

CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT



**ORDINANCES, REGULATIONS & CURRICULUM
FACULTY OF EDUCATION**

**BACHELOR OF EDUCATION
(B.Ed.)
(2003-2004 AND ONWARDS)**

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CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT

FACULTY OF EDUCATION

BACHELOR OF EDUCATION (B.Ed.)

ORDINANCES & REGULATIONS

1. The duration for the degree of Education shall be one year and examination shall be held at the end of the academic session.
2. A candidate who after passing (i) the graduation examination of the university or of an Indian university incorporated by law for the time being in force or (ii) any other examination recognized by the university as equivalent thereto (**C.C.S. UNIVERSITY**) attended a regular course of study in an affiliated College for one year shall be eligible to take examination of B.Ed.
3. No candidate shall be allowed to appear in B.Ed. examination unless he/she has put in the required percentage of attendance. Beside the above theory courses, 40 lessons in the subjects offered under 'method of teaching' will have to be completed by the end of the session.
4. No candidate shall be declared to have passed B.Ed. Examination unless he/she secures 36% marks in aggregate of all the theory courses and 48% marks in practical separately.
5. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in Theory and Practical as under:

Division in Theory & Practical Separately	Percentage of marks
First Division	60% or above.
Second Division	48% or above but below 60%
Third Division in Theory	36% or above but below 48%

6. If a candidate after completing the required percentage of attendance fails to appear in theory or in Practical or both. He/She will have to appear as an ex-student in both theory as well as Practical without attending further regular classes.

7. A candidate shall be required to offer the courses as prescribed in the syllabus. Each theory course shall carry 100 maximum marks. The course IXth of Teaching Skills will be of 250 marks out of these 50 marks will be evaluated by subject supervisors and the remaining 200 marks by the Board of Examiners.
8. Each college shall organize teaching seminars for at least 24 hours in a year.
9. A candidate who does not earn the degree in continuous three years, shall be ceased to be a candidate for the degree. The period of three years shall be reckoned from the academic session in which he/she started his/her candidature.

Note: Admission to B.Ed. classes will be made as per norms laid down by N.C.T.E. & Government from time to time.

EVALUATION SCHEME

The performance of the candidate appearing in B.Ed. Examination will be evaluated as follows:

- (i) The evaluation of B.Ed. pupil teacher will be done in 1000 marks. The division will be awarded separately in theory out 700 (Course I to VII) marks and in practical out of 300 (Courses VIII & IX) marks respectively.
- (ii) The theory part in all the papers (Course I to VII) will be evaluated through a system of University Examination as per its practice and routine.
- (iii) Evaluation procedure in Paper VIII (Sessional Work and Practicum) will be as follows:
 - (a) Viva-Voce Examination of 50 marks will be conducted by the Board of Examiners on the basis of students' sessional work.
 - (b) Internal 50 marks will be given by two subject Supervisors.
- (iv) For teaching skills MARKING purpose, a board of three examiners comprising one as Convener of Concerned Permanent Department, second one Examiner from Other Teacher Training Departments of C.C.S. University including Campus Education Department and third one Retired Teacher of C.C.S. University, Meerut OR in Service Teacher Educator of Other Universities. All the three examiners will assess students separately and Average of Total Sum of Marks will be his/her final score in teaching skills out of 200 marks.

GOAL

To prepare effective secondary school teachers, who are capable of responding to the changing needs of the modern Indian Society.

OBJECTIVES

The specific objectives at this stage may be to:

- Enable the perspective teachers to understand the nature, purpose and philosophy of secondary education.
- Develop among teachers an understanding of psychology of their pupils.
- Enable them to acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage; develop skills for guidance and counseling.
- Enable them to foster creative thinking among pupils for reconstruction of knowledge.
- Acquaint them with factors and forces affecting educational system and classroom situation.
- Acquaint them with educational needs to special groups of pupils;
- Enable them to utilize community resources as educational inputs;
- Develop communication skills and use modern information technology for school purpose;
- Develop aesthetic sensibilities; and
- Acquaint them with research in education including action research.
- Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT

FACULTY OF EDUCATION

BACHELOR OF EDUCATION (B.Ed.)

