Scheme and Course structure for
Two year B.Ed Programme 3rd semester effective from academic session 2016 and onwards

		Credit			**Marks**
			External	Internal	Total
BED15301	School Management	**4**	80	20	**100**
BED15302	Educational Measurement & Evaluation	**4**	80	20	**100**
BED15303	Teaching of:- *Bio-Science/Physical Science/History & Civics/ Geography/Mathematics*	**4**	80	20	**100**

Internship: 3 School Internship cum Practice of Teaching

			Credit			**Marks**
				External	Internal	Total
INT 3	**a)**	School Internship	**2**	**3**0	20	**50**
	b)	Teaching Practice ï 1 Paper (205)	**4**	60	40	**100**
	c)	Teaching Practice ï 2 Paper (303)	**4**	60	40	**100**

Course Code: BED15301
Course Title: School Management M. Marks 80

Unit I **School Management – Detailed Conceptual Clarity**

i) Background, Objectives, Levels and Characteristics.
ii) Principles, Scope and Functions of School Management.
iii) Constituents of Educational Management ï Planning, Organizing, Controlling, Administration and Supervision.

Unit II **Institutional Planning and Role of Head of the Institution**

i) Institutional Planning ï Objectives, Characteristics, Role of Educational Administrator
ii) The School Plant ï Principle of Designing School Building
iii) Head of the Institution ï Qualities, Responsibilities and Functions.

Unit III **Management Related Activities in Education**

i) Discipline ï Meaning, Significance, Objectives and Role of Teacher, Causes for Indiscipline and Suggestions to Overcome Indiscipline.
ii) Time Table ï Meaning, Principles, Importance, Objectives and Construction
iii) School Records and Registers: Types and Need, Maintaining School Records: Different Types of Records and Registers Viz. Teacher Diary, Cumulative Record Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock Register.

Unit IV **Staff Development and Control Managements**

i) Staff Development ï Meaning, Objectives & Kinds
ii) Teacher Behaviour ï Development of teaching skills
iii) Control Management ï Meaning, Types and Objectives, Role of Central and State Bodies ï NCERT, NUEPA, SIE, DIET
(With special reference to their organizational structure and functions)
iv) Decision Making ï Meaning, characteristics, types and Theories.

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1. Aggarwal, J. C. (1994) Educational Administration Management and Supervision, Principles and Practices, New Delhi
2. Bass C. Premila (1994) Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhatia, K. K. and Singh, Jaswant (2002) Principles & Practice of School Management, Ludhiana; Tandon Publications
4. Bush, Tony (1986) Theories of Educational Management, New Delhi Harper & Row Publishers.
5. Bush, Tony (2002) The Principles & Practices of Educational Management, Paul Champan Publishing, London
6. Dash. B. N (2003) School Organization Administration and Management; Neelkamal Publications, New Delhi
7. Devendra Thakur and D. N. Thakur (1997) Educational Planning and Administration, Deep and Deep Publications, New Delhi.
8. Sultan Mohiyudin (1989) School Organization and Management, J. K. Book House, Residency Road, Jammu.
9. Mathur S.S. (1990) Educational Administration and Management, the Indian Publications, Ambala Cantt.

Course Code: BED15302
Course Title: Educational Measurement and Evaluation M. Marks 80

UNIT I **Measurement and Evaluation**

i) Measurement: concept and definitions
ii) Scales of Measurement: Nominal, Ordinal, Interval and Ratio
iii) Evaluation: concept, need, importance and scope.
iv) Distinction between examination and assessment, measurement and evaluation

UNIT II **Approaches to evaluation and evaluation tools**

i) Formative Evaluation
ii) Summative evaluation
iii) External and internal evaluation
iv) Essay type test: merits and limitations
v) Objective type test: merits and limitations

Unit III **Criteria of an effective evaluation Tool**

i) Validity ï Types & Factors affecting the validity
ii) Reliability-Factors affecting reliability
iii) Estimation of reliability- Test-retest and split half methods.

UNIT IV **Limitation and reform of present system of examination**

i) Limitation of present system of examination
ii) Reports of various committees and commissions on examination:
- Secondary Education Commission (1952-53)
- Kothari Commission (1964-66)
- NPE (1986)
- NCF (2005)

iii) New Trends in Examination Reform: Comprehensive Continuous Evaluation (CCE), Choice Based Credit System (CBCS), Open Book Examination.

REFERENCES:

1. Anastasi, A. Psychological Testing. New York : MacMillin, 1970.
2. Bloom, B. S. Taxonomy of Educational Objectives. New York : Longmans, 1956.
3. Concept of Evaluation New Delhi: NCERT, 1963.
4. Examination Reforms New Delhi, University Grants Commission, 1976ï A Palm of Action
5. Greeman, F. S. Theory & Practice in Psychological Testing,
6. Pajna, D. H. & Educational & Psychological Measurement. Horris, P. F New Delhi: Oxford University Press, 1972.
7. Stanely & Hopkin Measurement & Evaluation in Education & Psychology.
8. Thornike, R. L. Measurement & Evaluation in Psychology Hagon, E. & Education.

