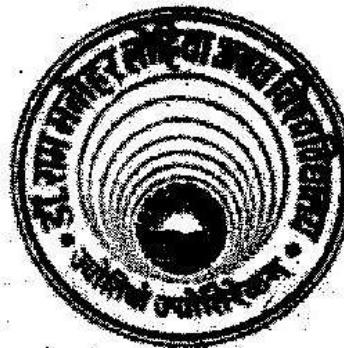


**Agrawat  
Publications**

ग्रन्थालय में विक्री



## **DR. RAM MANOHAR LOHIA AWADH UNIVERSITY, FAIZABAD**

### **B.ED. SYLLABUS - 2<sup>nd</sup> YEAR**



### **AGRAWAL PUBLICATIONS®**

**विषय—सूची**

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## II YEAR

| Course   | External   | Internal  |
|--|------------|-----------|
| <b>Course I : Educational Administration, Management and Environmental Education</b>               | 80         | 20        |
| <b>Course II : Assessment of Learning and Action Research</b>                                      | 80         | 20        |
| <b>Course III : Contemporary India and Education : Concerns and Issues</b>                         | 80         | 20        |
| <b>Total</b>   | <b>240</b> | <b>60</b> |
| <b>Practical Activities</b>  |            |           |
| <b>Course IV : School Internship/Practical Activities (including teaching two school subjects)</b> | 150        | 50        |
| <b>Total</b>   | <b>150</b> | <b>50</b> |

**II YEAR**  
**COURSE VI**

**EDUCATIONAL ADMINISTRATION, MANAGEMENT AND ENVIRONMENTAL EDUCATION**

**UNIT-I MEANING AND NATURE OF EDUCATION ADMINISTRATION**

- Objectives and Scope of Educational Administration.
- Function of Educational Administration.
- Principles of Educational Administration.
- Type of Educational Administration.
- Theories of Educational Administration.

**UNIT-II CENTRAL ADMINISTRATIVE MACHINERY OF EDUCATION**

- Role of the Central Government in Education.
- Advisory Bodies of the Union Government in the Field of Education.

**UNIT-III STATE ADMINISTRATIVE MACHINERY OF EDUCATION IN UTTAR PRADESH**

- The Functions of the State Department of Education.
- Role of the Local Bodies and NGOs in Education.
- Role of the Head Master in School Management.

**UNIT-IV MEANING AND NATURE OF SCHOOL MANAGEMENT**

- Objectives and Scope of School Management.

- Methods of School Management—Human Resource Power Method, Cost Method, Social Demand Method and Social Justice Method Discipline.
- School Academic Calendar and Time Table.
- Educational Supervision.
- Managing Co-curricular Activities.
- School Budget.
- Classroom Management.
- Teacher as a Learning Manager.

**UNIT-V ENVIRONMENTAL EDUCATION**

- Concept of Environment, Its Components and Scope.
- Disaster Management.
- Environmental Education—Meaning, Scope and Nature.
- Environmental Hazards and Educational Remedies.
- Role of School in Environmental Conservation and Sustainable Development.

**UNIT-VI HEALTH EDUCATION**

- Concept of Human Health and Hygiene.
- Basic Health Services.
- Understanding preventive Physical and Mental Health Measures—Balanced Diet, Nutrition, Yoga, Stress Management.
- Role of Teachers, School and Society to Understand Health and Safety Issues.
- Common Diseases and their prevention.
- Health, Population Control and AIDS.
- Educational Implications of Glands in Human Body.

**पाठ्य-पुस्तके**

|       |  |               |
|-------|--|---------------|
| ED832 | शैक्षिक प्रशासन, प्रबन्धन, पर्यावरण शिक्षा<br>एवं स्वच्छता                       | —सुखिया/गोयल  |
| EDG63 | Educational Organization, Adm. and<br>Health Edu. : Concepts, Practices & Issues | —S. P. Sukhia |

नोट—‘विद्यालय प्रशासन एवं संगठन’ पर अच्युत प्रकाशित पुस्तकों के लिये Catalogue का  
पृष्ठ 14 देखें।

**COURSE VII****ASSESSMENT OF LEARNING AND ACTION  
RESEARCH****UNIT-I PERSPECTIVE IN ASSESSMENT AND EVALUATION**

- Meaning, Principles and Purposes of Assessment.

