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FACULTY OF EDUCATION

Bachelor of Education 2006 – 2007

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ORDINANCES FOR THE DEGREE OF BACHELOR OF EDUCATION (B.Ed.)

1. The B.Ed. degree shall be awarded to candidates on successful completion of a one academic year course of study either in the Faculty of Education or in a college to the privileges of the Banaras Hindu University.

2. **Eligibility**

(a) Graduate under at least 10+2+3 pattern (including Shastri) with a minimum of 50% marks in aggregate in all three years. The applicant must have at least one school subject* at the graduation level.

OR

(b) M.A./M.Sc./M.Com./Acharya securing 50% marks in the aggregate. The applicant must have at least one school subject* at the graduation or post-graduation level.

The school subject are: Hindi, Sanskrit, English, Science (Physics and/or Chemistry) Biology (Zoology and /or Botany), Mathematics, Economics, Commerce, History (or AIHC & Arch.), Geography, Political Science (for Civics), Home Science.

3. The B.Ed. Course shall consist of the following theoretical and practical Courses

A. Core Courses:

		Marks
Paper I	- Educational and Contemporary Indian Society	100
Paper II	- Techniques of Teaching and Evaluation	100
Paper III	- Psychology of Learner and Learning	100
Paper IV	- Teaching of two school subjects:	
	(i) Major	100
	(ii) Ordinary	100

From the following :

1. History, 2. Geography, 3. Civics, 4. Life (Biological) Science, 5. Physical Science, 6. Home Science, 7. Maths, 8. Music, 9. Economics, 10. English, 11. Hindi, 12. Sanskrit, 13. Arts.

B. Specialization in any one of the following papers

Paper V	-	(i) Audio Visual Education,
		(ii) Curriculum Construction, & Text Book preparation,
		(iii) School Library Organization
		(iv) School Organization and Management
		(v) Pre-primary Education
		(vi) Educational Measurement and Evaluation
		(vii) Special Education <i>new</i>
		(viii) Educational and Vocational guidance
		(ix) Health Education
		(x) History of Education <i>modified</i>
		(xi) Population Education
		(xii) Computer Education
		(xiii) Environmental Education
		(xiv) Gender, School and Society <i>new</i>
		(xv) Physical Education & Yoga Education
		(xvi) Teaching of Values

<u>C. Practice of Teaching</u>		Marks
(i)	Two school subjects	
	(a) Two final lessons	100
	(b) (i) Teaching Practice in Schools	75
	(ii) Teaching Aids	15
	(iii) School Records	10
		100
	(c) Practical Work in Major Subject	50
		250
(ii)	Practical Activities	
	(a) Working with Community and Extension Activities	25
	(b) Organization of Physical Education Games/Sports	25
	(c) Co-curricular Activities	25
	(d) SUPW	25
	(e) Scouting and Guiding	25
	(f) Educational Excursion/Field Trip	25
		150

Note: Morning Assembly, gardening and Shramdan will be the integral part of the co-curricular activity.

Scheme of Theory and Practical

	Theory	Practical
Core paper (Papers I, II & III)	300	-
Teaching of two school subjects (Paper IV)	200	-
Practice Teaching: Final Examination	-	100
Practical work in major subject	-	50
Teaching: (i) Practice in school teaching	75	
(ii) Teaching Aids	15	
(iii) School record	10	100
Specialization (Paper V)	100	-
Practical (Other activities)	-	150
	600	400

4. Every students will be required to choose one paper from the list of specialization paper given in group B and two subjects from the school teaching subjects as mentioned under A (IV), one of which will be major and the other is ordinary. The major subject shall ordinarily be the one which has been taken by the students as his/her Hons. Subjects at graduation or at Master Degree Course.

The syllabus for a subject is the same in the major as well as in ordinary. The only difference being the requirement of a practical in the major. The combination of major and ordinary subjects, provided will depend upon the facilities available.

5. Every student shall be required to undertake all the activities mentioned in C (ii), and maintain records of the same.
6. (A) As per Academic Council Resolution No. 3-C(i) dated 15.5.2004 duly approved by the Executive Council Resolution 302 dated 22.9.2004. A Student is expected to have full (100%) attendance.

- (B) However, students shall be deemed to have pursued a regular course of study in a subject during each year provided he/she has attended at least 70% of the classes actually held in each subject of higher examination. A maximum of 30% condonation in attendance can be considered for cogent grounds as already circulated by different notifications.
- (C) The attendance of a candidate shall be counted from the date of his/her admission provided further that no admission shall be made after 15 days of the class will be struck off from the rolls. The name of a candidate admitted to B.Ed. class but who fails to attend the class continuously for seven days after the commencement of the class will be struck off from the rolls.
- (D) No relaxation beyond 30% as provided in the Ordinance be considered by the Academic Council in any case.
- (E) Those students whose attendance were 25% and above and failed to take examination in that year be given re-admission only once without going through the process of Entrance Test. However, this should not affect the intake of fresh students in respective courses on the basis of seats available for that particular year.

If a candidate fails to appear in one paper for cogent reasons or fails in one paper, he will be allowed to appear in the ensuing supplementary examination only once.

7. Every student has to undergo at least 30 days programme of Internship and practice of teaching as follows :
- (i) 5 days orientation in teaching skills,
 - (ii) 5 days microteaching wherein they will deliver at least 10 lessons in simulated condition,
 - (iii) observe two demonstration lessons given by the Faculty,
 - (iv) teach 40 lessons in two school subjects of the secondary level, and
 - (v) make 10 peer observations.

Note: Every student shall maintain a proper record of work mentioned at points 7 (ii), 7(iv) and 7(v) and submit the same for evaluation.

The supervisor in-charge shall recommend marks out of 100 (Teaching practice in schools: 75 + Teaching Aids: 5 + School records: 10) on the basis of supervision during the entire practice teaching as well as on the basis of two criticism lessons observed, one in each subject.

The report and the marks shall be submitted by the teachers of the Department. to the Dean, in affiliated colleges to the Principal who will forward the same to the Dean.

8. The examination at the end of the course shall be both in the theory and practice of teaching. In theory, the examination shall be conducted by means of papers of max. marks 75. 25 or 50 marks will be awarded on the basis of tests and assignment or practical given by the teachers. Every teacher in any section of the B. Ed. will award marks for tests and assignments which will be averaged by the senior teacher teaching that paper in the subject . Practical

marks will be evaluated by external and internal, both. Experts outside the faculty will be considered as external examiners. The distribution of marks will be as follows:

	Test	Assignment	Practical
Paper I	15	10	-
Paper II	15	10	-
Paper III	-	-	25
Paper IV A	15	10	-
Paper IV B	15	10	-
Paper V Specialization			
(i) Computer Education	-	-	50
(ii) Physical and Yoga Education	-	-	50
(iii) Others	15	10	-

Note:- The marks of tests will be open to students for feedback.

9. A candidate shall apply of appearing in the examination to the Dean/Principal in such a form as may be prescribed. His/her application and fee shall be dispatched through the prescribed channel so as to reach the Controller of Examinations at least six weeks before the commencement of the examination.
10. Marks out of 200 will be awarded on the result of the practical examination held at the end of practice teaching by at least tow external examiners and on internal examiner.
11. The candidate shall maintain record of the practical activities in A (iv) (i), Paper V and in (C) (ii) and marks will be awarded by different panel of examiners appointed by the Board of Examinations. Panels will consist of teachers from the Faculty and at least one teacher from each affiliated colleges. The marks for practice teaching will be put up to this Panel, which will award the final marks after consulting the supervising teacher or teacher-in-charges.
12. To pass Theory and Practice a candidate must obtain 25% or above marks in individual theory paper and 36% or above marks in the aggregate of theory and 36% practice separately.
13. The candidate will be placed in divisions separately in theory and practice:

60% and above	I class
48% and above	II class
36% and above	III class
14. A candidate who at his/her last appearance at the B. Ed. Examination failed, or failed to complete the practice of Teaching shall be allowed to appear in the practical examination in a following year after undertaking all the activities listed under practice of education. A candidate who failed or failed to appear at the B. Ed. theory examination shall be allowed to appear at the B. Ed. theory examination as an ex-Student in the following year only.
15. An additional course of fifty five hours (55 hours) duration on “Elementary Level Computer Assisted Learning/Teaching (CALT)” will be available to twenty (20) B. Ed. Student of the Faculty. The selection of the students will be made strictly on the basis of index in U.E.T. excluding weightages, etc. from the applicants (B. Ed.

students). The students who will pursue this course may be awarded grades A, B or C through internal assessment B. Ed. mark sheet, Degree of such students will make a mention to this effect. This will be an additional course and hence, will not affect division in the regular B.Ed. course in any manner.

Definitions

1. A “Regular Student” is one who has pursued a regular course of Study and obtained prescribed attendance mentioned hereafter and is eligible to appear in the examination for the aforesaid course.

2. “Ex-student” means one who has read in the Faculty for at least one academic year preceding the date of the annual examination and has filled up the examination form, but has failed or failed to appear in the examination, though otherwise eligible.

B.Ed. COURSE
PAPER – I
Education and Contemporary Indian Society

Theory

Marks: 75

Course Objectives: The prospective teacher will be able to understand and appreciate :

1. The concept of education, personality of great educators and innovative practices in education.
2. The Indian Social Structure and its evolution through the ages.
3. The Indian Cultural and Educational heritage.
4. The Values of post- Independence Indian Society and educational Practices for their implementation.
5. The crisis and challenges in the emerging Indian society.
6. The role of Teacher, school and community in preservation of Indian heritage and achievement of national goals.

Unit – I: Concept of Education:

- Meaning, Aims and Functions of Education.
 - Education in the Indian context with specific reference to great Educators: Swami Vivekanand, Sri Aurobindo, Rabindra Nath Tagore, Mahatma Gandhi and Mahamana Madan Mohan Malviya.
- Education in the Western Context with specific reference to great Educators: Pestalozzi, Rousseau, Dewey and Montessori and an overview of Idealism, Naturalism, Pragmatism and Realism in Education.

Unit – II: Indian Educational and cultural Heritage:

- Philosophical, Social and Cultural Traditions of India.
- Cultural Heritage with special reference to Central Teachings of Indian Philosophy.
- Indian Educational Heritage: An overview of
Education in Ancient India.
Education in Medieval India.
Education in British India.
Swadeshi and Indianization of Education.
- Role of Education in preservation of Cultural and Educational Heritage.

Unit – III: Education in Independent India:

- Education and Social Change for National Development
- Indian Constitution and Educational Values of Democracy, Socialism and Secularism, Rights and Duties.
- Agencies of Education and Human Resource Development
- Structure of School Education in India.

Unit – IV: Contemporary Indian Scene and Emerging Trends:

- Overview of Education Commissions after Independence & NPE
- Promoting Equality through Education
- National and Emotional integration.
- International understanding & Cooperation.
- Human Rights Education.

