005, New Delhi.
4. Thrinarayana, C & Sharma, HH (1959), Methods in Physical Education, Karaikudi, South Indian Press.
5. Who (1991), Comprehensive School Health Curriculum, Regional Office For South East Asia, New Delhi.
6. Williams, J. F. (1964), The Principles of Physical Education, Philadelphia and London, W. B. Saunders Co.



**Semester- II**  
**Education, School and Society**

**B.Ed. Paper-III**

**F.M.-100 (Th.80+S.W.Pr.20- (Internal)**

**Unit - I : Education and Society**

- Society: meaning and characteristics
- Types of society: Agricultural, Industrial, Urban
- Society as a system
- Social system and its sub-systems (Education, school & culture) concept, nature and components.
- Interrelationship between education and society.

**Unit - II : School and Society**

- School as a formal agency of education- attributes and programmes.
- School activities and resources: Activities- Curricular, Co-curricular, scholastic and co-scholastic and their organization.
- Resource knowledge: Human, Physical (Material, Infrastructural, ICT) and Financial, their sources and utilization.
- School environment: Learner and learning friendly- characteristics and components, strategies for ensuring learning- friendly environment.
- School community Interface: Important aspects of interface, strategies for strengthening their inter-relationship and their roles in building learning community.

**Unit - III : Education and Culture**

- Culture: meaning and concept, characteristics, types.
- Culture lag and acculturation.
- Cultural dimensions of education- Role of education for conservation, enrichment and transmission of culture.

**Unit - IV : Education & Social Process**

- Education and socialization, meaning and aspects of socialization, role of education.

- Education and social change: meaning, dimensions, types and factors of social change.
- Education and social control: meaning of social control.
- Role of education for social change and social control.
- Social change and social control influencing education.

**Unit - V : Education, Modernization and Globalization**

- Education and modernization: meaning of modernization; characteristics of a modernised society; adaptive demands of modernization and role of education.
- Education, Globalization and liberalization- meaning and characteristics, role of education.
- Education for Sustainable and Inclusive development: Meaning and dimension of sustainable and inclusive development and role of education (social, educational, economic, cultural, technological etc.)
- Education promoting development: human resource and socio-economic development facilitating quality of education.

**Sessional work (Internal Assessment)**

**20 marks**

Each student is required to submit a term paper on any one of the following:

1. Survey of a Community and working out strategies for mobilization of resources available in the community for improvement of school practices in that community.
2. Preparation of a report on how schools have been responsible for modernization and economic development of the community within which the schools are situated.
3. Preparation of a blue-print on the different areas of interface between the school and the community.

Distribution of marks for assessment of the Term Paper is as under:

Term Paper- 15 marks

Viva- Voce- 05 marks

## References

1. Pathak, Abhijit (2002)- Social Implication of Schooling; Rainbow Publishers, Delhi.
2. Saraswati, T. S. (Ed.) (1999)- Culture, Socialization and Human Development Theory & Research.
3. Dash, B. N.- Education and Society; Dominant Publisher, New Delhi.
4. Dewey, John(1916/1977)- Democracy & Education; New York: MacMillan.
5. Dewey, John (1956)- The Child and the Curriculum; Chicago, Illinois: University of Chicago Press.
6. Dwivedy, R- Education and Society- Kalyani Publishers, Cuttack.
7. Mathur, S. S. (1966)- A Sociological Approach to Indian Education; Vinod Pustak Mandir, Agra.
8. MHRD Govt. of India (1986/92)- National Policy on Education; New Delhi: MHRD, Govt. of India.
9. Ministry of Education (1966), Govt. of India- Education and National Development, New Delhi: Ministry of Education, Govt. of India.
10. MHRD, Govt. of India (2004), Learning without Burden, Report of the National Advisory Committee.
11. Mishra, Y.- Education, School and Society; Kitab Mahal, Cuttack.
12. Ottawy, A. K. C. (1966)- Education and Society; London: Routledge and Kegan Paul.
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14. Srinivas, M. N. (1986)- Social Changes in Modern India; Allied Publishers, Bombay.

**Semester- II**  
**Art and Aesthetics**

**Credit-2**

**B.Ed. Paper-IV**

**Five Point Grade (Internal)**

**The Course contents are:**

- Concept and forms of art and crafts: forms of arts- visual and plastic, performing art and heritage crafts.
- Significance of art in education.
- Integrating art and craft in curriculum as a pedagogical support/ resource. Education through art and crafts is an interesting method to be integrated in regular learning that leads to skills, observation, analysis, synthesis, evaluation and problem solving.
- Different ways/ methods to integrate arts in education during the curriculum transaction and adoption of different strategies.
- Current thinking practices in arts education: various resources and NCF- 2005.
- Knowing about local art and craft forms; the diversity of India's art and craft at the local and regional level and its integration in the curriculum.

**Practical:**

- Activities relating to doing arts, including arts in the immediate environment.
- Application of aesthetic and design sensibility in the day-to-day life in their profession and environment. During the celebration of festivals, functions, special days etc. this should be reflected.

**Project:**

Projects based on any of the curricular areas covering social, economic, cultural etc. and scientific aspects integrating various art and craft forms,

Analysis of Text books to integrate exercises with art form,  
Document processes of an art or craft from a pedagogical point of

view, such as weaving or printing of textiles, meaning of musical instruments, folk performances in the community etc.

Attending exhibition and performances, interacting with artists and craft persons, watching, art related films, Video materials and listening to audio available on different platforms will be a part of the project.

Projects and assignments may be given for individual learner as well as for group work.

Grading:

A- Excellent	- 90% and above
B- Very Good	- 80% to 89%
C- Good	- 60% to 79%
D- Average	- 50% to 59%
E- Poor	- Below to 50%

A student learner is to be evaluated on an overall assessment of his/her projects and assignments, participation in art activities display of creative potential application of aesthetic and design sensibility in campus events or in their course work.

## References

1. Krishnamacharyulu, V. Art Education, Neelkamal Publications Pvt. Ltd., New Delhi/ Hyderabad.
2. Ilse Diehi, Markus Hederer, Mastering the Art of Painting, [www.ullmann-publishing.com](http://www.ullmann-publishing.com). Konigswinter, Germany.

**Semester- III**  
**Curriculum and School**

**B.Ed. Paper-V**

**F.M.-100 (Th.80+S.W.Pr.20- (Internal)**

**Unit - I : Understanding Curriculum/ Concept of Curriculum**

- Curriculum- Meaning, nature and important functions (product, process and programme)
- Difference between curriculum and courses of studies or syllabus and their significance in school education.
- Bases of curriculum- philosophical, psychological and sociological.
- Components of curriculum (core and elective)
- Type/ Approaches: Subject centred, Activity centred, Learner centred, Learning centred, Experience centred.
- Curriculum framework- concept, components/ coverage, principles of development.
- Recommendations of N. C. E. 2005 and N. C. F. T. E. 2009 with regard to objectives and principles.

**Unit - II : Curriculum Determinants and Considerations**

- Broad determinants of curriculum making: Sociopolitical aspirations including ideologies and educational vision, socio-economic necessities, cultural orientations, technological possibilities, national priorities.
- Principles of curriculum development: Need- based, relevance, flexibility, conceptuality.
- Consideration for curriculum development
  - Forms of knowledge and its characterization in different school subjects,
  - Relevance and specificity of educational objectives for concerned level,
  - Learner characteristics
  - Teacher's experience and concerns
  - Socio-cultural context of students; multi-cultural, multi-lingual aspects.
  - Critical issues; environmental concerns, gender differences, inclusiveness value concerns and issues, social sensitivity.

**Unit - III : Curriculum Development**

- Principles of curriculum construction- Principle of activity centeredness, Community centeredness, Integration, Relevance,

Balance, Flexibility, Variety and Plurality, Contextuality, ICT enabled and Forward looking.

- Process/ stages of curriculum development/ Making: Need Identification of Resources and strategies; preparation, sharing and feedback; finalization at different levels (national, state and institution); Formulating aims and objectives, selecting knowledge, selecting and organizing learning situations.
- Issues and concerns in curriculum development: plurality, political, cultural; relevance and rigidity for no-renewal.

**Unit - IV : School, the site for Curriculum Engagement**

- Role of school philosophy, administration and organization in creating a context for development of curriculum.
- Available infrastructure, curricular sites and resources (Library, Laboratory, Playground, Neighbourhood etc.)
- School culture, climate and environment as the context for teachers' work.
- Construction of curriculum vis-a-vis teachers' role and support in transacting curriculum, developing and researching curriculum.

