

ANNEXURE-9

Dr. B.R. AMBEDKAR UNIVERSITY SYLLABUS

(B.Ed.)

PAPER I: Philosophical & Sociological foundation of Education

Unit I: Education and its Aims:

- (a) Nature of Education
- (b) Bases of Education (Individual and Society)
- (c) Function of Education
- (d) Relationship between Education and Philosophy

Unit II: Aims, Curriculum & Methodology of Teaching According to:

- (a) Nyaya
- (b) Sankhaya
- (c) Yog Darshan
- (d) Vedant

Unit III: Aims, Curriculum & Methodology of Teaching According to:

- (a) Naturalism
- (b) Pragmatism
- (c) Idealism
- (d) Realism

Unit IV: Indian Social System and Education:

- (a) Nature and characteristics of the Indian Society, Social Change, Social Mobility and its impact on the Education.
- (b) Factors leading to the socialization of a child.
- (c) Agencies of Socialization:
 - (1) Home (2) School (3) Society


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(d) Education as a tool of Economic Development.

Unit V: Value Education and Thinkers:

- (a) Meaning and need of value Education.
- (b) Ways of inculcating values among students.
- (c) Role of home, school and society in the development of values.
- (d) Educational contribution of – Mahatma Gandhi, Vivekanand, Shri Aurobindo and Montessori.

PAPER II: Indian Education & its problems

Unit I: Education in India during:

- (a) Vedic and Buddhist Period.
- (b) Medieval Period.
- (c) Modern Period (Pre and Post Independence with special reference to National Education Moment).

Unit II: Stages of Education and their Problems:

- (a) Elementary Education (Pre- Primary and Primary Education)
- (b) Secondary Education
- (c) Higher Education

Unit III: Emerging Educational Areas:

- (a) National Adult Education Programme.
- (b) Continuing Education- Meaning and Method.
- (c) Distance Education.

Unit IV: Teacher Education:


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- (a) Organisational Set-up of Teacher Education in India and its problems (Pre- Service & Inservice)
- (b) Qualitative improvement in Teacher Education recommended by various Indian Commissions.
- (c) New trends in Teacher Education and Role of N.C.T.E.

Unit V: Special Problems of Education:

- (a) Equality of Educational Opportunity.
- (b) National Integration.
- (c) Population Education.
- (d) Environmental Education.
- (e) Language Problems.

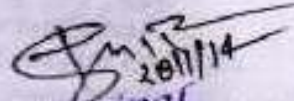
PAPER III: Educational Psychology & Measurement

Unit I: Educational Psychology and development:

- (a) Nature and scope of Educational Psychology.
- (b) *Developmental process*- Physical, mental, social and emotional with reference to adolescent stage
- (c) Education for Exceptional Children.

Unit II: Learning:

- (a) Nature, process and factors influencing learning.
- (b) Memory and Forgetting; Transfer of Learning and factors affecting them, theories of learning (Thorndike, Pavlov and Skinner)
- (c) Motivation, its nature and educational implications.


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Unit III: Concept of Educational Measurement and Evaluation:

- (a) Meaning of Educational Measurement and evaluation.
- (b) Instructional objectives, their importance and formulation with special reference to Bloom's Taxonomy.
- (c) Construction and standardization of an Achievement Test.
- (d) Diagnostic Test and Remedial Measures.
- (e) Action Research.

Unit IV: Measurement of Personality and Intelligence:

- (a) Concept of personality and its measurement with special reference to Projective Techniques.
- (b) Concept of Intelligence and its Measurement (Verbal, non-verbal and performance test)
- (c) Concept of Creativity & its Measurement.

Unit V: Statistics: Educational Applications and Interpretations of the results:

- (a) Measures of Central Tendency, Mean, Median and Mode, their calculations and uses.
- (b) Measures of variability- Range, Quartile-deviation, Mean deviation and standard- deviation- their calculation and uses.
- (c) Correlation and its uses, calculation only by ranks difference method.
- (d) Uses of graphs (Histogram, Frequency Polygon and ogives).


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PAPER IV: School Administration

Unit I: Administration and Supervision:

- (a) Educational and administrative set up at-
 - (i) Centre
 - (ii) State (U.P.)
 - (iii) Distt. (Local)
- (b) Supervision of School.