Unit – V: Crises and Challenges in Indian Education:

- Universalization of Elementary Education.
- Vocationalization of Education
- Education of disadvantaged groups.
- Life Long Learning and Knowledge Society
- Educated Unemployment
- Environmental Education for a green and clean society
- Value crisis and role models for students

Tests and Assignments:

Marks : 25

- Two tests in one session 15 Marks
- Assignments based on the theory 10 Marks

Books Recommended:

1. Mohan, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd. Pp 262.
2. Altekar, A. S. (1992) *Education in Ancient India*, Varanasi: Manohar Prakashan, Pp 347.
3. Mookerji, R.K. (1947) *Ancient Indian Education (Brahmanical and Buddhist)*, Landon: Mac Milan and Co. Ltd. Pp 655.
4. Agnihotri, R. (1994) *Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan*, Jaipur : Rajasthan Hindi Granth Academy, Pp 396.
5. Rusk, R.R. (Scotland, J. Revised) (1979) *Doctrines of the Great Educators*, Delhi, Dublin, New York: The Mac Milan Press Ltd., Pp 310
6. Gore. M. S. (1982) *Education and Modernization in India*, Jaipur : Rawat Publications Pp 190
7. Kabir, H. (1982) *Education in New India*, London: George Allen an Unwin, Pp 235.
8. Nayar, P. R. Dave, P. N. Arora, K.(1983) *The Teacher and Education in Emerging Indian Society*, New Delhi: N.C.E.R.T. Pp358.
9. Naik , J. P., Nurullah, S. (1974) *A students' History of Education in India (1800-1973)*, New Delhi: Orient Longman ltd. Pp 495.
10. Ghosh, S.C. (1995) *The History of Education in Modern India (1757-1986)*, New Delhi: Orient Longman Ltd. Pp 204.
11. Dube, S. C.(1994) *Indian Society*, New Delhi: NBT, Pp 147.
12. Dev. A, Dev T. A. Das, S. (1996) *Human Rights a Source Book*, New Delhi: N.C.E.R.T. Pp 233.
13. Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
14. Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press , Pp 251.
15. Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P.(1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp278.
16. NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi : NCERT.
17. Saiyidain. K.G. (1966) *The Humanist Tradition in Indian Education Thought*, New Delhi: Aria Publishing House , Pp 237.
18. Menon, M. B. Sasikumar, K. G. (2000) *School System (Block1)*, New Delhi, IGNOU, Pp81.

19. J.F. Brown : Educational Sociology
20. Lucas, J. Christopher : What is Philosophy of Education
21. M.N. Shrinivas : Social Changed in Modern India
22. Connell , W. F. , Debus R. L., Niblelt W.R. : Readings in Foundation of Education. London: Rutledge and keg an Paul, 1967.
23. Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973.
24. Whitehead, A.N. : Aims of Education, Nagpur: Datta Sons, 1965.

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PAPER-II
Techniques of Teaching and Evaluation

Theory

Marks : 75

Unit-I:

Concept of Teaching:

- Meaning, functions, phases and levels of teaching, Basic Teaching Model, difference of teaching from other communication behaviors such as indoctrination, propaganda, training and instruction.

Units –II:

Communication Process:

- Meaning and significations of communication process in teaching learning situation. Factors affecting communication. Traditional and Modern means of communication (projective, Non-projective and Mass Media.)

Units –III:

Teaching Skills:

- Meaning, functions and significance of skill, skills of writing instructional objectives, Introducing a lesson, Questioning, Stimulus variation, Explanation, Demonstration, Chalkboard writing, Increasing pupil participation, Illustrating with examples, closure, Reinforcement and Integration of skills.

Units –IV:

Instructional Technology:

- Meaning, scope and relevance of instructional technology, overview of software and hardware, Individualized instruction; Programmed learning, Principles and types, Group instruction, Class teaching, Types of lessons, Small group teaching; tutorial, seminar, Brain Storming.

Units –V:

Evaluation:

- Meaning scope and significance of evaluation, examination system and need for continuous evaluation, steps of evaluation, Construction of teacher made achievement test, Criterion referenced, Norm referenced test, their uses and Illustrations. Use of Standardized tests by teachers. Use of tests and Evaluation results.

Units –VI:

Meaning and purpose of statistics, Levels of measurement, presentation of statistical data graphs, histograms and polygons, Measure of Central Tendency and Variability and their Computation Properties and Uses of Normal Probability Curve. Derived Scores: ZT and Percentile Rank.

Unit –VII

Computer Applications in Education:

- Fundamental and functioning of the Computer
- Multimedia: Concepts and uses in education
- Internet, E-mail and World Wide Web: concept and use in education
- Computer Assisted Instruction (C.A.I.)

Tests and Assignment

Marks: 25

Books Recommended: to be added with the existing :-

1. De Ceeos John P. & Crawford: The Psychology of Learning and instruction.
2. Bruce Joyce and Marsha weil: Models of Teaching
3. N.L. Gage: Educational Psychology
4. Singh, L.C. and Sharma, R.D. : Microteaching Theory and Practice, National Psychological Corporation Agra 1987.

5. Yokkam & Simpson: Modern Techniques of Teaching.
6. Kamala Bhatia and B.D. Bhatia: The Principles and Methods of Teaching: Deba House 1984.
7. S.S. Chauhan: Innovation in Teaching and Learning.
8. G.E. Garrett: Statistics in Education and Psychology.
9. Ronald H. Andus on: Seliding and developing Media for Instruction.s
10. Ford Percival and Ellengeeten Herry., A Handbook of Educational Technology, Golt Rinechart and Winston, Inc. New York., 1963.
11. Sinha, P.K.: Computer fundamental
12. Rajaraman, V: Fundamental of Computers.
13. Kulshrestha, S.P.: Shaikshik Takniki Ke Muladhar
14. Sharma, R.A.: Shiksha Takniki
15. Sharma, R.A.: Educational Technology
16. Sampath, K. et al.: Introduction to Educational Technology
17. Dhama, O.P. & Bhatnagar, O.P.: Educational and Communication for Development
18. Agrawal, J.C.: Essentials of Educational Technology: Teaching Learning.

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PAPER-III
Psychology of Learner and learning

Theory:

Marks: 75

Unit – I

Nature of Educational Psychology

- Meaning, nature and scope of Educational Psychology, Methods of Educational Psychology Observation, Interview, Sociometry and Case study.

Unit – II

Understanding the learner

- Concept of growth and development and their principles, salient features of Physical Cognitive, Emotional, Social and Moral aspects of growth and development of the adolescents and role of teacher, Meaning and areas of individual difference, Factors causing individual difference, educational implications of individual difference.

Unit-III

Understanding Learning Process

- Nature and concept of learning, Factors influencing learning: learner, teacher, Motivation in learning. - concepts , types and techniques of enhancing learner's motivation. Theories of learning- Trial and Error, Classical and Operant Conditioning and Insight, classroom implications of each theory. Transfer of learning: concept, factors influencing transfer of learning, theories, maximising transfer in classroom teaching.

Unit-IV

Intelligence:

- Nature and characteristics of intelligence and its development.
- Theories of intelligence: Two-factor theory, Multi-factor theory (PMA) and SI Model.
- Measuring Intelligence: Verbal, Non-Verbal and Performance Tests (One representative of group test and individual test)
- Creativity and Intelligence, Fostering creativity in classrooms.

Unit –V

Adjustment, Personality and Mental Health of the learner:

- Concept of adjustment, Self-concept and Mental Health, Characteristics of Integrated personality and mentally healthy individual. Identifying the learner with behavior problems.
- Personality: Definition, nature, type and trait theories of personality, assessment of personality.

Unit –VI

Classroom as a Social Group:

- Characteristics and dynamics of classroom groups, interaction between teacher and learner group. Effective classroom groups. Group morale, Leadership dynamics. Teacher as leader of group and facilitator of learning.

Unit – VII

Guiding and Counseling the Learner:

- Meaning of Guidance and Counseling.
- Need and significance of Guidance and counseling, Types of Guidance: Personal, Educational and Vocational, Types of Counseling-Directive and Non-Directive. Guiding Educationally, Socially and Culturally disadvantaged groups of learners.

Practical:**Marks : 25**

(Any five tests from the following)

1. Intelligence tests (performance non-verbal, verbal)
2. Aptitude Test
3. Creativity Test
4. Personality Test
5. Attitude Test
6. Interest Inventories.

Books to be added (after Books Recommended:)

1. Jaiswal, S.R.: Educational Psychology (Allied publishers-Hindi Version)
2. Mathur, S.S.: Educational Psychology (Vinod Pustak Mandir, Agra-Hindi Version)
3. Crow and Crow: Educational Psychology Indian Edition (Eurasia Publishing House)
4. Dutt, N.K.: Psychological Foundation of Education (Doaba Publishing House)
5. Chauhan, S.S.: Advance Educational Psychology (Vikas Publishers, Delhi)
6. Bhatanagar, S.: Educational Psychology (Legal Book Depot, Agra-Hindi Version)
7. Saraswat, Malti: Introduction to Educational Psychology, (Alok Publishers-Hindi Versions)
8. Shiksha Manovigyan : P. D. Pathak, Vinod Pustak Mandir, Agra
9. Shiksha Manovigyan : Arun Kumar Singh (Bharti Bhawan)
10. Advanced Educational Psychology : S. K. Mangal, Prentice Hall of India Pvt. Ltd., New Delhi.
11. Uchchatar Shiksha Manovigyan : S. P. Gupta Sarada, Pustak Bhawan, Allahabad.
12. Educational Psychology : Jitendra Mohan, Willey Eastern Limited
13. Educational Psychology – Shukla and Saffaya
14. Shiksha Mein Nirdeshan Aur Paramarsha : Shiyaram Jaiswal Vinod Pustak Mandir.

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PAPER – IV

Note: *The theory course of Major & ordinary of every teaching subject will be the same. Only the students offering the teaching subjects as major subjects shall require accomplishing the practical.*

(I) HISTORY

(Foundations and didactics of teaching History)

Theory

Marks: 75

Course Structure:

The entire course has been designed to equip the students with the foundations of teaching and learning history and the didactics of teaching history in such a way that he/she is able to translate and apply the knowledge and understanding of the foundations to teaching of history in the real situation with adequate practice.

The overall general objectives of this course are spelled out as:-

General Course objectives:

After undergoing this course the student teacher will be able to:-

1. Justify the importance of teaching history at the secondary level.
2. To develop historical outlook to visualize historicity in terms of causation.
3. Outline the aims and objectives of teaching history at the secondary level.
4. Outline the value of teaching history for national integration and international understanding.
5. Debate issues related to the curriculum of history at the secondary level.
6. Classify history.
7. Do curriculum planning and select learning material in history appropriate to different classes at this level.
8. Relate history with other school subjects and utilize this understanding for teaching history.
9. Differentiate among various methods of teaching history and utilize this understanding in lesson planning for effective teaching.
10. Describe various devices for teaching history and adopt them for teaching.
11. Describe, design and select instructional materials essential for effective teaching of history.
12. Describe the importance of time and chronology in history and utilize the principles and techniques of teaching chronology in teaching history.
13. Effectively handle the teaching of controversial issues in history.
14. Effectively utilize computer's power of animation and graphics, power-point presentation and multi-media presentation for teaching history.
15. Organize History room, library and museum.
16. Prepare lesson plans by integrating the above for effective teaching of various topics of history.

Course Outline

Unit 1: Nature, Scope and Aims of History

Objectives:

After going through this unit, the student should be able to:-

- Define history and discuss the role of historiography;
- Describe the modern concept of history;
- Explain the nature of History;
- Discuss the scope of History;
- Evaluate the status of History teaching in schools;
- Explain the important values of teaching history at the secondary stage;
- Elaborate the values of teaching history specifically for national integration and international understanding;
- Describe general aims of teaching history and specify its specific aims at the secondary stage;
- Differentiate between aims and objectives and specify the objectives of teaching history at the secondary stage.

Content:

Define history, Explain Historiography and its role. The Modern Concept of history. Describe the Nature of History and Scope of History. Evaluate the scope of history teaching at the secondary stage in our schools.

Values of teaching history- disciplinary, informative, educational, ethical, cultural, political, moral, nationalistic, inter-nationalistic, etc. The role of teaching history for national integration and international understanding. Basis of aims of teaching history; General aims of teaching history; difference between aims and objectives; and objectives of teaching history at the senior secondary level.

Transactional strategies:

Lecture, seminar and discussion and assignments.

