

B.El.Ed. (YEAR - I)
Paper-I
BASIC CONCEPTS OF EDUCATION

Objectives:

The pupil teacher will be able -

- ❖ To understand the basic concepts of education
- ❖ To understand the educational contributions of Indian thinkers.
- ❖ To understand the meaning/concepts of philosophy and its interrelationship with education.
- ❖ To understand and appreciate the educational heritage of India.
- ❖ To understand the society, culture and the process of socialization.
- ❖ To understand the values enshrined in the constitution of India and its impact on education.

Unit I

- Education: meaning, nature, scope, forms and components
- Agencies of Education (family, school, community, youth organization, mass media etc.)
- Ancient Education System: Vedic, Buddhist, Muslim education system in India
- Modern Education System: Pre-independence(British)and Post independence education system

Unit II

- Philosophy: meaning, concept, nature, scope and its interrelationship with Education
- Educational contribution of Indian thinkers: Tagore, Vivekananda, Gandhi and Gijubhai Badheka
- Introduction of four philosophies: Idealism, Naturalism, Realism and Pragmatism

Unit III

- Sociology: meaning, nature and process of socialization of child
- Sociological aspects of education :Social stratification, Social Mobility, Social change
- Culture and Education: concept, meaning, cultural heritage of India ,Unity in diversity

Unit IV

- Constitution of India: Preamble and its influence on Education
- Constitutional provisions in Education (Article 15,21A, 24,39f, 45, 51A (k) etc.)
- RTE 2009

Suggested Readings:

1. Aggarwal, J. C. (2014). *Philosophical and Sociological Perspectives on Education*. Delhi: Shipra publication.
2. Aggarwal, J.C. (1981). *Philosophical and sociological Bases of Education*, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Arulsamy, S. (2011). *Philosophical and Sociological Perspectives on Education*. Hyderabad: Neelkamal Publication Pvt. Ltd.
4. Brubacher, J. S. (Ed). (1953). *Modern Philosophies of Education 54th year books NSSE*. Chicago: University of Chicago press.
5. Butler, T. D. (1908). *Four philosophies and their practice in education and religion*. New York: Harper Brothers Publishers.
6. Chaube S.P. & Chaube A. (2010). *Philosophical and sociological foundations of education*. Agra: Vinod Pustak Mandir.
7. Chaube S.P. (n.d.). *Recent Educational Philosophies in India*, New Delhi: Vikas Publishing House.
8. Chaube S.P. (n.d.). *Western Educational Philosophers*. Agra: Vinod Pustak Mandir.
9. Dewey, J. (1963). *Democracy and education*. New York: Macmillan.
10. Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*. Agra: Vinod Pustak Mandir.
11. Pandey, R.S. (2007). *Philosophising Education*, New Delhi; Kanishka Publishing House.
12. Peters, R. S. (Ed.). (1975). *Concept of Education*. London: Oxford University Press.
13. Peters, R. S. (Ed.). (1975). *The Philosophy of Education*. London: Oxford University Press.
14. Rusk, R. R. (1956). *The Philosophical Bases of Education*, London; University of London Press.
15. Singha, J. (1961). *Introduction to Philosophy*, Kolkatta; Shinha Pub. House.
16. Wynne J.P. (1977). *Philosophies of Education*. London: Prentice- Hall. Inc.

Paper II

Education in Contemporary India

Objectives:

Pupil Teacher will be able-

- ❖ To understand the role of education in contemporary India
- ❖ To understand the different government policy documents
- ❖ To know the national system of Education and other key institutions
- ❖ To know and understand initiatives of government of India
- ❖ To know and explore the issue and challenges of Elementary Education

UNIT I

- Public Commission reports and policy documents regarding elementary education, Education Commission (1964-66) , NPE 1968, NPE-1986
- Idea of common school system, National system of education, Language policies, Learning without burden – 1993, National curriculum framework 2005, National knowledge commission.

UNIT II

- Schools in India, Types & affiliation, KVS, NVS, Sainik Schools, Govt. schools, Pvt. Schools, International schools.
- Role of key Institutions: NCTE, NCERT, NIOS, Boards of Education, Role of Directorate of Education and Local bodies Panchayati Raj Institutions, Municipal bodies.

UNIT III

- Values enshrined in Indian constitution, RTE, Inclusion, Exclusion Education in concurrent list and its implications.
- Initiatives of Govt. of India: SSA, RMSA, Educational Provisions for minorities, SC, ST and Girls.

UNIT – IV

- Poverty and inequality, unemployment, private and public sector, new economic policies.
- Main features of democratic system, central, state and local systems of government.

Suggested Readings:

1. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
2. Commission, 1964-66. Available at www.mhrd.gov.in/
3. Ghosh, S. C. (2007). History of education in India. Rawat Publications.
4. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
5. GOI. (1986). National policy of education. GOI.
6. GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved
7. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
8. Govinda, R. (Ed). (2002)India education report: a profile of basic education. New Delhi: Oxford University Press.
9. Hindustani Talimi Sangh. (1938). Basic national education: Report of the Zakir Hussain committee. Sagaon, Wardha: Hindustani Talimi Sangh.
10. Kothari, D. S. (1964). Education and national development: Report of the education
11. Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: New Delhi. Also available in Hindi
12. National policy on Education (1986). Available at www.ncert.ac.in
13. NCERT (2006/7) National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender. New Delhi: NCERT.
14. NCF-2005 available on www.ncert.ac.in
15. NCTE (2009) National Curriculum Framework for Teacher Education.
16. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
17. PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.

Paper III
Core Discipline
(Language & Social Sciences)

Objectives:

Pupil Teacher will be able-

- ❖ To understand the importance and functions of Language
- ❖ To know and appreciate different languages of India
- ❖ To understand aims and objectives of studying Language
- ❖ To understand and appreciate the importance of social science and its context with different subjects
- ❖ To understand the various states of administration
- ❖ To understand the aims and objectives of studying Social Sciences

UNIT I

- Meaning, nature, scope and importance of Language.
- Aims and Objectives of studying Language.
- Development of Language as a subject

UNIT – II

- Verbal and non-verbal communication, defining features of human system of communication, the concept of universal grammar, basic concepts of phonology, syntax and semantics.
- Organization of discourse structure, oral and written, nature of classroom discourse, structure of a story, poem, essay etc.
- Language and society, linguistic variability, multilingualism, using the multilingual resource in a classroom.

UNIT – III

- Meaning, nature, scope and importance of Social Science (to be discussed in context of History, Geography, Civics and Economics)
- Aims and Objectives of studying Social Sciences.
- Development of Social Sciences as a subject

UNIT – IV

- Data, method and evidence to be discussed in the context of History, Geography, Economics and Civics.
- Significance of perspective and context in the study of social sciences.
- Monarchy, aristocracy, imperialism, fascism, nationalism, democracy and citizenship (to be taught with examples from a content area).

Suggested Readings:

- Aggarwal, N.Net.et (1978), Principles of Political science. New Delhi : Ram Chand and Co.
- Agnihotri, R.K. and Khan, A.L.(eds).English Grammer in context, Ratnasagar: Delhi
- Brumfit, C.J and Rubers, J.T. (1983) . Language and Language Teaching. Batsford Academic and Education (H.). London
- Chaudhory , K.P. (1975), The effective Teaching of History in India, New Delhi, NCERT.
- Dixit, U and Bughela (1972), Itihas Shikshan, Jaipur. Hindi Granth Academy.
- Ellis, Arthur K. (1991), Teaching and Learning Elementary Education, New York : Macmillan.
- Lewis, E.M. (1960), Teaching History in secondary school. Delhi: Sterlibng Publisher.
- NCERT Book from 6th to 12th class.
- Verma, S.K. and N. Krishnaswamy (1993).Modern Linguistics: An Introduction. Oxford University Press. Delhi
- Yule, G. (1996). The Study of Language. Cambridge University Press. Cambridge.

Paper IV
Core Discipline
(Mathematics & Natural Science)

Objectives:

Pupil Teacher will be able-

- ❖ To understand the aims and objectives of studying Mathematics and Science
- ❖ To understand and appreciate the importance of Mathematics and Natural Sciences in one's life
- ❖ To understand the different measurements of Mathematics and Natural Sciences
- ❖ To understand the different classifications of living world
- ❖ To understand the life processes of living world

UNIT I

- Meaning, nature, scope and importance of Mathematics.
- Aims and Objectives of studying Mathematics.
- Development of Mathematics as subject and discipline.

UNIT II

- Number system, ratio and proportion Fractions and Decimals, Concept and Measurement of length mass, area and volume.
- Collecting, organizing and interpretation of data by using elementary statistical techniques, Interpretation and drawing a Bar Graph.
- Straight line, Triangles and Circles, Percentage, ratio and proportion, interest, profit and loss.

UNIT – III

- Meaning, nature, scope and importance of Science.
- Aims and Objectives of studying Science.
- Development of Science as a subject and discipline.

UNIT – IV

- Measurement of length, mass and time, density, pressure, work and energy, weight, gravitation, heat and temperature, states of matter, properties of magnets, electricity refraction, reflection, shadows and eclipses.
- Physical and Chemical changes, separation of mixture, atoms and molecules, metals and non metals, oxides, acids, bases and nuclear fusion.
- Living and non-living, classification of living world, germination of seeds, life process eg. Respiration, digestion, reproduction, Photosynthesis, transportation, interdependence of plants and animals, Biodiversity loss.

Suggested Readings:

- Bolt, Brain(1982)Mathematical Activities : A Resource Book for Teachers. Cambridge University, Paris
- Das,R.C.(1992)Science Teaching in school I New Delhi, Sterling Publishing
- Gary L. Musser and Williom F. Burger (1994) Mathematics for Elementary Teachers : A Contemporary Approach Macmillan U.K.
- Gega, Peter(1970) Science in elementary Education wiley and Sons New York
- Gupta, V.K.(1994), Life Science Education Today Chandigarh : Arun Publication House.
- Joshi, S.R.(2005) Teaching of Science New Delhi : APH Publishing corporation
- Keetow, W.T.and Gould, J.L.(1986)Biological Science W.W. Norton New York
- Kohti, V.K.(2006) HOW TO Feach Science, Ambala Vivek Publisher
- Laybourn, K. and Bailey C.H. (1971), Teaching of science to the ordinary Pupil Landon University of Landon Preis
- Mangal S.K. (1997) Teaching of science New Delhi Arya book Depot
- NCERT Text Book 6th to 10th standard
- Nelson, R. and B. Lootoin, fundamental concepts of biology. John Wiley and Sons, New York
- Sidhu,K.S.(1998) Teaching of Mathematics New Delhi Sterling Publication Pvt. Ltd.
- Thumas, A.S.(1993) Mathematics for Elementary Teachers (An Interactive Approach) Floida : HBJ Publishers
- Thumber W. and collete, A (1994) Teaching Science in today's Secondary Schools Buston : Allen and Becum
- Vaidya Narrendra(1996) Science teaching for 21st century New Delhi Deep & Deep publication
- Wolf, S.F.(1997) Biology the foundation Wadeworth California
- Websites :
- <http://www.ncert.nic.in>
- <http://rse.sagepub.wm>
- <http://lingsprigerimages.wm>

B.El.Ed. (2017 – 21)

IInd Year

Paper I

Development & Understanding of the Learner

Objectives: -

The Pupil teacher will be able to:

1. Know concept of Educational Psychology, Scope.
2. Understand the concept of Growth & Development.
3. Understand the Learning, Theories & Importance.
4. Know the Concept & Meaning of Intelligence.
5. Know the Personality, Concept & Theories.
6. Understand the Creativity & Exception of Children.