Unit II: School Climate and Guidance:

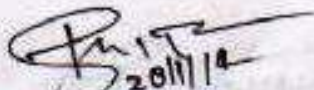
- (a) Leadership, role of the Educational Administrator (Teacher and the Principal)
- (b) School discipline.
- (c) Need of a Guidance and counselling programme in school.

Unit III: Internal Functions and Programmes:

- (a) School Activities (Curricular and co-curricular), Time table.
- (b) School and Community:
 - (i) Parent- Teacher Association
 - (ii) Construction of curriculum
 - (iii) Library, Museum, Workshops and Laboratories.
- (c) Maintenance of school records (Diaries, Attendance, registers, cumulative records)

Unit IV: Health Education:

- (a) Characteristics of good health.
- (b) Common ailments of eye and ear.


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- (c) Mental and Physical Health of the learner with special reference to balanced diet in Indian condition, yogic exercises and postures.

Unit V: Health and Environment:

- (a) Concept of sanitation with special reference to School campus, class-room, laboratory, labotary and play grounds.
- (b) Health serviee in school (Medical check-up, Follow-up programme).
- (c) First aid.

PAPER V: Educational Technology

Unit I: Meaning, Nature and Scope of Educational Technology:

- (a) Definition and Objectives of Educational Technology.
- (b) Various forms of Educational Technology-
- (i) Teaching Technology.
 - (ii) Instructional Technology.
 - (iii) Behaviour Technology.
 - (iv) Instructional Design Technology.
- (c) Scope of Educational Technology.

Unit II: Instructional Strategies in Educational Technology:

- (a) Progammed Learning.
- (i) Linear
 - (ii) Branching
 - (iii) Mathetics
- (b) Micro Teaching.
- (c) Computer Assisted Learning.


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Unit III: Mass Media approach in Educational Technology:

- (a) Knowledge of software.
- (b) Knowledge of hardware like slide-projector, film-strips, tape-recorder, C.C.T.V., T.V., Radio, overhead projector, computers. New Technologies like e-mail, internet, V.C.D., Tele & Video conferencing etc.
- (c) Use of mass media in class rooms.

Unit IV: Meaning and concept of the following Models of Teaching:

- (a) Advanced organizer model of Ausubel.
- (b) Inquiry Training Model of Suchman.
- (c) Mastery Learning Model of Bloom.

Unit V: Resource Centres of Educational Technology:

- (a) Meaning and Organisation of Resource Centres.
- (b) Functions of Resource Centres.
- (c) Role of C.I.E.T., E.T., Cells and D.I.E.T.S.

PAPER VI: Teaching of School Subjects

Note: The candidate should select any two subjects offered by him/her for practical teaching from the following:

(i) Languages

Note: 1. The term 'Language' is used here to include all languages, i.e., Sanskrit, Hindi, English, Urdu, Prescribed by the University for the B.Ed. Students.

2. The students should attempt one question from each of the following three units.


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Unit I: Objectives and Curriculum:

1. The place of the Language in the Country and the curriculum.
2. The objectives teaching the language at different stages.
3. The language Text-books- their need, merits and limitations.

Unit II: Methods, Techniques, Aids, Plans and Procedures:

1. The methods, teaching the language.
2. Teaching, techniques and aids appropriate to language teaching.
3. The plans and procedures of teaching the various aspects of the language, i.e., prose, poetry, grammar and composition.

Unit III: The Techniques of Evaluation & Construction of Test Items:

1. The essay type examination- its nature, merits and limitations.
2. The new-type tests- their types, merits and limitations.
3. Construction of Test Items.

(ii) Social Sciences

Note: 1. The term social sciences is used here to include the following subjects:

Civics, History, Economics, Commerce, Geography and Social Science

2. The students should attempt one question from each of the following three units:

Unit I: Aims and Objectives of teaching Social Science:


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- (a) Formulation of objectives of teaching different subjects of social sciences at different school levels.
- (b) Presentation of course content to achieve objectives:
 - (i) Curriculum- its principles and preparation of syllabus for different levels at school curriculum.
 - (ii) Place and importance of the subject in the school curriculum.
 - (iii) Correlation with other school subjects.