**Unit - V : Curriculum Implementation/ Transaction, Evaluation and Renewal**

- Classroom transaction: Planning (time, space, manpower, material, scheme and plan of lesson), preparation of curricular materials and activities (text and support materials), learning activities), mode of transaction and learners' involvement, resource management (use of T.L.M, activity and question banks etc.), use of assessment mechanisms for learning.
- Selection and development of learning resources (text books, teaching learning materials and resources outside the school, local environment, community, media etc.)
- Evolving assessment modes.
- Curriculum evaluation.

Need for a model of continual evaluation

Mode: internal and external periodicity (continuous, periodic) mechanism research studies, on site observation; feedback from learners, teachers, community and administrators, on-line feedback.

- Curriculum renewal
  - Use of evaluation feedback/ inputs for
  - immediate long term revision
  - specific/ comprehensive improvement
- Current provisions and practices for curriculum development, transaction, evaluation and renewal.

**Sessional work/ practical/ Project practical** **20 marks (Internal)**

Each student is required to submit an assignment on any one of the following and face a viva-voce test on the same.

1. Appraisal of the curriculum framework as recommended by the national curriculum framework, 2005 (N.C.F. 2005)
2. Evaluation of a text book in a subject of any class in the light of learner- centred and community- centred considerations.
3. Critical evaluation of the extent to which curriculum framework is reflected in syllabus of a subject.

Distribution of marks:

Assignment- 15 marks

Viva- Voce- 05 marks

**References**

1. Aggrawal. J. C. & Gupta, S. (2005), Curriculum Development, Delhi, Shipra Publishers.
2. Alaxander, W. M. & Saylor, J. G. (1996), Curriculum planning for modern schools, New York, Holt Rinhart Winston nic.
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6. Bad Moon and patricia Munby (ed.) (1999), Curriculum in context Paulchpamal publishing, London.
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8. Candra, A. (1997), Curriculum Development and Evaluation in Education, New Delhi, Sterling Publishers.
9. Chary, Ryland, W,. (1969), Humanising the school curriculum development and fact, California, Corision Press.
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11. Darji, D. R. & Lulla, B. P. (1997), Curriculum Development in secondary schools of Baroda, Baroda Sadhana Press.
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29. N. C. E. R. T. (1984), Curriculum and Evlaution, New Delhi.
30. N. C. E. R. T. (2000), National Curriculum Framework for School Education, New Delhi.
31. N. C. E. R. T. (2005), National Curriculum Framework-2005, New Delhi.

32. N. C. E. R. T. (2005), Systematic reforms for curriculum change, New Delhi.
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34. Nigam, B. K. & Khan, I. M. (1993), Evaluation and Research in Curriculum Construction, New Delhi, Kaniska Publishers.
35. Omstein, A. C. and Humkings, E. Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston, 1998.
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**Semester- III**  
**Pedagogical Skills, Process and Practices**

**B.Ed. Paper-VI**

**F.M.-50 (Th.40+S.W.Pr.10- (Internal)**

- Unit - I : Concept of teaching- learning and Theories of Teaching**
- Meaning and Characteristics of teaching.
  - Meaning and nature of learning.
  - Relationship between teaching and learning.
  - Meaning and types of teaching theories-  
Formal Communication Theory:  
Descriptive: Gagne’s hierarchical theory; Normative: Theories of Mitra and Clarke.
- Unit - II : Task of Teaching**
- Meaning and concept of teaching task.
  - Variables involved in teaching task- independent, dependent and intervening variable.
  - Phases of teaching task- pre-active, inter-active and post-active phases.
  - Core-teaching
  - Level of teaching task- Memory, understanding and reflective levels.
  - Lesson plan design- The Herbartian steps, 5E Model and the ICON design Model.
- Unit - III : Principles, Maximx, Approaches and Methods of Teaching**
- General principles of teaching.
  - Psychological principles of teaching.
  - Maxims of teaching.
  - Inductive- Deductive, Analytic- Synthetic approaches, Problem-solving and Project methods of teaching.
  - Shift in focus from teaching to learning- Constructivist approach, Activity based approach and Child-centred approach- concept and elements.
  - Cone of experience.
  - Simulated Teaching.
  - Micro- Teaching.

**Sessional work/ Project/ Practical****10 marks (Internal)**

Each student is required to develop five lesson plan in his/her method subject opted by him/her in 6th Semester following 5E Model/ICOn design Model.

Distribution of marks is as:

Lesson Plan Record- 06 marks

Viva- Voce- 04 marks

**References**

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**Semester- IV**  
**Learner and Learning**

**B.Ed. Paper-VII**

**F.M.-100 (Th.80+S.W.Pr.-20 (Internal))**

**Unit - I : Educational Psychology**

- Relationship between Education and Psychology; Meaning, Nature and Scope of Educational Psychology.
- Relevance of Educational Psychology for the learner and the teacher.
- Methods of studying the learner's behaviour: Survey, Observation, Case study and Experiment.

**Unit - II : The Learner Dimensions and Stages of Development**

- Growth and Development: Meaning and Nature, General Principles of Growth and Development.
- Learner as a developing individual- development as a resultant of interactions between and among individual potentials (Physical, Social, Cultural, Economic and Technological).
- Dimensions of individual development; physical, cognitive, social, emotional and moral; their inter-dependence, growth & development across various stages from infancy to post adolescence- an intergrated view of different dimentions of development; Ideas of Piaget, Erikson, Kohlberg.
- Factors affecting growth and development.

**Unit - III : Development, Learning and Cognition**

- Distinctiveness of human development and learning.
- Relationship between development and learning.
- Cognition: Meaning and its role in learning.
- Language development and its role in learning.
- Cognitive processes- sensation, perceptions attentions, memory, concept formation and problem-solving in learning.
- Piagetian stages of cognitive development.
- Socio-cultural factors influencing learning.

- Intelligence: Meaning and nature, Tests of Intelligence- verbal, non-verbal, performance.
- Creativity: Meaning and nature, measurement and promotions.
- Reflective thinking: Meaning and Strategies.

**Unit - IV : Theoretical Perspectives of Learning**

- Behaviourist Theory- Thorndike's trial and error theory with focus on laws of learning, Insightful learning, Skinner's Classical and Operant conditioning.
- Cognitivist Theory- Bruner and Asubel and educational implications.
- Humanist Theory- Rogers and Educational implications.
- Social Constructivist Theory- Vygotsky and Bandura and educational implications.
- Relevance and applicability of the various theories of learning for different learning situations.
- Role of learner in various learning situations.
- Learner Autonomy, Meaning and Importance.
- Motivation: Concept, types, theories and techniques.

**Unit - V : Process of Learning in 'Constructivist' perception transfer of learning.**

- Distinction between learning as construction of knowledge and learning as transmission and reception of knowledge.
- Processes facilitating 'construction of knowledge'
  - ⇒ Experiential learning and reflective
  - ⇒ Social mediation
  - ⇒ Meta-cognition: Meaning, components and strategies
- Dimensions of differences in individual learners and Gardner's theory of multiple intelligence: Implications for understanding differences in individual learners.
- Differences in learners based on pre-dominant learning styles- Kolb's classification.
- Differences in learners based on socio-cultural contexts.
  - ⇒ Impact of home language of learners vis a vis language of instruction.

⇒ Impact of differential cultural capital of learners vis a vis school knowledge.

- Differences based on cognitive abilities in children with learning difficulties such as slow learners.
- Transfer of learning: Meaning, type, theories and strategies of transfer.
- Learning in and out of school: concept and implications.
- Life-long, Life wide and Life-deep learning; four principles of learning in formal and informal setting.

**Sessional work/ Project/ Practical**

**20 marks (Internal)**

Each student is required to take up any two assignments from the following:

1. Administration of one standard Psychological test (Intelligence/ Creativity Test) analyse the data, interpret the scores and presentation of report.
2. Preparation of a survey/ observation questionnaire and administration of the same on school students at any level analysis.
3. Case study of a problem child/ slow learner/ disadvantaged and submission of the report.
4. Analysis of the common behaviour problems observed in the classroom and suggesting ways to address them and submission of the report.
5. Preparation of five activities for promoting creativity among school students and submission of the report.