Scheme of Examination and Weightage given to each Course
(2003-2004 and onwards)

Course	Code No.	Name of Course	Maximum Marks	Duration of Exams.
I	E-101	Teacher in Emerging Indian Society	100	3 Hrs.
II	E-102	Development of Learner and Teaching Learning Process	100	3 Hrs.
III	E-103	Development of Educational System in India	100	3 Hrs.
IV	E-104	Essentials of Educational Technology and Management	100	3 Hrs.
V		<i>Any one from the following:</i>		
	E-205	Educational and Mental Measurement	100	3 Hrs.
	E-206	Educational Management and Administration	100	3 Hrs.
	E-207	Career Information and Career Guidance	100	3 Hrs.
	E-208	Teaching Values	100	3 Hrs.
	E-209	Environmental Education	100	3 Hrs.
	E-210	Computer Education	100	3 Hrs.
	E-211	Physical Education	100	3 Hrs.
	E-212	Elementary Education	100	3 Hrs.

P.T.O.

Course	Code No.	Name of Course	Maximum Marks	Duration of Exams.
VI & VII		Teaching Methodology		
		Any two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates; and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like Philosophy, Sociology, or M.A. Education.		
		School Teaching Subjects:		
	E-313	Teaching of Hindi	100	3 Hrs.
	E-314	Teaching of English	100	3 Hrs.
	E-315	Teaching of Sanskrit	100	3 Hrs.
	E-316	Teaching of Social Science	100	3 Hrs.
	E-317	Teaching of Commerce	100	3 Hrs.
	E-318	Teaching of Computer Science	100	3 Hrs.
	E-319	Teaching of Mathematics	100	3 Hrs.
	E-320	Teaching of Home Science	100	3 Hrs.
	E-321	Teaching of Physical Science	100	3 Hrs.
	E-322	Teaching of Biology Science	100	3 Hrs.
VIII	E-701	Practical: Sessional Work Take any five of the following:		
		(a) Administration, Scoring and Interpretation of Psychological Test	10	
		(b) Operation of Audio-Visual Equipments	10	
		(c) Construction of Test Items and Examination Question Papers	10	

Course	Code No.	Name of Course	Maximum Marks	Duration of Exams.
		(d) Case Study / Action Research	10	
		(e) Scouting and Guiding	10	
		(f) Work with Community	10	
		(g) Participating Cultural Activities	10	
		(h) Physical Exercises, Games and Sports	10	
			5 × 10 = 50	
IX	E-702	Teaching Skills / Practice Teaching	50 marks for each Examiner 3 × 50 = 150	
		Viva-Voce Examination based on Sessional Work and Skills of Teaching by the Board of Practice Examiners	50	
		Internal Assessment by Two Subject Supervisors	25+25 = 50	
		Total	300	

B.Ed. COURSES

PAPER-I: TEACHER IN EMERGING INDIAN SOCIETY

(Code : E-101)

COURSE OBJECTIVES

To enable the students – teacher understand:

1. about the relationship between Philosophy and Education and implications of philosophy on education;
2. the importance and role of education in the progress of Indian society;
3. the contribution of great educators to the field of education;
4. the need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare;
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully;
6. the means and measures towards the promotion of National integration and protection of human rights.

COURSE CONTENTS

It consists of units, each unit attempting to realize one objective.

UNIT-I

- Education: nature and meaning – its objectives in relation to the time and place.
- Education in the western context: with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in term of progress trends in education.
- Indian thought and its contribution to educational practices.

UNIT-II

- Philosophy and education: significance of studying philosophy in understanding educational practices and problem.
- Major philosophical systems – their salient features and their impact on education.
 - a) Realism with reference to Aristotle and Jainism.
 - b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.
 - c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey “ Instrumentalism and Experimentalism”.
 - e) Humanism – Historical & Scientific and Buddhists.

UNIT-III

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi: Basic tenets of Basic education.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises; stages of development.
- Froebel: The play way method.
- Montessori: The didactic apparatus.

UNIT-IV

- Knowledge about the directive principles in Indian Constitution; various articles mentioned in the constitution that are related to education; meaning of secularism, social goals; democracy and socialistic pattern of society; meaning of the term “National integration and Emotional integration”, factors contributing for achieve them.

UNIT-V

- Sociological basis of education, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society, education and human resource development.

UNIT-VI

- Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT-VII

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived, State's new programmes and Nation's programmes like NCC, NSS, etc.

Recommended Books:

- | | |
|---|--|
| 1. Education in Emerging Indian Society | : N.R. Sawarup Saxena. |
| 2. उदीयमान भारतीय समाज में शिक्षा | : एन०आर० स्वरुप सक्सेना व शिक्षा चतुर्वेदी |
| 3. उदीयमान भारतीय समाज में शिक्षक | : डॉ. रामशकल पाण्डेय |
| 4. Teacher in Developing Indian | : Dr. Ram Shakal Pandey. |
| 5. उदीयमान भारतीय समाज में शिक्षा | : गिरीश पचौरी |

**PAPER-II: DEVELOPMENT OF LEARNER AND TEACHING-
LEARNING PROCESS**

(Code : E-102)

COURSE OBJECTIVES

To enable trainee teachers to:

1. acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners;
2. develop understanding of process of children learning in the context of various theories of learning;
3. understand intelligence, motivation and various types of exceptional children;
4. develop skills for effective teaching learning process and use of psychological tests.