UNIT – I

- Relationship between Psychology and Education, Educational Psychology – Meaning, Concept and Scope.
- Methods of Educational Psychology and its Classroom implications.
- Growth and Development – Concept, Factors Influencing Development.
- Type of Development.

UNIT – II

- Learning – Meaning, Nature and Concept Factors affecting Learning.
- Theories of Learning – Behavioral approach to learning. Thorndike's Trial and Error Theory, Skinner's operant conditioning and its educational implication.
- Cognitive approach to learning – Insight theory of Learning and its Educational Implications .
- Transfer of Learning / Training – Nature, Concept and Theories.

UNIT – III

- Personality – Meaning, Nature and determinants of personality.
- Approaches to Personality – Trait and, type approach.
- Assessment of Personality

UNIT – IV

- Intelligence – Meaning, Concept and Theories.
- Concept of mental age and intelligence quotient, Measurement of Intelligence.
- Creativity – Meaning, Concept, difference between intelligence and creativity.
- Methods and Techniques of fostering creativity: brain storming, problem solving, group discussion, play way, quiz.

Reference Books:

- Anderson, R. C. & Faust. G. (1973) Educational Psychology, New York: Harper & Row
- Bhatia. H. R. (1977) Text Book of Educational Psychology Delhi: Mc Milan
- Skinner. C. E. (1964) Educational Psychology, New Delhi Prentice Hall of India.
- Bigic, M. L. & Hunt, M. P. (1962) Psychological Foundation of Education, Newyork, Harper & Row.
- Pandey, Ram Shakal (2007) Educational Psychological Surya Publication, Meerut.
- Kuppuswamy, B: Advanced Educational Psychology, New Delhi University Published.
- Pillai, N. P. Pillai, K. S. Nair K. S. – Psychological Foundation of Education.

Paper –II
B.El.Ed.
Fundamental of Educational Technology

UNIT – I

- Educational Technology: Meaning, Nature, Scope and Significance, Type of Educational Technology – Hardware, Software and System Approach.
- E – Learning – meaning, nature and characteristics.
- Blended learning,
- Various forms of Educational Technology – Meaning and Characteristics.
- Computer assisted instruction (CAI)

UNIT – II

- Teaching – meaning, definition, characteristics. Difference in Teaching and Training.
- Levels of Teaching – Memory, understanding and Reflective, Principles and Maxim's of Teaching
- Phases of Teaching (Pre Interactive, Interactive and Post Interactive).
- Teaching methods and strategies- Lecture Method, Problem-Solving, project method and Brain storming.
- Teaching Aids- Traditional and Modern.

UNIT-III

- Communication- Meaning, Definitions, Process and Barriers.
- Micro Teaching- concept and process.
- Teaching skills- Meaning and Types.
- Open Education Resource, Mook (Massive Open Online Courses).

UNIT-IV

- Models of Teaching- Meaning, Definitions, Characteristics.
- Programmed Instruction: Meaning, Characteristics and Types.
- Virtual Reality in Education.
- E-Library – Meaning and concept.

References:

Suggested Readings

1. Aggarwal, J.C. (2001). Principles, Methods and Techniques of Teaching. Delhi: Vikas Publication.
2. Bengalee, Coomi (1986). Introduction to Educational Technology: Innovations in Education. Mumbai: Saith.
3. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
4. Bhatt, B. D.,Sharma, S. R.(1992). Educational Technology: Concept and Technique. New Delhi: Kanishka Publ House..
5. Das, R. C. (1993). Education Technology: a basic text. New Delhi: Sterling.
6. Dasgupta, D. N. Communication and Education, , Pointer Publishers
7. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
8. Mangal, S.K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tandon Publishers.
9. O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi
10. Pachauri, Suresh Chandra (2011). Educational Technology. Aph Publishing Corporation: New Delhi.
11. Robert, Heinich (1990). Instructional Media and The New Technologies of instruction. London:
12. Sharma, R.A. (2001). Educational Technology. Agra: Vinod Pustak Mandir.
13. Singh, C.P. (2011). Advanced Educational Technology. Lotus Press: New Delhi

बी0एल0एड0 (द्वितीय वर्ष)

हिन्दी

उद्देश्य:— छात्र इस विषय के अध्ययन के उपरान्त निम्नलिखित योग्यता से परिपूर्ण हो जायेंगे।

1. छात्रों को हिंदी भाषा की उत्पत्ति व विकास का ज्ञान कराना।
2. छात्रों को भाषा व्याकरण व संरचना के माध्यम से, अपने भावों विचारों को अभिव्यक्त करने के योग्य बनाना।
3. छात्रों को हिंदी साहित्य के इतिहास से परिचित कराना।
4. छात्रों को हिन्दी साहित्य के इतिहास से परिचित कराना।
5. छात्रों को हिन्दी साहित्य का कालक्रमानुसार अध्ययन करने के लिए प्रेरित कराना।
6. छात्रों को हिन्दी के प्रमुख कवियों के कृतित्व व व्यक्तित्व से परिचित कराना।
7. छात्रों को रस छंद अलंकार व उनकी विशेषताओं का ज्ञान कराना।
8. छात्रों को साहित्य सृजन हेतु प्रेरित करना।

प्रथम इकाई

- भाषा का अर्थ, विशेषताएँ, भाषा उत्पत्ति के सिद्धान्त, एवं हिन्दी भाषा का विकास।
- हिन्दी वर्णमाला, संधि, समास, उपसर्ग, प्रत्यय, तत्सम—तद्भव, वर्तनी,, वाक्य एवं शुद्धि।

द्वितीय इकाई

- हिन्दी साहित्य का इतिहास: आदि काल, भक्ति काल, रीति काल, आधुनिक काल, भारतेन्दु द्विवेदी युग छाया वाद प्रगतिवाद, प्रयोग वाद, नई कविता की सामान्य विशेषताएँ एवं कुछ प्रतिनिधि कवि व उनकी रचानाएँ दिनकर, नागार्जुनस, अज्ञेय, धूमिल, नीरज आदि।
आदिकाल — रासो तथा अमीर खुसरो
भक्ति काल — सगुण व निर्गुण भक्ति शाखा
रीतिकाल — केशवदास, भूषण, बिहारीलाल

आधुनिककाल – द्विवेदी युग, छायावाद

तृतीय इकाई

- हिन्दी गद्य साहित्य की प्रमुख विधाएँ
- कहानी – प्रेमचन्द, मन्नू भण्डारी
- नाटक – जयशंकर प्रसाद, भारतेन्द्र हरिश्चन्द्र
- निबन्ध – रामचन्द्र शुक्ल, हजारीप्रसाद द्विवेदी
- उपन्यास – भगवती चरन वर्मा, श्री लाल शुक्ल

चतुर्थ इकाई

- काव्य के लक्षण, काव्य गुण दोष, रस छंद अलंकार एवं शब्द शक्तियाँ। पत्रलेखन, सरकारी पत्र, अर्द्धसरकारी पत्र, तार, कार्यालय आदेश, अधिसूचना।
- गद्य की विधायें – उपन्यास, कहानी, नाटक, निबंध, रेखांकित संस्मरण, माला साहित्य, आत्मकथा, जीवनी तथा रिपोटीज।
- कहानीकार – भीष्म साहनी, मन्नू भण्डारी
- नाटक – अंधेर नगरी, चन्द्रगुप्त
- निबंध – रामचन्द्र शुक्ल, हजारी प्रसाद द्विवेदी
- आलोचना – डा० नागेन्द्र नामवर सिंह
- व्यवहारिक कार्य
- 1. कविता रचना व काव्य पाठ करना
- 2. लघुनाटिका
- 3. सारगर्भित विषय पर चर्चा परिचर्चा
- 4. पुस्तकालय भ्रमण व रिपोर्ट तैयार करना

सन्दर्भ ग्रन्थ सूची :

1. रामचन्द्र शुक्ल— हिन्दी साहित्य का इतिहास
2. पी. एन. पाण्डेय— हिन्दी साहित्य का इतिहास
3. हरदेव बाहरी— हिन्दी व्याकरण
4. लूसेन्ट— हिन्दी व्याकरण
5. कक्षा 6 से लेकर 10 तक की हिन्दी पुस्तकें

B. El. Ed. II Year

English

Objectives:

1. To develop and integrate the use of core language skills – reading, Listening, Speaking and Writing.
2. To develop interest in appreciation of literature.
3. Identify the main points of Text.
4. To understand and respond appropriately to instruction, advice, request and warning.
5. To understand and spontaneous spoken discourse.
6. To express ideas in clear and grammatically correct English.
7. To identify the structural elements of prose, poetry and drama.
8. To enable to acquire knowledge of the elements of English.
9. To enable to develop interest in English.
10. To enable the students to speak creatively and imaginatively.

UNIT – I

1. Difference between English as first and second language
2. Aims and objectives of English as a second language
3. Teaching Techniques of English as a second language

UNIT – II

1. Description of vowels and consonants
2. Acquisition of English grammar – composition parts of speech Active – Passive, Direct – Indirect, Tense, synonyms – Antonyms, Types of sentences, figure of speech, precise.

UNIT – III

1. Definition of Literary terms, Drama, Prose, Poetry, Essays and Novel.
2. **Drama (Anyone from given):**
 - a. Shakespeare – Julius Ceaser
 - b. Girish Karnad – Tuglaq
 - c. Rabindra Nath Taigore – Sacrifice
 - d. Aurthur Millar – All My Sons
3. **Novel (Anyone from given):**
 - a. Charles Dickens – Oliver Twist
 - b. Jame Austin – Pride & Prejudice
 - c. Thomas Hardy – Far From The Madding Crowd
 - d. Rudyard Kipling – The Jungle Book
4. **Poetry (Choose any Six):**
 - a. Wordsworth – Daffodils
 - b. Shakespeare – My Mistress Eyes are nothing like the Sun

- c. John Keats – Ode to the Nightingale
- d. W. H. Auden – Stop all the Clocks
- e. P. B. Shelly – Ode to the West Wind
- f. Sarojini Naidu – The Flute player of the Vrindavan
- g. Toru Dutt – The Casuarinas’ Tree
- h. Stephen Spleader – An Elementary Classroom in a Slum
- i. Robert Frost – The Road not Taken
- j. T. S. Eliot – Hallow Man
- k. Robert Browning – Prospice

UNIT – IV

- Composition (Essay Writing)
- Paragraph writing, story writing, application, letters (formal & informal), unseen passage and pressee writing, advertisement writing and article writing.