Distribution of marks is as under:

Assignment record- 7.5+7.5 marks

Viva- Voce- 05 marks

**References**

1. Aggarwal, G. C. (2010), Essentials of Educational Psychology, New Delhi, Vikas Publishing House, Pvt. Ltd.
2. Bhatia & Bhatia (2004), A Text Book of Educational Psychology, Delhi, Doaba House Book Sellers and Publishers.

3. Bigge, M. L., Psychological Foundation of Education, Harper and Row, New York.
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12. Kulshrestha, S. P. (2013), Educational Psychology; Meerut, R. Lall Book Depot.
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**Semester- IV**  
**Addressing Special Needs in Classroom**

**B.Ed. Paper-VIII**

**F.M.-50 (Th.40+S.W. Project Pr.10- (Internal)**

- Unit - I :**     **Disability and Exception- From Segregation to Inclusion**
- Disability- meaning and types; Impairment, handicap.
  - Exceptional children-meaning and types; Gifted and Slow learners.
  - Defining special needs of children with exception and disability.
  - Shifting approaches of viewing disability: the charity model, the bio-centric model, the functional model and the human-rights model.
  - Difference between special, integrated and inclusive education.
  - Philosophy of inclusive education.
- Unit - II :**     **Policies and Programmes for the Education of Special Children**
- Education Commission (1964-66).
  - National Policy and Legislative Frameworks- NPE, 1968, 1986 & POA- 1992.
  - Report of Ram Murty Committee (1991).
  - Sarva Shiksha Abhijan (SSA) Act, 1995.
  - National Knowledge Commission.
  - MHRd, 2005, Goals and Strategies in the Comprehensive Action Plan for including children and Youth with disabilities in Education.
  - U. N. convention in Human Rights (1974).
  - Ganguly Committee (2007).
  - The Right of Children to Free and Compulsory Education Act.
- Unit - III :**     **Education of Exceptional and Disabled Children**
- Gifted- Concept & meaning and characteristics, identification, educational provision and role of teacher.
  - Slow Learner or children with learning disability: concept and meaning, characteristics, identification, educational provision and role of teacher, Special/ Resource Teacher.
  - Mentally Retarded: Concept of mental retardation, characteristics, Identification, Educational provision and Role of Teacher; Role of Special Teacher.

**Sessional work/ Project/ Practical**

**10 marks (Internal)**

Each student is required to complete one assignment from the following and submit the report.

1. Conduct of case study of a special child and writing a report.
2. Participation in Seminar on a chosen topic from the course.

Distribution of marks is as follows:

Project Report-	06 marks
Viva- Voce-	04 marks

### References

1. Ainscow, M. (1991), Understanding the development of inclusive schools, London: Falmer.
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5. DFID (2000), Disability, Poverty and Development, London, Department of International Development.
6. DFID (2001), Children out of School, London, Department of International Development.
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16. UNESCO (1989), Conventions on the right of the child, New York, United Nations.
17. UNESCO (2005), Guidelines for inclusion: Ensuring access to education for all, Paris, UNESCO.

**Semester- V**  
**Learning Assessment**

**B.Ed. Paper-IX**

**F.M.-100 (Th.80+S.W. Project Pr.20- (Internal)**

**Unit - I : Overview of Assessment and Evaluation**

- Assessment and Evaluation- concept and meaning, nature.
- Functions of assessment and evaluation of learning in a constructivist paradigm.
- Clarifying the terms- assessment, evaluation, test, examination and measurement.
- Perspectives of assessment: Assessment for learning, assessment of learning and assessment as learning.
- Types of assessment (i.e. Classification of assessment) based on purpose, placement, formative, diagnostic and summative- meaning and features.
- Continuous and Comprehensive Assessment (CCA) and Continuous and Comprehensive Evaluation (CCE)- Meaning, importance and scope CCA vrs CCE.

**Unit - II : Domains of Assessment**

- Concept of instructional objectives and learning outcomes.
- Assessment of cognitive, affective and psycho-motor domains of learning (Blooms Taxonomy with special reference to cognitive domain).
- Methods of stating instructional objectives- General instructional objectives and specific learning outcomes.
- Areas of Assessment: Scholastic and Co-scholastic.

**Unit - III : Instrument of Assessment (Tools and Techniques of Assessment)**

- Teacher assessment, self assessment and peer assessment techniques, construction of portfolios, rubrics.
- Observation, interview, rating scale, check list, concept mapping, focused group.
- Projects, assignments and performances.

**Unit - IV : Kinds of tests, their construction and use**

- Teacher made test and standardised test, teacher made achievement test, relating test items to specific behaviour objectives.
- General principles of Test Construction- Planning, preparing, trying out and evaluating.
- Different types of Test and their construction- Essay type, short answer type, objective type- matching, forced alternate choice type, multiple choice type, completion type.
- Norm referenced tests and criterion referenced tests.
- On-line examination- merits and limitations.

**Unit - V : Characteristics of a good test and its construction**

- Characteristics:
  - Validity- meaning, types and methods finding out.
  - Reliability- Meaning and methods of estimation.
  - Objective- meaning and nature.
  - Usability- Concept and use
  - Interdependence of validity, reliability, objectivity and usability.
- Construction of Tests and their uses
  - Steps- planning the test, development of the table of specification (Blue Print).
  - Preparing the test- Principles of preparing test items-objective based item, extended and restricted response type, objective type items (free-response type, S. A. and completion, fixed response types-matching, force/ alternate choice type, multiple choice type.
- Assembling and editing the test items.

**Sessional work/ Project Practical**

**20 marks (Internal)**

Each student is required to submit any one assignment from the following:

- Preparation of 30 objective-based objective type test items, at least five from each type of test items in any one of his/her Pedagogy subject.

- Construction of an Achievement Test on any one of his/her pedagogy subject and preparation of a blue print.
- Development of work-sheets and other tasks for learning and assessment in his/her specific subject area.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 15 marks

Viva- Voce- 05 marks

### References

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2. Anderson, L. W. (2003), Classroom Assessment: Enhancing Quality of Teacher Decision Making, Mahwah, New Jersey, Lawrence Erlbaum Associates.
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22. Singh, H. S. (1974), *Modern Educational Terting*, New Delhi Sterling Publication.
23. Stanley, J. C. and Hopkins, K. D. (1990), *Educational and Psychological Measurement and Evaluation* (7th Ed.) New Jersey, Prentice Hall.
24. Stiggins, R. (2005), *Student involved classroom assessment* (4th Ed.), Columbus, Ohio, Merril.
25. Thorndike, R. L. and Hagen (1977), *Measurement and Evaluation in Psychology and Education*, New York: John Willey.

**Semester- V**  
**Statistics in Education**

**B.Ed. Paper-X**

**F.M.-50 (Th.40+S.W. Project Pr.10- (Internal)**

**Unit - I : Concept of Educational Statistics and Measures**

- Scales of measurement.
- Meaning, characteristics & kinds of statistics.
- Frequency Distribution.
- Measures of Central Tendency- Range, Mean, Median and Mode.
- Measures of Dispersion- Average Deviation, Quartile Deviation and Standard Deviation.

**Unit - II : Graphical Representation of Data and Inferential Statistics**

- Histogram
- Frequency Polygon
- Cumulative percentage Curve or Ogive
- Pie-diagram
- Normal Probability Curve-meaning and characteristics.
- Divergence from Normality.

**Unit - III : Correlation**

- Concept and types of correlation.
- Linear and non-linear correlation.
- Methods of computation of correlation- Rank Difference Method, Product Moment Correlation Method.

**Sessional work Practical**

**10 marks (Internal)**

Each student is required to collect the achievement scores of the students of a class from a school, make statistical analysis of the collected data and prepare a report.

Distribution of marks is as follows:

Report-	06 marks
Viva- Voce-	04 marks

## References

1. Ferguson, G. A. (1971), Statistical Analysis in Psychology.
2. Garrett, H. E.(1971), Statistical in Psychology and Education, New Delhi, paragon.
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**Semester- VI**  
**Pedagogy of Language: English**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

**Unit - I : Learning English as a second language**

- Importance of English language in India and the world; policies and provisions relating to languages: Article 343-351, 350A; NPE-1968, 1986, POA-1992; NCF-2005.
- Place of English in the school curriculum: Compulsory subject, Medium of instruction, examination etc.
- Aims and objectives of Teaching Learning English at the elementary and secondary level.
- Current challenges of teaching-learning English in schools: Multilingual context, language background of the learner, syllabus and text books, classroom transaction, Board, teacher quality.