COURSE CONTENTS

UNIT-I

Nature of psychology and learners

- a) Psychology: Its meaning, nature, methods and scope; functions of educational psychology.
- b) Stages of human development; stage specific characteristics and developmental tasks.
- c) Adolescence in Indian context – characteristics and problems of adolescents; their needs and aspirations.
- d) Guiding and counseling adolescents.

UNIT-II

Learning and motivation

- a) Nature of learning; learning theories – Behaviourists (Skinner's), Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory.

- b) Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
- c) Motivation – nature, types; techniques of enhancing learners' motivation.

UNIT-III

Intelligence

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence, two factor theory – Multifactor Theory (PMA) and SI Model.
- c) Measuring intelligence – Verbal, non-verbal and Performance tests (one representative of group test and individual test of each).

UNIT-IV

Exceptional children

- a) Concept of exceptional children – types, and characteristics of each type including children with learning disabilities.
- b) Individual differences – nature; accommodating individual differences in classroom.
- c) Learner centred techniques for teaching exceptional children.

UNIT-V

- Personality – Definition, meaning and nature; development of personality; type and trait theories of personality.

UNIT-VI

Educational statistics

- a) Data, Frequency distribution and tabulations.
- b) Calculation and uses – Central tendencies (mean, median and mode) and variability with special reference to standard deviation.
- c) Correlation (Rank difference; meaning uses and calculation).

Recommended Books:

- | | | | |
|----|--|---|--------------------|
| 1. | शिक्षा मनोविज्ञान | : | पी०डी० पाठक |
| 2. | शिक्षण अधिगम का मनोविज्ञान | : | प्रो० सुरेश भटनागर |
| 3. | Fundamentals of Educational Psychology | : | Dr. R.A. Sharma |
| 4. | शिक्षा मनोविज्ञान | : | रामशकल पाण्डेय |
| 5. | Psychology of Teaching and Learning | : | Dr. A.B. Bhatnagar |
| 6. | Advanced Education Psychology | : | Dr. A.B. Bhatnagar |
| 7. | Psychological Foundation of Teaching and Development | : | Prof. M.L. Mittal |
| 8. | Development of Learner and Teaching Learning Process | : | Dr. S.S. Mathur |

PAPER-III: DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA
(Code : E-103)**COURSE OBJECTIVES**

To enable student teacher to:

1. understand that development of education is influenced by socio-political forces of the time;
2. acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;
3. understand the contribution of various major committees and commissions on education set up from time to time;
4. appreciate the developments in Indian education the post-independence era.

COURSE CONTENTS

UNIT-I

- Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

UNIT-II

- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.
- Wood's Dispatch – 1854.
- Lord Curzon's educational policy, Growth of national consciousness, National education movement.

UNIT-III

- Recommendations of Indian Education Commission – 1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report – 1917.
- Wardha scheme of education – 1937.

UNIT-IV

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made in 1992.

UNIT-V

Development of teacher education in India

- a) Objectives.
- b) Problems of teacher education in India.
- c) Role and functions of N.C.T.E.

UNIT-VI

- Primary education and its major problems (Universalization, wastage and stagnation).
- Secondary education and its major problems (Expansion and vocationalization).
- Higher education and its major problems (Autonomy and privatization).

Recommended Books:

1. Modern Indian Education and its Problems : Suresh Bhatnagar & Anamika Saxena
2. भारत शिक्षा का विकास : सुरेश भटनागर
3. भारतीय शिक्षा का परिदृश्य : डॉ. गुरसरन दास त्यागी
4. Development of Indian System of Education : Dr. R.S. Pandey
5. भारतीय शिक्षा-उसकी समस्याएँ प्रवृत्तियाँ और नवाचार : डॉ. अखिलेश चौबे
6. भारतीय शिक्षा का उद्दिष्ट और समस्याएँ : रामन बिकारी ताल

**PAPER-IV: ESSENTIALS OF EDUCATIONAL TECHNOLOGY
AND MANAGEMENT**

(Code : E-104)

COURSE OBJECTIVES

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop professional skills required for guiding pupils in the three initial areas educational penal and victual.

