

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

**THIRD YEAR
SEMESTER – VI**

COURSE B.ED. 601 - ACTION RESEARCH IN EDUCATION

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks : 50
	Theory Marks : 40
	Internal Assessment : 10

Objectives -

- To enable the teacher trainees:
- To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- To identify and formulate suitable problems for Action Research.
- To get acquainted with the various steps of conducting Action Research.
- To understand and use descriptive statistical techniques in Action Research.
- To acquire the skills of planning executing evaluation and reporting an Action Research Project.

Unit -I : ACTION RESEARCH

- Concept and need of Action Research Steps of action research. . Types of Action Research – Individual and Collaborative. Teacher as an innovator of new practices and user of innovative practices. Action Research Approach to improve class and school practices. Development an Action Research Plan.

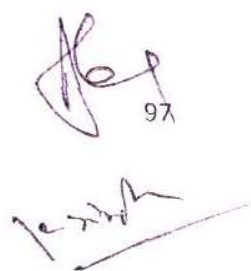
Unit -II : Action Research Methodology

- Definition of the Problem, Identification of a Problem, Steps of conducting Action Research Drafting Action Research Proposal, Reporting Action Research.

Unit -III : Descriptive Statistics

- Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode: Measures of Variability – Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation – Rank Difference and Product Moment Method; Normal Probability curve – Properties and Uses.

Unit -IV : Inferential Statistics



N. Mishra



SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

- Graphical representation of Data. Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit- V : Writing Research Report

- Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

References :

- Bipil Asthana / Nidhi Asthana, Research Methodology, 2010, Agarwal Publication Agra
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York : Longman, Inc
- Chandra, S.S. and Sharma, R.K. (2010), Research in Education, Atlantic Publishers New Delhi
- Chandra, Sodi Shirendra, Research Education, 2007, Atlantic Publishers Dehli
- Conover, W.J. (1971). Practical Non-Parametric statistics, New York: John Wiley & Sons Inc.
- Ferguson, G. (1981) A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Flick, U. (2011).Introducing Research Methodology, London : Sage
- Garrett, H.E. (2008). Statistics in Psychology and Education. New Delhi: Surjeet Publications
- Glan, G.V. & Hopking, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Boston: Allyn & Bacon
- Good C.V.(2008). Introduction to Educational Research, Delhi: Surjeet Publications.
- Guilford, J.P. Psychometric Methods, New Delhi: Sujeet Publications
- Jill Porter & Penny Lacey (2005), Research Learning Difficulties – A Guide for Practitioners, London: Paul Chapman Publishing.
- John W. Best, Research in Education, 2000, Prentice hall of India New Delhi
- Joni, A.K. Research Methodology, 2008, A.P.H. Publishing House Delhi
- Miles, M.B. & Huberman , A.M. (1994). Qualitative Data Analysis: An Expanded Sourcebook, Thousand Oaks, CA : Sage
- Pathak, R.P.(2009). Methodology of Educational Research Delhi: Atlantic Publishers
- Patton, M.Q. (2002) Qualitative Research and Evaluation Methods. Thousand Oaks, CA : Sage
- Sharma Bharti (2004), Methodology of Educational Research, New Delhi, Anmol Publications Pvt. Ltd.
- Sharma R.A., Fundamentals of Education , 2008, R.L.Book Depo
- Wiersma W. & Jurs S.G.(2009) Research Methods in Education : An Introduction Boston: Allyn & Bacon

Handwritten signatures and names:
1. *Santh*
2. *[Signature]*
3. *Dyasa. N. Nishwa*
4. *[Signature]*

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (A)- OPTIONAL COURSE -1 - ENVIRONMENTAL EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

On completion of the course, the student teacher will be able to:

- understand the concept , aims, objectives and importance of environmental education.
- understand possible environmental hazards and their negative effects and methods to minimize them.
- identify various methods and strategies for realizing the objectives of environment.
- establish the relationship of man with environment;
- appreciate the role of various, agencies working in the area of environment.

UNIT- I : INTRODUCTION OF ENVIRONMENTAL EDUCATION

- Philosophy of Environmental Education
- Development of Concept of Environmental Education, its scope and importance
- Aims and objectives of Environmental Education
- Ecological perspectives and nature of Environmental Education.
- Multidisciplinary and inter disciplinary Environmental Education characteristics essential to Environmental Education curriculum.