References

1. F.G. French, *Teaching English as an International Language*, London: Oxford University Press
2. Geetha Nagaraj, *English Language Teaching: Approaches, Methods, Techniques*, Orient Longman.
3. George Yule, *The Study of Language* (second edition), Cambridge University Press
4. M.K. Singh, *Teaching of English*, Meerut: Eagle Books International
5. P.C. Wren and H. Martin, *High School English Grammar and Composition*, Delhi: S. Chand.
6. R.A. Sharma, *Fundamentals of Teaching English*, Meerut: Surya Publication
7. Satish C. Chaddha, *Arts and Science of Teaching of English*, Meerut: R. Lall
8. T.C. Baruah, *The English Teacher’s Handbook*, New Delhi: Sterling Publishers Pvt. Ltd.
9. Allen, H. and Cambell, R.(ed) *Teaching English as a Second Language*, McGraw Hill: New York, 1972.
10. Brumfit, C.J. and Johnson (ed.) *The Communicative Approach to Language*, Oxford University Press: Oxford, 1979.
11. Kachru, Braj B. ‘Non-Native Literatures in English as a Resource for Language Teaching’, in Brumfit, C.J. and Carter, R.A. (ed.), *Language and Literature Teaching*, Oxford University Press: Oxford, 1986.
12. David Lodge, *Modern Critical Readings*, Longman: London, 1988.
13. Eagleton, Terry, *Literacy Theory: An Introduction*, Oxford, Basil Blackwell: Oxford, 1983.

B. El. Ed. 2017 – 21 IInd Year

Sanskrit

Objectives

Students will be able to:

1. Understood general instructional objectives of Sanskrit
2. Understood the importance and place of Sanskrit teaching
3. Various approaches and method of Sanskrit teaching
4. Prepare lesson plans properly
5. Evaluate the content of Sanskrit text book

UNIT – I

1. संस्कृत साहित्य का परिचय, संस्कृत भाषा का महत्त्व, संस्कृत का अन्य विषयों से सम्बन्ध
2. स्वर एवं व्यंजन, माहेश्वर सूत्र का परिचय
3. कारक, विभक्ति एवं चिन्ह का ज्ञान
4. शब्द रूप— अकारान्त, इकारान्त, उकारान्त—पुल्लिंग, स्त्रीलिंग तथा नपुंसकलिंग
5. धातु रूप—पठ्, गम्, भू, पश्य— लट्लकार एवं लङ्लकार

UNIT – II

1. सन्धि, समास/अनुवाद प्रकरण
2. सन्धि—सूत्र, नियम एवं निर्देश सहित सन्धि—विग्रह एवं प्रकार— स्वर एवं व्यंजन सन्धि
3. समास— तत्पुरुष, कर्मधारय, बहुब्रीही एवं द्विगु
4. अनुवाद— सरल हिन्दी वाक्यों का संस्कृत में अनुवाद एवं संस्कृत वाक्यों का हिन्दी में अनुवाद
5. नीतिपरक श्लोक एवं सूत्रियां

UNIT – III

संस्कृत साहित्य का – सामान्य अध्ययन
पद्य – रघुवंश
गद्य – कादम्बरी
नाटक – आभिज्ञान शाकुन्तलम्

UNIT – IV

काव्य, रूपक, नाटक व महाकाव्य परीभाषा तथा विशेषतायें

सन्दर्भ ग्रन्थ सूची :

1. V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)
2. Raghunath Safaya : The teaching of Sanskrit
3. Pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
4. Micaael Weak : The teaching of Sanskrit
5. D.G. Apte : The Teaching of Sanskrit
6. A.B. Keith : Classical Sanskrit Grammar
7. M.R. Kale : Higher Sanskrit Grammar
8. Jahangirdar : Introduction to Comparative Philology
9. Sanskrit Commission Report 1937, Government of India
- 10. P.C. Chakravarti : Philosophy of Sanskrit Grammar.**

B.El.Ed.II Year
(Mathematics)

Objectives:

Pupil teacher will be able to:

- Understand the concepts of Elementary Algebra
- Introduce the students with fundamental principle, concepts and knowledge in the areas of integral calculus and prepare them to apply these fundamental concepts and working knowledge to other courses
- Understand the topic of probability & use its knowledge in probability distribution
- Acquaint the students with the various types of vectors and three dimensional concept in Analytical Geometry

UNIT – I

- Algebraic expression, linear equation in one and two variables, exponents and powers, factorization.
- Various representations of complex numbers, Algebra of complex numbers, De – Moivre's theorem and its applications.
- Definitions and operations on Matrices over R and C, special types of Matrices, determinant of square matrix, properties of determinants, adjoint and inverse of a square matrix, rank of matrix.

UNIT – II

- Differentiation integration by substitution and by parts, integration of rational, irrational and trigonometric functions.
- Definite integral and their properties, integral as the limit of a sum and area under a curve.
- Single differential equations, differential equation of first order, linear differential equations with constant coefficient application of differential equations.

UNIT – III

- Trigonometrically Ratios
- Trigonometrically Identities
- Height and Distance
- Inverse Trigonometry

UNIT – IV

- Vectors, scalar and vector products, triple products, position vector and application of vectors to geometry gradient.
- Straight lines in two dimensions, conics, parabola, ellipse and hyperbola in standard term, elementary properties.
- Planes and straight lines in three dimensions – direction ratios and direction cosines, equations of planes, straight lines and spheres – Cartesian and vector representation basic properties of spheres.

Suggested Readings

1. Bloom, B.S. and et.al Handbook on Formative and Summative Evaluation.
2. NCERT, New Delhi : A text book of Content-cum-Methodology of Teaching Mathematics.
3. NCERT. A Text Book of content-cum-methodology of Teaching Mathematics, New Delhi: NCERT.
4. Ballabh, Ram. A Textbook of Coordinate Geometry, Prakashan Kendra: Delhi, 13th Edition.
5. Narayan, Shanti, Differential Calculus, S. Chand and Co: New Delhi, 13th Edition.
6. Narayan, Shanti Analysis Solid Geometry, S. Chand and Co: New Delhi, 15th Edition.
7. Singal, M.K. and Asha Rani Singal, Topics in Analysis I, R Chand & Co: New Delhi, 2000, 6th Edition.
8. Singal, M.K. and Asha Rani Singal, Algebra, R. Chand and Co: New Delhi, 22nd Edition.
9. Arora, S.C. and Ramesh Kumar. A Text book of Calculus, Pitamber Publishing Co: Delhi, 1993.
10. Bartle, R.G. and D.R. Sherbert, Introduction to Real Analysis, John Wiley & Sons: New York, 1982.
11. Fraleigh, John, B. Calculus with Analysis Geometry, Addison- Wesley : Guion Road, Indianapolis, 1990.
12. Khurana, K. and S.B. Malik, Elementary Topics in Algebra, Vikas Publishing House: Delhi, 1994.
13. Spiegel, M.R. Vector Analysis, McCraw Hill Book Co: New York, 1997.

B. El. Ed. – IInd Year

(Zoology)

UNIT – I

- Diversity of life: - Structure and Reproduction of monera, protista, fungi, viruses and animalae.
- **Animalae: -**
 - a. **Non – Chordata** – (Structure & Reproduction)
Porifera, Cnidaria, Platyhelminthes, Aschelminthes, Annelida, Arthropoda and Echinodermata.
 - b. **Chordata** - (Structure & Reproduction)
Pices: General account of fish, Amphibia: e. g. frog, reptilia, aves, mammalian: e.g. rabbit, rat & man.

UNIT – II

- Origin of Life: - Brief history, chemical evolution of first cell, heterotrophs & autotrophs, advent of oxygen.
- Structure and Function of Animals: - Study of transmission of nerve impulse, Hormonal regulation, Circulation & Excretion.

UNIT – III

Cell Biology: -

Nucleus & Nucleic Acids – Structure of chromosomes prokaryotes & Eukaryotes, Structure DNA and RNA, DNA replication, Protein synthesis and Gene Mutation

UNIT – IV

- Environmental Science
- Biomes, flow of energy: food chains & pyramids
- Pollution: water, Air, Soil, Noise pollution
- Biosphere & its future – Population explosion, Nuclear winter, Acid rain, Green house effect

Suggested Readings

1. Teaching of Biological sciences- S.P.Kulshreshtha.
2. Teaching of Biology and science- S.K Mangal.
3. Adhikari, S. and Sinha, A.K. Fundamentals of Biology of Animals, Vol-3, New Central Book Agency: Calcutta.
4. Alexander, R.McNeill. Animals, Cambridge University Press: Cambridge 1990
5. Ayer, Ekambaranatha, M.A. Mannual of Zoology Part I and II, S. Viswandathan: II McNichols Road, Chetput, Madras, 1966.
6. Cleveland, P. Hickman, Integrated Principles of Zoology, The C.V. Mosby Co: London 1970.
7. Dhami and Dhami, Invertebrates, R. Chand & Co: New Delhi, 1972.
8. Robinson, M.A. and Wiggins, J.F. Animal Types (Invertebrates), Hutchinson Educational: London, 1970.
9. Weisz, Paul B. Science of Biology, McGraw Hill: New York, 1967.
10. Beri, A.K. Textbook of Animal Physical. EMK Pub.: North Suite, 313 Pnote, 1981.
11. De Robertis, EDP and EMF De Robertis. Cell and Molectular Biology, Saunders and Co: USA.
12. Nielson, Schmidt. Principles for Animal Physiology, Prentice Hall: New Delhi, 1973.