**Unit - II : Developing Language skills in English: Listening, Speaking, Reading and Writing**

- Listening and Speaking: Sub-skills and types/ forms; activities for developing listening and speaking skills- story telling, dialogue, situational conversation, role play, stimulation, skits, games, contests etc. facilitating integration of listening and speaking skills while using English in real life situation.
- Reading: Sub-skills; kinds- reading aloud and silent reading, extensive and intensive reading.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary level; Formal and informal writing- creative writing (short-story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogues, speech, advertisement etc.
- Integration of language skills in curriculum transaction- process and strategies.
- Material and Resource support; language laboratories, authentic materials, multimedia resources, open education resources.

**Unit - III : Approaches, Methods and Techniques of Teaching Learning English Language**

- Teaching- learning Prose (detailed and non-detailed)- structural approach, communication and constructivist approaches, silent way; principles and techniques, advantages and limitations.
- Methods: Grammar- Translation, Direct Method, Audio-lingual method, bilingual method, communicative teaching learning, teaching of grammar and composition.
- Teaching-learning Poetry: Transaction strategy following communicative and constructivist approaches (5E and ICON Model).
- Teaching Learner- Grammar: Functional and Formal Grammar objective and Transactional Strategies.
- Teaching Learning Composition and Vocabulary: Objective and Strategies for different forms of composition (essay, letter, noting and drafting); Teaching learning strategies for vocabulary- word formation, affixation, blending, back formation, their uses in different forms and meaning (action, qualities etc.)
- Techniques and Activities: Language games, group work, pair work, collaborative and co-operative work, project and peer interaction.
- Implication of Approaches, Methods and Techniques for classroom transaction.

**Unit - IV : Teaching Learning Materials for Teaching and Learning English**

- Teaching Aids: Purpose, types and use.
- English Text Book and Work Book.
- Language Laboratory.
- Application of ICT in teaching learning English.

**Unit - V : Planning Teaching Learning English Language**

- Pre-requisites for planning lessons: Determination of the scope of content to be dealt with; specifying learning objectives; choosing methods, approaches and strategies, arranging teaching-learning materials, designing teaching-learning activities and formative assessment strategies.
- Developing lesson plans for teaching-learning English. Herbartian Approach, 5E Model, ICON Design Model.

**Sessional work/ Project/ Practical****15 marks (Internal)**

Each student teacher is required to submit assignment/ project report in any one of the following:

- Preparation of 5 lesson plans on the topics from the prescribed text of school level following 5E ICON Model (AL least 2 plans in each model)
- Preparation of Blue print on any topic from the prescribed text of school level and development of 20 test items in conformity with the blue print.
- Designing various activities/ language games for facilitating for learning of English.

Distribution of Internal Assessment marks is as follows:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks

**References**

1. Agnihotri, R. K. and Khanna, A. L. (1994), Second Language Acquisition: Socio Cultural and Linguistic Aspects of English in India, New Delhi: SAGE Publication.
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20. Saraswati, V. (2004), English Language Teaching; New Delhi: Orient Longsman.
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23. Sinha, S. P. (1978), English in India; New Delhi: Jajaki Prakashan.
24. Structural Approach to the teaching of English, Agra: Ram Prasad & Sons.

**Semester- VI**  
**Pedagogy of Language Odia: (F. L.)**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

**Unit - I : Learning Odia as the first language**

- Importance of mother tongue in the life and education of the child.
- Aims and objectives of teaching mother tongue at school level (elementary and secondary with reference to NCF-2005)
- Place of mother tongue in the school curriculum.
- Process of learning Odia as F. L.; approaches of learning F. L.- Behaviourist approach (Watson and Skinner), Nativist/ Mentalist (Chomsky) social interactionist (Piaget and Vigotsky).
- Factors influencing Odia as F. L. as language input, language anxiety, language aptitude, language ego and language motivation.
- Challenges of teaching learning F. L. in Schools: Multilingual context, language background of learners, syllabus and text books, classroom transaction board and teacher quality.

**Unit - II : Developing Language skills in F.L.: Listening, Speaking, Reading and Writing**

- Listening and Speaking: Sub-skills and types/ forms; activities for developing listening and speaking skills- story telling, dialogue, situational conversation, role play, stimulation, speech, games, contests etc. materials and resource support; Language laboratories, teachers, multimedia resources.
- Reading: Sub-skills; kinds- reading aloud and silent reading, extensive and intensive reading; study skills, meaning and strategies for developing study skills, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels; Formal and informal writing- creative writing (short-story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogues, speech etc.
- Facilitating integration of core language skills, reference skills and higher order skills in reading and writing Odia.

- Unit - III : Methods and Techniques of Teaching Learning Odia as F.L.**
- Teaching- learning Prose (detailed and non-detailed)- Objectives, Audio Lingual Method, Comprehension- appreciation, communicative constructionist approaches.
  - Teaching-learning Poetry: Objectives, communicative and constructivist approaches (Transactional strategies).
  - Teaching Learner- Grammer: Functional and Formal Grammer Objective and Transactional Strategies.
  - Teaching Learning Composition and Vocabulary: Objective of teaching composition; types of composition (Guided and free); teaching learning strategies for different forms of composition (Essay, Letter, noting and drafting), types of vocabulary- word formation process, teaching learning strategies for vocabulary, facilitating correct spelling of words, causes of spelling error and remediations.

- Unit - IV : Teaching Learning Materials for Teaching and Learning Odia**
- Teaching Learning Materials: Purpose, types and use.
  - Text Book and Non-detailed: Importance and purpose.
  - Language Laboratory: Characteristics and application.

- Unit - V : Development of Lesson Plan.**
- Pre-requisites for planning lessons: Determining the content to be dealt with specifying learning objectives; choosing methods, approaches and strategies, arranging teaching-learning materials, designing teaching-learning activities and formative assessment strategies.
  - Preparation of Lesson Plan: Herbartian Method, 5E Model, ICON Design Model.

**Sessional work/ Project/ Practical 15 marks (Internal)**

Each student teacher is required to submit a record of the assignment on any one of the following:

- Preparation of 5 lesson plans on the topics from the prescribed text in Odia (Prose/Poetry) following 5E ICON Model (at least 2 plans in each model)

- Preparation of Blueprint on any topic from the prescribed text and development of 20 test items in conformity with the blueprint.
- Designing of spelling problems among the learners and development of remedial measures and writing the report.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks

### References

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**Semester- VI**  
**Pedagogy of History**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

- Unit - I :**     **Concept of History: Meaning, Nature, Scope of Importance**
- Evolution of the concept of History.
  - Meaning, nature and scope of History.
  - Aims and objectives of teaching History at School level (Elementary and Secondary).
  - Place and importance of History in the school curriculum.
  - Value of teaching History.
  - Relationship of History with other school subjects.
- Unit - II :**     **The History Curriculum**
- Need of the study of History with reference to NCF (2005) & (2014).
  - Approachs for the organization of content the History curriculum Biographical, Chronological Concentric, Topical, Regressive.
  - Selection of contents of History: Local, National and Global perspectives.
  - The History curriculum at school levels in Odisha.
- Unit - III :**    **Methods and Strategies of Teaching History**
- Various Teaching Methodologies: Lecture, narration-cum-discussion, story telling dramatization or role playing, soruce method, project method, constructivist approach.
  - Development of sense of time and space.
  - Learning plan of Lessons in History: Herbartian approach, 5E Model, ICON Design Model.
- Unit - IV :**    **Teaching Learning Materials (TLM) and Activities in History**
- Teaching Aids: Types and their uses; Time line, ICT enabled Aids in History, use of Chalk Board and Black Board, Worksheets etc.
  - Activities: Field Trips, excursions, exhibition and resources; visit to Anthrpological, Historical Places, National/ State Archives/ Museum.
- Unit - V :**     **Pedagogical analysis of content and Assessment of History**
- General Overview of content analysis.
  - Determination of Behavioral objectives.



- Selection of teaching strategies.
- Construction of Achievement Tests in History- Principles and types- Essay, short answer and objectives types.

**Sessional work/ Project Practical**

**15 marks (Internal)**

Each student teacher is required to take up any one of the following assignments and submit a report.