Unit II: Methods & Techniques:

- (a) Different Methods of Teaching.
- (b) Lesson Planning.
- (c) Teaching materials and Aids- Their preparation and use.
- (d) Social science room.
- (e) Effective social science teacher.

Unit III: Evaluation:

- (a) Components of Evaluation- Objectives, learning experiences and evaluation.
 - (b) Preparation and construction of different kinds of items in social science for evaluation.
 - (c) Evaluation of Text Books in social science.
- (iii) Sciences- Science, Biology and Mathematics

Unit I: Aims and objectives of teaching Science, Biology and Mathematics:

- (a) Objectives- Knowledge, Understanding, Application, Skill, Interest, Appreciation and Attitude.


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- (b) Principle of construction and development of curriculum in Science, Biology and Mathematics.
- (c) Analysis of content of Science, Biology and Mathematics to determine the teaching points.

Unit II: Methods and techniques of teaching Science, Biology and Mathematics:

- (a) Authoritative methods- Text book and lecture method, Developmental methods- Demonstration laboratory, Heuristic project method in Science and Biology and analytic and synthetic, inductive and deductive methods Mathematics.
- (b) Application of different devices and techniques in teaching Science, Biology and Mathematics.
- (c) Use of material equipment- Library, Laboratory Assignments and teaching aids and importance of Text-book.
- (d) Lesson planning on the basis of methods given above.

Unit III: Evaluation approach- Science, Biology and Mathematics:

- (a) Components of Evaluation- Objective Learning experiences and evaluation.
- (b) Preparation and construction of different type of items in Science, Biology and Mathematics for evaluation.
- (c) Diagnosis and remedial teaching- Nature and functions of diagnostic tests and programmes development for remedial teaching in Science, Biology and Mathematics.


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(iv) Home Science

Unit I. A. *Formulation of aims and objectives of teaching Home Science at different levels of school:*

- (i) Different Objectives of teaching Home Science.
- (ii) Values of teaching Home Science.

B. *Presentation of course content to achieve aims and objectives:*

- (i) Curriculum, its principles and preparation of syllabi for different levels at school.
- (ii) Correlation of Home Science with other school subjects.

Unit II: *Methods and Techniques and Plan and Procedures:*

A. Different approaches to teaching of Home Science.

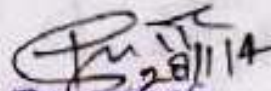
Traditional methods.

Modern methods.

Lesson Planning.

B. Techniques and aids.

- (i) Techniques of teaching
- (ii) Teaching material-
Equipments and aids
Their preparation and use.
- (iii) Organisation of Home room.


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Unit III: Evaluation:

- A. (i) Construction of different items of tests.
(ii) Analysis of the items.
- B. Evaluation of Text book in Home Science.

(iv) Fine Arts (Music and Paintings)

Unit I: Aims and Objectives:

A. Formulation of aims and objectives of teaching at different levels.

- (i) General principles of teaching.
- (ii) Aims of the teaching subject at different stages.

B. Presentation of course content to achieve aims and objectives:

- (i) Syllabus- Nature and content at various stages (from Nursery to Secondary stages)
- (ii) Correlation of music with other school subjects.

Unit II: Methods and Techniques and Plans and Procedure:

- A. Different approaches to teaching.
- B. Teaching Aids.
- C. The Subject Room Direction and Arrangement
- D. Lesson Planning.

Unit III: Evaluation:

- A. Examination
- B. Diagnosis of Mistakes
- C. Remedial measures

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ACADEMIC ACTIVITIES

Curriculum

Syllabus- Theory:

Compulsory Papers

1. Philosophical & Sociological Foundation of Education
2. Indian Education & Its Problems
3. Educational Psychology & Measurement
4. School Administration
5. Educational Technology
6. Teaching Methods

Practical Work:

- Preparation of teaching aids and experiment (5+5) in two offering subjects. Experiments are meant for science students only.
- Administration of any five Psychological tests and interpretation of test scores.
- Observation of lessons taught by student teachers in each method. (10-10)
- Construction and administration of two achievement tests in two school subjects
- **Action Research/Case study**- one project for Action Research and one subject for case study.
- **Rovers & Rangers Camp**


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