B. El. Ed. – IInd Year

(Botany)

UNIT – I

Plants Parts: -

1. Modification of Stem
2. Modification of Roots
3. Modification of Leaves

Classification of Plants Kingdom: -

1. Cryptogams
2. Pharerogams

UNIT – II

General Characteristics of: -

1. Algae
2. Bryophyte
3. Pteridophyta
4. Angiosperms
5. Gymnosperms

UNIT - III

1. Plant Cell – Structure & Function
2. Types of Tissues – Xylem & Phloem
3. Translocation
4. Structure and Function of Stomata
5. Transpiration – Ascent of Sap
6. Cellular Respiration

UNIT - IV

1. Mendel's Law
2. Dominance
3. Polygenic Inheritance
4. Multiple Alles
5. Linkage
6. Crossing Over

References:

1. Alexopoulos, C.J. and Mimes C.W., Introductory Mycology. Wiley Eastern Ltd.: New Delhi 1979.
2. Pandey, S.N. and Trivedi, P.S. A text book of botany, Vol. I & II, Vikas Publishing House, New Delhi, 1995.
3. Pelezar, J.R. Microbiology, McGraw Hill: New York, 1988.
4. Vashishta, B.R. Fungi, S. Chand & Company: New Delhi, 1995.
5. Vashishta, B.R. Algae, S. Chand & Company: New Delhi, 1990.
6. Vashishta, P.C. Gymnosperms, S. Chand & Company: New Delhi, 1983.
7. Devlin, R.M. and Witharn, F.H. Plant Physiology, CBS Publisher and Distributors: Shahadara.
8. Noggle, G.R. and G.J. Fritzt. Introductory Plant Physiology, Prentice Hall: New Delhi, 1976.

B. El. Ed. – IInd Year

(Physics)

UNIT – I

Unit & Measurement: - Fundamental quantity & its unity, Derived physical quantity & its Units. Unit system (M.K.S, C.G.S, F.P.S & S.I). Conversion of units.

Mechanics:- Scalars & Vectors, Addition of vectors, equation of motion, distance- time graph, velocity- time graph, acceleration- time graph, Newton's law of motion, forces & pseudo force, work- energy theorem, conservative forces, conservation of energy, conservation of linear momentum, centre of mass, particle collision-in 2-D.

UNIT – II

Rotational Motion:- Rotational motion, torque, angular displacement, angular velocity, angular momentum, conservation of angular momentum, moment of inertia & law of moment of inertia.

Gravitation:- Law of gravitation, inertial & gravitational masses, centre of gravity, motion of planets & satellites, kepler's law, Gravitation constant, acceleration due to gravity, gravitational potential energy.

UNIT - III

Ray Optics:- Reflection, Law of reflection, mirror, Refraction, Law of refraction, apparent depth, total internal reflection, prism, optical fibre.

Wave optics: - Wave equation, travelling & standing super position of waves, coherent sources, interference, young's double slit experiment, interference in thin film, Diffraction, Polarized & Unpolarised light.

UNIT - IV

Electricity & Magnetism: - Review of law of electricity & magnetism – conservation of charge, electric field, coulomb's law, magnetic field, faraday's law, Displacement current.

Nuclear Physics:- Binding energy, Radioactive decay, half life, α, β, γ – decay, Nuclear fission, nuclear fusion.

References:

1. Gamow, George and John M. Cleveland, Physics, Foundations and Frontiers, Prentice Hall of India: New Delhi, 1978.
2. Resnick, Robert and David Halliday, Physics, Wiley Eastern: New Delhi, 1992.
3. Sears, Francis Western and Zemansky, M.W. College Physics, complete Edition, Reading, Addison- Wesley Publishing Co: Massachusetts, 1991.
4. Beiser, Arthur. Concepts of Modern Physics, McGraw Hill: Japan, 1981.
5. Gamow, George and John M. Cleveland. Physics, Foundations and Frontiers, Prentice Hall of India: New Delhi, 1978.
6. Resnick, Robert and David Halliday. Physics, Wiley Eastern: New Delhi, 1992.
7. Sears, Francis Weston and M.W. Zemansky. College Physics, Complete Edition, Reading, Addison – Wesley Publishing Co: Massachusetts, 1991.

B. El. Ed. – IInd Year
CHEMISTRY

Course objectives:-

1. Identify the concepts of chemistry that are alternatively conceptualized by teacher & students in general.
2. Analyse the concept of chemistry with respect to its branches, process skills knowledge.
3. To understand the concepts of inorganic, organic & physical chemistry.
4. To differentiate various concepts of chemistry and integrate it with its fields.

UNIT – I

- Multi Electron System: - Principles & its limitations, energy level diagrams.
- Periodic Table: - Modern Periodic Table, Periodicity Properties of Elements.
- Chemical Bonds & Molecules: - Shapes of simple molecules, types of bonding, resonance & hybridization.
- Elementary Idea of Bronsted – Lowry & Lewis concept, comparative study of Shero, S. P. Block, related effects, brief knowledge of transitional metals.

UNIT – II

- Melting & Boiling points, crystallization, sublimation, distillation, chromatography (paper thin layer), tetrahedral concepts: catenation, hybridization, sp , sp^2 , sp^3 , Nomenclature.
- Types of Bonds: inductive, electrometric & mesmeric effects, Aromatic character (Rules) & Hydrocarbons.
- Isomerism (structural & geometrical), stereoisomerism functional group, cap polymers (synthetic & natural)
- Soaps & Detergents, insecticides & pesticides.
- Chemicals in medicines, difference between gases and liquids, chemical kinetics & chemical equilibrium & its laws of factors influencing equilibrium states. Photo chemistry, Ionic equilibria conductors.

UNIT – III

- Gases, liquids & their differences, chemical kinetics & chemical equilibrium, photochemistry, ionic equilibria & conductance. Solution & its types, laws in solutions, distribution law.
- Thermodynamics, first law of thermodynamic, Born – Haber cycle, bond energy & bond dissociation energy & bond dissociation energy. Heat of neutralization & Heat of solution. Photo chemistry, Ionic & equilibrium, conductors.

UNIT – IV

Definition, causes, impact & current issues. TLV (threshold limit value), Unit, (ppm), synergism & antagonism, various types of pollutions (elementary knowledge), environmental segments as atmosphere, lithosphere, biosphere, hydrosphere etc. special spheres on depletion of ozone layer & its effects, photochemical smog, green house effects, acid rain & black rain.

References:

1. Day, M. and J. Selbin, Theoretical Inorganic Chemistry, East West Press: Delhi, 1972.
2. James E, Huhey, et.al. Inorganic Chemistry, Harper Collins: London, 1993.
3. Mohan, Bruce H. Inorganic Chemistry, Narosa Publishing: New Delhi, 1990.
4. Bahl, R.S. and Arun Bahl. Advanced Organic Chemistry, S. Chand and Co: New Delhi, 1990.
5. Morrison, R.N. and Boyd, R.N. : Organic Chemistry, Prentice Hall India: New Delhi, 1996.
6. Sykes, Peter. A Guide Book to Mechanism in Organic Chemistry, Orient Longman: Bombay, 1971.
7. Donald, H. Andrews. Introductory Physical Chemistry, McGraw Hill : New York, 1970.
8. Rastogi, R.P. and Misra R.R. An Introduction to Chemical Thermodynamics, Vikas Publishing House, New Delhi, 1995.
9. Samuel H. Maron and Carl F. Prutton. Principles of Physical Chemistry, MacMillan: New York 1974.

B. El. Ed. – IInd Year
History

इतिहास

इकाई – 1

इतिहास बोध, इतिहास की अवधारणात्मक आधारए प्राकृऐतिहासिक काल, ऐतिहासिक स्रोत (पुरातात्विक, साहित्यिक, लिखित, पुरापाषाण काल, मध्यवाषाण काल, नवपाषाण काल (सामाजिक, आर्थिक, सांस्कृतिक विशेषताए).

इकाई – 2

सिन्धु घाटी की सभ्यता, बैदिककाल, बौद्ध धर्म जैन धर्म, मौर्यकाल, गुप्तकाल का इतिहास, मुस्लिमकाल

इकाई – 3

सल्तनत काल (1206–1707) गुलामवंश, खिलजी वेश, तुगलक वंश, सैभ्यद वंश, लोदी, मुगलकाल (बाबर हुमायूँ, अकबर जहाँगीर, शाहजहाँ, औरंगजेब.

इकाई–4

अंग्रेजों का आगमन (प्लासी का युद्ध, बक्सर का युद्ध, 1857 की क्रांति, असहयोग आन्दोलन, सविनय अवज्ञा आन्दोलन गोलमेज सम्मेलन, भारत छोड़ो आन्दोलन गोलमेज सम्मेलन, भारत छोड़ो आन्दोलन, क्रिक्स मिशन, कैबिनेट मिशन, भारत की आजादी (1947).

Books Recommended

1. दिल्ली सल्तनत—ए0एल0 श्रीवास्तव, L.P. शर्मा.
2. Mughal India S.R.Sharma (Hindi & English).
3. Medieval Indian History-Jshwari Prasad
4. Mendis, G.C. The Early History of Ceylon.
5. Carr, E.H. What is History? Macmillan: London 1962.
6. Clarke, Graham. World Pre-History, Oxford University Press: London 1977.
7. Clarke and Piggett. Pre-Historic Societies, Penguin: London, 1965.
8. Thapar, Romila. History of india. Penguin: England, 1966.
9. Habib, Iftan. Agrarian System of Mughal india, Asia Publishing House: Bombay, 1963, Chapter 5.
10. Deutscher, Isaac. The Unfinished Revolution, Russia 1917-1967, Oxford University Press: London, 1967.

B. El. Ed. – IInd Year

Economics

Objectives-

Students will be able to-

1. Understand the significance of economies.
2. Know about various market situations.
3. Understand the basic concepts of production.
4. Understand about different types of economy.
5. Understand about the structure of Indian economy.
6. Get knowledge about banks.
7. Understand about the basic concepts of National Income.
8. Know the importance of international trade.

UNIT – I

- Demand - Meaning, types, slope, assumptions, and law of demand.
- Supply – Meaning, types, slope, assumptions and law of supply.
- Law of demand and supply I its equilibrium.
- Inferior Goods and Griffin Goods.
- Consumer’s Surplus.

UNIT – II

- Production – Factors of production (Land, labour, capital, entrepreneurship and organization).
- Cost curve – Total Cost (TC), Marginal Cost (MC) and Average cost (AC), Total Fixed cost (TFC) Total variable cost (TVC), Average fixed cost (AFC) and Average Variable cost (AVC).
- Revenue curve – Total Revenue (TR), Marginal Revenue (MR) and Average Revenue (AR).
- Market – Perfect Competition, Imperfect competition, Monopoly, oligopoly and monopolistic competition – Meaning and features.

UNIT –III

- Types of Economy, Difference between Economic development and economic growth, Causes of Economic backwardness.
- Indian Economy – Characteristics and problems.
- Banks – Reserve Bank of India (RBI), Commercial Bank and its functions, NABARD.

UNIT – IV

- National Income – Basic concepts of National Income (NI), Methods of National Income Estimation (Income, Expenditure and product Methods).
- International trade – Principle of comparative Advantage, Terms of Trade.

