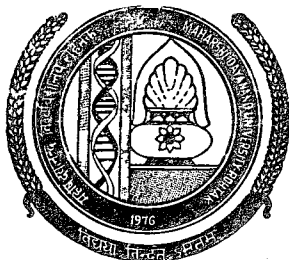


Maharshi Dayanand University Rohtak



Ordinances, Syllabus and Courses of Reading for Bachelor of Education Examination

Session—2002-2003

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Rohtak-124 001 (Haryana)

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ORDINANCE :
BACHELOR OF EDUCATION (B.Ed.) EXAMINATION

1. The duration of the course of instruction for the Degree of Bachelor of Education (B.Ed.) shall be one year.

The Examination shall be held once a year ordinarily in the month of April on such dates as may be fixed by the Vice-Chancellor. A Supplementary Examination shall be held ordinarily in the month of September, on such dates as may be fixed by the Vice-Chancellor for Compartment and failed candidates.

The date under this clause shall be notified to the recognized colleges.

2. The last date for the receipt of admission form and fee without late fee and with late fee as fixed by the University shall be notified.
3. A person who possesses the following qualifications shall be eligible to join the course :-
 - (a) Bachelor/Master's degree of this University with at least 45% marks (pass marks in case of SC/ST candidates) with at least two school subjects at Graduation level.

OR

- (b) An examination of another University recognised as equivalent to (a) above.

Note : Percentage of marks secured whichever may be higher in B.A./B.Sc./B.Com. or M.A./M.Sc./M.Com. exam. shall be taken into consideration at the time of admission.

4. No one who is in employment (whole time, part-time or honorary service) shall be allowed to join B.Ed. course without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his examination both in Theory and Practical Skill in Teaching.

- 5.1 B.Ed. Examination shall be open to a person :-

- A) who possesses the qualifications laid down in Clause-3 above. and
- B) i) who has been on the rolls of a college recognised for the course for B.Ed. degree during the academic year preceding the examination; and
ii) whose name is submitted to the Registrar/Controller of Examinations by the Principal of the college he has last

attended provided that the Principal certifies that the candidate :-

- a) possesses good character :-
- b) has undergone the course of training for the degree of Bachelor of Education for one academic year at the College recognised for this examination.
- c) has attended not less than 75% of the full course of lectures delivered in each subject in tutorials and practicals separately;
- d) has submitted reports on the School Plant;
- e) has participated in :
 - 1) Tutorials
 - 2) Seminars
 - 3) Games and Sports; and
 - 4) Community Living; and
- f) has obtained not less than 25% marks in the aggregate of all the subjects calculated on the result of the following :-
 - i) the House Examination to be held in January—100 marks each of the theory papers only;
 - ii) two class-tests to be in October and November 50 marks each of the theory papers only;
 - iii) two Discussion Lessons to be delivered by the students in the Elective School subjects—100 marks each, or on the basis of five assignments of 20 marks in each paper as given in the Scheme of Examination.

OR

C. who has not more than three years preceding the Examination completed the prescribed course of Instruction in a College admitted to the privilege of this University and has not appeared or having appeared has failed in the examination provided that the Principal of the College last attended by him recommends his admission to the Examination.

5.2 A Student :-

- a) Who is unable to appear in the annual examination due to shortage of attendance and has complied with the requirement of Clause 5.1 (B) (ii) (f) may be exempted from this requirement, when he appears in the examination in the following year or thereafter, after making up the deficiency in lectures;
- b) who has completed the required percentage of lectures

3. ORDINANCE : BACHELOR OF EDUCATION (B.Ed.) EXAMINATION and practicals may be permitted to appear in the examination in the same year or the following year as an ex-student even if as a regular student, he did not comply with the requirement of Clause 5.1 (B) (ii) (f).
6. A student who has completed the prescribed course but does not appear in the examination, or having appeared in the examination has failed, may be allowed on the recommendation of the Principal of the College concerned to appear in an examination as an ex-student for three consecutive years without attending a fresh course of instruction. He shall pay a fee as for the whole examination.
7. The amount of examination fee to be paid by a candidate shall be prescribed by the University from time to time.
8. The examination shall be held according to the syllabus prescribed by the Academic Council. A candidate who fails in an examination or having been eligible fails to appear in an examination, shall take the examination as an ex-student according to the syllabus prescribed by the University for regular students appearing for that examination, provided that the syllabus for the candidates for the compartment examination held in September and April next shall be the same as was in force for the regular students in the last Annual examination.
9. The medium of examination shall be as under :-
- (a) The question-papers shall be set both in English and Hindi except for languages in which they will be set as under :-
- | | |
|----------------------------------|--------------------------------------|
| (i) For Sanskrit | Hindi |
| (ii) For Hindi, Punjabi and Urdu | Hindi, Punjabi and Urdu respectively |
| (iii) English | English |
- (b) The candidates shall write their answers :-
- (i) in English in the subject of English;
- (ii) in English, Hindi, Punjabi or Urdu in the case of other subjects.
10. The minimum number of marks required to pass the examination shall be 33% in each subject, written and practical separately, and 40% in the aggregate.
11. A candidate who obtains 40 percent of the aggregate marks, and has failed in one subject only, may be admitted to a Supplementary Examination and at the next Annual

Examination in that subject, and if he passes in it, he shall be deemed to have passed the examination. If he fails or fails to appear in both these examinations he shall have to appear in all the subjects, denovo.