Unit 2: History Curriculum: Issues and Principles

Objectives:

After going through this unit, the student should be able to:-

- Debate issues related to the curriculum of history at the secondary level.
- Classify history.
- Do curriculum planning and select learning material in history appropriate different classes at this level.
- Describe the concept of correlation of history with other subjects.
- Specify the exact correlation of history with other relevant subjects.
- Utilize the understanding of history's correlation with other subjects in making the teaching of history more effective.

Content:

Meaning of curriculum; social, political and nationalistic considerations and issues related to the curriculum of history at the senior secondary level of schooling. Principles of selecting history curriculum; different methods for organizing the subject matter of history. Classification of history as world, national, provincial and local history and the need for correlation amongst them.

The organization of the history subject for the syllabus at the senior secondary level. Critical analysis of the existing history syllabus of at least one school board. The concept of correlation with reference to teaching of history; correlation of history with literature, geography, political science, economics, handwork, social studies, science and music. Utilization of correlation for teaching history.

Transactional strategies:

Lecture, seminar, discussion and assignments.

Unit 3: The History Teacher: Her/His Methods and Material

Objectives:

After going through this unit, the student should be able to:-

- Describe the role history teacher in the emerging national and international context
- Imbibe qualities essential in a history teacher.
- Understand the importance of history resource room.
- Take appropriate steps to develop and maintain a good history resource room.
- Justify the need of selecting a right method of teaching history;
- Differentiate between methods and techniques of teaching history;
- Describe and apply different methods of teaching history;
- Select appropriate methods for teaching different history content; and
- Mix methods for effective delivery of the history content..

Content:

The role of history teacher as a preserver and propagator of cultural traditions and heritage; as an agent for infusing the feelings of nationalism and national integration; and as developer of international understanding. Essential qualities of a history teacher. Importance of professional growth for a history teacher and the avenues for it.

General principles of teaching history; presentation of history at the secondary level. Need for right methods, meaning of teaching method, difference between method and technique; different methods of teaching history: story telling method, patch method, Source method, textbook method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, and socialized recitation method. Their advantages and limitations.

The history room; its importance; its equipment, furniture and arrangement; history library resource, qualities of good history textbooks, reference books, atlases and maps; the history museum, the collection and upkeep of history sources in it. Utilization of the of the history resource room facilities for effective teaching and learning of history.

Transactional strategies:

Lecture, seminar, discussion and assignments.

Unit 4: Techniques of teaching history

Objectives:

After going through this unit, the student should be able to:-

- Use and apply various techniques in his teaching;
- Describe the merits and limitations of various devices of teaching history and use them effectively for teaching history;
- Direct and guide student' self learning through reading history.
- Realize the importance of chronology in teaching history.
- Adopt effective strategies to teach chronology.
- Identify controversial issues in history and take appropriate steps to teach them.

Content:

Techniques frequently used in teaching of history, such as: Questioning, narration, illustration, drill, dramatization, assignment, seminar, panel discussion, conference and workshop etc.; their uses and applications. Description and application of teaching learning devices such as: textbooks, supplementary reading material, workbooks, programmed learning material (PLM), general reference material and other instructional material for teaching of history.

Importance of chronology in history, dimensions of chronology in history, varied time concepts, making pupils chronology conscious, and guidelines for teaching chronology.

Controversial issues as part of history, types of controversies, identifying some major controversial issues in Indian and World history, Selection of controversial topics, Teacher's role in teaching them, Teaching controversial issues.

Transactional strategies:

Lecture, seminar, discussion and assignments.

Unit 5: Teaching Aids and Lesson Planning

Objectives:

After going through this unit, the student should be able to:-

- Realize the importance of teaching aids for making teaching of history more effective.
- Define, identify and prepare/select different types of aids for teaching history.
- Prepared multi-media projective aids with help of computer.
- Do lesson planning.

Content:

Importance of teaching aids in teaching history, defining teaching aids, types of teaching aids, some important teaching aids for history.

Use of computers for generating multi-media presentations for teaching history, preparation of power point presentations and slides for projection through computers. Defining a lesson plan, need for lesson planning, Principles of lesson planning, Steps in lesson planning, different format of lesson plan and writing a lesson plan.

Transactional strategies:

1. Lecture cum demonstration.
2. Practical training on computers.

**PRACTICALS & ASSIGNMENTS ONLY FOR
HISTORY – MAJOR**

Marks: 50

1. Production of at least 5 power point presentations and slides.
2. Content analysis of a history textbook to identify points that can be utilized for developing the feeling of nationalism/national integration/international understanding.
3. Content analysis of VI/VII grade syllabus with a view to analyze and report the various principles/methods/approaches that have been adopted for organizing the syllabus under study.
4. Preparation of a checklist of essentialities in a history resource room.
5. Selection and documentation of 5 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.
6. Chalk-out 2 projects that the student teacher would like to give to his students writing clearly in behavioural terms the instructional objectives that would be achieved through the given project.
7. Prepare time lines of two rulers and their achievements.

Note:

Above activities mentioned at No. 1, 6 and 7 shall be compulsory for students offering History as minor teaching subject.

Book Recommended

1. Ballard, M.Ed.: New Movements in the study and Teaching of History, London; Temple Smith, 1970.
2. Burston, W.H.: Handbook for History Teachers; and Green, C.W. London, Methuen & Co., 1962
3. Elton, G.R.: The Practice of History. London : Methuen, 1967.
4. Ghate, V.D.: The Teaching of History. Oxford University Press, 1962.
5. Johnson, H.: Teaching of History. New York: Macmillan 1962.
6. Steele, Ian.: Developments in History Teaching London: Open Books, 1976
7. Vajeshwari, R.: A Handbook for fro History Teacher. Bombay;Allied Publishers 1973

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(II) GEOGRAPHY

Theory:

Marks : 75

Unit – I:

- Meaning, Nature & Scope of Geography
- Significance of Geography as a Social and Natural Science
- Need of teaching Geography at school level

Unit – II:

- Correlation of Geography with other subjects
- Natural Science, Physical Science, History, Civics, Economics, Language, Mathematics, etc.
- Unit approach, concentric approach

Unit – III:

- Aims of teaching Geography
- Objectives of teaching Geography at different stages of school Education (Primary, Secondary)

Unit – IV:

- Rationale for including Geography in school curriculum
- Curriculum of Geography at various stages of secondary education and its evaluation.
- Role of teaching Geography for developing Nationalism & Internationalism

Unit : V:

- Need & importance of methods in teaching of geography
- General methods of Geography teaching at different levels (inductive-deductive, project, story telling, Demonstration and discussion method)
- Methods of Geography learning – observation and field trip.
- Place of local Geography in the teaching of Geography.

Unit – VI:

- Instructional Materials for Geography teaching – need importance of instructional materials
- Various teaching aids – text books, charts, model, picture, globe
- Use of audio-visual instructional material in Geography teaching
- Geography room and its equipments

Unit – VII:

- Lesson plans in Geography – Need, significance and preparation of lesson plan
- Unit plans in Geography

Unit – VIII:

- Evaluation in Geography – meaning and significance of evaluation, types and steps
- Types of test and preparation of unit test

Tests and Assignment

Marks : 25

Practical (Only for Major)

Marks : 50

1. Construction, administration and evaluation of a unit test.
2. Analysis and evaluation of syllabus for a stage of education.
3. Map making-expansion, contraction, coping.
4. Development of a project – (e.g. local geography of a district or set of sketch maps).
5. Collection of source materials for teaching geography.
6. Preparation of 3D maps and models.

Books recommended

1. Fairgrieve. J.: *Geography in Schools*, University of London. Press Ltd. Warwick Lane, C.4. 1937
2. Garnet, O: *Fundamentals in School Geography*, London: George Harrap & Co. 1941.
3. Gospil, G.H.: *The Teaching of Geography*, London: Macmillan & Co. Ltd., 1958.
4. Philip, C.: *The Teaching of Geography*, London: George Philip & Sons Ltd., 1963.
5. UNESCO.: *Source Book for Geography Teaching*, Longmans, 1965.
6. Verma, J.P.: *Bhugol Adhyapan*, Agra: Vinod Pustak Mandir, 1975.
7. Hkwxksy f'k{k.k & dkfUreksgu JhokLro]lkfgR; izdk'ku] vkxjka
8. Hkwxksy v;/kiu & th0 lh0 HkV~Vkpk;Z] fouksn iqLrd efUnj] vkxjka
9. Hkwxksy f'k{k.k & gj ukjk;.k flag] fouksn iqLrd efUnj] vkxjk] 1992-

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(III) CIVICS

Theory:

Marks : 75

Unit – I:

Civics as a School Subject

Objectives:

After going through this unit, the students – teacher will be able to

- explain and discuss the scope of Civics
- explain the importance of Civics as a school subject
- differentiate between aims and objectives of Civics
- describe general aims of teaching Civics
- Specify the objectives of teaching Civics at secondary stage.

Content:

Meaning and definitions of Civics; scope of Civics; Importance of Civics as a school subject; Difference between aims and objectives; General aims of teaching Civics; Objectives of teaching Civics at secondary stage.

Unit – II:

Curriculum of Civics

Objectives:

After going through this unit, the student – teacher will be able to

- Explain the meaning of curriculum
- Differentiate between curriculum and syllabus
- Discuss the cardinal principles of curriculum – construction
- Evaluate critically the existing curriculum of Civics at secondary and senior secondary level.
- Describe the concept and importance of correlation
- Discuss different types of correlation
- Specify the correlation of Civics with other relevant subjects

Content:

Meaning of curriculum; Difference between curriculum and syllabus; Fundamental principles of curriculum construction; Existing content of Civics at secondary and senior secondary level and its critical analysis; Concept, importance and types of correlation; correlation of Civics with other subjects of Social Studies, Science and Literature.

Unit – III:

Methods of teaching Civics

Objectives:

After going through this unit, the student – teacher will be able to

- Explain the meaning of teaching method and teaching techniques
- Differentiate between methods and techniques

- Describe and apply different relevant traditional and modern methods of teaching Civics according to content.

Content:

Meaning of teaching method and teaching technique; Difference between these two concepts; various methods of teaching Civics; Lecture method, source method, socialized recitation method, project methods, laboratory method – their application, advantages and limitations.

Unit – IV: Teaching Aids and Lesson Planning

Objectives:

After going through this unit, the student – teacher will be able to

- Discuss the meaning preparation, importance and use of different types of teaching aids for teaching different topics of Civics at secondary level.
- Prepare effective lesson plans for teaching Civics

Content:

Meaning and importance of Teaching Aids; Types of teaching aids; Some important teaching aids for teaching Civics; their preparation and selection; Definition, need and principles of lesson plan, steps of lesson planning; Writing a lesson plan.

Tests and Assignment:

Marks : 25

Marks : 50

Practicals and Assignment (Only for Civics Major)

1. Study of a selected problem of community life.
2. Development and execution of a project
3. Collection of source materials
4. Preparation of a unit test, its administration scoring and interpretation
5. Content analysis of the syllabus of the grade which has been taught by the student – teacher.
6. Preparation of at least one model (preferably working) and two charts

Books Recommended

1. Ralph, C. Preston, (1955): Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
2. Maurice, P. Hunt, Lawrence E. Metcalf (1955): Teaching High School Social Studies (Harper & Brothers, Publishers, New York).
3. John Jarolimek. Ph.D. (1960): Social Studies in Elementary Education (The Macmillan Co., New York).
4. S.K. Kochhar : The Teaching of Social Studies, Universities Publishers, Delhi, 1963.
5. I.F. Forrester : Introducing Social Studies (Orient, Long Mans, Bombay) 1956.