Suggested Readings

- 1) Becherman, W. An Introduction to National Income Analysis, University Book Store: Seattle, 1984.
- 2) Lipsey, R.G. An Introduction to Positive Economics, English Language Book Society: London, 1995.
- 3) Ray, N.C. An Introduction to Micro Economics, Macmillan: Delhi, 1975.
- 4) Sumuelson, Paul A. and William D. Nordhaus. Economics, McGraw Hill : New York, 1989.
- 5) Jalan, Bimal.(edu) The Indian Economy: Problems and Prospects, Penguin Books: New Delhi, 1992.
- 6) Kapila, Uma. Indian Economy: Issues in Development Planning and Sectorial Aspects, Academic Foundations: New Delhi, 200c.

- 7) Kapila, Uma.(ed) Indian Economy since Independence, Academic Foundation: New Delhi, annual updated edition.
- 8) Mishra, S.K. and Puri, V.K. Indian Economy, Himalaya Publishing House: Bombay, annual edition.
- 9) Patel, I.G. 'Strategy of Indian Planning', in P. Chaudhary, (ed.) Aspects of Indian Economic Development : A Book of Readings. Allen and Unwin : London, 1971.
- 10) Todaro, M.P. Economic Development in the Third World, Longman : New York, 1989, Chapter 1&2.

B. El. Ed. – IIInd Year

Political Science

- Understand the challenge of political theory from the concept of gender.
- Understand the feminist politics.
- Understand the Indian Women's Movement.
- Student will be able to understand the changing character of socialism.
- Understand the changing character of capitalism.
- Understand the ecology movement.

Unit- I:

- The challenge of political theory from the concept of gender.
- Major issues in feminist politics: women's access to employment, property and other resources- capitalist development in post colonial societies and their impact on women-issues relating to body politics" (sexual violence, abortion, intrusive).
- The Indian women's movement: central issues, ideological differences with in the movement, relationship with other social movement.

Unit-II-

- The main features of socialist through up to the 1980s.
- Characteristics of socialist countries up to the 1980s.
- Challenges after the 1980s.
 - (a) The collapse of the soviet Union and Eastern Europe.
 - (b) Features of the crisis –response from within socialism.
 - (c) Impact on post –colonial societies/ third world.

Unit- III –

- From Laissez –faire to welfare state.
- Capitalism in the 1980s: Thatcherism and Reaganomics.

Unit-IV-

- The ecology movement – history and context of emergence of western movements (Greenpeace, Friends of the Earth, CND) and non western movement (Chipko, Silent Valley, NBA and other examples from Latin America and South –East Asia).

Suggested Readings:

1. Gamble, A. *An Introduction to Modern Social and Political Thought*, MacMillan: London, 1981.
2. Leftwich, A. (ed.) *What is Politics*, Blackwell Pub: Cambridge, 1984.
3. Arblaster, A. *Democracy*, Open University Press: Milton Keynes, 1988.
4. Held, D. *Models of Democracy*, Stanford University Press: Stanford, 1987.
5. Keane, J. *Democracy and Civil Society*, Routledge: New York, 1988.
6. Birch, Anthony H. *The Concepts and Theories of Modern Democracy*. Routledge and Kegan Paul: London, 1993. Chapter 2.
7. Kedourie, E. (ed.) *Nationalism in Asia and Africa*, Weidenfield and Nicholson: London, 1970
8. Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
9. Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
10. Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
11. Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
12. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
13. Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
14. Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
15. Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
16. Nicholson & Write, *Social Studies for Future Citizen*, Geoirge Harrap.
17. Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.

B. El. Ed IInd Year
GEOGRAPHY

Objectives

To recognize the overall perception about geography subject.

- Students will be able to learn the human geography.
- Students will be able to understand the resource geography.
- Students will be able to know about agricultural geography.
- Students will be able to understand the population Geography.
- Students will be able to understand the maps and Diagrams.
- Students will be able to understand the location, area, space and environment.
- Understand the soil formation, classification.

Unit-I

- India- Size and location. Physical feature India: Relief structure, major physiographic unit.
- Drainage: Major rivers and tributaries. Role of rivers in economy. Multipurpose projects. Head for water conservation and management.
- Climate: Factors influencing climate. Rain fall and temperature – distribution. Characteristics of Indian climate and its effect.

Unit-II

- Land resource: Soil and mineral – types area distribution.
- Forest and wild life resources: Types uses distribution.
- Agriculture: Types of farming, Contribution of agriculture to natural economy. Study of major crops of Indian wheat, rice, cotton, sugarcane.

Unit-III

- Occupation: Primary & secondary
- Services: Transportation, Telecommunication, Trade.
- Manufacturing Industries: Types, Spatial distribution, contribution of industries to natural economy. Industrial pollution and degradation of environment.

Unit-IV

- Population: Size, Density Distribution. Problem of population explosion. Control measure.
- Natural Hazards – Landslides, flood, drought, cyclone, tsunami- prevention and mitigation.
- Manmade Disaster: Nuclear, Biological and chemical explosion Global warning, ozone depletion, Green House Effect: causes & effect.

Suggested readings

1. Verma O.P. and Vedanayagam, E.G., Geography Teaching, Sterling publishers.
2. Barry, R.G. and R.J. Chorley. Atmosphere, Weather and Climate, Methuen, London, 1976.
3. Chorley, R.J. and P. Hagget. (ed.) The Changing Nature of Geography, Methuen, London, 1973.
4. King, C.A.M. Introduction of Physical and Biological Geography, English Language Book Society: London, 1975.
5. Monkhouse, F.J. and H.R. Wilkinson. Maps and Diagrams: Their Compilation and Construction, Methuen: London, 1971.
6. Tikka, R.N. Bhaugaol, Kedar Nath Ram Nath: Meerut, 1989.
7. Gupta, S.L. Bhu-Akriti Bigyan, Directorate of Hindi Medium Implementation: Delhi, 1992.
8. Hart, Shorne R. Perspectives on the Nature of Geography, Rand McNally: Chicago, 1959.
9. Minkhouse, E.J. Dictionary of Geogaphy, Aldine: Chicago, 1970

INTERNAL ASSESSMENT

In All Theory Papers Internal Assessment shall be based on-

- | | |
|------------------------|-----------------|
| 1. Attendance | 05 marks |
| 2. Test | 10 Marks |
| 3. Presentation | 05 Marks |

B.EL.ED. III YEAR

School Planning and Management

Objectives:

The Pupil-teacher will be able to:

- ❖ Get acquainted with the concept and concerns of School Management.
- ❖ Scientific practices of educational management and keep him to apply it in work situation.
- ❖ Develop an understanding of the role of the headmaster and the teacher in school management.
- ❖ Understand the importance of good health and positive attitude towards exercise and health.

Unit-I (School Planning)

- **School Planning-** Meaning, Characteristics, steps of school planning.
- **School Inspection and Supervision-** concept, deference, techniques, scope, qualities of supervisor.
- **School Discipline-** Concept, importance, principles, Factors & suggestions for improvement of school discipline.

Unit- II (Educational aspect of School)

- **School Organization-** Meaning, aims, principles of school organization. Difference between school organization and school administration.
- **Curriculum construction-** Bases, principles, recommendation, of various committees & commissions for curriculum construction.
- **Time Table-** Need and Importance of Time Table, Basic Principles of Construction of Time Characteristics of Good Time Table.

Unit-III (School Management)

- **School Management-** Meaning, Nature, Functions, Characteristics of good management of school.
- **Management of School Complex-** School building, Library, Museum, Laboratory, Hostel, School office, Furniture.
- **School Finance-** Sources of income, items of expenditure, Maintenance of school records (Finance, education, stock register etc.)

Unit –IV (Health and Hygiene)

- **Health and Hygiene-** Meaning, objections, programmes, role of teachers and principal in health education programmes.

- **Physical Education-** Meaning, objectives, importance of exercises, importance of correct postures, Maintaining of healthy school environment.
- **First Aid-** Importance and implication, some common accidents and their first aid, awareness about some common infectious disease and prevention at school level.

Suggested Readings:

1. Agarwal, J.C. (1994). Educational Administration, Management and Supervision, New Delhi, Arya Book Depot.
2. Agrawal, A. and Godbole, A. (2009). Shaikshik Prashasan, Prabandhan and Swasthya Shiksha, Alok Prakashan,.
3. Armstrong, M. (1990). Management Processes and Functions, London Short, Run Press.
4. Bhatnagar, S. Vasishtha, K. Singh, S.K. (2003), Shaikshik Prabandhan aur Shiksha ki Samesyen, Meerut, R.Lal Book Depot.
5. Cnand T., Prakash R. Advanced Educational Administration, New Delhi Kanishka Publishers.
6. Craig, M.W. (1985). Dynamics of Leadership, Bombay, Jaico Publishing House.
7. Davito, A.J. (1978). Communicology : An Introduction 16th Study of communication, New York Harper & Row Publishers.
8. Koochhar, S.K. (1978). Secondary School Administration, Sterling Publishers Pvt. Ltd.
9. Mukherjee, S.N. (V). School Administration and Function in India, J.C. Shah Acharya Book Dept.
10. Padmanabhan, C.B.: Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.
11. Rangnathan, S.R. The Organisation of Libraries, third edition, Oxford University Press.
12. Singh, Amarjit: Classroom Management, New Delhi: A Reflective Perspective, Kanishka Publishers.
13. Singhal, R.P. & Bhagia N.M. (1986). School Inspection System, A modern Approach Vikas Publishing House Pvt. Ltd. 1361
14. Sukhiya, S.P. (1997), vidyalaya Prashsan, Sangathan Evam Swasthya Shiksha, Agra, Vinod Pustak Mandir.

Paper II

Pedagogy of Core Discipline (Language & Social Science)

Objectives: The pupil-teachers will be able:

- To understand the aims & objectives of Teaching of Language and social science with futuristic vision.
- To know & understand the teaching methods & pedagogical approaches of language and social science teaching.
- To develop & integrate the use of the Linguistic skills & linkage with other subjects
- Understand the principles, process relationships to design appropriate strategies for teaching of language and social science.
- Realize her/his role as facilitator in enhancing social science learning in the real classroom situation.

Unit- I (Language)

- Aims and objectives of Teaching Language (I and II Language) writing objectives in behavioral terms.
- Methods of teaching language and direct method and indirect Grammar cum Translation, Deduction Induction method, Structural and communication approach.
- Language skills, Listeners, Speaking, Reading, Writing.
- Qualities of a good language Teacher.

Unit-II

- **Lesson Planning for Teaching Language-** Prose, Poetry, Grammar and composition
- **Teaching Aids-** Importance, preparation and use of different audio-visual aids.
- **Evaluation of Teaching Language-** Concept, importance types, subjective, objective and Diagnostic Testing.

Unit-III (Social Sciences)

- Aims and objectives of Teaching of Social Science writing objectives in Behavioural Terms.
- Lesson Planning of various subject of social science, various forms of lesson planning.
- Qualities of a good social science teacher.