COURSE CONTENT

UNIT-I

- Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
- Hardware technologies: Important accessories and their application – OHP, Still and Movie Projectors, Audio-Video recording instruments; TV, Computers, New technologies like e-mail; internet; etc.
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory.

UNIT-II

- Psychological uses for use of modern technologies – Core of experience (Edger Dale), Multisenory Instruction – advantages.
- Developing programmed instructional material – linear, branching programmes, tryouts and validation etc.

UNIT-III

- Strategies of teaching – Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role pleasing.

UNIT-IV

Managing teaching

- a) Planning.
- b) Organizing.
- c) Leading.
- d) Controlling.

UNIT-V

- Evaluating institutional performance – Methods used – pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Methods of teacher evaluation – use of pupil rating, peer rating, supervisor rating, community rating – ratings used for Institutional improvement.
- Accountability in school education – methods used for assessing accountability.
- Use of professional norm and ethics.

Recommended Books:

1. शिक्षा तकनीकी : डॉ. आर०ए. शर्मा
2. Educational Technology : Dr. R.P. Bhatnagar
3. Technology of Teaching : Dr. G.S. Verma
4. शिक्षा के तकनीकी आधार : डॉ. आर०ए० शर्मा
5. Educational Technology and Management : J.C. Agarwal
6. शैक्षिक तकनीकी एवं प्रबन्ध : जे०सी० अग्रवाल

PAPER-VI & VIII : METHODS OF TEACHING

Visualizing the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. These are as follows:

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching languages as mother tongue and as Second Language.

TEACHING OF PHYSICAL SCIENCE

(Code : E-321)

COURSE OBJECTIVES

Student teacher to have the ability to:

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedures to the adopted for preparing designs of lessons.
5. Manage introductional activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT-I

- Nature of modern sciences – Thrust areas in particular sciences – Impact of science on modern communities, globalisation and science; Path tracking discoveries and land mark development in science; eminent world scientists, eminent Indian scientists, Professions in the area of sciences.

UNIT-II

- Justification for including science as subject of study i.e. school curriculum, Objectives of Teaching Physical Science – Taxonomy of educational objectives – Other taxonomies and approaches – Process outcomes, product outcomes, concept attainments, Behavioural developers of education – Concept of entering and terminal behaviour – Organizing learning experiences for achieving specified behaviours' outcomes.

UNIT-III

Major methods used for science instruction:

- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education.

UNIT-IV

- Co-curricular and non-formal approaches : Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and virariums original science projects – organizing science fairs and excursions to be taken up.

UNIT-V

- Planning for teaching developing years plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian and RCEM approaches in developing lesson plan.
- Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.
- Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

UNIT-VI

- Curriculum organization using procedures like concentric, topical, process and integrated approaches, Adapting the curriculum to local needs and requirements and the availability of local resources availabilities.
- Practical work in science teaching; record writing for science project, Interior for designing science and biology laboratory.

UNIT-VII

- Curricular accessories and support material – Textbooks Journals, Handbooks, students' work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT-VIII

- Evaluating outcomes of science teaching – Text assumptions about exluation – text assumptions, items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes – cognitive in outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

UNIT-IX

- Designing lesson plans – ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

Recommended Books:

- | | | | |
|----|------------------------------|---|----------------------|
| 1. | विज्ञान शिक्षण | : | प्रो० जे०के० सुद |
| 2. | विज्ञान शिक्षण | : | डॉ० ए.बी. भटनागर |
| 3. | Teaching of Physical Science | : | Dr. S.P. Kulshrestha |
| 4. | Teaching of Science | : | Dr. S.S. Bhatnagar |

TEACHING OF BIOLOGICAL SCIENCE

(Code : E-322)

COURSE CONTENTS

UNIT-I

- Nature of biological sciences, major thrust areas of biological sciences, Path tracking discoveries and land mark developments in science, Eminent world and Indian Scientists, Professions in the areas of biological sciences.

UNIT-II

- Justification of biology for including as a school subject, Objectives of teaching biology, Taxonomy of educational objectives, Concept of entering and terminal behaviour, Organizing learning experiences for achieving specific behaviour outcomes.

UNIT-III

Major methods and models of instruction for biological sciences.

- a) Lecture
- b) Demonstration
- c) Project
- d) Problem Solving

UNIT-IV

- Co-curricular and non-formal approaches: activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium; Original science projects – organizing science fairs and excursions to be taken up.