6. V.R. Taneja: Teaching of Social Studies Mohindra Capital Publishers, Chandigarh, 1958.
7. S. Sharma & D.P. Sharma: Social Studies Teaching in teachers College (Vinod Pustak Mandir, Agra) 1971.
8. J.U. Michalis : Social Studies for Children in Democracy (Engle Wood Cliffs, N.J.) 1956.
9. A.C. Bining and, D.H. Bining, Teaching the Social studies in Secondary School, (McGraw Hill, New York, 1952).
10. K. Nasiah, School studies in the school, Oxford Univ., Press Madras, 1957.
11. C.D. Samford, Social studies in the Secondary school, McGraw Hill, New York, 1952.
12. Aggrawal, J.C. (1983) Teaching of Political Science and Civics, Delhi: Vikas Publication House Pvt. Ltd.
13. Saxena, N.R.; Mishra, B.K. & Mohanty, R.K. (2000) Teaching of Civics, Meerut: R.hall Book Depot.
14. Singh Rampal (1997) Nagarik Shastra Shikshan Meerut: R. hall Book Depot.
15. Tyagi, G.D. (2000), Nagarik Shastra Shikshan, Agra: Vinod Pustak Mandir.
16. Yadav, Nirmal (1994). Teaching of Civics and Political Science, New Delhi; Anmol Publication Pvt. Ltd.

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(IV) LIFE (BIOLOGICAL) SCIENCES

Course Objectives:

Student teacher will be able to :

1. Develop broad understanding of principles and knowledge used in biological (life) science education.
2. Develop their essential skills for practicing biological science education.
3. Know various approaches and methods of teaching biological (life) sciences.
4. Prepare lesson planning of biological (life) sciences properly.
5. Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

Transactional Strategies :

Lecture, Demonstration, Discussion, Assignment and Tutorials.

Theory

Marks : 75

Unit I : Biological Science

- Nature, Scope and Content
- Correlation with other subjects

Unit II : Goals of Teaching Biological Science

- Values of teaching Biological Science
- Objectives of teaching Biological Science

Unit III : Transaction of contents and Curriculum

- Curriculum Planning – approaches, principles and projects
- Life Science – curriculum for secondary stage
- Year Plan, Unit Plan and Lesson Plan

Unit IV : Teaching of Biological Science

- Inductive-deductive approach
- Scientific, heuristic, project, Lecture-cum demonstration methods. Problem solving.
- Laboratory Management and organization

Unit V : Aids to Teaching Biological sciences

- Importance and use of teaching aids
- Types of teaching aids
- Biology Museum, Science Club, Field Trips, Exhibitions, Aquarium , Herbarium, Vivarium.
- Improvised Teaching Aids.

Unit VI : Evaluation in Biology

- Purpose of evaluation
- Test types and Construction
- Qualities of a good (Evaluating instrument) test

Unit VII : Pedagogical Analysis of following Topics:

- Structure and function of cell and cell organelles
- Nutrition in plants and animals,
- Inter dependence of plants and animals

Unit VIII : Bio Science Teacher, Text Book, Library.**Tests and Assignment****Marks : 25****Practical (Only for Major)****Marks : 50**

1. Preparation of Posters/articles/stories related to environment.
2. Construction, Administration and Evaluation of a unit test.
3. Preparation of at least two computer based lesson plan.
4. Analysis and evaluation of syllabus for secondary stage of education
5. Study and observation of how science is taught in various schools.
6. Collection fixation and preservation of biological materials.
7. Preparation Teaching aids – Preparation of atleast one model (Preferably working one) and two charts.
8. Designing a comprehensive field trip plan for a group of twenty to thirty students.
9. Setting and reporting simple experiments related to osmosis, factors affecting germination , respiration, photosyntheses, slide preparation, etc.

Reference Books:**Books Recommended : Books already mentioned & these are to be added**

1. Narendra Vaidya: Impact of Science Teaching.
2. Bremmer: Teaching Biology
3. UNESCO: Mordern Trends in Teaching Biological Sciences Vols III.
4. Washton: Teaching Science Creativity.
5. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
6. Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
7. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
8. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
9. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
10. Rawat M. S.: *Biology teaching*, Agra: Sahitya Prakashan, 1996.
11. Sharma R. C.: *Modern Science Teaching*, Delhi : Dhanpat Rai and Sons, 1995.
12. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.

13. Vaidya N.: *Science teaching for the 21st century*, New Delhi: Deep and Deep Publications.
14. Ravi Kumar S.K.: *Teaching of Biology*, Jaipur: Mangal Deep Publications.
15. Siddiqui Najma N. and Siddiqui M: *Teaching of Science Today and Tomorrow*, Delhi: Doaba House.
16. Nanda V.K.: *Science Education Today*, New Delhi: Anmol Publications Pvt. Ltd.
17. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications.
18. Sharma B.M. and Sharma A.S.: *Encyclopedia of Education in 21st Century Science – Education, Volume – 8*, New Delhi: Commonwealth Publication.
19. Yadav K. : *Teaching of Life Science*, New Delhi: Anmol Publications.
20. Vaidya, N.: *The Impact Science Teaching*, New Delhi: Oxford & IBH Publishing.
21. UNESCO: *Modern Trends in Teaching Biological Science*, V.III.
22. Washton: *Teaching Science Creatively*
23. Shukla, C.S.: *Biology Teaching*, Meerut: International Publishing House, 2005.
24. 'kqDyk] pUnz 'ks[kj% tho foKku f'k{k.k] esjB% bUVjus'kuy ifCyf'kax gkml] 2005-

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(V) PHYSICAL SCIENCE

Theory

Marks: 75

1. (a) Nature of Science: Nature and scope of Science, Structure of Science, concepts, principles, theories and models.
(b) Aims and objectives of teaching physical science at the secondary level. Types of objectives and stating in behavioural terms.
2. (a) Teaching physical science : Learner centred and activity based approaches, Inductive and deductive approaches, scientific method, heuristic, project & demonstration methods.
(b) Laboratory Management and Safety : Designing a physical science lab., lab equipments, management of lab., safety measures.
3. (a) Curriculum Transaction : Stage of Cognitive development and suitability of a concept in the curriculum, Principles of curriculum organization, science curricular projects – PSSC, chem. Study.
(b) Transactional strategies : Lesson plan – its characteristics, Unit plan. Preparation of low cost improvised apparatus.
4. Evaluation in physical science: Comprehensive and continuous evaluation, specification table (Blueprint) for objective based testing, extended curricular activities in science teaching and their evaluation method, viz., science exhibition, science clubs, etc. Innovative practices, viz., Mobile science, vans, Ekalavya project, Nehru Science exhibition, etc.
5. Introduction to Computers: Introduction to computing Basic model of digital computer, classification and generation of computers, information representation and manipulation.

Introduction to system software : Operating system, compiler, Assembler, etc.
Introduction to programming language : BASIC
Selected topics : CLASS Project

Test and Assignments

Marks: 25

Practical (only for Major)

Marks: 50

1. Construction, administration and evaluation of a Unit Test
2. Preparation of two lesson plans based on process approach and deductive approach
3. Improvisation of Apparatus-at-least one
4. Organisation of science fairs/science exhibition

Working on P C:

5. Package programmes on Word processing etc.
6. Preparation of Two lesson plans on Power Point.

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(VI) HOME SCIENCE**Theory****Marks: 75**

1. Meaning and scope of Home Science
2. Objectives of teaching Home Science
3. Methods of teaching Home Science
4. Characteristics of ideal curriculum in Home Science
5. Evaluation in Home Science
6. A study of the material aids of Home Science: actual specimens
7. Equipments of the Home Science room and Library
8. The Home Science teacher-qualifications and preparation
9. Correlation of Home Science with other school subjects and the application of the Various branches
10. Lesson planning: Unit plan and lesson plan

Test and Assignments**Marks: 25****Practicals (only for Major)****Marks: 50**

1. A study of the present day curricular of Home Science at the various stages of education
2. Preparation of the syllabus for any one of the stages, junior, 10 + 2
3. Essays to be written by each student and preparation of suitable models and material aids suggested by the teacher concerned
4. Preparation and administration of a unit test and scoring

Books Recommended:

1. Chandra, Arvinda; Introduction to Home Science, Metropolitan Book Co., New Delhi; 1978
2. Mann, Mohinder K.; Home Management for Indian; Kalyani Publishers, Delhi, 1976.
3. Das, R.R. & Ray, Binita; Teaching of Home Science; Sterling Publishers, New Delhi; 1979.
4. Devadas, Rajammal P.; Teaching of Home Science in Secondary Schools; All India Council for Secondary Education, New Delhi, 1958.
5. Devadas, R.P.; Textbook of Home Science; Ministry of Food, Govt. of India, 1968.
6. Adams, John; The New Teaching, Hodder and Stoughton, 1930
7. Ambron, Sveann Robinson; Child Development, Holt Rinehart Winston, Second Edition, 1978

(VII) MATHEMATICS

Theory

Marks: 75

- 1. Nature and Scope:**
Mathematics and human civilization. Need for teaching mathematics, Evolution of Mathematics education. Historical perspective. Modern mathematics and its characteristics.
- 2. Psychology of learning mathematics:**
Concept formation with special reference to piaget teaching of mathematical concepts and principles, Mathematical ability and its structure.
- 3. Curriculum Planning:**
Place of mathematics in school curriculum. Aims and objectives of teaching mathematics. Sources of curriculum concepts. Organization and sequencing the curriculum content. Correlation in mathematics. Evaluation of mathematics curriculum at different stages.
- 4. Teaching Strategies :**
Analytic-synthetic. Inducto-Deductive. Heuristic. Laboratory and Project.
- 5. Teaching Aids in Mathematics**
- 6. Evaluation**
Purpose and procedure of evaluation. Characteristics of a good test. Developing test materials for diagnose and assessing achievement.
- 7. Preparation of lesson plans and unit plans**
- 8. Diagnosis and remedial teaching, Enriched programme for gifted and retarded children**

Test and Assignments

Marks: 25

Practicals (only for Major)

Marks: 50

1. Construction and administration of an Achievement/Unit Test
2. Construction of a diagnostic Test
3. Analysis and evaluation of syllabus for stage of education in secondary school
4. Preparation of list of equipments essential for teaching mathematics in school
5. Preparation of teaching aids

Books Recommended:

1. Richard Courant & Herbert Robbins : What is Mathematics, Fai Lawn Oxford University Press, 1941.
2. Cosrines : The Mathematical Sciences – A Collection of Esay M.I.T. Press, 1969
3. Why Jonby Can't Add-The Failure of new Maths, Morris Klime, St. Martin's New York, 1973
4. The Psychology of Learning Mathematics, Richard Strempe Penguin, 1972
5. The Psychology of Mathematical abilities in school children, V.A. Krutstski Chicago University Press, 1976
6. How Children Learn Maths : Teaching Implications of Piaget's Research, Recharad Copelard, New York, Macmillan, 1975.
7. How to Solve It, G. Polyn Garchen City, Double Day & Co., 1958
8. The Principle of Objective Testing in Mathematics, Fraser Cillam, 1971
9. The Teaching of Mathematics by Shultz
10. Discovering Mathematics – Shaw & Wright
11. The Teaching of Mathematics in India – Dharambir & V.N. Agrawal
12. The teaching of Mathematics by B.N. Chandha
13. Teaching of Mathematics by I.W.A. Young
14. Teaching of Mathematics in the New Education by N.K. Kuppuswami Aiyangar
15. The Teaching of Mathematics by K.S. Sidu.