Provided that the Academic Council may extend this period in the case of a member of the regular armed forces, who is unable, owing to defence exigencies, to avail himself of a chance within this time. Provided that if a student passes in practical exam.(s) and get compartment in theory paper he/she shall not be required to re-appear in practical examinations and vice-versa.

12. The Registrar/Controller of Examinations shall publish the result of examination four weeks after the termination of the examination or as soon as possible.

13. Successful candidates shall be classified as under :-

- | | |
|--|-----------------|
| (a) 60 percent marks and above | First Division |
| (b) 50 percent marks and above
but below 60 percent | Second Division |
| (c) Below 50 percent | Third Division |

14. Each successful candidate shall be awarded a degree stating the division obtained.

15. A person who has already passed the examination for the degree of Bachelor of Teaching or Bachelor of Education, (Basic) or Bachelor Education, may offer, as an additional, subject, any of the subjects or a craft, other than those in which he has already passed. He may be admitted to the examination on submission of application on the prescribed forms and on payment as admission fee as for the whole examination.

Provided that :

- (i) in the case of a teaching subject he must have already passed the degree examination in the subject.
- (ii) in addition to the written paper of the teaching subject, the candidate shall undergo a practical test in the teaching of the additional subject taken by him;
- (iii) in the case of craft, he shall join recognised colleges for training in the craft for one term.

16. The minimum number of marks required to pass in the additional subject shall be 40 percent.

SCHEME OF EXAMINATION AND SYLLABUS FOR B.Ed.
EXAMINATION TO BE IMPLEMENTED FOR THE
SESSION, 2002-2003

(PAPERS-I to VI)

Paper	Nomenclature	Max. Marks		Time (Hours)		
		Theory	Practical	Pedagogical/Project Skill Development	Theory Practical Work	Skill Development
I	Education in Emerging Indian Society	80	-	20	3	1.30
II	Psychology of Teaching & Learning	80	20	-	3	1.30
IIIA	Secondary Education & School Management	50	-	-	1.30	-
IIIB	(Option-1) Education of Exceptional Children	50	-	-	1.30	-
	(Option-2) Yoga Education	30	20	-	1.30	1.00
	(Option-3) Population Edu.	50	-	-	1.30	-
	(Option-4) Educational & Vocational Guidance	50	-	-	1.30	-
	(Option-5) Mental Hygiene	50	-	-	1.30	-
	(Optional-6) Adult & Continuing Education	50	-	-	1.30	-
	(Option-7) Health & Physical Education	50	-	-	1.30	-
	(Option-8) Science Technology Education	50	-	-	1.30	-
	(Option-9) Environmental Education	50	-	-	1.30	-
IV	Educational Technology	80	20	-	3	1.30
V&VI* GROUP-A						
	(Option-1) English	100	-	-	3	-
	(Option-2) Hindi	100	-	-	3	-
	(Option-3) Punjabi	100	-	-	3	-
	(Option-4) Sanskrit	100	-	-	3	-
GROUP-B						
	(Option-5) Mathematics	100	-	-	3	-
	(Option-6) Home Science	50	50	-	3	3

Paper Nomenclature	Max. Marks		Time (Hours)			
	Theory	Practical	Pwsagogical/Project Skill Development	Theory Practical Work Skill Deve- lopment		
(Option-7) Commerce	100	-	-	3	-	-
(Option-8) Art	50	50	-	3	3	-
GROUP-C						
(Option-9) Life Science	100	-	-	3	-	-
(Option-10) Geography	100	-	-	3	-	-
(Option-11) Economics	100	-	-	3	-	-
(Option-12) Music	50	50	-	3	3	-
GROUP-D						
(Option-13) Physical Science	100	-	-	3	-	-
(Option-14) Civics	100	-	-	3	-	-
(Option-15) History	100	-	-	3	-	-
(Option-16) Social Studies	100	-	-	3	-	-

Paper-V & VI : Content-cum-Methodology courses in Teaching subjects of school level will be as follows:

Group-A : English, Hindi, Sanskrit, Punjabi

Group-B : Mathematics, Home Science, Commerce, Arts

Group-C : Life Science, Geography, Economics, Music

Group-D : Physical Science, Civics, History, Social Studies

Note : The candidate shall choose two subjects for Methodology of Teaching from the above mentioned four groups. They will choose these from two separate groups. One of the subjects selected for these papers shall at least be the same as offered for degree course.