UNIT-V

- Planning for biology teaching, unit plan, lesson plans, content analysis, pedagogical analysis; Different approaches for developing lesson plan – like RCEM, and evaluation; Development of improvised apparatus, preparation selection and use of teaching aids; Innovations in biology teaching like team teaching, seminar presentation, programmed instruction, micro-teaching, CAI.

UNIT-VI

- Principles of curriculum development of biological science; Adapting the curriculum of biological to local needs, and availabilities of local resources.
- Designing of biology laboratory; Practical work and record keeping in biology.

UNIT-VII

- Curricular accessories and support material – text books, journals, handbooks, students' work-books, display slides, audio-visual support material, laboratory material.

UNIT-VIII

Evaluating outcomes of biology teaching

- a) Concept of evaluation and measurement.
- b) Developing achievement test for biology teaching.
- c) Measuring cognitive, affective and psychomotor outcomes with special emphasis on scientific reasoning – diagnostic testing and remedial teaching, developing formative evaluative instruments.

UNIT-IX

- Designing lesson plans for biology teaching in schools.

Recommended Books:

1. जीव विज्ञान शिक्षण : बी०के० महेश्वरी
2. Teaching of Biology : Dr. S.P. Kulshrestha

TEACHING OF SOCIAL SCIENCE (Code : E-316)

COURSE OBJECTIVES

To enable the pupil teacher to:

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate discipline or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the competence to plan for instruction.
5. Develop the ability to organize co-curricular activities and community resources for promoting social science/social studies learning.
6. Acquire the ability to develop instructional support materials.

COURSE CONTENTS

UNIT-I

- The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies/social sciences; Rational for including these areas in school curriculum; The integrated section of the specialized approach in social science teaching.

UNIT-II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

UNIT-III

- Instructional strategies, methods and models; Importance of instructional strategies, strategies for teaching social studies in terms of specific methods like lecture, lecture cum discussion, projects and source methods, socialized recitation and supervised study; Appropriate models of teaching for social studies.

UNIT-IV

- Objectives of teaching social studies – specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT-V

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT-VI

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

Recommended Books:

1. सामाजिक शिक्षण : बी०के० महेश्वरी
2. Teaching of Social Studies : N.R. Saxena

TEACHING OF MATHEMATICS

(Code : 319)

COURSE OBJECTIVES

To enable the pupil teacher to:

1. Understand and appreciate the uses and significance of mathematics in daily life;
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs;
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

COURSE CONTENTS

UNIT-I

- Meaning of mathematics; History of mathematics; Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabati, Ramanujam and contributions of Euclid, Pythagorus, Rene-descarte.

UNIT-II

- Objectives of teaching mathematics in terms of instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning.

UNIT-III

- Meaning and importance/purpose of a lesson plan; Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan; developing/preparing low cost

improvised teaching aids relevant to local ethos; skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT-IV

- Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT-V

- Using mathematics as a game for recreation; organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing a maths laboratory, learning about the short cuts mentioned in vedic mathematics.

UNIT-VI

- Textbooks in mathematics – qualities of a good textbook in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.

Recommended Books:

1. गणित शिक्षण : प्रो० जे०एस० त्यागी
2. गणित शिक्षण : डॉ. बी०के० महेश्वरी

TEACHING OF COMMERCE

(Code : E-317)

COURSE CONTENTS

- I. Meaning and scope of commerce in developing and developed countries. Significance of Commerce in Indian Schools today.
- II. Aims and objectives of teaching Commerce at different levels.
- III. Principles of curriculum construction, a critical estimated of present syllabus in commerce subject in the state of U.P.

- IV. Methods of teaching Commerce subjects, Laboratory methods, Project method, Unit method, Discussion method and Socialized recitation method.
- V. Techniques of teaching Commerce subject-narration, questioning observation, drill, assignment correlation, visits to offices and factories.
- VI. Aids and illustration for teaching Commerce subject and equipments of Commerce room and library.
- VII. Text books in Commerce subjects, their importance and criteria for their selection.
- VIII. Commerce teacher, his qualities and qualifications.
- IX. Application of evaluation approach in the teaching of Commerce, construction of objective test.