1. Visit to a Historical site/ monument/ National or state archives/ Museum and prepare a report on the visit and specify their utility on educational resorts.
2. Visit to village/ town/ industrial sites/ mining/ tourism places/ agricultural production sites and prepare a report specifying their resources or on site learning of school students.
3. Developing 5 lesson plans on any topic in History (at least 2 each from 5E Model and ICON design Model) and submission of the record.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks

**References**

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**Semester- VI**  
**Pedagogy of Geography**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

- Unit - I : The Concept and Nature of Geography**
- Geography- Concept, meaning, nature and scope, Nature- Inter-disciplinary nature- physical, human, eco-cultural, man-environment, Interaction.
  - Need and Importance of Geography in School Education- Acquisition of knowledge, environmental awareness, economic planning, professional needs.
  - Place of Geography in school curriculum; Geography as a compulsory subject at elementary and secondary level and optional subject at the higher secondary level.
  - Aims and Objectives of teaching Geography at school level elementary and secondary.
  - Correlation of Geography with other school subjects.
- Unit - II : Teaching Strategies in Geography**
- Methods and approaches of teaching- Direct observation and indirect observation, discussion/ demonstration-cum-discussion, Project method, Laboratory method, Regional Method, Heuristic method, constructivist approach.
  - Geography room/ laboratory- purpose, Importance and utility.
- Unit - III : Geography Curriculum and Text Book**
- Principles of curriculum construction in Geography.
  - Organisation of curriculum in Geography.
  - Geography Text Book- Importance, Characteristics and purpose.
  - Teaching Learning Materials in Geography.
- Unit - IV : Co-Curricular activities in Geography**
- Teaching Learning Materials: Purpose, types and use; Text Book and work books; Guide books and reference materials, Visual materials- Maps, Relief Maps, Globe, pictorial and graphical charts, computer and electronic devices, worksheets, Audio aids- Radio, Tap Recorders, Audio visual aids- T. V., Film-strip, projectors.
  - Co-curricular activities- Field trip, Excursion, Museum, Exhibition.

## **Unit - V : Pedagogical Analysis of Contents of Geography**

- General overview of content analysis.
- Determination of behavioural objectives of Geography.
- Selection of teaching strategies.
- Development of Lesson Plans in Geography- Herbartian approach, 5E Model and ICON Design Model.
- Achievement Test construction in Geography.

### **Sessional work/ Project Practical 15 marks (Internal)**

Each student is required to complete any one of the following assignments/ projects and submit a report.

- Conduct of field trip to a geographical place and writing the report.
- Writing a report on the resource materials available in a particular locality their uses in teaching-learning Geography.
- Developing five lesson plans on five different topics of Geography following Model and ICON design Model (at least two lesson from each model)

Distribution of Internal Assessment marks:

Assignment/ Project Record-	10 marks
Viva- Voce-	05 marks

### **References**

1. Arora, K. L. (1976), The Teaching of Geography; Julunder; Prakash Brothers.
2. Broadman, D. (1985), New Directions in Geography Education London: Fehur Press.
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**Semester- VI**  
**Pedagogy of Mathematics**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

- Unit - I : Nature, scope and importance of Mathematics education**
- Nature and scope of Mathematics; Nature- abstract, symbolic, generalized, preciseness and brevity; mathematical proof, proposition, structure and logic.
  - Values of Mathematics; cultural, disciplinary, moral, social and utilitarian.
  - Structure of Mathematics: Definition, axioms, theorems, propositions, proofs by induction.
  - Place of Mathematics in the school curriculum; co-relation of mathematics with other subjects.
  - Aims and objectives of teaching Mathematics at the elementary/ secondary level.
- Unit - II : Methods/ Approaches of teaching learning Mathematics**
- Analytic and synthetic method, inductive and deductive, project, problem solving and play way methods (Learning by Discovery)
  - Constructivist approaches: Self-learning and peer learning strategies, activity based approaches.
- Unit - III : Curriculum activities and materials in Mathematics**
- Activities in Mathematics: Mathematics games and quizzes, Mathematics exhibition; planning and organizing; Mathematics outside the classroom.
  - Teaching learning materials in Mathematics: Types, functions, preparation and utilization of learning materials- text book, model, calculator, computer, maintaining portfolio in mathematics.
  - Key learning resources in mathematics: Assessing progress and performances, monitoring and giving feedback, local and community resources, using group work and using questioning (both by teacher and learners.)
  - Application of ICT in teaching learning mathematics.

**Unit - IV : Assessing Learning in Mathematics**

- Assessment of Mathematics learning: Unit text- Designing Blueprint and preparation of Achievement Test.
- Assessment for mathematics learning: Test/ assignment, projects, portfolios, group in collaborative assessment, self assessment.
- Non-testing method of assessment of / for mathematics learning: Observation of learner in action, rating of participation in various mathematical tests and activities.
- Planning for continuous assessment of classroom learning in mathematics.

**Unit - V : Development of lesson plans and unit plans for Teaching Learning Mathematics**

- Herbartan Approach-meaning, steps, merits and drawbacks; Groover's modification.
- 5E Model as per constructivist approach- concept, steps, merits and limitation.
- ICON Design model as per constructivist approach- concept, steps, merits and limitation.
- Pedagogical analysis of elementary/ secondary school mathematics.

**Sessional work/ Project Practical**

**15 marks (Internal)**

Each student teacher is required to submit any one assignment from the following:

- Preparation of 2 unit plans and 3 lesson plans on selected units and selected topics respectively from the elementary/ secondary level mathematics text using 5E or ICON Models.
- Development of learning activities on different topics of Mathematics at school level, at least 5 activities on each of 2 topics selected from the text.
- Analysis of preparation of concept Map on any topic of elementary/ secondary school Mathematics.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks

## References

1. Beckmann. C. E., Thompson, D. R. and Ruben Steim, R. N. (2010), Teaching and Learning High School Mathematics, New Jersey, John Wiley and Sons, INC.
2. Butler and Wren; Teaching of Mathematics, Mc Grew Hill Book Company, INC, New York and London (1960).
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**Semester- VI**  
**Pedagogy of Physical Science**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

**Unit - I : Nature, scope of Physical Science**

- Nature, scope and importance in daily life as well as in school curriculum.
- Place of Physical Science in school curriculum; correlation in physical science with other school subjects.
- Aims and objectives of teaching learning physical science at school level (elementary and secondary).
- Formulation and specification of learning objectives of teaching physical science.

**Unit - II : Approaches and Methods of Teaching Learning Physical Science**

- Discovery- Nature and purpose; Guided Discovery Strategies in teaching learning of concepts in physical science.
- Experimentation- Experimentation within and beyond classroom situation; process and limitation.
- Problem solving- Problem identification, formation of Hypothesis, collection of data, testing Hypothesis and arriving at solution.
- Project situation analysis, selection of project, preparation of project proposal, implementation, evaluation and reporting.
- Observation- Type, process and recording.
- Constructivist approaches: Self-learning and peer learning strategies, collaborative strategies, inquiry.

**Unit - III : Curriculum activities in Physical Science**

- Preparation of unit plan; lesson plan (traditional activity approach and constructivist approach 5E, ICON).
- Teaching Learning Materials- Preparation, collection, procurement and use such as charts, graphs, bulletin board, models, ICT materials like film strips, slides, transparencies, T. V. Audio-Video, computer and internet.

- Learning Activities- Science laboratory activities, field trips, science club, science seminar, science exhibition.
- Using key learning resources for effective classroom transaction in learning physical science.

**Unit - IV : Learning Resources in Physical Science**

- Laboratory as a learning resource: Structure, design organization and maintenance.
- Improvisation of Teaching Aids.
- Different forms of ICT and their application in teaching and learning Physical Science.
- Integration of ICT in teaching learning process of Physical Science.

**Unit - V : Learning Assessment of Physical Science**

- Learning indicators in physical science and their assessment in the form of learning evidences/ outcomes in classroom and laboratory.
- Construction of classroom tests and unit tests.
- Alternative strategies for assessment like assignments, reports and records- portfolios and rubrics, preparation of learning portfolios.
- Recording and reporting of learning evidences/ outcomes: marks and grades.