UNIT-II : ENVIRONMENTAL EDUCATION THE CURRICULUM

- Strategies, Separate subject, theme based programmes and fusion approach : advantages and limitations
- Present status of a environmental education in school curriculum in India.
- Methods of teaching : Experiment, project, survey, simulation method problem solving, activity, value clarification and lecture curriculum demonstration method.
- Role of media – Print, Films, TV and Audio visual aids; Eco club, exhibition in environmental education.
- Evaluation of Environmental Education.

UNIT- III : ECOSYSTEM AND MAN

- Ecosystem, structure and function, producer, consumer and decomposer
- Food chain, food web and ecological pyramids.
- Flow of energy : bio geo-chemical cycles : oxygen, carbon, nitrogen water and phosphorus.
- Types of eco systems : forest, grass land, desert and aquatic.
- Effect of human activities on ecosystem.

[Handwritten signature]

[Handwritten signature] N. Mishra

[Handwritten signature]

UNIT- IV : ENVIRONMENTAL CRISIS

- Pollution – causes, effects and remedies of Air, Water Soil, Noise and Radiation pollution.
- Acid rain, green house effect, global warming ozon depletions.
- Loss of biodiversity, deforestation and soil degradation, measures, arrest them.
- Population explosion and its effect on environment, crisis of energy resources and quality of environment.
- Disaster : Natural and man made, Disaster management and its mitigation.

UNIT- V : SUSTAINABLE DEVELOPMENT

- Need for conservation of Environment
- Sustainable development, Role of education
- Movement to Save environment
- Role of International agencies UNEP, WWF, NGO's and Government organization.
- Role of cultural, legal and political agencies for conservation environment, Important environmental laws.

References :-

- NCERT (1981) Environmental Education at school Level, New Delhi
- Odum, E.P. (1971) : 'Fundamental Ecology' London : W.B. Saunders Company.
- Palmer, Joy A. (1998) Environmental education in the 21st Century, London : Routledge.
- Sharma R.C. and Tan, Marle C (Eds.) (1990) Resource Book in Environmental education for secondary school lectures : Bangkok, Unesco.
- Sharma R.C. (1981) 'Environmental Education: New Delhi, Metropolitan Publishers.
- हरिशचन्द्र व्यास (2001) पर्यावरण शिक्षा, नई दिल्ली : विद्या बिहार
- सक्सेना हरिमोहन, (2003) पर्यावरण अध्ययन, श्रीगंगानगर : अग्रवाल साहित्य सदन
- पंकज श्रीवास्तव (1998) 'पर्यावरण शिक्षा' भोपाल : मध्यप्रदेश हिन्दी ग्रंथ अकादमी,
- सक्सेना ए.बी. (1998), पर्यावरण शिक्षा नई दिल्ली : आर्य बुक डिपो,
- UNESCO. 1990 Sourcebook in Environmental Education for Secondary School Teachers Bangkok.

Handwritten signatures and initials in black ink, including the name 'N. Nishu' and other illegible marks.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (B)- OPTIONAL COURSE -1 -HEALTH AND PHYSICAL EDUCATION

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks	: 50
	Theory Marks	: 40
	Internal Assessment	: 10

Objectives :-

On completion of the course the student teacher will be able to:

- develop physical fitness
- understand the rule and regulations of different physical education activities
- develop competencies of games and athletic events and other activities.
- understand their role in conducting matches and annual sports develop Leadership qualities
- develop and appreciate the values of physical education program

UNIT-I:- PHYSICAL EDUCATION

- Concept of Physical Education
- Definition of Physical Education
- Aims & objectives of Physical Education
- Importance of Physical Education
- Meaning of Physical fitness
- Scope of Physical Education
- Definition of Physical fitness
- Components of Physical fitness

UNIT-II:- HEALTH EDUCATION

- Meaning and definition of health & Health Education
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health
- Principles of Health Education
- Balance Diet its element and sources Mal Nutrition and adulteration
- School Health Programme

UNIT- III:- MAJOR GAMES

- History of Game
- Measurement of Court/ground
- Fundamental skills
- Techniques & Tactics of Games/Sports
- Rules & Regulation
- Major championship/competitions
- Awards & Honour of Particular Games/Sports.

B. Singh

Dyagar

Prof N. Mishra

[Signature]

SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

Note : student teacher shall participate and learn minimum of two games in a year from the following : badminton, basketball, cricket, football, table tennis, tennikoit, volleyball and any other similar game.