Recommended Books:

1. वाणिज्य शिक्षण : शर्मा एवं सक्सेना

TEACHING OF LANGUAGES

COURSE OBJECTIVES

To enable to student-teacher understand about:

2. The nature and characteristics of a language and mother-tongue and the use of language.
3. The required skills and their interlinks for mastering a language.
4. The various approaches for planning for successful language teaching.
5. Approaches for teaching different aspects of language.
6. Aids and other similar available material that could be used for teaching language.
7. The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

TEACHING OF HINDI

(Code : E-113)

COURSE CONTENTS

- I. Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign languages. .
- II. Analysis of factors in language learning, language as a skill.
- III. Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.
- IV. Phonetics of Hindi language, morphology and syntax.
- V. First step in teaching of Hindi, the advantages of structural approach at different stages.
- VI. The teaching of Hindi at Junior and Senior levels with regard to the following:

Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.
- VII. The mechanics of teaching, pronunciation and intonation, hand writing, spelling and correction.
- VIII. Use of audio-visual aids in teaching language.
- IX. A critical study of the prescribed text books in Hindi at Junior and Senior levels with special reference to structure and vocabulary.
- X. Application of evaluation approach in teaching of Hindi, objective centred tests in Hindi and construction.
- XI. Diagnostic and remedial teaching: Application of action research methodology in the following areas:

a) Pronunciation (b) Spelling (c) Reading (d) Writing.

Recommended Books:

1. हिन्दी शिक्षण : सावित्री सिंह
2. हिन्दी शिक्षण : प्रो० नीलकमल
3. हिन्दी शिक्षण : डॉ० शिखा चतुर्वेदी

TEACHING OF ENGLISH

(Code : E-314)

COURSE CONTENTS

UNIT-I

Concepts

- a) Nature of language.
- b) Importance of language.
- c) Functions of language.
- d) Linguistic principles.
- e) Aims and objectives of teaching of English.
- f) Stating objectives in behavioural terms.

UNIT-II

Content and Pedagogical Analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
- c) Preparation of micro lessons based on any of the following skills:
 - i) Questioning.
 - ii) Explaining.
 - iii) Illustration.
 - iv) Stimulus variation.

UNIT-III

Methods of Teaching and Skills of Teaching

- a) Difference between an 'approach' and 'method', Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- b) Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- c) Latest development in the approach and methods of teaching English including the linguistic communicative approach.
- d) Development of following linguistic skills;
 - i) Listening and understanding.
 - ii) Speaking.
 - iii) Reading.
 - iv) Writing.

UNIT-IV

- a) Importance of instructional material and their effective use.
- b) Use of following aids:
 - i) Chalk board.
 - ii) Flannel board.
 - iii) Pictures.
 - iv) Picture cut-out.
 - v) Charts.
 - vi) Tape-recorder.
 - vii) Record-player (linguaphones)
 - viii) Radio.
 - ix) Television
 - x) Film and filmstrips.
 - xi) Overhead Projector.
 - xii) Languages laboratory.

UNIT-V

- a) Basic principles testing English, The difference between measurement and evaluation.

- b) The meaning and significance of comprehensive and continuous evaluation in English.
- c) Development of good test items in English (objectives type, short answer type, essay type).
- d) Preparation of an achievement test.

Recommended Books:

- 1. Essentials of Teaching English : Dr. R.K. Jain
- 2. Fundamentals of Teaching English : Dr. R.A. Sharma

TEACHING OF SANSKRIT
(Code : E-315)

COURSE CONTENTS

- I. The position of Sanskrit in the school curriculum: Its literacy, cultural and linguistic value, its relations with modern Indian Language.
- II. Aims and Objectives with specifications of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioural terms.
- III. Curriculum:
 - a) Need, bases and principles of curriculum construction.
 - b) Precautions in developing curriculum of Sanskrit.
 - c) Evaluation of present curriculum.
- IV. Importance of phonetics on Sanskrit, study of symbols representing different sound, study of alphabets.
- V. Teaching Methods: Pathshala method, Bhadarkar method, Text-book method, direct method and the elective method.
- VI. Teaching of prose, poetry, grammar, composition, translation, drama, rapid, reading and spelling in Sanskrit.
- VII. Oral work and pronunciation recitation of passages from prose and poetry, their aims and teaching methods.
- VIII. Test book of Sanskrit-Characteristics and Evaluation procedure of test book.

- IX. Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
- X. Teaching aids in Sanskrit and preparation of lesson notes.

TEACHING OF COMPUTER SCIENCES (Code : E-318)

COURSE CONTENTS

- I. Introduction: Meaning, scope and importance of computer science and its place in school curriculum.
- II. Historical perspective: Development of Computer (hardware and software) and computer education as a school subject and present status of computer education as a school subject.
- III. Aims and objectives of teaching computer science at the school level.
- IV. Curriculum in Computer: Principles of curriculum construction, programme language (BASIC) and its application in education.
- V. Instructional technology: Lecture method, demonstration method CAI technique, hands on experience, video technology.
- VI. Lesson Planning: Need and Procedure.
- VII. Planning of computer laboratory.
- VIII. Evaluation of learning outcomes.
- IX. Preparation of a computer project.
- X. Problems in adopting computer in daily Teaching.