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(VIII) MUSIC

Theory

Marks: 75

- Unit I:** Principles and Methods of Teaching Music
1. Music classroom equipments and other instructional materials
2. Tests and evaluation in Music
- Unit II:** Subject matter of Music
1. Concept of Nada, Shruti, Swar, That, Desi and Marig, Taja and Laya
2. Concept of Raga and their Lakshanas
- Unit III:** Critical Study of the Doctrine of Raga Ragini Classification
- Unit IV:** Important branches of Music and their forms; Brief comparative study of Northern and Southern Music
- Unit V:** Notation system with special reference to Pt. Bhatkhande and Pt. Vishnu Digamber Palushkar; Possibilities for Improvement
- Unit VI:** Brief systematic history of Indian Music
- Unit VII:** Discussion on few important instruments of Indian Music with Special reference to Tanpura, Sitar, Voilin, Tabla, Flute
- Unit VIII:** Biographies of the following eminent musicians :
(a) Swami Haridas
(b) Tansen
(c) Pt. Vishnu Digambar Paluskar
(d) Pt. V.N. Bhatkhande, and
(e) Pt. Omkar Nath Thakur

Tests & Assignments

Marks :25

Practicals (only for Major)

Marks :50

1. Three demonstrations
2. Five compositions
3. Organization of cultural programmes

Books Recommended

For Intensive Study

1. The Teaching of Music by Prof. P. Suambarmoorthy
2. A Crutique of Hindustani Music and Music Education by S.S. Awasthi
3. Sangeet Bodh by Dr. S.S. Paranjpe
4. Sangeetanjali (Part I to VI) by Pt. Omkar Nath Thakur
5. Pranawa Bharti by Pt. Omkar Nath Thakur
6. Hindustani Music by G.H. Ranade
7. The Music of India by Rev. H.A. Popley
8. Rag Vigyan by Pt. V.N. Patwardhan
9. History of Indian Music by Dr. S.S. Paranjpe
10. A Grammar of South Indian Music by C.S. Nayyar
11. Northern Indian Music by Alani Danielon

12. Music of Hindustan by Fox Strangways
13. Sangeet Shastra by Bhatkhande
14. Hamare Sangeetagya by Prakash Narayan
15. Bhartiya Nritya Shiksha by Mahalakshmi
16. Nritya Ank (Hathras)

(IX) ECONOMICS

Theory **Marks: 75**

- Unit I:** Aims and Importance of Teaching Economics, Stage of Introducing Economics as subject of study.
- Unit II:** Economics curriculum at Higher Secondary level, correlation of Economics with other subjects.
- Unit III:** Audio-Visual Aids : Importance, place and operation
The Economics room and its equipment, importance of charts, diagrams and statistics in the teaching of Economics.
- Unit IV:** Method of teaching Economics : Descriptive, Logical, Problem, Project, Observational Analytic and Synthetic, Inductive and Deductive Method and Socialized Recitation Method
- Unit V:** Economics Teacher : his awareness, ability and experience to analyse current and day-to-day economic problems.
- Unit VI:** Evaluation of Economics

Test & Assignments **Marks: 25**

Practicals (only for Major) **Marks: 50**

1. Preparation of a Unit Test – its administration and scoring
2. Preparation of a set of charts on a theme
3. Study of a current economic problem
4. Preparation of lesson plans for different types of lesson

Books Recommended:

1. Bining and Bining; Teaching the Social Studies in Secondary Schools; McGraw Hill Book Co., New York.
2. Hemming; The Teaching of Social Studies in Secondary Schools; Longman's Green & Co., London.
3. Himming; The Art of Teaching; Mathuen & Co. Ltd. London, 1951
4. Moffat, M.P.; Social Studies Instruction, Prentice Hall Inc., New York
5. Kieth, G. Leamsden; New Developments in the Teaching of Economics; Prentice Hall Inc., Englewood Cliffs, Cliffs, New Jersey, 1967.

6. Hildebrand V.V.; Guiding Young Children (2nd Edition) Mac Milan Pub. Co., Inc. New York, 1980.
7. Leeper, S.H. et al. Good Schools for Young Children, 1968.
8. Grimshar, E. The Teacher Librarian (Arnold and Sons)
9. Ralph R.G. : The Library in Education (Turnolite Press, London).

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(X) ENGLISH

Theory

Marks: 75

Unit I:

General Consideration

- Role of English in Present Day India
- Position of English in the School Curriculum
- Objectives of Teaching English as a Second Language
- Principles of Language Learning and Teaching
- Methods of teaching English – Translation Method, Director Method, Bilingual Method, Structural Method.

Unit II: **Teaching Element of English Language**

1. Teaching English pronouncing
 - The Phonetic structure of English language
 - Stress and Intonation
 - English sounds, stress and intonation
2. Teaching English structures
 - The synthetic structure of English language
 - Selection and gradation of structures
 - Presentation and practice of structures
3. Teaching English Vocabulary
 - Morphological structures of English language
 - Function and content of words
 - Presentation and practice of new words

Unit III: **Development of Language Skills**

1. Importance of the listening skill
 - Aspects of listening
 - Teaching skills required for developing listening skill - description, narration, explanation, recitation, singing and dramatization.
2. Development of the speaking skill
 - Importance of the speaking skills – aspects of speaking
 - Teaching skills required for developing speaking skill, organizing a discussion of conversation asking question, asking probing questions and diagnosing speech defects.
3. Development of the reading skill :
 - Importance of the reading skill
 - Teaching mechanics of reading
 - Teaching reading for comprehension

- Teaching poetry
- Characteristics of a good text book of English
- Teaching skills required for developing reading skill selecting and presenting reading materials, preparing reading materials asking questions, diagnosing reading difficulties, organizing practice sessions and organizing reading games.

4. Development of the writing skill:

- Importance of the writing skill
- Teaching mechanics of writing
- Teaching composition
- Teaching skills required for developing writing skill, giving dictation, creating situation for creative writing and correcting written exercises.

Unit IV: Instructional aids for teaching English – Importance of audio-visual aids in teaching English

- Use of various audio-visual aid in English Classroom

Unit IV: Evaluation of language skills :

- Synchronising testing tools with the objectives of teaching English
- Construction of test items for evaluating students acquisition of listening, speaking, reading and writing skills in English

Test & Assignments

Marks: 25

Practicals (only for Major)

Marks: 50

1. Visits to Secondary schools and observation of lessons in English (5 lessons of different types)
2. Survey of the English courses and text books in use (one class)
3. Listening to models of good English speech and recorded materials
4. Practice in correct spoken English through conversation, oral-reading, story telling, recitation and public speaking exercises.
5. Preparation of flash cards for teaching, preparatory
6. Preparation of guided composition exercises (2)
7. Preparation of lesson plans for teaching various types of lessons in English (one of each type)
8. Constructing objective based test items of different types and unit test.
9. Essays on the prescribed topics.

Books Recommended :

1. Menon, T.K.N. and Patel, M.S. : The teaching of English as a Foreign Language : Acharya Book Depot, Baroda
2. Gurrey, P. Teaching English as a Foreign Language Longmans
3. Bhandari and others : Teaching of English – Longmans
4. Thomson and Wyatt : The Teaching of English in India
5. Gokak : English in India
6. Brence : The Teaching of English Abroad, Part I, II, III
7. Frisby : Teaching English – Longmans
8. O’Conner, J.D. : Better English – Pronunciation

9. Velayudhan, S. and Mohanan, U.P. : An Introduction to the Phonetics and Structure of English Somaiya Publication Pvt. Ltd.

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(XI) HINDI (FIRST LANGUAGE)

Theory

Marks: 75

1. Aims of teaching Hindi Language as first language and as second language
2. Phonetic study of Devanagari Script
3. Aims and methods of teaching prose and poetry at different stages. Place of translation and dictation. Aspects to be explained in poetry and Prose lessons
4. The teaching of grammar, its value at different stages, Methods of teaching grammar
5. Procedure of teaching composition at various stages – oral and written composition through pictures, story reproduction, letter writing, descriptive and reflective essays, précis writing, writing out explanations and salient points.
6. Development of literary appreciation, teaching devices in explaining words and phrases, promotion of group activities (word games) dialects groups
7. Correlation in teaching of the mother tongue with other school subjects – History, Geography, Civics, English, Sanskrit, Maths, etc.
8. Audio-visual aids in the teaching of Hindi. Use of teaching aids for the teacher viz., dictionary and source books
9. Importance of written work in the class and at home. Correction of mistakes
10. Principles of language difficulties of the learner
11. Preparation of text books and supplementary readers at different stages. Selection and prescribing text books, supplementary readers, teachers' guides and work books.
12. Evaluation in Hindi – essay and objective types of items in Hindi oral tests, unit tests

Test & Assignments

Marks: 25

Practicals (Only for Major)

Marks: 50

1. Preparation, administration and evaluation of a Unit test
2. Analysis and evaluation of syllabus for any state of secondary education
3. Collection of essays, poems, source materials, plays, etc.
4. Essays
5. Project (such as preparation of world list)
6. Preparation of set assignments for composition
7. Preparation of lesson plans and annual plan

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(XII) SANSKRIT

Theory

Marks: 75

1. Aims of teaching a language, aims of teaching Sanskrit – contrast and comparison with aims of teaching a modern language. The position of Sanskrit in India, its cultural, practical, literary and linguistic value
2. The place of Sanskrit in the school curriculum
3. The grammar and translation methods – their advantages and limitations. The director method, its main principles
4. The sounds of Sanskrit, detailed study of their production. The representation in an appropriate symbol, comparison of Sanskrit and English sounds, ear training and drill.
5. The place of conversation in Sanskrit
6. Importance of reading in Sanskrit, methods of teaching reading in Sanskrit, use and function of reader, the importance of silent reading.
7. Recitation, importance of moral maxims and prayers
8. Methods of teaching translation
9. Teaching of grammar, its peculiar importance in Sanskrit, method of teaching grammar, their relative merits and correlation with the text book
10. Teaching of composition; oral and written, procedure of teaching picture composition, story reproduction, letter writing, original composition
11. Techniques of examination: New types of tests in Sanskrit, comparison of old and new tests, their comparative merits
12. The Sanskrit teacher
13. Co-curricular activities in Sanskrit

Test & Assignments

Marks: 25

Practicals (only for Major)

Marks: 50

- (a) Six essays on methods chosen by students in consultation with profession-in-charge embodying the results of their study and experience. In lieu of this, a study may, if so desires, write thesis on one specific subject.

- (b) The model essays to be written to suit different classes
- (c) Three short stories to be written or reproduced
- (d) Six paraphrase models, three prose and three verse
- (e) Three different types of letters to be written as models for different classes
- (f) One hundred Subhashitas to be collected
- (g) Preparation of an achievement test of 50 items
- (h) Preparation of model lesson plans

Books Recommended:

For intensive study

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

For further study

1. A.B. Keith : Classical Sanskrit Grammar
2. M.R. Kale : Higher Sanskrit Grammar
3. Jahangirdar : Introduction to Comparative Philology
4. Sanskrit Commission Report 1937, Government of India
5. P.C. Chakravarti : Philosophy of Sanskrit Grammar.

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(XIII) ART

Theory

Marks: 75

Unit I: Aims and objectives of teaching Art

Unit II: Short history of teaching Art

Unit III: Methods of teaching Art

Unit IV: Correlation of Art with other school subjects

Unit V: Art Teacher

Unit VI: Art class, classroom equipments and other

Unit VII: Planning of lessons

Unit VIII: Free Expression in Art

Unit IX: Evaluation in Art

Unit X: Indian Art, Folk Art

Test & Assignments

Marks: 25

Practical (only for Major)

Marks: 50

(a) Preparation of different types of designs

(b) Basic Art

(c) Painting through different techniques

(d) Alpana

(e) Visit to Art Museum

(f) Preparation of a report of such visits

Books Recommended:

1. Hubband, G. : Art in the High School _ Wordsworth Pub. Co. Inc. California, 1967
2. Kadri, A.A. : Chitrakala Shikshan, Prakash Book Depot Bareilly, 1974
3. Tourery, E. : Introduction of the History of Fine Arts in India and the West, Orient Longmans, New Delhi, 1968

4. Lousing, K.M. : Art, Artist and Art Education, Mc.Graw Hill Books Co., New York, 1970
5. Pappas, G. : Concepts in Arts and Education, The Macmillan Co., London, 1970
6. Stevani, M. : Art and Education, B.T., Bestford Ltd., London, 1968

PAPER – V (Specialization)
(i) AUDIO – VISUAL EDUCATION

Objectives:

The teacher trainee will be able to –

- Understand concept & need of audio – visual education
- Learn the technique of selecting proper audio-visual & their ideal use.
- Design ideal instruction procedure using various kinds of audio-visual aids.
- Plan classroom activities & develop familiarity with certain audio-visual aids.
- Develop & refine the skill in preparation of audio-visual aids.