UNIT –IV-: ATHLETICS

- Short Distance (Sprints) 100M, 200M, 400M, Run
- Middle distance 800M, 1500M, Run
- Distance Runs 300M, 5000M, 10000M Run
- Relay 4x100M, 4x400M
- Skills : Starts (Crouch start, standing start) Striding, Finishing, exchange of baton etc.

UNIT –V-: YOGA

- Meaning and defunction of Yoga and Meditation
- Element of Yoga (Practice of selected Asanas)
- Importance of Yoga
- Types of Pranayama (Practice of selected Pranayams)

REFERENCES :

- Methods in Physical Education – By. M.L. Kamlesh
- Educational Dimensions of Physical Education – V.KRISHNA MURTHY AND N. PRAMESWARA RAM : Sterling Publishers Pvt. Ltd.
- Physical Education Games and Athletics for Training Colleges – MABEL DAVIES, RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD, LONDON
- Intramurals – LOUIS E. MEANS, PRENTICE HALL, Inc.
- Rules of Games and Sports – YMCA PUBLICSHING PUBLISHERS, new Youk.
- Yoga – Vivekananda Kendra Prakashan, Madras
- Principles of Evaluation in Physical Education - PHILIPA, SMITHELLS, PETER E. CAMERON, HARER AND BROTHERS PUBLISHERS, new York.
- Foundation of Physical Education, CHARLES A. BUCHER
- Principles of Physical Education, J.F.WILLIAMS
- Physical Education and Health – Dr. A.K. Uppal, Dr. G.P. Gautam, Friends Publications, New Delhi
- Basics of Basketball, Pal & Ruhel : World Vision Publication, Gwalior
- Essentials of Physical Education. Ajmer Singh
- Athletics Rules & Regulation, T.S. Brar
- Preventive and Social Medicine. By J.E. Park
- Physical Education. By Khan
- Sports Training by Hardayal Singh
- Essential of Physical Education – Ajmer singh
- Principles of Physical Educaion by M.L. Kamlesh.

[Handwritten signatures]

[Handwritten signature: N. Mishra]

[Handwritten signature]

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (C)- OPTIONAL COURSE -1 COMPUTER EDUCATION

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks	: 50
	Theory Marks	: 40
	Internal Assessment	: 10

(Practical will be evaluated by a team of experts of the Institute)

Objectives :-

On completion of the course the student teacher will be able to :

- To develop knowledge about micro computer system.
- To understand and develop skills in using computer in field of education.
- To develop skills in using application software for the purpose of educational management.
- Enable him to learn programming for the purpose of developing educational Softwares.

UNIT- I:- COMPUTER & ITS USES

- What is computer?
- History & Technological Development .
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting Banking, Research, Defence, Business, Census etc.
- limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.
- Globalization of Community through Computer (Internet)

UNIT- II:- CHARACTERISTICS & HARDWARE

- Characteristics of Computer.
- Classification of Computer (According to Technology & Capacity wise).
- Personal Computer.
- Input Unit, Output Unit, Processing Unit.
- Memory of Computer.

UNIT- III:- OPERATING SYSTEM

- Types of Operating system (DOS, Unix, Windows)
- DOS Internal Commands, External Commands.
- Introduction of UNIX.
- Brief Introduction of Windows.
- Utility & Application of Software

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

N. Mishra

[Handwritten signature]

UNIT- IV-: INTRODUCTION OF COMPUTER SOFTWARE

- Basic & Its simple Programming
- DBMS & Database Software (DBASE, FOXBASE, Fox pro)
- C++ & its Simple Programmes.
- Ms- Word & Word Star

UNIT- V- : SPREAD SHEETS

- Introduction of Lotus 1-2-3.
- MS – Excel
- Tally.
 - (There all software has following details.
 - File creating Editing , Printing, Graphs and File conversation into other language data files.