Unit-IV

- **Methods of teaching and Approaches of Social Science-** Discussion, problem Solving, Inductive- Deductive approach, project method, cooperative learning method, lecture, lecture cum demonstration.
- Devices and Techniques of Social Science Teaching.
- Teaching Aids- Importance, preparation and use of different teaching aids and media of teaching science.

Suggested Readings:

1. F.G. French, Teaching English as an International Language, London: Oxford University Press.
2. Geetha Nagaraj, English Language Teaching: Approaches, Methods, Techniques, Orient Longman.
3. George Yule, The Study of Language (second edition), Cambridge University Press.
4. M.K. Singh, Teaching of English, Meerut: Eagle Books International.
5. R.A. Sharma, Fundamentals of Teaching English, Meerut: Surya Publication
6. Bining, A. C. (1952). Teaching of Social Studies in Sec. School. New York: McGraw Hill.
7. Dhaniya, Neelam (1993). Multimedia Approaches in Teaching Social Studies. New Delhi: Harmen Publishing House.
8. Finer, (1953). Teaching Techniques in Social Studies. New York: Bank Street Publication.
9. Kochhar, S. K. (1963). The Teaching of Social Studies. Delhi: University Publishers.
10. Dash, B. M. (1988). Contents-cum-methods of teaching geography, Kalyani publishers, New Delhi
11. James Fleming (1993). The teaching of geography in secondary school. Longman green And co., London.
12. Singh, Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
13. Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
14. Siddiqui, M.H. (2009). Teaching of Geography. New Delhi: APH Publishing Corporation.
15. Aggarwal. (2008). Teaching of social studies: A practical approach .(4th ed). UP: Vikas Publishing House Pvt Ltd.

Paper III

Pedagogy of Core Discipline (Mathematics, Natural Science and Environmental Science)

Objectives:

After completion of course the students will be able to: .

- Understand the principles, process relationships to design appropriate strategies for teaching of mathematics, natural science and environmental science
- Identify and use various web- based resources for teaching and learning of Mathematics, natural sciences and environmental science.
- Identify and formulate aims and objectives of mathematics, natural science and environmental science teaching.
- Use various methods and approaches of teaching of mathematics, natural science and environmental science

Unit -I

- Aims and Objectives of Mathematics Teaching, writing objectives in behavioural Term- Need & significance.
- Methods and Approaches of Teaching Mathematics.
- Lesson Planning – Need, importance and various forms of lesson planning.
- Qualities of a good mathematics teacher.

Unit-II

- Aims and objectives of Teaching of Biological Sciences, Writing objectives in behavioural Terms – Need & Significance.
- Methods and Approaches of Teaching of biological science.
- Lesson Planning – Need, importance and various forms of lesson planning.
- Qualities of a good biology teacher.

Unit –III

- Aims and objectives of Science Teaching, writing objectives in behavioural terms- Need & Significance.
- Methods and approaches of Science Teaching.
- Lesson Planning – Need, importance and various forms of lesson planning.
- Qualities of a good science teacher.

Unit –IV

- Planning and Execution of curricular and co curricular activities in mathematics, biology and science.
- Curriculum and Text Books- Meaning, nature principles Qualities of good text books- mathematics, biology and science.
- Evaluation- concept, importance and techniques of assessment with reference to mathematics, biology and science.

Suggested Readings:

1. Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
2. Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
3. Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
4. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
5. Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
6. Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
7. Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
8. Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers
9. Gupta, V.K. (1994). Life Science Education Today. Chandigarh: Arun Pub. House.
10. Yadav, K. (1993). Teaching of Life Science. New Delhi: Anmol Publications.

11. Joshi, S.R. (2005). Teaching of Science. New Delhi: APH Publishing Corporation.
12. Kulshhrehtha, S.P. (2006). Teaching of Science. Meerut: R. Lall Book Depot.
13. Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
14. Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
15. Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
16. Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
17. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
18. Siddiqui , N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow.Delhi: Doaba House.
19. Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deeppub.
20. Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
21. Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools.Boston: Allen and Becon.
22. Joshi S.R. (2007). Teaching of Science . New Delhi: APH Publishing Corporation.

Practicum/ Internal Assessment:

- A. **Class Attendance** (05 Marks)
- B. **Preparation and Presentation of Assignment** (05 Marks)- Paper based activity on any topic of this subject designed by the teacher.
- C. **Class Test** (10 Marks)- The subject teacher will take class test in which at least one question from each unit to be asked and copies of class test will be kept safely and confidentially by the institution for at least next two years.

All the internal assessment and test copies may be monitor by the moderation committee constituted by the Lucknow University/ Department of Education for quality and parity of all internal assessment.

Practical Activities (III Year)

1. **(A) Practice in Teaching:** 40 lesson plans will be taught with at least 5 lesson plans of each subject (Hindi/ Sanskrit, English, Social Science, Mathematics, Biology/ Environmental Studies, Science). In final practice in teaching examination student will select any two subjects they are confirmable with and one lesson plan from each subject will be taught.

(B) Internship: Students will prepare report on the following:

- Observation and Reporting of School Infrastructure

- Day wise report writing
 - Duty assigned by the Institution
2. **Preparation and use of Innovative Teaching Material:** students will prepare innovative teaching materials using indigenous material and will use them during practice in teaching.
 3. **Field Visit to Centre of Innovative Activities:** Student will visit any innovative centre of elementary/ secondary education. Students will also prepare report of this activity.

B.ELED
. (Fourth Year)
PAPER I

ISSUES AND CHALLENGES OF ELEMENTARY EDUCATION

Objectives: Pupil- teacher will be able

- -to understand the efforts made for the development of Elementary Education after Independence
- -to acquaint on various issues such as Economic, Political, and Social - Cultural to Elementary Education.
- -to understand the challenges of Elementary Education in terms of Access, Equity, Quality and Governance

UNIT I

- Development of elementary education after Independence
- Relevance of educational thoughts of Mahatma Gandhi to elementary education
- Influence of Home, school, community on child development
- Role of Sarva Shiksha Abhiyan in the development of elementary education in India

UNIT II

- Constitutional provision for education related to elementary education
- Elementary education as referred to in NPE 1986 ,P O A 1992, New Education Policy 2019,
- NCF 2005
- RTE Act 2009

Unit III

- Economic issues: Poverty and Inequality, Employment, Private- Public sector-rural-urban

- Political issues: Features of democratic system at Central, State and local system of government.
- Socio-cultural issues: Gender related issues, family and child rearing in India
- Educational issues: Impact of ICT on Children, medium of instruction, Literacy issue, Understanding Childhood in India, Poor women education

Unit IV

- Challenges of elementary education in terms of Access, Equity, Quality and Governance,
- Wastage and Stagnation, Enrichment of Curricula and improvement of quality
- Teacher Student learning outcome learning skills of children, Parental Involvement and Parental Education, Accommodation, Equipment, traditional active classroom.
- Dropout rate, Students attendance, Achievement level of different type of learner, UEE and PTR

Suggested Readings: -

- Ghosh S.C. (2009). The History of Education in Modern India (1757- 2007) - Third Edition. Hyderabad: Orient Blackswan Private Limited. (Chapter 1- Introduction)
- Govinda, R and M, Bandyopadhyay. (2011). Access to Elementary Education: Analytical Overview (chapter 1) in R, Govinda, Who Goes to School? Exploring Exclusion in Indian Education, New Delhi: OUP. (for Disparities and access to elementary education: Issues of Class, gender, caste, region, religion, disability)
- Harriss, J. (2011). Education, Democracy and Development. In KN Panikkar and M Bhaskaran Nair (Eds.) Emerging Trends in Higher Education in India: Concepts and Practices. New Delhi: Pearson Education India. (pp3-11) Retrieved from http://www.swaraj.org/shikshantar/tagore_myschool.html
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/> 16
- Kumar, K. (1991). Political Agenda of Education: A Study of Colonialist and Nationalist ideas. New Delhi, Sage Publications. Chapter 1 (Introduction: Dynamics of colonisation), Chapter 2 (Colonial Citizen as an Educational Ideal),
- Latest Selected Education Statistics, on MHRD website: <http://www.education.nic.in>
- Buniyadi Shiksha, "The selected works of Gandhi". Vol. 6, The Voice of Truth . Retrieved from http://www.mkgandhi.org/views_edu/chap02.htm.

- National Curriculum Framework (2005). New Delhi: NCERT. Chapter- 1 (for Constitutional values and the curriculum)
- What is RTE: A Handbook for Teachers (2017). New Delhi: NCERT. Chapter 1
- Chakravarti, U (2007), Pandita Rama Bai : A life and a Time. New Delhi: Critical Quest.
- Pathak P. D.(2011). Bhartiya shiksha aur usaki samasyayein.Agra: Agarwal Publication

B. El. Ed. (Fourth Year) Paper 2ND

Measurement and Evaluation

Learning Outcomes

Students will be able to-

1. Know the basic concepts and practices adopted in educational measurement & evaluation and the relationship between the two.
2. Understand the existing types of evaluation and develop knowledge about tools and techniques of measurement and evaluation.
3. Understand and realize the utility of measurement and evaluation in education.

UNIT I

The Measurement and Evaluation Process: Concept, need, relevance and scope.

Levels of measurement

Relation & difference between measurement and evaluation.

Taxonomy of Educational objectives and role of measurement and evaluation.

UNIT II

Tools of Measurement: nature, purpose and types of measurement (Physical, Educational, and Psychological).

Techniques of evaluation: - Subjective, Objective & Performance Tests, Socio-metric, Projective & special tests.

Tools of Evaluation: -Questionnaires, Scales, Schedules and Inventories.

UNIT III

Basic characteristics of a good measuring instrument: Objectivity, Usability, Validity, Reliability, Norms.

Steps of tool construction, Item analysis process

Intelligence, Personality and Creativity: Basic concept and it's measurement (study at least one tool of each)

UNIT IV

Approaches of Evaluation: Formative and Summative Evaluation, Comprehensive and Continuous Evaluation, Internal and External Evaluation, Criterion and Norm referenced Evaluation, CGPA, GGPA.
Examination systems in India at Elementary level.

Suggested Readings:

1. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
2. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York: Dryden.
3. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
4. Furst, E.W. Construction of Evaluation Instruments New York: Longmans.
5. Linderman P.H. Educational Measurement, Bombay: TaraPur Wala. Sons & Co. Pvt. Ltd.
6. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart & Winston.
7. Nuanally, J.C. Educational Measurement and Evaluation New York: Mc Graw Hill Book Co.
8. Nunnally, J.C. Tests and Measurements: Assessment and Predictions. New York: Mc Graw Hill Book Co.
9. Payne, W.J. Educational Evaluation: New Jersey: Prentice Hall.
10. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York: Harper & Row Publishers.
11. Sax Gilbert. Principles of Educative measurements and Evaluation. California: Wadsworth Publishing Co. Inc.
12. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations – Some Emerging concepts, New Delhi: NCERT
13. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
14. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi: Oxford and I.B.H. Publishing Co.
15. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. New York: Harcourt Brace Jovanovich Inc.