Course Code: **BED15303**
Course Title: **Teaching of Bio-Science** M. Marks 80

Unit I **Background**

i) History & nature of Science
ii) Role & importance in daily life
iii) Path tracking discoveries & land mark developments in science
iv) Eminent world scientists, eminent Indian scientists (With special reference to Natural Scientists)
v) Importance & place of Bio-Science in school curriculum
vi) Objectives, of teaching Bio-Science with special reference to the Tara Davi Seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II **Planning for teaching Bio-Science**

i) Preparation of lesson plans on the basis of standard Principles.
ii) Preparation & development of improvised apparatus.
iii) Preparation, selection & use of teaching aids.
iv) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.
v) Maintenance of Aquarium.

Unit III **Methods of Teaching**

i) Lecture Method
ii) Demonstration method
iii) Demonstration-cum-Discussion method
iv) Heuristic method
v) Inductive deductive method
vi) Project method

Unit IV **Content: Botany and Zoology**

Botany

i) Life Processes in Plants.
ii) Nutrition: Type of nutrition: Autotrophic: Heterotrophic.
iii) Photosynthesis: Process and mechanism, Transport of material Diffusion, Osmosis and Plasmolysis. Absorption of water, process of Transpiration. Mechanism of stomata opening and closing.
iv) Reproduction: Asexual & Sexual Reproduction, Growth and development in plants
v) Growth regulators: Auxins, Gibberellins, abscise acid.
vi) Natural resources, renewable and non renewable resources.

Zoology

i) Life Process in human beings
ii) Nutrition: Feeding mechanism, Digestion and absorption of food
iii) Respiration in animals and man
iv) Blood circulation: Blood structure and function; Heart structure and function, course of circulation.
v) Excretion; Structure and functions of kidney. Urine formation.
vi) Nervous system: Structure of Brain; structure and function of Endocrine system.

Course Code: BED15303

Course Title: Teaching of Physical Science M. Marks 80

Unit I **Background**

i) History & nature of Science
ii) Role & importance in daily life
iii) Path tracking discoveries & land mark developments in science
iv) Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
v) Importance & place of Physical Science in school curriculum
vi) Objectives, of teaching Physical Science with special reference to the Tara Davi Seminar, Kothari Commission & Ishwar Bhai Committee.

Unit II **Planning for teaching Physical Science**

i) Preparation of lesson plans on the basis of standard Principles.
ii) Preparation & development of improvised apparatus.
iii) Preparation, selection & use of teaching aids.
iv) Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

Unit III **Methods of Teaching**

i) Lecture Method
ii) Demonstration method
iii) Demonstration-cum-Discussion method
iv) Heuristic method
v) Inductive deductive method
vi) Project method

Unit IV **Content: Physics and Chemistry**

Physics

i) Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force-magnitude and direction.
ii) Heat as energy, temperature, transfer of heat thermal expansion & change of state.
iii) Newtonôs Law, qualitative concept of relativity, universal law of gravitation, Keplerôs.
iv) Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.
v) Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and correction perception of colour, colour blindness, composition of white light, wavelength and colour of light.

Chemistry

i) Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
ii) Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
iii) Endothermic and exothermic reactions by performing the activities of dissolution of any NH4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of NaOH in water, H2SO4 in water and neutralization reaction (exothermic) of aq. NaOh by aq. HCL. Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
iv) Elementary idea of Electro chemical cell and dry cell
v) Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept.

Course Code: **BED15303**
Course Title: **Teaching of History & Civics** M. Marks 80

Unit I **Nature and Scope of Social Sciences**

i) Social Science and Social Studies: Core subjects of social sciences-History, Civics, Geography, Economics Inter relationship between them.
ii) Structure and scope of History & Civics, History/Civics as a basic discipline, its importance in day to day life and its role in international understanding.
iii) Study of Regional History and place of Regional History in teaching.
iv) Instructional objectives of teaching History at secondary level.

Unit II **Curriculum in History and Civics**

i) Place of History and Civics in secondary school curriculum
ii) Approaches to curriculum organization: chronological concentric, topical correlation, curriculum design.
iii) Teacher and curriculum planning, hidden curriculum Evaluation of curriculum Analysis of Text books, Gender bias in secondary social science curriculum.

Unit III **Methodology of teaching history**

i) Source method
ii) Project method
iii) Dalton plan
iv) Narration method (Story ï telling)
v) Role ï play method

Unit IV **World and Regional History**

World

i) The First World War : Causes and Consequences
ii) The Second World War and its consequences: setting up of U.N.O., Emergence of Independent nations.
iii) Non Alignment movement.
iv) Indiaôs struggle for independence: From the revolt of 1857 to Partition. Post independence developments.

Heritage of India

i) The land and people, Art and Architecture
ii) Indian Constitution : Fundamental Rights and Duties
iii) Government at the State and Central level.

Regional History

i) Awanti Verman & Lalita Datiya
ii) Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak
iii) Haba Khatoon & Lala Ded.