PRACTICUM :

a.	Records and Practicums	6 Marks
b.	Practical Exercise (DOS)	6 Marks
c.	Practical Exercise(Window 98)	6 Marks
d.	Practical Exercise(MS-Word)	6 Marks
e.	Practical Exercise (MS-Excel)	6 Marks
	Total	30 Marks

Note :

- Paper for Computer Education shall consist of 100 objective type questions of 06 mark each and rest 50 marks shall be for practical evaluation.
- Practical evaluation marks will consist of (a) Two tests 10 marks each (Total 20 marks) (b) Record and files prepared by the students on the practical work of 30 marks. The details and scheme of Practical Work is given above.
- Marks as secured by the students shall not be added to the aggregate. If a student secures 36% marks it should be recorded in his mark-sheets.
- If a student fails to secure 36% marks, he/she will not be awarded degree till Be secures 36% marks. Such candidates have to appear in subsequent. Examination(s) in order to be eligible for the degree of B.Ed. (Secondary).

Handwritten signatures and names:
1. *[Signature]*
2. *[Signature]*
3. *[Signature]*
4. *N. Mishra*
5. *[Signature]*

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (D)– OPTIONAL COURSE -1 - SCHOOL MANAGEMENT

Contact Hours : 6 periods/week (50 Min. each)	Max. Marks	: 50
	Theory Marks	: 40
	Internal Assessment	: 10

Objectives :-

On completion of the course the student teacher will be able to :

- understand the concept of Educational Management, School organization and school administration.
- acquaint with the basic principles of school management
- develop skills for optimum utilization of resources available
- identify factors conducive to the effective implementation of various school activities.

UNIT-I :- EDUCATIONAL MANAGEMENT SCHOOL LEVEL

- Concept and Function of Educational Management : Basis of management – planning, organizing, control, direction and financing.
- Centralisation v/s Decentralisation in Educational Planning – District Level planning and its extension to school level planning – functional, financial as well as administrative decentralization.
- Concept of Democratic Decentralisation with Monitoring.
- Concept Multi – Level Planning in School Management.
- School as a unit of Decentralised with Monitoring.
- Monitoring and Evaluation in terms of Modern Management Techniques – Case study, Man Power surveys
- Educational Management Information System (EMIS).

UNIT- II:- MICRO PLANING FOR SCHOOL MANAGEMENT

- Micro and Macro level planning – concept only
- Institutional and planning – Principles, planning execution : School clusters.
- Block Resource Centers and Cluster Resource Centers – Scope to be extended to secondary education. Their use for resource generation.
- School Mapping – Need, Factors and Scope
- Community participation, Lab. Area Approach, Mobilising the community resources – community for the school and school for the community. Organisation of Village Education Committees (VECs)

UNIT- III:- MANAGEMENT OF TIME AND RESOURCES

- Time Management – Time schedules for various activities of schools- weekly, monthly and yearly calendar of activities
- preparation of daily, weekly, monthly and yearly plans for the individual and the school.

Handwritten signature

Handwritten signature: Dyas. N. Mishra

- Management of Material Resources
- School building, library, laboratory, hostels, playground etc.
- Procurement and optimum use of equipment, furniture, books, physical facilities etc.
- Management of Human Resources- Analysing inter-personal and inter group relations, teach taught relations, hear teacher – teacher relations. Relationship with management and administration, group dynamics.
- Management of Financial Resources – Developing and monitoring budgets at school level.

UNIT- IV:- MANAGING THE SCHOOLACTIVITIES

- Role of a teacher in administration work – admission, classification maintenance of office and school Records.
- Organisation and Management of various co-curricular activities schools.
- Management of school associations.
- Managing the examination /Evaluation.
- Organisation of Health Programme:- Health Instructions, Healthful liven and Health services in schools.

UNIT-V:- SCHOOLADMINISTRATION AND SUPERVISION

- School administration, management and supervision, monitoring etc.
- Areas of School Organisation – Changing Direction
- Decision Making – preparing for leadership
- Responsibility for effective school functioning.
- Techniques of school supervision
- Education Administration – Structure at different levels – NCERT, NIER NCTE, SCERT/ SIE /SISE, IASE. DIRECTORATES OF EDU. CBSE, SBE (STATE BOARDS OF SE) ETC.

Reference :-

- Awasthi, A: (1974) Public Administration, Laxmi Narayan Agarwal, Agra,
- Blumberg, A. and Greenfield, W. (1986) : The effective Principal, Allyn and Bacon, London.
- Coombs, P.H.(1970) : What is Educational planning? IIEP (UNESCO) Paris.
- Chess was, J.D. (1969) Methodologies For educational planning for developing countries, 2 volumes, IIEP., Paris.
- George, H.L. and Robert, A.S. (1976) : Motivation and organizational climate, Harward University, Boston.
- Hardy, c. and Altken , R. (1986) : Understanding Schools as organisations, Panguin, London.
- Mukherjee (1991) : On Planning Problematic – The Role of institutional Planning, Segments, New Delhi.
- Naik, J.P. (1970) : Institutional Planning , Asia Institute for Educational planning and Administration. New Delhi.
- NCERT: School Health Programme in Selected School of Delhi, New Delhi.
- NIEPA (1988) : School Mapping, New Delhi.