**Sessional work/ Project/ Practical**

**15 marks (Internal)**

Each student teacher is required to take up any one from the following assignments and submit a report:

- Preparation of a yearly plan in physical science for any one class/ grade at secondary/ elementary school level.
- Preparation of 5 lesson plans in Physical Science for any class of secondary school at least 2 on Behaviourist and Constructivist approaches each.
- Preparation of an assessment framework in any one unit in physical science.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks



## References

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**Semester- VI**  
**Pedagogy of Bio-Science**

**B.Ed. Paper-XI and XII**

**F.M.-75 (Th.60+S.W.Pr.15- (Internal)**

**Unit - I : Biological Science in school curriculum**

- Nature and scope of Bio-science: Bio-science as a discipline, as a dynamic and expanding body of knowledge.
- Place of Biological Science in school curriculum; importance of Biological science in daily life.
- Objectives of teaching learning Biological science at elementary and secondary levels.
- Interrelationship of Bio-science and other disciplines of science and their integration.
- Curriculum reforms in Bio-science at the National and State levels (NCF-2005).

**Unit - II : Approaches and Methods of Teaching Learning Biological Science**

- Observation- types, importance, process and recording.
- Experimentation- Experimentation under controlled condition within laboratory and beyond laboratory situation; process and limitations.
- Problem solving- Problem identification, formation of Hypothesis, collection of data, testing Hypothesis and arriving at solution.
- Demonstration cum discussion: Meaning of demonstration and discussion procedure.
- Project Method: situation analysis, selection of project, preparation of project proposal, implementation of the project, evaluation and the reporting.
- Discovery Method: Meaning, nature and process. Use of ICT or self learning, collaborative learning, concept mapping of themes related Bio-science.

**Unit - III : Construction of knowledge, attitude, skills and values in Bio-Science**

- Constructivist approach in learning Biological science.
- Development of scientific attitude, positive values and identification and development of skills related to Biological science.
- Misconceptions in Biological sciences and their remedies.

**Unit - IV : Curricular Activities in Bio Science**

- Teaching learning materials: preparation, collection, procurement and use like charts, graphs, Bulletin Board, Models, ICT materials like film strips, slides, transparent sheets, T. V., audio and video, computer and internet.
- Learning Activities: Science Laboratory activities; observing flora and fauna in natural setting, Bio-science club, Bio-science seminar, preservation of Biological specimens, Biological museums and Bio-science exhibition, field trips and excursions.
- Key Learning Resources for effective classroom transaction in Bio-science.

**Unit - V : Planning for teaching learning in Biological Science**

- Need for planning teaching learning experiences in Biological science.
- Identification of concept and unifying things related to Biological science, Interrelation among various concepts in Biological science.
- Designing year plan and unit plan in Biological science and their significances in understanding comprehensive nature of knowledge.
- Writing learning objectives for different content areas in Biological science.
- Planning lessons based on behaviourists and constructivists approaches- 5E Model and ICON Design Model.

**Sessional work/ Project Practical**

**15 marks (Internal)**

Each student is required to take up any one from the following assignments/ project and submit the report for assessment.

- Construction of 30 objective based objective type test items on the topics of Bio-science text book from school level (at least five from each type).
- An analysis of text book in Bio-science for school level.
- Writing a project on the preparation and use of five improvised teaching learning material Biological science.

Distribution of Internal Assessment marks:

Assignment/ Project Record- 10 marks

Viva- Voce- 05 marks

## References

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2. Herr, Norman (2007), The Source Book of Teaching Sciences; Sanfransisco, C. A., Jossey Bass.
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**Semester- VII**  
**Educational Technology and Innovations**

**B.Ed. Paper-XIII**                      **F.M.-1000 (Th.80+S.W. Project Pr.20- (Internal)**

**Unit - I :            Educational Technology**

- Concept, meaning, nature, scope and significance of E.T
- Components of approaches to educational technology: Hardware, Software and system approach.
- Educational Technology and Instructional Technology.
- Types of E.T
- Importance of ET for the teacher and the student.

**Unit - II :            Communication and Instruction**

- Theory: concept, nature, process, components and types.
- Classroom: Communication, Mass media approach in ET, Study of classroom communication through Flander's interaction analysis.
- Designing Instruction system, formulation of instructional objectives and Design of instructional strategies such as lecture, team teaching, discussion Seminar and Tutorials.
- Task Analysis
- ICT enabled devices.
- Barriers of communication.

**Unit - III :            Innovation in E.T**

- Programme Instruction: Concept, basic principles and application, Types Linear and branching; Development of programme instruction materials.
- Teaching Machines.
- Computer Assistance Instruction.
- Micro Teaching: Concept, Assumptions, phase and application.
- Simulated Teaching: Concept, procedure and application.
- Personalised system of instruction: Concept, objectives, strategy and application.

**Sessional work Practical**

**10 marks (Internal)**

Each student is required to prepare a report on one of the following:

Distribution of marks is as follows:

- Observation of one classroom interaction in a school prepare an observation matrix and write a report.
- Designing micro teaching on a topic of any school, subject and submission of the assigned record.

- Developing a concept attainment model of instruction on a topic of school level text.

Distribution of Marks:

Report/ Record-	15 marks
Viva- Voce-	05 marks

**References**

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6. Panda, S. (Ed.) (1999), Open and Distance Education, Policies, Practice and Quality concerns, New Delhi, ABI Pearson.
7. Rangrajan, V. Fundamentals of Computers.
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## Semester- VII

### Information and Communication Technology (ICT) in Education

B.Ed. Paper-XIV

F.M.-1000 (Th.80+S.W. Project Pr.20- (Internal)

#### Unit - I : ICT Concept meaning and importance

- Concept of ICT, Meaning, nature, principles and importance.
- ICT infrastructure: Computer and computers and computer hardware fundamentals (anatomy, input devices, output devices, storage devices and display devices); Types of computers and computer network, telecommunication network, networking, internet, the World wide web, e-mail and social media.
- Use of digital camera, mobile, recorder, scanner, printer, interactive. White Board Visualiser, multimedia projector.
- Software fundamentals: Software-meaning and types; system-software, and application software.
- ICT potential for improving access, quality and inclusion in education.

#### Unit - II : ICT in Education

- Changing view of learning in the context of ICT.
- Changing roles of the Learner and the Teacher in the use of ICT.
- Role of ICT in 'Construction of Knowledge'.
- E-learning: Meaning and importance; e-learning methods and media-virtual learning environment, virtual universities, web-liners, special internet forum/ discussion groups, e-tutorials.

#### Unit - III : ICT and Pedagogy

- ICT Integration Approaches to Teaching learning.
- Exploration of ICT Resources for teaching- learning: Open Educational Resources of (OERs)- purpose and importance; e-libraries, e-books, e-journals, infolibnet; other learning resources- Encyclopaedia, dictionaries, multi-media etc.
- Important websites for education- NCERT, NCTE, UGC MHRD, DHE, UNESCO, UNICEF etc.

- ICT for pedagogical innovations: Development of e-context.
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL).

**Unit - IV : ICT in school and classroom**

- Purpose and importance of ICT for classrooms.
- ICT enabled curriculum enhancing ICT use in the existing curriculum; full integration of ICT into curriculum.
- Designing learning plan for topics and developing multi-media and ICT based lessons.
- Designing/ developing ICT integrated smart classrooms.
- Use of internet and e-mail: Effective browsing of the internet for discerning and selecting relevant information, survey of educational sites, downloading and uploading relevant materials.
- Interactive use of ICT: participation in yahoo groups, creating of blogs etc.

**Unit - V : ICT for School Management, Improvement and Assessment**

- ICT and educational management: MIS systems for educational management, scheduling, Record keeping, student information.
- ICT for school administration.
- ICT for developing competency standards and professional efficiency of teachers.
- ICT for student support services: admission, libraries, guidance, maintenance of student records etc.
- ICT for life-long learning, open and distance learning.
- ICT and Assessment: ICT enabled assessment- Survey, puzzles makers, test generators, reflective journal, question bank and ICT applications for CCE.

**Sessional work/ Project/ Practical**

**20 marks (Internal)**

Each student is required to take up any one of the following assessments and submit report thereto:

- Preparation of a report on the use of ICT in a pedagogy subject of school.
- Searching internet and collecting study material related to any educational topic and writing the report.



- Analysis of an educational telecast and preparation of a report.