- Relationship between Measurement, Assessment and Evaluation.
- Continuous and Comprehensive Evaluation : Concept and Need.
- Forms of Assessment Based on :
  - \* Purpose (prognostic, formative, diagnostic and summative),
  - \* Scope (teacher made, standardized),
  - \* Attribute measured (achievement, aptitude and attitude),
  - \* Nature of information gathered (qualitative, quantitative),
  - \* Mode of responses (oral and written; selection and supply),
  - \* Nature of interpretation (norm referenced, criterion referenced) and
  - \* Context (internal, external).

**UNIT-II TOOLS AND TECHNIQUES OF ASSESSING LEARNING**

- General principles of test construction, Construction of table of specifications and writing different type of test items - Various forms of objective type, Short answer type, Essay type and interpretive exercises.
- Construction of diagnostic test.
- Assessment of Performance : Tools and techniques for assessment of skills.
- Existing Practices : Unit tests, half-yearly and annual examinations, semester system.
- Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity.
- Role of feedback in improving learning.

**UNIT-III FUNDAMENTALS OF STATISTICS**

- Data, Scores and Scales of Measurement.
- Meaning, Nature and Scope of Educational Statistics, Frequency distribution, Tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram).
- Measures of central tendency—Computation and uses of Mean, Median and Mode.
- Standard Deviation
- Correlation—Concept, Types and interpretation; Rank difference and Product moment method of measuring correlation coefficient.

**UNIT-IV UNDERSTANDING ACTION RESEARCH**

- Research—Definition, Meaning and Types
- Action Research—Meaning, Nature and Scope of Action Research; Types of Action Research (Individual and Collaborative)

- Action Research as a Means for Professional Development of Teachers.
- Limitations of Action Research.
- Methods used in Action Research (Experimental, Diagnostic and Remedial and Case Study).

#### UNIT-V CONDUCTING ACTION RESEARCH

- Defining an Action Research Problem and Creating a Narrative Explanation of the Problem.
- Substantiating the Potential Causes of Problem Through Evidence (Data)
- Writing Working Research Questions
- Reviewing Literature for Potential Context Specific Solutions to the problem.
- Planning an Intervention
- Preparing Action Research Proposal
- Data Collection and Analysis (Different Tools and Analysis Procedures)
- Expected Outcome from Intervention
- Preparing Action Research Report

#### पाठ्य-पुस्तक

ED850 अधिकार का आंकलन और क्रियात्मक अनुसंधान — विपिन अस्थाना  
नोट—‘क्रियात्मक अनुसंधान’ पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 16  
देखें।

#### COURSE VIII

#### CONTEMPORARY INDIA AND EDUCATION : CONCERN AND ISSUES

##### UNIT-I DEBATE ON EDUCATION IN PRE COLONIAL ERA

- Concept, Aims and Characteristics of Education in Vedic, Buddhist and Islamic Era.

##### UNIT-II DEBATE ON EDUCATION IN PRE-INDEPENDENCE ERA

- Main Recommendations of :
  - \* Charter Act-1813

- \* Macaulay's Minute-1835
- \* Woods Despatch-1854
- \* National Education Movement
- \* Gokhle's Bill and Wardha Scheme of Education.

#### UNIT-III DEBATE ON EDUCATION IN INDEPENDENT ERA

- Recommendations on Teacher Education, Primary Education, Secondary Education, Higher Education and Vocational Education of the following :
  - \* University Education Commission
  - \* Secondary Education Commission
  - \* Education Commission
  - \* NPE and Revised NPE
  - \* Knowledge Commission.

#### UNIT-IV DEBATE ON CRUCIAL ISSUES OF EDUCATION

- Education to Live Together
- Peace Education
- Gender Issues
- Inclusive Education.

#### UNIT-V GOVERNMENT INITIATIVES IN 21ST CENTURY

- Sarva Shiksha Abhiyan
- Rashtra Madhyamik Shiksha Abhiyan
- Rashtra Uchchatar Shiksha Abhiyan
- Right to Education Act-2009
- National Curriculum Framework.

#### UNIT-VI EDUCATION IN INDIAN CONSTITUTION

- Constitutional provisions for education.
- Role of education in promoting constitutional values (freedom, justice and democracy).
- Alternative experiments in Education—SNDT, Banasthali Vidyapeeth, EKLAVYA.

#### पाठ्य-पुस्तक

ED804 समसाधारिक भारतीय शिक्षा : चिंता एवं मुद्रे

—पाठ्यक्रम/त्यागी

EDG77 Philosophical and Sociological Pers.

—Bhavna Shukla

of Education in Contemporary India

नोट—‘समसाधारिक भारतीय शिक्षा’ पर अन्य प्रकाशित पुस्तकों के लिये Catalogue का पृष्ठ 9-11 देखें।