Transactional Strategies:

Teacher will have holistic approach towards transaction of curricula using various audio-visual aids to develop awareness among students. Demonstration of using audio-visual aids and display techniques along with small group teaching techniques (as Seminar, Brainstorming tutorials) may also be used. Students' expertise on using & preparing audio-visual aids should be given due importance.

Theory

Marks: 75

Unit I: Nature and concept of A.V. Education. Its need and importance, Psychological background. Process of communication, Barriers of communication, principles of using A.V. aids, kinds of aids, cone of experience, evaluation of A.V. aids, importance of A.V. aids in teaching and instructions.

Unit II: Construction, importance and use of the following:

- (a) Boards chalk, bulletin, magnetic, roll up and display
- (b) Chart, Map, Diagram, Poster, Picture
- (c) Flannel Graph
- (d) Models

Unit III: Construction, importance and use of – Programmed Instruction, CAI (Computer Assisted Instruction)

Unit IV: Construction, importance and use of the following projectors – Epidiascope, Filmstrips, Slide 16 mm films, T.V., Overhead Projector in classroom teaching, language laboratory.

Unit V: In place of its sub-unit 5(b) that is importance of drama in educating the children, following content may be introduced.

- (a) Organization and administration of A.V. education, school museum, and Dramatization
- (b) Importance of some new devices of information technology in educating the children – computers, Internet, Video Conferencing.

Practicals

Marks: 25

- (a) Preparation of charts, maps, diagrams, posters, flannel graphs
- (b) Making models through different techniques
- (c) Techniques of display
- (d) Techniques of silk screen printing
- (e) Operation of different type of projectors, tape recorders, record players and public address system
- (f) Use and functions of photographic materials such as cameras, processing, shooting, developing, printing and enlarging
- (g) Maintenance of A.V. Laboratory
- (h) Planning and writing of A.V. manuals and pamphlets

The students have to submit their prepared materials/sessional which will be examined by the examiners.

Books Recommended:

1. Brow, J.W., Lewis, R.B. : Audio-Visual Instructional Technology Annual for Independent Study, McGraw Hill Book Col. Inc., New York, 1977
2. Bhalla : Audio Visual Aids in Education, Atma Ram & Sons, Delhi, 1963
3. Chakravorty, S.K. : Audio-Visual Education in India, Oxford Book & Stationary Co., Calcutta, 1957
4. Dale, E. : Audio-Visual Methods of Teaching, The Dryden Press, Rin Hart and Winston, New York, 1967.
5. Dekieffer, R.E. : A Mannual of Audio-Visual Technique, Prentice & Cochran, L.W., Hall of India Pvt. Ltd., New Delhi, 1966.
6. Haps and Packer : Preparation and use of Audio-Visual Aids, Prentice Hall Inc., Englewood Clilief N.J.
7. Scuorzo, H.E. : The Practical Audio-Visual Handbook for Teachers – Parker Publishing Co. Inc., New York, 1969
8. Wittich, W.a. : Audio-Visual Materials, their nature and Shaller, C.F. and Use – Harper International, New York, 1967
9. Sampath et al. *Introduction to Educational Technology*. New Delhi. Sterling Publishers.
10. Mangal & Mangal : *Audio Visual Education*. New Delhi, Arya Book Depot.

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(ii) CURRICULUM CONSTRUCTION AND TEXT BOOKS PREPARATION

Theory

Marks: 75

Units

1. Curriculum and syllabus definition and scope
2. Factors affecting curriculum
3. Elements of curriculum and principles of curriculum construction
4. Types of curriculum and characteristics of curriculum integration, correlation, sequence, grade, placement
5. Selection of objectives, curriculum experience and of content
6. Curriculum units, resource units and teaching units
7. Curriculum guides and teachers' handbooks and modules
8. Source materials and resource centres
9. Curriculum evaluation
10. Textbooks – different types
11. Preparation of textbooks
12. Printing and other features of text books
13. Evaluation of text books and selection of text books

Practicals

Marks: 25

- (a) Preparation of teaching units, resource units
- (b) Collection of source materials for a text book
- (c) Evaluation of text books in a subject
- (d) Evaluation of a curriculum or a text book project
- (e) Studying selection procedures of text books in the State
- (f) Content analysis of a text book
- (g) Comparison of some text books in a subject
- (h) Study of the organization of curriculum in a subject for a stage of education

Books Recommended :

1. Hilda Taba : Curriculum Development
2. Ronald G. Cave : An Introduction to Curriculum Development Ward Lock Education, 1971
3. Ross L. Neagley : Handbook of Effective curriculum N. Dean Evans Development
4. Maurice Holt : The common curriculum, its structure and style in the comprehensive school, Routledge and Kegan Raul, 1978
5. R.C. Whitefield (ed.) : Disciplines of the curriculum, McGraw Hill, 1971

6. William B. Ragan : Modern elementary curriculum & Genn D. Shephered : 4th Edition, 1971, Holt Rinehart & Winston, Inc., N.Y.
7. Loius Rubin : Curriculum Handbook
8. Sailor, J.G. & Alexander, W.M. : Planning curriculum for Schools

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(iii) SCHOOL LIBRARY ORGANIZATION

Theory

Marks: 75

- Unit 1:** Importance of Library in Education Functions of the Library, types of library, rules & regulations.
- Unit 2:** Selection of the books processing work circulation work care and repair of the books stock verification.
- Unit 3:** Planning of the Library building and of reading room, open access system
- Unit 4:** Library routine work
- Classification:** Definition, aim and importance, Cataloguing – definition, aim and importance

Practicals

Marks: 25

1. Classification: **A. Colon** **B. Dewey decimal**
2. Cataloguing as followed by B.H.U. library

Books Recommended:

1. Trehen, G.L.: Administration and Organization of College Library in India, 1969
2. Mittal, R.L.: Library Administration (Theory & Practice) – Delhi Metropolitan Book, 1962
3. Mukherjee, S.K.: Sengupta, B.: Library Organization, Library Administration (Calcutta: World Press, 1967).
4. Ranganathan, S.R.: Library Administration (Bombay Publishing House)
5. Dutta, D.N.: An Introduction to Library Cataloguing (Calcutta World Press), 1964.
6. Mittal, R.L. and Gupta, S.: Dictionary Cataloguing (Delhi Metropolitan Book Co.)
7. Sengupta, B.: Cataloguing: its theory and practice (Calcutta World Press) 1965.
8. Dewee, M.: Decimal Classification for British School, 1957
9. Ranganathan, S.R.: Elements of Library Classification (Bombay : Asia Publishing Press) 1960
10. Sharma, J.S.; Singh, Ramgopal : Library Organization (Delhi : Vikas), 1978
11. Prasad: Pustakalaya Sanghatan Evam Prasshan, School Organization and Management

(iv) SCHOOL ORGANIZATION AND MANAGEMENT

Part One: School Administration

Unit I: The meaning of Educational Administration, The development of the concept of educational administration, the authoritarian and democratic educational administration, the scope and the functions of educational administration.

Unit II: Educational Administration in India with reference to the role played by the Central Government, State Government, Local Bodies and the Private Agencies

Part Two: School Organization

Units :

1. The School – its functions and relationship with the society, its site, design of the building, sanitary requirements and the environment, laboratory apparatus, library, museum and the hostel.
2. The school staff – Headmaster – his leadership qualities, his qualifications and his duties, his relations with his subordinates, the guardians and the public. The teachers, their qualities and duties. The office staff, records and functions of each record. The service conditions of the staff.
3. School finance – sources of income and items of expenditure
4. The Time – Table – distribution of work, teachers' workload, principles and techniques of time table preparation.
5. Organization of co-curricular activities and students self government, the role of played by them.
6. School discipline – the value of moral training morning assembly, corporate life in the school and hostels in disciplining the children-self discipline and enforced discipline.
7. Analysis of costs – the categories of educational costs, ingredients of educational costs, environment and the cost of educational services.

Practicals

Marks: 25

1. Observational visit to schools
2. Case study of a school
3. Preparation of the design of the school building

Books Recommended:

1. Owens, Robert G. : Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J., 1970

2. Kimprough, R.B. and Nuunery, M.Y. : Educaitional Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y. 1983
3. Bhatnagar, R.P. and I.B. Verma : Educational Administration. Loyal Book Depot, Meerut, 1978
4. Safaya, R.N. and Shida,B.D. : School Administration and Organization Dhuapat Rai and Sons, Delhi 1978
5. Agarwall, J.C. : School Administration, Arya Book Depot, Delhi, 1971

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(v) PRE PRIMARY EDUCAITON

Theory

Marks: 75

1. History and development of nursery education – position in India
2. Methods of pre-primary education – contributions of Pestalozzi, Foxbel and Montessori
3. Development of Children – age group 2-5 with special reference to needs and interests
4. Planning of a pre-primary school
5. Planning of curriculum/activities of pre-primary classes : preparation of schedule for a day
6. Preparation and selection of books and instructional material for pre-primary children
7. Preparation and selection of toys and play materials – indoor and outdoor
8. Creative writing for children
9. Training of pre-primary teachers – qualities of a pre-primary teacher
10. Observation: methods/techniques, record keeping and evaluation

Practicals

Marks: 25

1. Observation of the pre-primary classes
2. Case study of two children
3. Preparation of teaching aids
4. Collection of list of materials needed for pre-primary classes

Books Recommended:

1. Child Development: A symposium, NCERT, New Delhi, 1964
2. Crow & Crow: Child development & Adjustment
3. Dinkmeyer, Son C.: Child development the emerging self Prentice Hall of India, New Delhi, 1967
4. Johnson, C. Ronald: Child Psychology : Behaviour and development, John Willey & Sons, Inc. 1965
5. Stott, Leland H. : Child Development : An individual Longitudinal Approach

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(vi) EDUCATIONAL MEASUREMENT AND EVALUATION

Theory

Marks: 75

Units:

1. Elementary concepts : meaning and purpose of evaluation in education, various types of tests, their relative merits and demerits, general method of test development.
2. Educational objectives and their classification, constructing different types of objective based test items, characteristics of different type of test items
3. Tryout, item analysis and improvement of test items, estimating reliability and validity of test, different methods, administration and scoring of tests.
4. Elementary statistical concepts, mean, median and variance and their utility in testing; standard scores and their application in test score interpretation, the concept of correlation and its uses.
5. Various approaches to test-interpretation, norm referenced and criterion referenced test, their construction and uses.
6. Measurement of general mental ability and special aptitudes, assessing personality traits and affective outcomes

Practicals

Marks: 25

Construction of an achievement test in a school subject, consisting of about 30 items based on specific objectives and submitting a brief report regarding its application on a group of 100 students.