KB → pen 106 Byas N. Mishra S

SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

N. Mishra

[Handwritten signature]

[Handwritten signature]

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (E)– OPTIONAL COURSE -1 (OPEN & DISTANCE LEARNING)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

- Understand the concept, nature and scope of Distance Education
- Understand the nature of Distance Education as continuous process of Development and change.
- Understand the aims, objectives of teaching Distance Education at different levels.
- Learn the techniques and methods of distance Education.
- Understand the open system, correspondence education.
- Understand communication strategies of Distance Education.

Unit-I:- Concept & Nature of ODL:

- Concept of ODL.
- Mode of transaction in ODL.
- Perspective & Future perspective of ODL.

UNIT-II:- Planning & Institution of ODL:

- Institutional Planning: at school level & at university level.
- National and State Universities and agencies (IGNOU, KOU, etc.)
- DEC: Role and responsibilities

Unit-III:- Methods and Approaches:

- Communication Strategies
- Teaching Strategic of Distance Education & Educational broadcast.
- Educational Telecast.
- ICT, Self learning material, E-learning, Blended learning.
- Resource Centers of Distance Education

Handwritten signature

Handwritten signature

Handwritten signature: Prof. N. Mishra

Unit-IV:-Instructional Support System:

- Instructional Procedure
- Evaluation Process of Distance Teaching
- Role of Regional and Study Centers
- Role of Counsellor and distance learner.

Unit -V:- Evaluation:

- Concept of evaluation in distance education.
- Need for continuous evaluation. On-line and on demand examination.
- Nature & type of Evaluation procees in ODL

References :-

- यादव, डॉ. सियाराम, दूरवर्ती शिक्षा (2010), अग्रवाल पब्लिके न्स, आगरा-2
- भार्मा, आर.ए., दूरवर्ती शिक्षा (1999), सूर्या पब्लिके न, निकट गवर्नमेन्ट इन्टर कालेज, मेरठ
- Rao, V.K. "Distance Education (2010) APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi
- Siddiqui, Mujibul Hasan, Distance Learning Technologies in Education (2004), APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi
- Kawz, Ambika Sharanjit, Managing Distance Education (1998) Deep & Deep Publications, Rajouri Garden , New Delhi
- Koul, B.N. And Bakhshisu Singh and M.M.Ansari, Studies in Distance Education (1988) Indira Gandhi National open University, New Delhi.
- Prasad, Dr. Deepesh Chandra, Distance Education (2007). KSK Publishers & Distributors, Ansari Road, Darya Ganj, New Delhi.
- Selvam, S.K. Panneer, Distance Education for National Development. APH Publishing Corporation , Ansari Road, Darya Ganj, New Delhi
- Goel Aruna And S.L. Goel, Distance Education in the 21st century (2000), Deep & Deep Publications Pvt. Ltd. Rajouri Garden, New Delhi.

Handwritten signatures and initials in black and purple ink, including the name 'N. Mishra' in purple.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (F)– OPTIONAL COURSE -1 (GUIDANCE & COUNSELLING)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

UNIT – I:- Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:
 - (i) Educational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (ii) Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (iii) Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

UNIT – II:- Counselling

- Concept of Counselling.
- Theories of Counselling:
 - Theory of Self (Rogers)
 - Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