TEACHING OF HOME SCIENCE

(Code : E-120)

COURSE CONTENTS

UNIT-I

Concepts

- a) The concept of Home Science: Meaning and components; place of Home Science in secondary education.
- b) Aims and objectives of teaching of Home Science.
- c) Writing objectives in behavioural term.
- d) Correlation of Home Science with other school subjects.

UNIT-II

Pedagogical Analysis

- a) Foods, Nutrition and Health.
- b) Child Care.
- c) Fiber and Fabric.
- d) Home Management – Importance of planning, principles of budget making.
- e) Hygiene and sanitation.

UNIT-III

Methods of Teaching

- a) General principles and methods of teaching – project method, discussion method, demonstration, practical, individual work.
- b) Micro-teaching skills – explaining, questioning, illustration and stimulus variation.

UNIT-IV

Equipments of Teaching

- a) Development and designing of curriculum.
- b) Teaching aids – classification and importance.
- c) Concept of lesson plan, preparation of lesson plan.
- d) Development of text books.
- e) Planning of space and equipment for Home Science laboratory.

UNIT-V

Evaluation

- a) Evaluation in Home Science – Meaning and importance of evaluation.
- b) Comprehensive and continuous evaluation.
- c) Evaluation devices – written, oral, observation, practical work, assignment.

ELECTIVE COURSE: POPULATION EDUCATION

(Code : E-211)

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS

UNIT-I

- Introduction: Nature and scope of population education : meaning, concept need, scope, importance and objectives.

UNIT-II

- Population dynamics: Distribution and density, population composition : Age, sex, rural, urban, literacy – all India.

- Factors affecting population growth: fertility, mortality and migration (mobility).

UNIT-III

- Population and quality of Life: Population in relation to : socio-economic development, health status, nutrition health services and education.
- Effect of unchecked growth of population on natural resources and environment.
- Population and literacy campaigns in India.

UNIT-IV

- Population education in School: Scope of population education in schools.
- Integration of population education with the general school curriculum.

UNIT-V

- Methods and approaches: Inquiry approach, observation, self-study, discussions, assignments.
- Use of mass-media: Newspapers, Radio, Television, A.V. Aids.

UNIT-VI

- Role of teachers: Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behaviour.
- Working with community to build awareness.

PRACTICUM

- Content analysis of existing secondary level text book to identify the components of population education included in it.
- Survey of population situation of any locality inhabited by disadvantaged section of society.

- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of the population of student's families (of any class of a school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
- Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.
- Collection and analysis of data from available sources, problems of accommodation in school/hospitals/transport in a select locality.

ELECTIVE COURSE: ENVIRONMENTAL EDUCATION

(Code : E-209)

COURSE OBJECTIVES

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS

UNIT-I

- Environment: Meaning, scope and nature of environmental education.
- Types of environmental pollution.

UNIT-II

- Causes and effects of environmental hazard, global and local : Environmental pollution and its remedies.
- Green house effect – an impending catastrophe.
- Ozone layer depletion – environmental treat, acid rain, pillar melting, rise of sea level and their implications.

UNIT-III

- Salient features of environmental awareness through education: Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT-IV

- Biodiversity: Conservation of genetic diversity, an important environment priority : learning to live in harmony with nature.

UNIT-V

- Role of school in environmental conservation and sustainable development.

PRACTICUM

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics:
 - a) Noise pollution.
 - b) Water pollution.
 - c) Air pollution.
 - d) Deforestation.
 - e) Role of the pollution control boards.
 - f) Role of voluntary organizations.
- The report on the practicum should be submitted to the college within the date specified by the college authority. The length of the report may be around 700 words.

**ELECTIVE COURSE: EDUCATIONAL ADMINISTRATION &
MANAGEMENT**

(Code : E-206)

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand the concept and importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS

UNIT-I

- Conceptual framework: Concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

UNIT-II

- Role and functions of headmaster/teacher: Basic functions of administration – planning, organizing directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth development.
- Supervision and inspection, defects in the present supervision and inspection.

- Scope of educational supervision.
- Types of supervision.
- Providing guidance; leadership function.
- Crisis in management.
- Decision making.

UNIT-III

- Communication in Educational Administration: Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration.

UNIT-IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management – manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.

- Staff development programmes.
- Role of teachers in school management and administration.