Books Recommended:

1. Ebel, R.L. : Essentials of Educational Measurement; Prentice Hall, New Jersey, 3rd Ed. 1979
2. Tuckman, B.W. : Measuring Educational Outcomes _ Harcourt Bruce, New York, 1975
3. Blook & Krathwohl : Taxonomy of Educational Objectives Handbook II, Affective Domain, 1964
4. Lyman, H.B. : Test Scores and What They Mean – Prentice hall, Engle Wood, 1963
5. Dick & Hagerty : Topics in Measurement, Reliability and Validity; McGraw Hill, 1971
6. Wood, D.A. : Test Construction : Development and Interpretation of Achievement Test
7. Columbus, Ohio : Charles E. Merrill, 1960

(vii) SPECIAL EDUCATION

Objectives

1. To enable the prospective teacher to acquire knowledge and understanding of special education.
2. To enable the prospective teachers to acquire knowledge and understanding about different areas of disability (Physically impaired Visual, Hearing & Orthopedically impaired, mentally retarded)
3. To acquire the prospective teachers with Government Policies, Legislatures & National Institutes related to the disabled.
4. To acquaint the prospective teacher with Educational programmes, Equipments & Aids for education of the disabled.
5. To acquaint the prospective teacher with the role of parents, peers & society in rehabilitation of the disabled.

Unit – I: Concept Objectives and basic principles of Special Education

- Concept of Impairment, Disability, Handicap.
- Concept of Inclusion, Barrier-free Society.

Unit – II: Definitions, Characteristics and Need of children with disability:

- (1) Visually Impaired (2) Hearing Impaired and (3) Orthopedically Impaired (4) Mentally related.

Unit – III: - Indian scenario of special Education.

- Government Policies and legislatures in brief.
- National Institutes related to Disabled and their objectives.

Unit – IV: - Educational Programmes for Special Education Hearing , Visually, Orthopedically. impaired and Mentally retarded.

- Placement of these children
- Aids & Appliances for the children.

Unit – V: - Role of parents, Peers and society in rehabilitation of Hearing, Visually, Orthopedically impaired, Mentally retarded.

Practical :

Marks: 25

- | | |
|---|----|
| (1) Report submission after special school visit | 15 |
| (2) Preparation of one model related with teaching. | 10 |

Books Recommended :

1. Yesseldyke, E. James, Bob Algozzine, Special Education – A Practical Approach for Teachers, New Delhi : Kanishka Publishers, Distributors.
2. Kundu, C.L. (Editor in Chief) : Status of Disability in India 2000, New Delhi : Rehabilitation Council of India.

3. Panda, K.C., Education of Exceptional Children, New Delhi : Vikas Publishing House Pvt. Ltd., 1997.
4. Dash, M., : Education of Exceptional Children, New Delhi : Atlantic Publishers and Distributers, 2000.
5. Bist, Abha Rani, : Vishistha Balak, Agra : Vinod Pustak Mandir.
6. Bhargava, Mahesh, : Vashistha Balak – Unki Shiksha Evam Punarvas, Lucknow : Vendata Publications, 2003.

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(viii) EDUCATONAL AND VOCATIONAL GUIDANCE

Theory

Marks: 75

Units:

1. Meaning and principles of guidance
2. Philosophical, psychological and sociological foundations of guidance
3. Aims and objectives of guidance with special reference to secondary schools
4. Evaluating the students through performance in class and co-curricular activities, anecdotal records, rating scales, autobiographies and essays, sociogram and cumulative records, uses and limitations of standardized tests and inventories in guidance
5. Educational and occupational information
6. Group guidance techniques and guidance in classroom programme
7. Understanding the role of counselor teachers, administrators and other specialists
8. Helping student with educational and vocational problems
9. Introduction to counseling and follow-up programme
10. Teaching and guiding exceptional students (the gifted, retarded and handicapped).

Practicals

Marks: 25

1. The students will administer at least five tests/non tests from a & b selecting at least two from them.
 - a) Test Technique: Intelligence Test, Aptitude Test, Interest Test, Personality Questionnaire and Study Habit Inventory.
 - b) Non Test technique: Sociometric test, rating scale, anecdotal record and interview.
2. Students will maintain cumulative record or prepare a case study.
3. Collection and dissemination of educational and occupational information.

Books Recommended

1. Hahn, M.E. and Maclean : A Counselling Psychology M.S. (McGraw Hill Book Co.)
2. Erickson, G.E. : A Practical Handbook for School Counsellors (The Rounald Press)
3. Janes, A.J. : Principles of Guidance (N.Y. : McGraw Hill Book Co.) Latest Edition
4. Traxler, A.E. : Techniques of Guidance, N.Y. Harper and Bros.
5. Wartor, J. : Techniques of Counselling (McGraw Hill Book Co.)

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(ix) HEALTH EDUCATION

Theory

Marks: 75

Units:

1. Concept of health and necessity of health education
2. Elementary structure of teeth, eye, ear, skin, respiratory system, digestive system, heart, blood, kidney
3. (i) Personal cleanliness and care of hair, eyes, ears, teeth, skin and clothing
(ii) Postures and utility of Yogic Exercises (Asans)
(iii) Fatigue
4. Site of school building and hostel
5. Medical inspection of school and First Aid – healthy environment – its role and necessity; mid-day-meals in schools, food and nutrition, balanced diet
6. Infection, carriers of infection; its prevention and control disinfection – disinfectants, classification of disinfectants
7. Communicable diseases and national disease control/eradication program. Common diseases : malaria, typhoid, influenza, diarrhea, dysentery, diphtheria, chicken pox (variously), measles (Merbili), small pox, memps (Infection Parotites), the common cold, tuberculosis, rabies, tetanus, leproxy, venereal diseases and intestinal worms.

Practicals

Marks: 25

Preparation of exhibits of Preventive and Social Medicine

Books on Health Education

1. A Handbook of Preventive and Social Medicine by Yash Pal Bedi, Atma Ram and Sons
2. Text Book of Preventive and Social Medicine by J.E. Park and K. Park
3. Preventive and Social Medicine by Dr. B.K. Mahajana, Jaypee Brothers, 85-A, Kamla Nagar, Delhi-7.
4. Introduction to Social and Preventive Medicine by J.S. Mathur; Oxford IBH Publishing Co., New Delhi.
5. A Textbook of Preventive and Social Medicine by Dr. S.C. Seal Messrs Allied Agency, 2, Bidhan Sarani, Calcutta-6.
6. First Aid Emergency Rescue by Lawrence W. Erven; Glencoe Press, London
7. Children's Diseases by Prof. V. Vlasov; Foreign Language Publishing House, Moscow
8. Handbook of Health Education for Training Colleges by Davies

9. Human Nutrition by Bengamin T. Burton Tata McGraw Hill Publishing Co. Ltd., New Delhi.
10. School Hygiene for Training College by G.P. Sherry

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(x) HISTORY OF EDUCATION

Theory:

Marks: 75

General Objective:

After going through the course the student – teacher will be able:

1. Outline the Aims and objectives of Education system of Ancient Period.
2. Develop an understanding of the Eslamic concept of Education and the main feature of the medieval system of Education in India.
3. Analysis their (Vedic, Buddhist, Islamic) relevance to the present day education.
4. Describe the growth and development of the present system of Education under the East India Company.
5. Explain and show salient features of the main recommendations of the Major Commissions and Committee.
6. Convey the importance features of the Philosophy and practices of some selected great educators.
7. Point out the Current issues in Indian Education.

Course Outline:

Unit – I: Education in Brahmanic Period

- Concept and ideas of Brahmanic system of Education Agencies of Education.
- Agencies of Education.
- Organization of Education.
- Teacher – Pupil relationship, and their duties and Curriculum.
- Methods of Teaching.
- Women Education.
- Relevance to the Present day Education.

Unit – II: Education in Buddhist Period

- Aims and objectives of Buddhist system of Education.
- Educational institutions, Rules of admission.
- The system of Pabbajja and Upsampada rituals curriculum.
- Teacher – pupil relationship
- Curriculum
- Types of Education.
- Methods of Teaching.
- Higher Education in other professional field.
- Women Education.

Unit – III: Education in the Medieval Period

- Importance of Education in Islam.

- Development of Education in Medieval India.
- Special features of Medieval Indian Education, i.e., :
 - * Objectives of Education.
 - * Organization and system of Education
 - * Centers of Education, maktab & Madarsha.
 - * Curriculum in Maktab and Madarsha
 - * Methods of Teaching in Maktab & Madarsha
 - * Teachers – pupil relationship and discipline
 - * Women Education
 - * Merits and demerits of Islamic system of Education.

Unit – IV: Education in British India

- Growth and development under East India Company
- Early Educational activities
- 1813 – Charter Act., Macaulay’s Minute.
- Wood’s Despatch (1853 – 54)
- Indian Education Commission (1882 – 83)
- National Educational System
- Sadler Commission (1917 – 19)
- Sargent – Report (1943 – 44)

Unit – V: Education in Independent India and some Great Indian Educators

- The Educational Demands of Independent India.
- The Major recommendations of –
 - * The University Education Commission (1948 – 49)
 - * The Secondary Education Commission (1952 – 53)
 - * The Education Commission of (1964 – 66) or Kothari Commission.

Unit – V: Philosophy & practices : Swami Dayanand Saraswati, J. Krishnamurti, Annie Besant Current issue in Indian Education.

- Language controversy
- Illiteracy, causes and solutions
- Equalizing Educational opportunities
- Universalization of Primary Education.
- Vocationalization of Education
- Non-formal Education
- Women Education.

Practical:

Marks : 25

- | | | |
|----|---|----|
| 1. | Preparation of two exhibits | 05 |
| 2. | Development of a Project of Educational Growth of any Period. | 10 |
| 3. | Scrap book on any theme related to development on History of Education. | 10 |

Book Recommended:

1. Altakar A.S.: *Education in Ancient India*, Varanasi : Nand Kishore Publication, 1957.
2. Mookerjee, R.K.: *Ancient Indian Education*, Delhi; Moti Mahal, 1960
3. Ved, Mitra: *Education in Ancient India*, New Delhi, Arya Book Depot, 1967.
4. Jaffar, S.M.: *Education in Muslim India*, Delhi: Idrah- I –Ababiyat, 1972.
5. Nurullaha & Naik: *History of Indian Education*, Bombay; Macmillan & Co., 1951.
6. Mukherjee, S.N.: *History of Education in India*, Baroda : Acharya Book Depot; 1955.
7. Rawat, P.L.: *History if Indian Education*, Arya Bhait Publication, 1956.

8. Sharma, Yogendra K.: *History & Problems of Education Volume – I*; New Delhi: Kauishha Publication, 2001.
9. Jayapalan N.: *History of Education in India*, Atlantic Publishers & Distributors, New Delhi.
10. Aggrawal, J.C.: *Progress of Education in Free India*, New Delhi: Arya Book Depot., 1966.
11. Ruhela, S.P. & Vyas K.C.: *Sociological Foundations of Education in Contemporary India*, Delhi: Dhanpat Rai & Sons, 1970.

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(xi) POPULATION EDUCATION

Theory

Marks: 75

- Unit I:** Nature and Scope of Population Education – meaning, concept, need and Importance of Population Education, scope and limitations of Population Education.
- Unit II:** Aims and objectives of teaching Population Education, objectives of teaching Population Education at different stages of school education
- Unit III:** Present population situation in India – structure and composition of population, determinants of population growth, emerging trends, methods and approaches to have planned population growth. Evaluation of prevalent practices of planning population.
- Unit IV:** Impact of Population growth, impact of population growth on quality of life, nutrition, health, education, employment, living facilities, etc.
- Unit V:** Curriculum for Population Education, Population Education curriculum at various stages of school education – its place in school curriculum – correlation with other school subjects.
- Unit VI:** Methods of imparting Population Education, methods, media, mass – role of the teacher.

Practicals

Marks: 25

At least 5 latest comparative tables on data related to the units of theory part.

Books Recommended:

1. Teaching units on Population Education, NCERT-1973
2. Population Education for Teachers, NCERT, 1974
3. Indian Population and Development, NCERT, 1977
4. Population Education in Classrooms, NCERT, 1978
5. My Workbook on Population Studies, NCERT, 1979
6. Population Education : A Conceptual Framework (Teachers Manual to my Workbook on Population Studies), NCERT, 1979
7. National Source Book on Population Education, NCERT

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(xii) COMPUTER EDUCATION

Theory:

Marks: 50

Unit – I:

(a) Introduction to Computer

What is Computer ?