16. University Grants Commission: Report on Examination Reform– A plan of Action, New Delhi: UGC.

B. El. Ed. Course 2020

Paper 3 A

To make the students

1. know and understand the concept and principles of “special education in India
2. aware with classification of special children.
3. Understand educational needs and problems of special education
4. Acquaint them with various methodologies of dealing with children with special needs

Unit – I

- 1- Special Education: Concept, Nature, Status
- 2- Historical Perspective, Objectives, Principles and scope of special Education in India
- 3- Problems and Issues in special education
- 4- New Trends: integrated education and Inclusive Education-Concept ,Meaning and importance

Unit – II

- 1- Special children with Physical disabilities and orthopedically handicapped- Psychology of Teaching and Learning in relation to each type of disabled Learners and their specific needs and curriculum, Pedagogy, evaluation and placement in respect to each type.
- 2- Special children with visually handicapped and audio handicapped (speech and hearing disable)- Psychology of Teaching and Learning in relation to each type of disabled Learners and their specific needs and curriculum, Pedagogy, evaluation and placement in respect to each type.
- 3- Socially deprived and emotionally disabled children- Meaning and types and etiology.
- 4- Learning Disabled Children-Types Needs Problems and practices

Unit – III

1. Type of special children with exceptional abilities –Meaning, Causes and Characteristics.
2. Type of special children with Intellectual Disabilities- Meaning, Causes and Characteristics and prevention
3. Recommendations of Various committees and commissions – NPE(1986), POA(1992), PWD(person with disabilities) act (1995),
4. National Institutions of Special Education , Role of rehabilitation Council of India.

Unit –IV

1. Inclusive Practices in the Classroom, Pedagogical Strategies, Cooperative Learning,
2. Learning Strategies, Peer Tutorial, Social Learning and Multisensory Teaching
3. Supportive Services: Role of Therapist, Physiotherapy, Occupational therapist and Counselor to facilitate special teacher
4. Role of parents ,Teachers, NGO and community at large

Practicum,

Class attendance (5marks)

Mid Term Test (5 marks)

Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g. □

The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices □

Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as :Administrative functionaries, teachers, parents, community □

Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher

□ Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom.(The inclusive classroom should have at least 2 students with disability)

Suggested Readings:

1. **Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.**
2. **Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.**
3. **Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.**
4. **Blackurst & Berdine (1981), Introduction to Special Education**
5. **Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon**
6. **Daniels, Harry (1999) .Inclusive Education, London: Kogan.**
7. **Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.**
8. **Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub**

9. Hallahan & Kauffman (1978), *Exceptional Children: Introduction to special Education* Prentice Hall

10. Hegarthy, S. & Alur, M. (2002) *Education of children with special needs: From segregation to inclusion*, Corwin press, sage Pub

11. Joyce S. Choate (1997). *Successful inclusive teaching*, Allyn & Ba

12. Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Pub.

B.ELED 4 YEAR

PAPER 3 (B)

Guidance and Counseling

Objectives:

- To understand the concepts, need and scope of guidance and counseling
- To get with the principles, various areas and procedure of guidance and counseling.
- To realize the qualities and role of a school counselor.
- To get acquainted with the organizational framework and procedure of guidance services.
- To acquire and idea out the need of counseling for children with special needs.
- To understand the new trends of Guidance and Counseling

UNIT- I

- Guidance: concept, meaning, nature, scope, principles, procedure
- Need Of Guidance from social, educational, personal and psychological point of view
- Relationship of guidance with counseling, education, direction and training
- Major areas of Guidance: Educational, Personal and Vocational.

UNIT-II

- Guidance Services: Self Inventory, Information, Placement and Follow-up service.
- Role of teachers in Organization of Guidance Program for Elementary Level
- Characteristics of a good guidance program
- Evaluation of Guidance program.

UNIT-III

- Counseling: Concept, meaning, nature, scope, principles, techniques
- Need of counseling.
- Characteristics of a good counseling.
- Types of counseling- Directive, non directive, Eclectic – characteristics, steps, merits and Demerits.

UNIT-IV

- The counselor: Qualities, role, responsibilities and ethical principles of counseller
- Role of teacher as a counselor.
- Counseling of children with special needs.
- New Trends in Guidance and Counseling.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- Group Guidance-One career Talk.
- Design a checklist/Questionnaire to collect information on students' educational, psychological or social problem.
- Preparation of scrap book for career counseling.
- Preparation of a list of problem behaviors based on observation
- Interview of a school counselor by the pupil teacher and prepare a report writing
- Visit to a guidance or counseling center and its report writing.
- Pupil teacher will identify at least two problematic school students and chalk out a guidance program for them.

Suggested Readings:

1. Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
2. Anne, A. (1982). Psychological testing. New York: McMillan Company.

3. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R. Lal Book Depot.
4. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
6. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
7. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd.
8. Jones, A. J. (2008). Principles of guidance. (5ed). Delhi: Surjeet Publications.
9. Kochhar, S. K. (1979). Guidance in indian education. New Delhi: Sterling Publishers Private Ltd.
10. Kochhar, S. K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt. Ltd.
11. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
12. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
13. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
14. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt. Ltd.
15. Rao, N. S. (1981). Counseling psychology. New Delhi: Tata Mc Graw Hill Publishing Co.
16. Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.
17. Sharma, R. A. (2008). Career information in career guidance. Meerut: R. Lall Books Depot.
18. Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
19. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
20. Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.

21. Vashist, S. R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt. Ltd.
22. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counseling and guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.
23. Pandey, K.P. Advanced Educational Psychology. 2nd Ed. New Delhi: Konark Publishers Pvt. Ltd., 1988.
24. Traxler, A C and Narh, R D. (1966) Techniques of Guidance. New York : McGraw Hill.
25. Myers, G. Principles and Techniques of Vocational Guidance. New York: McGraw Hill Book Company.

B. El. Ed. Semester-IV 3 (C)

Value and Peace Education

Objectives:

Students will be able:

- ❖ To understand the meaning, need, importance value and peace Education.
- ❖ To understand the development of values.
- ❖ To examine the role of values in education.
- ❖ To understand the concept of peace and world peace from different perspective.

Unit I

- Value Education: Meaning, Need and importance of Values
- Development of Values
- Sources and effect of Values on life
- Methods of Fostering Values : Story Telling, Dramatization, Role Playing, Personal examples

Unit II:

- Classification of values: Economical, Political, Social, Moral and Spiritual
- Process of Inculcation of values through education

- Theories of value: positive and negative values. Role of education to overcome negative value.
- Indian culture and values

Unit III:

- Peace Education : Concept, Meaning, Definition, Scope and approaches of peace
- Objectives of peace education,
- Human Miseries in the Modern world and quest for peace,
- Gandhian concept of peace,

Unit IV:

- Peace Education in India and its development
- Concept of world Peace in Indian Perspective- VasudhaivKatubakam, Sarv Dharm Sambhav.
- Importance of Peace Education in the Present Scenario
- Some Important Organizations in the world for world peace
 - United Nations Educational Scientific and Cultural Organization (UNESCO)
 - UNO(year of establishment, Motto, Member countries, Head Quarters)

Suggested Readings:

1. Aggarwal, J.C. (2013). Education for Values, Environment and Human Rights. Delhi: Shipra Publications.
2. Babu Muthuja, Usharani, R. & Arun, R.K. (2009). Peace and Value Education. New Delhi: Centum Press.
3. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Publishing Corporation.
4. Barash., & David (2000). Approaches to peace, Oxford University Press, New York.
5. Bernard Jessie, (1957) 'The sociological study of conflict' International sociological Association, The nature of conflict UNESCO Paris.
6. Betty, (1988), Comprehensive Peace education. Educations for global responsibility, New York: Teachers College Press.

7. Bull, N. J. (1969). *Moral Education*. London: Routledge & Kegan Paul.
8. Chakravarthy, S. K. (1999). *Values and ethics for Organizations: theory and Practice*. New Delhi: Oxford University Press.
9. Chitakra, M. G. (2003): *Education and Human Values*. New Delhi: A.P.H. Publishing.
10. Das, M. S. & Gupta, V.K. (1995). *Social Values among Young adults: A changing Scenario* New Delhi: M.D. Publications.
11. Department of Educational Psychology and Foundations of Education (n.d.). *Education for Values in Schools: A Framework*. New Delhi: NCERT.
12. Dhananjay Joshi (2007). *Value Education in The Global Perspective*. New Delhi: Lotus Press.
13. Galtung, J (1996), *Peace by peaceful means: Peace and conflict, Development and Civilization*, PRIO: International Peace research institute of Oslo and sage publication.
14. Jadish Chand (2009). *Value Education*. Delhi: Anshah Publishing House. • Kiruba Charles & Arul Selvi, V. (2012). *Value Education*. New Delhi: Neelkamal Publications Pvt Ltd.
15. Kreidler, W.J (1995), *Teaching, Conflict Resolution through Children's Literature*: New York: Scholastic.
16. Kumar & Dangwal (2016) *Mulya avam Santi Siksha*, Agarwal Publication, Agra
17. NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace,
18. NCERT, New Delhi (2006). Timpson, William M. (2002) *Teaching and Learning peace*. Madision, Wisconsin: Atwood Publishing Reardon,
19. Pandiamani. B.K., (2014). *A Textbook on Values, Spirituality and Consciousness Development*. Rajasthan: Rajayoga Education & Research Foundation (Education Wing)
20. Rao, R. K.(1986).*Moral Education: A Practical Approach*. Mysore: RIMSE.
21. Ruhela, S. P. (1986). *Human Values and education*. New Delhi: Sterling Publications.
22. Satchidananda, M. K. (1991). *Ethics, Education, Indian Unity and Culture*. Delhi: Ajantha Publications.

23. Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.
24. Shukla, R,P. (2004). Value Education and Human Rights. New Delhi: Sarup & Sons.
25. Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission.
26. VenKataiash, N. (1998). Value Education, New Delhi: APH.