UNIT-V

- Educational administration in the state: The administrative structure in the field of education in the state.
- Control of school education in the stage – a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- The student teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

ELECTIVE COURSE: EDUCATIONAL AND MENTAL MEASUREMENT

(Code : E-205)

COURSE OBJECTIVES

1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To enable the student teacher to tabulate and find out standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.

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5. To enable the student teacher understand about various educational and mental measurement tools.

COURSE CONTENTS

UNIT-I

- Concept of measurement: testing and evaluation.
- Scales of measurement: nominal, ordinal, internal, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test – reliability, validity and usability of a tests; item analysis; Procedures of item selection and methods of estimating reliability, validity and norms of a test.

UNIT-II

- Educational statistics: measures of central tendency from grouped and non-grouped data.
- Measures of variability – range, quartile deviation, standard deviation.

UNIT-III

- Techniques of test conduct – importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT-IV

- Interpreting measurement: normal probability curve, skewness and kurtosis.
 - Percentiles and percentile ranks.
 - Standard scores.
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- Co-efficient of correlation by Spearman's and product moment methods and its interpretation.
- Interpreting co-efficient of correlation.

UNIT-V

- Achievement tests: construction of standardization achievement tests.
- Types of test items.
- Measurement of intelligence: Concept of intelligence, Binet test, concept of I.Q.
- Individual and group tests of intelligence.
- Aptitudes and personality tests: use of aptitude tests – overview.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note – Some basic concepts and items covered under compulsory/core courses have been dropped here to avoid repetition although these are relevant).

PRATICUM

- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

ELECTIVE COURSE: PHYSICAL EDUCATION
(Code : E-211)

COURSE OBJECTIVES

To develop in student teacher:

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

COURSE CONTENTS

- I. Physical education – its meaning and implications, aims and objectives; Foundations of physical education, concept of physical fitness recreation.
- II. Physiological effects of exercise; Biophysical differences in boys and girls and their implications in physical education; Postural defects including remedial exercise including Asanas.
- III. The significance of child's growth and development for the practice of physical education.
- IV. The interaction of healthy, physical education and physical fitness; concept of positive health.
- V. Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotics and drugs.
- VI. The principles of programme building: organization of physical education Programme in secondary school; Competitions – their role, values and limitations; Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.
- VII. Organization of annual athletic meet including laying out of a double bend tracks with provision of staggers.
- VIII. Evaluation of student's performances in physical education programmes.
- IX. Problems in organizing physical education programme in Indian schools.

PRACTICUM

- To be decided by the investor in-charge and to be internally assessed.

ELECTIVE COURSE: CAREER INFORMATION IN CAREER GUIDANCE
(Code : E-207)

COURSE OBJECTIVES

1. To develop an understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS

UNIT-I

- Meaning and concept of Guidance
- Types – educational, vocational and personal needs and principles.
- Counselling – need, functions and types.

UNIT-II

- Meaning of career and career information components of career information.
- Occupational information, information about education and opportunity and personal-social information.

UNIT-III

- Aims to study career information at different school levels.
- Career information: Sources, method of collection, classification and filling-up of information and evaluation of the information.

UNIT-IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT-V

- Personal-social information at every school level.

UNIT-VI

- Setting up of a Career Resource Centre, its major importance.

ELECTIVE COURSE: TEAHING OF VALUES

(Code : E-208)

COURSE OBJECTIVES

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

COURSE CONTENTS

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 values, how can these be realized through education.

UNIT-III

- Corresponding to values there are evils or disvalues – 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.
- Value of self-sacrifice vs value of self-centredness.
- Values of excellence vs values of ego-centricism.
- Values of work vs values of selfishness.
- Every teacher or all teacher need to teach values.

<u>Course</u>	<u>Code No.</u>	<u>Name of Course</u>	<u>Maximum Marks</u>	<u>Duration of Exams.</u>
VIII	E-701	<i>Practical: Sessional Work</i> Take any five of the following: (a) Administration, Scoring and Interpretation of Psychological Test (b) Operation of Audio-Visual Equipments (c) Construction of Test Items and Examination Question Papers (d) Case Study / Action Research (e) Scouting and Guiding (f) Work with Community (g) Participating Cultural Activities (h) Physical Exercises, Games and Sports	10 10 10 10 10 10 10 10	
			5 × 10 = 50	
IX	E-702	Teaching Skills / Practice Teaching Viva-Voce Examination based on Sessional Work and Skills of Teaching (by the Board of <i>Para Educators</i> Examiners) Internal Assessment by Two Subject Supervisors	50 marks for each Examiner 3 × 50 = 150 50 25+25 = 50	
		<u>Total</u>	300	