UNIT - III -: Testing and Non- testing devices for the study of an Individual:-

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

UNIT – IV:- Skills in Guidance & Counselling:-

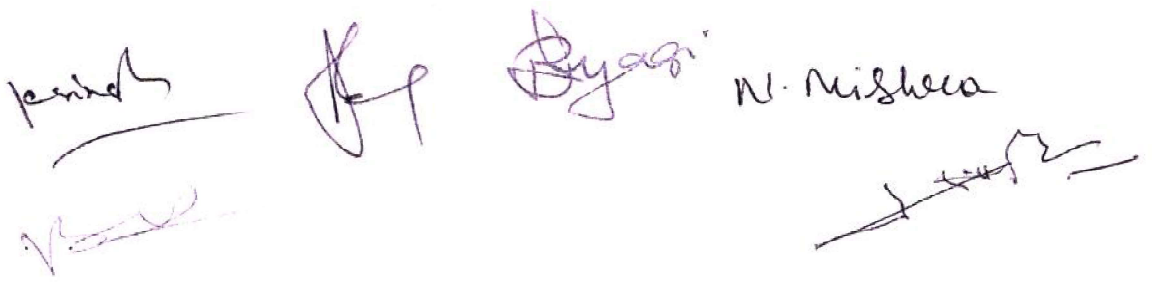
- Skills in Counselling (Listening, Questioning, Responding, Communicating.)
- Role of Teacher as a counselor and professional ethics associated with it.
- Career Counselling and Dissemination of Occupational Information.

UNIT – V:- Contemporary issues:-

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenerio, Education and Guidance: Democraey and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Reference :-

- Sharma, Shati Prabha. Career Guidance and Counselling: principles and techniques. Kanihka publisher. 2005
- Sharma, RN & Sharma, rachana. Guidance and Counselling in India. Atlantic Pub. & Distributors, New Delhi, 2004
- Singh, Y.K. Guidance and Career Counselling. APH Publishing New Delhi. 2007
- Nayak, AK. Guidance & Career Counselling. APH Publishing corp. 2007
- Abraham, Jessy. Guidance & Counselling for Teacher Education. Sarup & sons. New Delhi. 2003
- अस्थाना, विपिन, पराम र्षि एवं निर्दे ान. अग्रवाल प्रका ान, 2014
- अस्थाना, विपिन एवं अस्थाना निधि निर्दे ान और उपबोधन, अग्रवाल प्रका ान, 2013-14
- भटनागर, सुरे ा एवं वर्मा, रामपाल. वृत्तिक सूचना एवं वृत्तिक निर्दे ान, अग्रवाल प्रका ान 2012
- जयसवाल, सीताराम ि ाक्षा में निर्दे ान एवं पराम र्षि अग्रवाल प्रका ान 2014
- उपाध्याय, राम वल्लभ एवं जयसवाल, सीताराम ि ाक्षा में निर्दे ान एवं पराम र्षि की भूमिका अग्रवाल प्रका ान 2014


 Handwritten signatures and names including 'N. Mishra' and other illegible names.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (G)– OPTIONAL COURSE -1 (GANDHIAN THOUGHTS OF EDUCATION)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

- Meaning & Nature of Gandhian education.
- Educational theories with reference to Gandhian Philosophy
- Contribution of Gandhi in the various fields of Education and Society.
- Various Social work of Gandhi to Society.
- To introduce the students the life sketch, personality and the educational thoughts of Gandhi.

UNIT – I:- Gandhian Education : Concept and assumption

- Meaning, Concept of Gandhian education.
- Life history of Mahatma Gandhi and experiments on education in india.
- Need and importance of educational aims and all round development of man.
- Relevance and Significance of Education in present social environment.
- Human values and different forms of Education.
- Various dimensions of education: - Teacher, Student, Teaching method and syllabus.
- Self – dependence and provision of Craft in Education.

Practicum/Field Work

- Organize a get together programme in backward area of society
- Make any two handicraft items according to Gandhian vision

UNIT – II:- Philosophical aspect of Gandhian Education

- Philosophical vision of Gandhian Education and education as a continuous process of life.
- Prayer meeting, free labour service, inspirational message, yoga and importance of Spiritual education.
- Concept of co-relation/integration in Eduation.
- Concept of Samvaya and Sarvodaya Darshan and Education

By N. Mishra

Practicum/Field Work

- Analyse a prayer of any school and suggest activities according to Gandhian philosophy.
- Practise meditation and yoga for seven days and prepare a write up on entire activities.

UNIT – III:- Human Value and Gandhian Education

- Education of Religion and Culture according to Gandhi.
- Individual Social and Human Value
- Gandhi and Social Welfare
- Gandhian view of Service (Daridranarayan)

Practicum/Field Work

- Serve two critically ill people in hospital, then draft a report on your feeling and entire work.
- Analyse scientific basis of any two traditions of Indian society.