1. Characteristics of Computer.
2. Basic Application of Computer.
3. Computer Generation.

(b) Components of Computer System

1. Central Processing Unit (CPU)
2. VDU, Key Board and Mouse
3. Other Input / Output devices
4. Computer Memory
5. Concepts of Hardware and Software and Peripherals.
6. Number System, Arithmetic and Logical Operations, Memory Location, Address and contents

(c) Introduction to Windows

What is an Operating System and Basics of Windows and DOS?

(d) The User Interface

1. Using Mouse and moving icons on the screen
2. The My Computer Icon
3. The Recycle Bin
4. Status Bar, Start and Menu
5. Reaching for running an application
6. Window Explorer : Viewing of Files, Folders and Directories
7. Creating and Renaming of files and folders

(e) Advanced Windows

1. Using the Right Button of the Mouse
2. Creating short cuts
3. Basics of Window Setup
4. Note Pad
5. Window Accessories

Unit – 2

(a) Elements of Word Processing

1. An Introduction to Word Processing
2. Opening Word Processing Package
3. The Menu Bar
4. Formatting
5. Using the Help
6. Using the Icons below the Menu Bar

(b) Opening Documents and Closing Documents

1. Opening documents
2. 'Save' and 'Save As'
3. Page set up
4. Format
5. Printing of Documents

Unit – 3

(a) Introduction to Multimedia and its Applications

Multimedia

1. Textural Information, Images and their types
2. Animation, Digital Audio, Digital Video

Software for Multimedia

1. Introduction to MS – Publisher
2. Introduction to Photo Draw
3. Introduction to Front Page

(b) Making Small Presentations

Basics

1. Difference between Presentation and Document
2. Using Power Point
3. Opening a Power Point Presentation
4. Using Wizard for creating a Presentation

Creation of Presentation

1. Title
2. Text Creation
3. Fonts and sizes
4. Bullets and indenting
5. Moving to next slide

Preparation of Slides

1. Selection of types of slides
2. Importing text from Word document
3. The slide manager

Providing Aesthetics

1. Slide designs
2. Background and text colours
3. Marking your own slide format
4. Footnotes

Unit – 4

(a) Introduction to JAVA

(b) HTML Overview

1. Elements
2. Image
3. Form
4. Frames
5. Tabular

(c) The Internet Explorer Netscape Navigator

Internet

- Concept/Definition
- The Internet the World-wide Web, Websites and its information
- Basic modes of use of the internet, e-mail, file exchange, live conferencing

(d) Ways of using the Internet in instruction:

Utilizing already available websites; creating and hosting websites to aid and supplement instruction

Part II:

Practicals

Marks: 50

1. Creating students Multimedia Presentation
2. Using spreadsheets in the classroom
3. Creating a digital unit plan
4. Word Processing Basic : Keyboard Mastery is to be acquired by the student teacher through self-practice
5. Practice on JAVA

(Evaluation: Theory 50% Practical 50%)

(xiii) ENVIRONMENTAL EDUCATION

Theory:

Marks: 75

Objectives

1. To help pupil teachers acquire an awareness of and sensitivity to the total environment and its allied problems (**Awareness**).
2. To help pupil teachers acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection (**Knowledge**).
3. To help pupil teachers acquire the skills for identifying and solving environmental problems (**Skills**).
4. To provide pupil teachers with an opportunity to be actively involved at all levels in working toward resolution of environmental problems (**Participation**).

Fulfillment of above objectives will be done through the following course content.

Theory:

Marks: 75

Unit I : Concept of Environment

- Environment – meaning, scope and nature
- Environment and Natural Resources
- Dimensions of Environment – Physical, Economic, Cultural, Educational, Psychological, etc.
- Concept of Environment in Indian Society (Traditional and Modern)
- Concept of Environment in Modern World (as reflected in different reports of international agencies like W.H.O. etc.)

Unit II: Environmental Pollution

- Definition
- Causes, effects and control measures/management of:
 - a) Air pollution
 - b) Water pollution
 - c) Soil pollution
 - d) Marine pollution
 - e) Noise pollution
 - f) Thermal pollution
 - g) Nuclear pollution
 - h) Solid waste

- Environmental Crisis – Green House Effect, Ozone Layer Depletion, Acid Rain, Global and Local Environmental pollution, Environmental hazard.

Unit III: Life and Environment

- Quality life and quality of environment
- Environment and Sustainable development
- Conservation
- An overview of constitutional provisions related to environment and its protection.
- Value, Man and Society

Unit IV: Environmental Education

- Meaning, nature and scope
- Goals and objectives
- Role of Educational Institutions at different levels (particularly school).
- Agencies of Education
- Expectations from Teacher Education Institutions
- Mass Awareness

Unit V: Curriculum, Methods and Evaluation in Environmental Education

- Programs for different levels (Primary, Secondary)
- Methods (Traditional, Innovative) - Eco clubs, Exhibitions, Field Trips, Observation/Survey etc.
- Evaluation – Theoretical for awareness and knowledge , and Practicum for skill and participation (Environmental Educational Activities).

Practicum:

Marks: 25

1. Determination of quality of water from different sources (colour, odour, hardness/softness, acidity, etc.) (05)
2. Development and presentation of a Environment Related Lesson Plan (using variety of media) (05)
3. Plantation, gardening and related environment friendly activities to maintain plant diversity etc, Bulletin Board maintenance. (05)
4. A project to survey a typically degraded area, suggest remedial measures (with proper data) and to submit a report after its presentation in the class (10).

Books Recommended

1. Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. (1994). *Source Book on Environmental Education for Elementary Teacher Educators*, NIEPA, New Delhi, pp. 278.
2. Sharma, P.D. (2001). *Ecology and Environment*, Rajson Printers, New Delhi, pp. 660.
3. Kaushik, A. and Kaushik, C.P. (2004). *Perspectives in Environmental Studies*, New Age International (P) Ltd. Publishers, New Delhi pp. 260.
4. Ramakrishnan, P.S. (2001). *Ecology and Sustainable Development*, National Book Trust, New Delhi, pp. 198.
5. Futehally, L. (1998). *Our Environment*. National Book Trust, New Delhi, pp. 132.

(xiv) GENDER, SCHOOL AND SOCIETY

Theory:

Marks: 75

Objectives:

To enable the student-teachers to:

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

Unit – I Introduction:

- on overview of feminist perspectives, difference between sex and gender.

Unit – II Childhood, socialization and gender biases:

- In the family
- In the school
- In the wider society

Unit – III Social Differentiation among women in educational context by caste, tribe, religion and region etc.

Unit – IV Issues of masculinity and femininity,
- Emergence of gender specific roles.
- Cross-cultural perspectives.

Unit – V Gender inequality in the schools

- In the structure of knowledge
- In the development of curriculum and text books.
- In the classroom - girl friendly school, co-education and single sex schooling.
- In the management of the school and education system.

Unit – VI - **Strategies for change:**
- Policy and management in the school
- Women's action group
- Mass Media

Practical -

Marks: 25

- Content analysis of 2 text books of school with respect to gender.
- Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

Books References:

1. Aker,S. (1994) Feminist theory and the study of gender and education; In S.
2. Aker, Gendered Education: Sociological Reflections on women, Teaching and
3. Feminism, Buckingham: Open University Press.
4. Barks, O. (1971) *Sociology of Education Ed. 2* Landon: Batsford.
5. Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
6. Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California:
7. Mountainview, Mayfield Publishing Company.
8. Shokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage Publication.
8. Crapo, H. (ed.) (1970) *Family, Class and education*, London: Longman
9. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai, A.R.
10. Myrdal , G. (1972) *Asian Drana: An inquiry into the poverty of Nations*, Vol: III, London : Allen Lane.
11. Husen, T. (1975) *Social Influences Education attainment: Research Perspective on educational equality*, Paris: OECD.
12. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
13. Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl
14. child in South Asia', *Indian. Journal of Social Sciences. Vol 3 No. 1.*
15. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education, Vol.- XV No. 3.*

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(xv) PHYSICAL EDUCATION & YOGA EDUCATION

Theory:

Marks: 50

Units:

1. Physical education – its meaning and implications, aims and objectives, concept of physical fitness recreation.
2. Physiological effects of exercise. Biophysical differences in boys and girls and their implications in physical education. Postural defects including remedial exercise including Asans.
3. The significance of child's growth and development for the practice of physical education.
4. The interaction of health, physical education and physical fitness; concept of positive health
5. Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotics and drugs.
6. The principles of programme building : organization of physical education programme in secondary schools. Competitions – their role, values and limitations. Team and house system; preparation of fixtures.
7. Organization of annual athletic meet including laying out of a double bend racks with provision of staggers.
8. The meaning and definition of Yoga
9. Yoga and mental health
10. Therapeutic Values of Yoga
11. Different Asans and their effects to promote a sound physical and mental health

Practical:

Marks: 50

All previous practicals to be deleted and the following be added:

1. Performance and reporting of 5 Asanas.
2. Teaching of 5 exercises.
3. Test of skills in two games.
4. Preparation of Sports ground.
5. Physical fitness test.

(To be evaluated by internal & external examination)

Books Recommended

1. Kundson : A Textbook of Gymnastics

2. K.R. Dube : Manual of Physical Training
3. H.C. Buck : Rules of Games and Sports
4. Webster : Athletics of Today
5. Shearmass : Introduction to Physical Education
6. Williams : Principles of Physical Education
7. Webster : History and Development of Athletics
8. Williams : Organization and Administration of Physical Education

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(xvi) TEACHING OF VALUES

Theory

Marks: 75

- Unit I:** Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.
- Unit II:** Classification of values into various types, material, social, moral and spiritual values; status of value, how can these be realized through education.
- Unit III:** Corresponding to values there are evils or dis-values – material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.
- Unit IV:** Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.
- Unit V:** Development of values as a personal and life-long process – teaching of values as an integral part of education.
- Unit VI:** Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.
- Unit VII:** Value of self-sacrifice vs value of self-centredness
- Unit VIII:** Values of excellence vs values of ego-centricism
- Unit IX:** Values of work as values of selfishness
- Unit X:** Every teacher or all teachers need to teach values.

Practicals

Marks: 25

- Case study of an ideal teacher
- Case study of an ideal parent
- Case study of an ideal community leader
- Writing ten playcards related to value messages
- Collection of 25 Subhashits Sant Vachans and Sacred Spaces in an album

ADDITIONAL PAPER

Elementary Level CALT Course

Paper: Computer Literacy and Computer Assisted Learning Teaching

- Unit 1:** Introduction of educational computing. Introducing to basic structure and functions of computers. Role of computers in education. Role of computer in school management. Issues involved in Computer-Learning/Teaching (CALT).
- Unit 2:** Operating Microcomputer. Introduction to Microcomputer, input and output devices. Learning to operate a Microprocessor. Learning to use LOGO and the design simple programmes.
- Unit 3:** Teaching computer literacy to pupils. Planning and carrying out computer education. Studying issues involved in computer-assisted learning/teaching for normal and handicapped children; preparing lessons for CALT software development under the 3 language formula. Computer Assisted Learning/Teaching.
- Unit 4:** Practice on CALT/CARL software. Use of computer assisted arts learning (CARL); Software packages. Use of computer assisted language learning (CALL) Software Packages. Use of reading-diagnostic-remedial and record keeping tools.
- Unit 5:** Practice of Word Processing, Spreadsheet and Database management Packages in Indian language; its application in Report Writing and Lesson Preparation. Use of Spreadsheet and database management packages in language studies. Ues of authoring systems in preparing lesson in Indian languages.

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