Distribution of marks:

Project Report-	15 marks
Viva- Voce-	05 marks

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## Semester- VII

### School Based Action Research and Guidance Services in School

B.Ed. Paper-XV

F.M.-50 (Th.40+S.W. Project Pr.10- (Internal)

- Unit - I :**     **Basics of Action Research and Processes**
- Meaning, principles, need and importance of A. R.
  - Difference between fundamental research and A. R.
  - Types of A. R. Individual teacher A. R. collaborative A. R. (Meaning, rationable, uses and limitations)
  - A. R. for the professional growth of teachers.
- Unit - II :**     **Approaches, Methods, Tools, Planning, Conducting and Reporting A. R.**
- Approaches of A. R.: Qualitative and Quantitative- concept and need.
  - Methods of A. R.- Experimental, survey and case study (meaning, purpose, process and limitations)
  - Tools for data collection (characteristics, uses and limitation)- Questionnaire, audio, interview, observation.
  - Designing A. R. plan (research question, needs, significance, aims and objectives), research teams (research design schedule and budget).
  - Collection, analysis (Quantitative- descriptive analysis- mean correlation and graphical representation, qualitative) and interpretation of data.
  - Reporting A. R. features of a good A. R. Report- Comprehensibility, authenticity, truthfulness and appropriateness; preparation and evaluation of research report, sharing and reflecting- locally, professional conferences, print and e-journals.
- Unit - III :**     **Guidance and Guidance Services in Schools**
- Guidance: Concept, meaning, nature, scope, need and importance at school levels; types of guidance- educational, vocational and socio-personal.
  - Tools and Techniques of guidance, Testing-Intelligence, Aptitude and Interest; Non-testing-case study, observation, interview, cumulative record cards (CRC), Developing profile of learner, use of computer for storing and retrieving pupil information for guidance.

- Group guidance and techniques- Class talk, career talk, group discussion, career conference, guidance for gifted, slow learner, socio-economically disadvantaged children.
- Organization of guidance services in schools- Individual Inventory service, counselling, placement service, occupational information service, follow up services, evaluation.
- Role of Head Teacher/ Principal, Teacher, Guidance worker, parents and community members in the organization of guidance services in schools.

**Sessional work/ Project Practical**

**10 marks (Internal)**

Each student is required to prepare an assessment/project report on one of the following:

- Development of one action research project on any problem of a school and submission of report.
- Preparation of an interview schedule and conducting the same, and analysis of the information and writing the report.

Distribution of marks:

Project Report-	06 marks
Viva- Voce-	04 marks

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7. David Coghlan & Teresa, B.- Doing Action Research in your organization.
8. Elliot, J. - Action Research of Educational Change.
9. Jean Mc Niff- Action Research: Principles and practices.
10. Jean Mc Niff and Jack Whitehead- Doing and writing Action Research

11. Lokesh Kaul- Research Methodology.
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14. Rao, Usha- Conducting Educational Research.
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**Semester- VII**  
**Internship in Schools**

**B.Ed. Paper-XVI & XVII**

**F.M.-150 (75+75) (Internal)**

**Activities to be taken up and participated during in the course of school internship.**

1. Delivery of practice lessons: 20 lessons in each of the two pedagogy subjects opted for by each student teacher along with the preparation of plan for each lesson and collection of aids relevant to the lesson for delivery. Out of 20 lessons to be delivered by each student teacher in each pedagogy subject, 5 lesson will be evaluated by the supervisor.

▪ Each of these lessons will be evaluated as per the following criteria for every lesson.

- |                                       |          |
|---------------------------------------|----------|
| i) Lesson Planning-                   | 2 marks  |
| ii) Voice, exposition and delivery-   | 1 marks  |
| iii) Presentation-                    | 3 marks  |
| iv) Use of B.B.-                      | 1 mark   |
| v) Use of teaching aids-              | 1 mark   |
| vi) Questioning & student participate | 1 mark   |
| vii) Classroom management-            | 1 mark   |
| 3. Lesson Plan Record-                | 10 marks |

4. Participation in other activities of the school as mentioned below besides practice teaching during the internship period will be evaluated by the Head of the school which carries 15 marks.

Other Activities are:

- i) Classroom beautification
- ii) Taking arrangement classes
- iii) Library and recreational activities
- iv) Conducting quizzes, debates, song and drawing competition.

- v) Organization of and participation in science exhibition, science fair, science club, echo-club activities, art and craft exhibition.
  - vi) Innovation teaching learning activities.
  - vii) Presentation of innovative and creative work done by the student teacher during Internship.
5. Attendance of student teacher in the school to which attached for Internship:
- Every student teacher is required to have 90% of attendance in attending the school for delivery of required number of practice lessons in his/her pedagogy subjects and participation in the other co-curricular activities.

**Semester- VIII**  
**History of Education of India**

**B.Ed. Paper-XVIII**                      **F.M.-100 (Th.40+S.W. Project Pr.10- (Internal)**

- Unit - I :**        **Education in Ancient India**
- Ancient Indian Education- Education during the Vedic and Upanishadic period: Aims, Curriculum, Methods of teaching, Role of teacher and discipline, Ancient seats of learning- Nalanda, Taxila and Varansi.
  - Education in Buddhist period: Aims, Curriculum, Methods of teaching, Role of teacher and discipline.
  - Achievement of India in different fields of knowledge and enlightenment during ancient period.
- Unit - II :**        **Education in Medieval India**
- Islamic Education: Aims, Structure, Curriculum, Methods of teaching, Educational Institutions.
  - Hindu Education: Aims, Structure, Curriculum, Methods of teaching and Educational Institutions, Impact of the teacher on the system of education.
  - State patronage for education during the medieval period.
- Unit - III :**        **Education during early British Period (From colonization up to 1885)**
- Educational Endeavour during the early British Period (upto 1885).
  - Adamins Report, Macaulay's Minute and Beutick resolution (1835), Wood's Despatch (1854) and Hunter Commission Report (1882).
- Unit - IV :**        **National Education Movement**
- Cursums Education Policy.
  - Calcutta University (Sadler) Commission Report (1947).
  - Hartog Committee Report, 1929.
  - Basic Education Movement, 1937.
  - Sergeant Committee Report, 1944.
- Unit - V :**        **Education in Independent India**
- Reports of the University Education Commission (1948): Secondary Education Commission (1952-53), Indian Education Commission



(Kothari) (1964-66), (Commissions' Reports to be default study with reference to aims, structure and curriculum of education).

- The National Policy on Education (NPE), 1986 and its revision, i.e. Programme of Action (POA) 1992 (Aims, structure and curriculum of education).
- Ramamurthy Committee on Education (1990).
- National Knowledge Commission.
- Ganguli Commission (2007).
- The right of children to free and compulsory education Act (2009).
- National system of education and re-organization of education at different stages.

### **Sessional work/ Project Practical**

**20 marks (Internal)**

1. Each student is required to prepare a report on any one of the following: Case study of an educational institution (only schools) and preparation of a report on its functioning- curricular and co-curricular activities and administration.
  - Survey of a minority school in respect of its environment and its functioning as regards curricular and co-curricular programmes and preparation of the report.
  - Giving an account of the development of National system of Education in India and preparation of the report.

### **References**

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## Semester- VIII

### Contemporary Issues, Concerns and Vision of Education in India

B.Ed. Paper-XIX

F.M.-100 (Th.80+S.W. Project Pr.20- (Internal)

#### Unit - I : **Contemporary Issues and concerns in School Education**

- Universalization of School Education: Meaning, dimensions and issues; Right to education and universal access, Issues of universal enrolment, universal retention and universal success.
- Concerns and issues of equality and equity and educational strategies to address the concerns.
- Common School System: Concept, needs and challenges, Kothari Commission (1964-66), recommendations.
- Management concerns: Inequality in schooling urban public, private, rural, urban partnership (PPP) in school management and its impact on quality of education; total quality management (TQM) of education, single teachers' school, differential quality in schooling, variations in school quality.
- Equality of Educational opportunity meaning of equality and constitutional provisions.
- Prevailing nature and forms of inequality- Dominant and Minor groups and the related issues.

#### Unit - II : **Normative Vision of Indian Education**

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideals- democracy, equality, liberty, secularism and social justice.
- India as an evolving Nation State: Vision, nature and salient features- Democratic and secular polity, federal structure; implications for education system.

#### Unit - III : **Rights Based Education**

- Human Rights Education: Concept, dimensions, current status and future challenges.
- Human Right based Approach to Education: Dakarworld Millennium Development, Goals of Education, Declaration of Education for All

(EFA), Sustainable Development Goals 4-A Approach to Education for All: Availability, Accessibility, Acceptability and adaptability.