UNIT – IV:- Social and Political aspect Education:-

- Social perspectives of Gandhian Education, untouchability and rural education.
- Religion, Secularism and cultural aspect of education.
- Communal and social change through education.
- Democracy, Naturalism and Inter-natural fellow feeling.
- Concept of Socialism through Education.

UNIT – V:- Different aspects of Gandhian Education

- Process of Basic Education.
- Women Education, Handicap Education, Varnacular (Mother tongue), Literacy.
- Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
- Trusteeship and Education.

References :-

- Prasad, Upendra: ‘Gandhiwadi Samajwad’ Naman Prakashan, New Delhi 110002.
- Gupta Viswa Prakash – ‘Mahatma Gandhi – Personality & Thanking, RadhaPublication, New Delhi – 110002.
- Pandey, B.H.:- ‘Gandhi Mahatma’ Gandhi Smrati and Darshan Samiti, NewDelhi -11
- Singh, M.K.: Emerging Indian Society, International Publishing House, Meerut.
- Saxena, R. Swaroop: Philosophical & Sociological Principles of Education, R.Lal Book, - Depot, Meerut.

Handwritten signatures and scribbles in the bottom left corner.

Handwritten signature 'N. Mishra' and other scribbles in the bottom right corner.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (H)– OPTIONAL COURSE -1 VALUE EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

To develop insight of understanding of concept of Indian values according to time space and situation.

- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universalization.
- To develop the teaching learning method for adaptation and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

UNIT – I:- Nature and sources of values:-

- Meaning, concept need and importance of values and ethics. Philosophical and sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II:- Classification of values:

- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- Identify values, it in the assembly to assimilate the values in the personality of students.
- Organise a Poster which promote harmonious living in ancient social life, prepare/ a report and present
- making competition in school based on the classification of values.

UNIT – III:- Development of values:

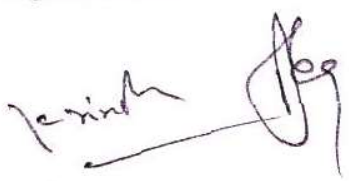

- Development of values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

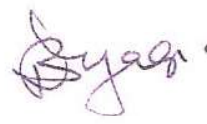

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of its impact on physio-psychology of human beings.
- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV:- Values in religious scriptures:-

- Bhagwadgita- Nishkam karma, swadharna, laksagrah & stithpragya.
- Bible – Concept of truth, compassion, forgiveness
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat & Jivanmukti
- Quarn – Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.


 N. Mishra


Practicum/Field Work

- Analyse morning assembly programme of a school from the point of view of *sarv dharm prarthna* and give suggestions.
- Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
- Make a critical analysis of any value according to any religious book.

UNIT – V:- Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as value laden.
- Moral Dilemma (Dharmsankat) and one's duty towards self and society

Reference :-

- अवस्थी भाषिण – प्राचीन भारतीय समाज, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली वि.वि.विद्यालय, दिल्ली 1993
- उर्वशी, सरंती – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडी बाजार, दिल्ली, 1979
- काणे पी.बी. – धर्म शास्त्री का इतिहास, उ.प्र. हिन्दी संस्थान, हिन्दी भवन, महात्मा गांधी मार्ग, लखनऊ।
- गुप्ता नत्थूलाल – मूल्यपरक शिक्षा पद्धति, जयकृष्ण अग्रवाल, महात्मा गांधी मार्ग, अजमेर 1989
- गोयनका जयदयाल – महत्वपूर्ण शिक्षा, गीताप्रेस गोरखपुर।
- पाण्डेय गोविन्दचन्द्र – मूल्य मीमांसा – राजस्थान हिन्दी ग्रन्थ अकादमी, तिलक नगर, जयपुर, 1973।
- प्र.ग.सहस्र बुद्धे : जीवन मूल्य, सुरुचि साहित्य, कै. तिवकुंज, झण्डे वालान, नई दिल्ली, 1995
- भारती धर्मवीर – मानव मूल्य और साहित्य, भारतीय ज्ञानपीठ, काशी, 1972
- मानव सेवा संघ, वृंदावन – मानवता के मूल सिद्धान्त 1981
- मिश्र विद्यानिवास – अध्यापन, भारतीय दूरि.ट. एनसीटीई, नई दिल्ली 1988
- विमल कुमार – मूल्य मीमांसा, राजकमल प्रकाशन, दिल्ली 1990
- Acharya Mahaprija : Towards Inner Harmony, New Delhi, B. Jain Publishers, 1999
- Dutt, N.K. and Ruhela S.P. : Human Values and Education, Sterling Publishers Pvt. Ltd., New Delhi, 1986
- Gandhi K.L. : Value Education, Gyan Publishing House, New Delhi, 1993
- Gupta, Nathu Lal : Value Education : Theory and Practice : Jaikrishan Agarwal, Mahatma Gandhi Road, Ajmer – 2000
- I.A. Lolla : Value Certification : An advanced Handbook for trainers and Teachers, Calif, University Associate Press, Krischan Boum, Howard 1977
- Prem Kripal : Value in Education, NCERT, New Delhi 1981
- Rajput, J.S. : Values in Education, New Delhi, Sterling Publishers, 2005
- Rokeach M. : The Nature of Human Values, The Free Press, New York 1973