Reference :

1. Gunning D: The Teaching of History
2. Aggarwal, J.C : Teaching of History
3. Kochhar, S.K. : Teaching of History
4. Chaudhary, K.P. : Effective Teaching of History in India
5. Johnson,H. : Teaching of History in Elementary and Secondary Schools
6. Teaching of History in Secondary School : NCERT, New Delhi
7. The curriculum for the ten year school : NCERT, New Delhi
8. Handbook of History Teachers: NCERT, New Delhi
9. Harlikar : Teaching of Civics in India
10. Crary Ryland W : Education for Democrative Citizenship
11. Michael J.V. : Social Studies for Children in Democracy

12. Brune, H.E. : Teaching of History and Civics
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
14. Bhargava, V.S. : World History
15. Basham, A.L. : The wonder that was India
16. Carr, E. H. : What is History
17. Collingwood R.G. : The idea of History
18. Mare Block : Hisrtorianôs craft
19. Sarkar, J.N. : India through the Ages
20. Mazumdar, Chaudhary and Datta : Advanced History of India
21. Novak and Gowin : Learning How to learn
22. Hayes, D.A : A Source Book of Interactive Methods for Teaching with Texts
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum,
24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children

Course Code: BED15303
Course Title: Teaching of Geography M. Marks 80

Unit I **Nature and Scope of Geography**

i) Meaning, nature, scope and structure of geography
ii) Correlation of geography with other social sciences- History, Civics, & Economic
iii) Importance of Geography in day to day life and its role in international understanding
iv) Study of home region and place of local Geography in teaching
v) Instructional objectives of teaching Geography at secondary level

Unit II **Instructional Planning**

i) Methods: Lecture, Demonstration, Inductive and Deductive, Observation Project and Problems solving.
ii) Content Analysis, Writing objectives in behavioral terms.
iii) Lesson planning: Meaning, significance, principles and steps involved in planning a geography lesson.

Unit III **Learning Resources**

i) Importance and use of: Maps, Globe, Models, Graphs, Atlas, Satellite, Imaginaries and Computer
ii) Geography Laboratory: Its need, importance and instruments
iii) Characteristics of a geography textbook

Unit IV **Content (General and Local Geography)**

General Geography:

i) Latitudes and longitudes
ii) Atmosphere ï Composition and structure
iii) Lithosphere ï Major relief features
iv) Hydrosphere ï Relief of the ocean floor
v) Biosphere ï Interrelationship between man with atmosphere, lithosphere and hydrosphere.
vi) Population ï Growth, distribution and density

Geography of J & K:

i) Climate
ii) Forests
iii) Tourism
iv) Demographic Features

Reference:

1. Bining and Bining : Teaching of Social Studies in Secondary School
2. Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
3. UNESCO : Source Book of Teaching Geography
4. B C Rai : Methods of Teaching of Economics
5. N. Hasen : Teachers Manual in Economics
6. S. K. Kochar : The Teaching of Social Studies
7. V C Sinha and R. N. : Dubey Economic Development and Planning
8. H.L. Ahuja : Parambhik Aarthik Siddhant
9. Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
10. Our Economy- An introduction : NCERT, New Delhi
11. General Geography : NCERT, New Delhi
12. O. P. Verma : Teaching of Geography
13. B.D. Shaida : Teaching of Social Studies (Hindi)
14. M. S. Rao. : Teaching of Geography.

Course Code: **BED15303**
Course Title: **Teaching of Mathematics** M. Marks 80

Unit I **Mathematics – Historical Background**

i) Meaning of mathematics
ii) History of Mathematics
iii) Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabathi, Ramanujan.
iv) Contribution of Euclid, Pythagoras, Rene-Descartes.

Unit II **Methodology**

i) Inductive & Deductive
ii) Analytical & Synthetic
iii) Heuristic, project and laboratory
iv) Various techniques for teaching mathematics viz, oral, written, drill, assignment; supervised study and programmed learning.

Unit III **Instruction in Mathematics**

i) Meaning and importance of a lesson plan
ii) Performa of a lesson plan and its rationality
iii) Meaning and purpose of a unit-and-unit plan and an yearly plan
iv) Developing low cost improvised teaching aids relevant to local ethos
v) Maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit IV **Content – I**

i) Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
ii) Linear Equation of one and two variables
iii) Rational Expression & Quadratic equation
iv) Ratio & Proportion and Factors

Content – II

i) Circle & Geometrical Constructions
ii) Statistics: Mean, Median, Mortality table, cost of living index and price index.
iii) Sets & surds.

INT3: School Internship cum Practice of Teaching

(a) School Internship
(b) Teaching Practice-1 Paper
(c) Teaching Practice-2 Paper

Third Semester (September – January) INT 3					
INT 3	**Activity**	**Duration**	**Credits**	**Marks**	
	Internship cum Teaching Practice		10	**250**	
			2	Ext.	Int.
	a) School Internship: Description of the School. A report on the conduct of Morning Assemble. Maintenance of Admission Records. Maintenance of Attendance Register Framing Time Table Any other Activity Remarks of the Head of the Institution	8 weeks		30	20
	b) Teaching Practice (Ist Paper ï 205) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
				60	40
	c) Teaching Practice (2nd Paper ï 303) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson + 8 observation lessons of the peers and 2 Criticism lessons)		4	Ext.	Int.
				60	40