- Right to Education Act, 2009 and Universalisation of Elementary Education- Provisions for access, opportunities and quality for basic education.
- Challenges in the implementation of the RTE Act, 2009.

**Unit - IV : Quality Concerns in Education**

- Quality Education: Concept: Learner and Learning centric education, factors influencing quality education quality of learners, learning environment, content and learning materials, processes of learning and teaching, learning outcomes.
- Initiatives and strategies for quality education: Decentralized planning, innovative materials and pedagogic practices, capacity building of teachers, community involvement.
- Use of ICT: ICT friendly materials and their utilization in classroom transaction, enhancing teaching ability and preparedness, and their attitude towards ICT use, provisions for Smart Class Rooms.

**Unit - V : Global Concerns in Education- Education and Development an interface**

- Education for National Development: Education Commission (1864-66), Report on it.
- Education and Sustainable Development.
- Education for a multi lingual and multi-cultural society.
- Life skill Education- Concept, importance and objectives, strategies facilitating life skill education.
- Education in disturbed areas: Forms of disturbances- Natural disaster, conflict, terrorism, insurgency addressing the issues through education with reference to disaster management.
- Peace education, Value education, environmental education, education for national integration and international understanding.
- Emerging trends in the interface between: Political process and Education, Economic Development and Education, Socio-Cultural changes and Education.

**Sessional work/ Project Practical****20 marks (Internal)**

Each student is required submit a paper/ report on any one of the following:

1. Paper on the types and quality of school Education in Odisha (elementary or secondary)
2. Case study of a school developed in the PPP mode in the state of Odisha.
3. Case study of a multi lingual school assessing the effectiveness of the MLE interventions.
4. Conducting a survey on enrolment and retention in a school (elementary/ secondary) and writing a report.

**References**

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24. World Bank (2004), Reaching the Child An Integrated approach to Child Development, Oxford University Press, Delhi.

**Semester- VIII**  
**Teacher and Teacher Education in India**

**B.Ed. Paper-XX**

**F.M.-100 (Th.40+S.W. Project Pr.10- (Internal)**

**Unit - I : Teaching, Teacher Effectiveness and Professional Competence**

- Teaching: Concept meaning, characteristics and principles; Teaching and Instruction.
- Teaching as a profession, Professional ethics and values in teaching.
- Teacher Effectiveness: Meaning and definitions; Characteristics- Cognitive flexibility in teaching; Attitude towards teaching profession, teaching strategies, use of hardware and software in teaching.
- Professional competence: Professional competencies for classroom management- prevention, intervention and remediation; competencies related to administration and management; competencies in relation to school, society, co-workers and pupils; competencies in relation to content and curriculum; Motivational and value based competence.

**Unit - II : Professional Growth, Autonomy, Accountability and Competence of Teachers**

- Professional Growth: meaning, purposes and strategies-self study, acquisition of higher learning, conducting research and publications.
- Teacher Autonomy- Meaning and Importance, Teacher Autonomy for professional development, Rights and responsibilities of teacher's professional autonomy; Dependence of learner autonomy on teacher autonomy.
- Professional Accountability: Meaning and importance, Accountability of teachers, role of teacher in school-community relation and organization of PTA.
- Professional Competence: Cognitive based competencies- knowledge intelligence, skills and abilities (content based), performance based competencies-skill based and overt action oriented; consequence based competencies-bringing change in

other accomplishments (achievements of students): Effective competencies- expressed in terms of behaviour rather than pretest; Exploratory competencies- lesson planning and instructional rearrangement, innovation and experimentation.

- Teacher competencies: Ten Competency Areas, Five performance areas and Five Commitment areas as envisaged by National Council of Teacher Education (NCTE).

**Unit - III : Teacher Education and its development in India**

- Teacher Education: Meaning, need, scope and importance.
- Objectives of teacher education for elementary and secondary levels;
- Aims and objectives of pre-service teacher education- elementary and secondary.
- Aims and objectives of In-service teacher education- elementary and secondary.
- Teacher education in India during pre and post independence periods.

**Unit - IV : Pre-service and In-service Teacher Education**

- Pre-service Teacher Education, Organizational structure and administration at centre and state level, NCTE and TE and SCERT curriculum of pre-service Teacher Education Programme; Quality concerns for pre-service teacher education.
- In-service Teacher Education: Need, aims and objectives; Organizational structure and administration, Agencies for organizing programme- DIETs, CTEs, IASEs, SCERT and NCERT; Methods of various in service teacher education programme, direct teaching, distance education mode and multi-media methods, refresher courses.

**Unit - V : Issues and Concerns in Teacher Education and measures for Improvement**

- Issues and concerns (Elementary and Secondary); Infrastructure and Infrastructural, Instructional, human resource and organizational, teaching faculty, curriculum and its transactional facilities.

- Agencies/ organizations engaged for improving quality of Teacher Education in India; Volunteer agencies, NGOs, Govt. agencies, DIET, CTEs and IASEs.
- Recommendations of the following Commissions and Committees for improving the quality of teacher in India; National Commission of teachers (1983-84), Mudaliar Commission (1952-53); Education Commission (1964-66), NPE (1986) and POA (1992), Ramamurthy Committee (1990), (NCTE), Ganguly Committee (2007), (NAAC).
- Constructivism in action- teaching for learning.

### **Sessional work/ Project Practical**

**20 marks (Internal)**

Each student is required to take up any one assignment from the following:

- Visit to any one controlling organization of Teacher Education as DIET, CTE, IASE, SCERT and Collecting data and Reporting about its structure and functioning.
- Development of a scale for measuring Teacher Effectiveness, administration of the same on teachers of a primary/secondary school and writing the report.
- Development of an attitude scale and administration of the same on teachers of primary/secondary schools to assess their attitude about teaching profession and writing the report.

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## Semester- VIII

### Educational Management and Management of School Resources

B.Ed. Paper-XXI

F.M.-100 (Th.80+S.W. Project Pr.20- (Internal)

- Unit - I : Educational Management and Administration**
- Meaning, nature and scope of educational management.
  - Types of educational management- Centralized vrs. Decentralized, Authoritarian vrs Democratic, participatory management.
  - Functions of Educational Management.
  - Strategies for effective educational management.
  - Educational administration: Concept, objectives and scope; Types- Totalitarian and Democratic, Basic functions- planning, organizing, directing and controlling, structure from centre to state level.
- Unit - II : School Management: Concept, Process and Importance**
- Concept, objectives and scope of school management.
  - Process of school management- Planning Organization, Control, decision-making and evaluation.
  - Teacher as a manager in school.
  - Problems of school management.
  - Strategies for effective school management.
- Unit - III : Management of Resources in School**
- Management of material resources: School building, classroom and classroom equipment, library, laboratory, assembly hall, playground and surroundings of school.
  - Management of human resources: Organizational climate in school professional development of teachers- self learning, reflective practices, orientation, seminars and workshops.
  - School Head/ Principal- personal characteristics and skills, leadership roles and styles, leadership for innovation and change.
  - School community relationship: Utilizing community resources for school development, measures to improve the relation of school and community parent teacher association.
- Unit - IV : Management of Teaching Learning Activities**
- Classroom Management: Factors of classroom management, managing cultural diversities in classroom.
  - Time Management: School calendar, preparation of school time table, factors affecting preparation of school time table.

- Management of co-scholastic activities in school- cultural, physical, social, creative and recreational activities, school assembly.
- Management of Examination: Continuous and comprehensive evaluation. preparation of cumulative record card.

**Unit - V : Issues and Challenges for Educational Management**

- Leading and managing the individual and groups for an organizational climate.
- Management of human resources for goal realization.
- Ensuring the quality of education.
- Liaisoning with higher authorities and community for participatory management.
- Using technology in education management.

**Sessional work/ Project Practical**

**20 marks (Internal)**

Each student is required to undertake any one of the following assignments/ project works.

1. Visit to one Teacher education administrative unit- DIET, CTE, B.E.O., D.E.O., SCERT, University and interaction with the authorities and preparation of a report.
2. Making an organizational plan for proper management or resources in school building.
3. Planning for different types of co-scholastic activities in a school.

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1. Bhatnagar, R. P. & Aggarwal, V., Educational Administration, Meerut, Loyal Book Depto.
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