B. El. Ed. Year-4 Paper III (D) **Yoga Education for Well Being**

Objectives:

The student teacher will be able to:

- ❖ develop an understanding of principles of yoga and well-being
- ❖ understand the relation between education, yoga and well-being
- ❖ understand the concept and dimensions of well-being
- ❖ develop an understanding of theoretical perspective of biological well-being along with its daily life implications
- ❖ analyse the well-being in the context of psychological self
- ❖ acquaint the students with sociological and economical aspects of yoga and well-being
- ❖ develop an appreciation of yoga and spiritual well-being

Unit I

- Well-being: Meaning, Concept, Characteristics, its Educational Implications
- Different dimensions of well-being: biological, sociological, psychological, economical & spiritual.
- Biological well-being: Healthy eating & body image, wellbeing and health. Genetic and Environmental influences on positive emotionality.
- Sociological and Economical Well-being: Happiness and well being across time and culture, Eco-diversity and emotional ecosystem, Wealth and Happiness, Money and Social expression with reference to well-being.

Unit II

- Psychological Well-being: A balanced psychology and a full life, Life skills & values of emerging adults, Mindfulness and positive emotions.
- Mental health issues, Mental and Emotional Wellbeing.
- Spirituality and Well-being: Meaning, Concept, Nature, Spirituality and Modernity, Spirituality and Yogic practices (practices in Hinduism, Buddhism and Sufism), Stress busting techniques.
- Role of teacher in fostering wellbeing, happiness, wisdom and positive thinking among learners.

Unit III

- Yoga and Meditation – its various forms – Dhyana, Vipashyana, Reiky, Sahaja Yoga – their uses and role in Education.
- Introduction to Patanjali Yoga Sutra, Hatha Yoga Pradeepika, Gharanada Samhita, Shiva Yoga Deepika
- Yogic Diet
- Meaning of Mind; Mind - in the Vedas, Bhagavada Gita, Buddhism, Holy Bible, Holy Quran

Unit IV

- **Asanas – Posture and benefits of the following:**
 - i. Urdhav – Hasto – Tan – Asana
 - ii. Veerasana or Hanuman Asana
 - iii. Garud – Asana
 - iv. Vriksh – Asana
 - v. Dhruv – Asana
 - vi. Pada – Hast – Asana
 - vii. Sukhasna
 - viii. Sidhasna
 - ix. Padmasana
 - x. Vajrasana
 - xi. Uttan – Mandukasana
 - xii. Ushtra – Sana
 - xiii. Vakrasana
 - xiv. Yogmudra
 - xv. Go – Mukh – Asana
- **Pranayam, Mudras and Bhandhas – Meaning and Benefits**
- **Kriyas – Meanings and benefits of the followings**
 - (i) Jalaneti
 - (ii) Agnisara
 - (iii) Kapalabhati
 - (iv) Trataka
 - (v) Sutraneti
 - (vi) Gajakarani

- (vii) Vastradhauti
- (viii) Madhyamanauli
- (ix) Shankha Prakshalana

- **Dhyana** – Meanings and benefits of Traditional Meditation Technique

Practicum:

1. Class attendance (5 marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - To prepare a report on health issue near your area.
 - To prepare a report on some works done by spiritual leaders and based on that, preparation of an evidence based and developmentally appropriate plan to increase the health and wellness of students.
 - Group discussion and member evaluation: Inputs from each group member and their evaluation will provide ratings of communication, preparation, contribution, and punctuality for each group member.

Suggested Readings:

1. Bränström, R., & Duncan, L. G., (2014). *Mindfulness and balanced positive emotion*. In J. Gruber & J. T. Moskowitz (Eds.), *Positive emotion: Integrating the light sides and dark sides* (pp. 497-514). New York: Oxford University Press.
2. Diener, E., Ng, W., Harter, J., & Arora, R. (2010). *Wealth and happiness across the world: Material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling*. *Journal of Personality and Social Psychology*, 99(1), 52-61.
3. Fredrickson, B. L., Grewen, K. M., Coffey, K. A., Algoe, S. B., Firestone, A. M., Arevalo, J. M. G., ... Cole, S. W. (2013). *A functional genomic perspective on human well-being*. *PNAS*, 110(33), 13684-13689.
4. Friedman H. S., & Kern, M. L. (2014). *Personality, well-being, and health*. *Annual Review of Psychology*, 65(18), 1-24.
5. Jiang, Y., Chen, Z., & Wyer, R. S. W. (2014). *Impact of money on emotional expression*. *Journal of Experimental Social Psychology*, 55, 228-233.
6. Oishi, S., Diener, E., Choi, D., Kim-Prieto, C., & Choi, I. (2005). *The dynamics of daily events and well-being across cultures: When less is more*. *Journal of Personality and Social Psychology*, 93, 685-698.
7. Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). *Concepts of happiness across time and cultures*. *Personality and Social Psychology Bulletin*, 39(5), 559-577.
8. Pluess, M., & Meaney, M. J. (2016), *Genes, environment, and psychological well-being*. In M. Pluess (Ed.), *Genetics of psychological well-being: The role of heritability and genetics in positive psychology* (pp. 251-265). New York: Oxford University Press.

9. Quoidbach, J., Gruber, J., Mikolajczak, M., Kogan, A., Kotsou, I., & Norton, M. I. (2014). *Emodiversity and the emotional ecosystem*. *Journal of Experimental Psychology: General*, 143(6), 2057-2066.
10. Tashiro, T., & Mortensen, L. (2006). *Translational research: How social psychology can improve psychotherapy*. *American Psychologist*, 61, 959-966.
11. The new science of wise psychological interventions: *Current Directions in Psychological Science*, 23(1), 73-82.
12. Rajayoga - Swami Vivekananda - Ramakrishna Ashrama Publications.
13. Hathayoga Pradipika of Swatmarama - Kaivalyadhama, Lonavala
14. The Science of Yoga – Taimini – Theosophical Publishing House, Adyar, Madras
15. Yogasutras of Patanjali – Hariharananda Aranya, University of Calcutta Press, Calcutta
16. Patanjali Yoga Pradeepa Omananda Tirtha – Geeta Press, Gorakhpur
17. Gherandasamhita – Bihar School of Yoga, Munger, Bihar
18. Mind, Body & Divine Yoga, Prof. (Dr.) Anil Parkash Sharma, New Delhi
19. Shivayogadipika – Sadashivabrahmendra, Ananda Ashramagranthavali, Choukhamba Press
20. Yoga Darshan: Swami Niranjanananda – Sri Panchadashanam Paramahansa Alakh Bara, Deoghar
21. Four Chapters on Freedom (Commentary on the Yoga Sutras of Patanjali), Swami Satyananda (1983), Bihar School of Yoga, Munger
22. A text book of Medical Physiology - Guyton
23. Introduction to Psychology - by Hilgard, E.R. Atkinson, R.L. and Atkinson. (1979) R. C. Harcourt Brace Jovanovich, New York.
24. Basic Psychology, Stranges, R & Solley, C. M. (1970), Tata Mcgraw – Hill, New Delhi.

Online reference links:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1403595/>
- http://jeffreyarnett.com/ARNETT_Emerging_Adulthood_theory.pdf
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1693422/pdf/15347529.pdf>
- <https://www.surgeongeneral.gov/priorities/prevention/strategy/mental-and-emotional-well-being.html>
- <http://www.roadtowellbeing.ca/>
- <http://sonjalyubomirsky.com/wp-content/themes/sonjalyubomirsky/papers/LSS2005.pdf>
- http://www.americanscientist.org/libraries/documents/20058214332_306.pdf

Reference Books:

1. Aurbindo, Sri (1959). *The Hour of God*, Pondicherry: Sri Aurbindo Ashram.
2. Aurbindo, Sri (1993). *Sri Aurbindo's Teaching and Method of Practice*, WI: Lotus Press.
3. Aurbindo, Sri (2011). *Yoga ke Adhar*, Pondicherry: Sri Aurbindo Ashram.

4. Chodron, P. (2003). *Comfortable With Uncertainty*, Colorado: Shambhala Publications Inc.
5. Chodron, P. (2013). *How To Meditate: A Practical Guide To Making Friends With Your Mind*, Sound True Inc 1 Edition.
6. Clifford R.J. (1998). *The Wisdom Literature*, Nashville: Abingdon Press.
7. Dalai Lama & Cutler, H.C. (1999). *The Art of Happiness: A Handbook for Living*, Hachette: Hodder and Stoughton.
8. Dowling E.M. & Scarlett M.G. (2006). *Encyclopaedia of Religious and Spiritual Development*, California: Sage Publications Inc.
9. Hana, T.N. (1999). *The Heart of Buddha's Teaching*, RHUK.
10. Hanh, T.N. (2003). *The Present Moment, A Retreat on the Practice of Mindfulness*, Sounds True.
11. Khan, H.I. (1999). *The Heart of Sufism*, Colorado: Shambhala Publications Inc.
12. Marques J. & Dhiman S. (2014). *Leading Spiritually, Ten Effective Approaches to Workplace Spirituality*, UK: Palgrave Macmillan.
13. McCord M. (2013). *Conscious Messages Spiritual, Wisdom and Inspirations for Awakening*, Spirituality University Press.
14. Nelson, J.M. (2009). *Psychology, Religion and Spirituality*, New York: Springer Science+Business Media LLC.
15. Radhakrishnan, S. (2003). *The Spirit of Religion*, New Delhi: Hindi Pocket Books.
16. Radhakrishnan, S. (2009). *Indian Philosophy*, Oxford University Press.

B. El. Ed. (Fourth Year) Paper 3 (E)

Environmental Education

Objectives: The Pupil teacher will be able to:

- i. Understand the concept of environment and its various aspects.
- ii. Become aware and sensitive towards environment and its allied problems.
- iii. Realize the need of environment protection and sustainable development.
- iv. Acquire knowledge about the different methods of teaching in environmental education.
- v. Acquire knowledge of the tools and techniques for the evaluation of environmental education.

Unit I

- Meaning and Concept of Environment
- Nature Importance and Scope of Environment.
- Meaning and Nature of Environment Education

- Objectives, Importance and scope of Environment Education

Unit II

- Meaning, Concept and Importance of Ecosystem
- Bio-geo-chemical cycles i.e. Carbon, Nitrogen, Oxygen and Water
- Interdisciplinary and Multidisciplinary Approach of Environmental Education
- Awareness Campaigns and Movements

Unit III

- Rain Water Harvesting, Eco Tourism and Environmental Ethics.
- Global Environmental Problems: Global Warming, Climatic Change, Ozone Layer Depletion
- Environmental Projects: Ganga Action Plan, Save Tiger Project.
- Factors responsible for flora and fauna extinction, Measures to conserve flora and Fauna

Unit IV

- Methods of teaching Environmental Education- Seminar, Workshop, Problem, Solving, Field trips and Surveys, Projects and Exhibition.
- Use of Media and Technology in Environmental Education
- Co-curricular activities in Environmental Education including Plantation,

Suggested Readings:

1. Agarwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
2. Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
3. Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
4. Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
5. Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.

6. Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
7. Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau. 13 81
8. Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
9. Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
10. Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
11. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co. 12. Website: www.unep.org