- Sharma R.S. : The Monk who sold Ferrari, Mumbai, Jaico Publishing House, 2003
 - Swami Ragonath Anand: Eternal Values for a Changing Society, BVB Bombay 1971.
- COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

THIRD YEAR

SEMESTER – VI

COURSE B.ED. – PRACTICAL – EPC - 4 - UNDERSTANDING THE SELF

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

External Assessment : 40

Internal Assessment : 10

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor - when available - will guide and debrief the student teacher on a periodic basis.

Objectives:-

- To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
- To address aspects of development of the inner self and the professional identity of a teacher.
- To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activities- I –

- Conduct seven days' workshop in school for personality development on *Chetna Vikas Mulya Shiksha*, after attending seven days' shivir of CVMS.

[Handwritten signature]

[Handwritten signature]

N. Mishra
[Handwritten signature]

- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activities- II –

- Organise yoga and meditation classes at least for two months in a school.
- Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activities- III –

- Prepare a Performa for cumulative records of students.
- Make a record of students through the narration of their life stories and group interactions.

Activities- IV –

- Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
- Make a detailed report on entire activity and its result.

Activities- V –

Prepare and maintain a reflective journal by trainees.in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.

[Handwritten signatures and names]
N. Mishra

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. – PRACTICAL – P – 6.1 - ACTION RESEARCH REPORT

Max. Marks	: 50
Theory Marks	: 40
Internal Assessment	: 10

1 Objectives of action research

- To develop scientific attitude among teachers and principals for studying their problems.
- To develop scientific attitude among students and teachers for understanding and solving their problems.
- To bring excellence in school workers.
- To develop ability and understanding among administrators to improve and modify the school conditions and make it more conducive to learning.
- To root out the traditional and mechanical environment of school.
- To raise the level of performance and level of aspiration of the students.

2. **Selection of Topic** – The first step in action research, the most important is the identification of the problem. The problem of action research should be on the basis of: Teaching Examination, Extra curricular activities administration and organisation.

3. **Selection of tools and techniques** -The following tools and techniques are used to collect Data: Observation, Collection of Opinion, Questionnaire, Interview, Check List, Rating Scales, Tests, Statistical Methods

4. **Design of Action Research.**

- Analysing courses of the problem given the evidence nature and control.
- Formulation of Action hypotheses.
- Designing for testing Action hypothesis.

5. **Evaluation** – The conclusion can be drawn in the form of remedial measure for the problem.

[Handwritten signatures]

[Handwritten signature] N. Mishra

[Handwritten signature]

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR
SEMESTER – VI

COURSE B.ED. – PRACTICAL –P – 6.2 DISSERTATION

1. Objectives of Dissertation

- To improve the working condition of educational institution and society.
- It is used for the program and betterment of the education and society.
- To make the school system effective for generating healthy environment for student learning.
- To save energy and time by undertaking systematic research.

2. Selection of topic :- The following are the areas of education research
Social-cultural Systems, politics, Social change, Student world,
teacher and their problems, Administration and Planning.

3. Review and related literature should be based on the primary and secondary sources.

4. Formulation of Hypothesis

5. Design of the study

- Sampling methods: Sample is the part of the strategy of research. The following are sampling techniques probability and non probability techniques.
- Methods are great importance in educational research.
- Data collection: The following tools and techniques are used to collecting Data: Observation, Collection of Opinion, Questionnaire, Interview, Check List, Rating Scales, Tests, Statistical Methods Difference types tools and techniques used to collect data.

6. Statistical analysis and interpretation.

7. Summary and conclusion.

8. Appendixes bibliography.