7 SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED. EXAMINATION

A candidate may offer teaching of Art if he had Art or Fine Art as a subject in the B.A. Examination or possesses a B.A. Degree and Diploma in Drawing & Painting or has a B.A. Degree and has also done Art and Crafts Teachers course from a recognised institution.

Part-II (Papers VII to X)

VII Work Education Practical

a) Chalk Board Writing	-	30	-	-	1	-
b) Preparing Teaching Aids	-	35	-	-	3	-
c) Handling of available equipment	-	35	-	-	1	-
d) Cane Work (for Blind students only)	-	100	-	-	3	-

VIII Work Experience-Practical*

(Option-1) Drawing & Painting	-	50	-	-	3	-
(Option-2) Clay Modelling	-	50	-	-	3	-
(Option-3) Photography	-	50	-	-	3	-
(Option-4) Paper Cutting & Cardboard Modelling	-	50	-	-	3	-
(Option-5) Interior Decoration	-	50	-	-	3	-
(Option-6) Candle Making	-	50	-	-	3	-
(Option-7) Gardening	-	50	-	-	3	-
(Option-8) Music	-	50	-	-	3	-
(Option-9) Candle Making (for Blind students only)	-	100	-	-	3	-

* Students are required to opt for two work experiences out of the list mentioned above. Blind students will opt for only one work experience i.e. Candle Marking Carrying 100 Marks.

IX Participation in community Service & Co-curricular activities- (NSS, Sports, Social Service, Cultural & Literary activities) grades will be awarded on five point scale.

X *Skill-in Teaching

1. Teaching Subject-1	100	One School Period
2. Teaching Subject-2	100	One School Period

Note :

- Micro teaching lessons (Five per subject)
- Planning mega lessons (Five per subject)
- Mega lessons in simulation (Five per subject)
- Model lessons by the teacher educator (Two lessons in each subject)
- Discussion lessons (Two in each subject)
- Real Teaching in the school (15 lessons per subject)
- One discussion lesson at the end of practice teaching in a school.

During practice Teaching each student is supposed to take part in the morning assembly of the school, prepare a timetable, organize certain activities in the school, check the home task given to the students, maintain attendance register, prepare cumulative progress card and have knowledge of preparing school leaving certificate etc. A record of all these activities will be kept by the student teachers.

Table-II**19. Allocation of time to different curricular areas**

Area	Course	Time Allocated
1. Pedagogical Theory	1. Education in the emerging indian society	108 Hrs.
	2. Psychology of Teaching & Learning	108 Hrs.
	3. (A) Secondary Education & School Management	54 Hrs.
	(B) Any one of the following	54Hrs.
	(i) Health and Physical Education	
	(ii) Education of Exceptional Children	
	(iii) Environmental Education	
	(iv) Population Education	
	(v) Science & Technology Education	

9 SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED. EXAMINATION

	(vi) Mental Hygiene	
	(vii) Yoga Education	
	(viii) Educational and vocational guidance	
	(ix) Adult & Continuing Education	
	4. Educational Technology	108 Hrs.
2. Content-cum-Methodology & Practical Teaching including related practical work	5. Content-cum-Methodology of I Teaching Subject	216 Hrs.
	6. Content-cum-Methodology of II Teaching Subject	216 Hrs.
3. Work Education	7.(a) Chalk Board Writing Theory & Practical	36 Hrs.
	7.(b) Preparing Teaching Aids	36 Hrs.
	7.(c) Handling of available equipment	36 Hrs.
	7.(d) Cane Work (For blind students)	108 Hrs.
4. Work Experience	(Two)	108 Hrs.
5. Community Service & Co-curricular Activities		60 Hrs.
	Total	1140 Hrs.

20. Evaluation Scheme

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

1. The Theory Part in all the papers i.e. Paper-I, II, III (A) III(B), IV, V, VI will be evaluated through a system of external evaluation. The University will appoint external paper setters and Examiners as per its practice & routine.
2. The Practical work and pedagogical skill development/work part in Paper I, II, III B Yoga Education IV will be evaluated by an external examiner.

3. Evaluation in paper VII(A), VII(B), VII(C), VII(D) and paper VIII will be done by External Examiner/Examiners appointed by the University on the recommendation of the concerned Board of Studies as per on going practice & routine.
4. Evaluation in Paper IX (Participation in Community Service and Co-curricular Activities) will be done by an internal committee of the College. This committee shall comprise of the Principal and concerned teachers organising the activities in the College of Education. Only grades will be awarded, recorded separately in the Detailed Marks Card. However, these Grades shall not be counted towards determination of Division etc.

The grades will be on a five-point scale as follows:-

Grade	Numerical value
O (Outstanding)	8
A (Very Good)	7
B (Good)	6
C (Average)	5
D (Poor)	4

The Evaluation in Paper X Practical Skill in Teaching Subject-1 and Teaching Subject 2) will be done as follows :-

- (a) The sessional work of this paper i.e. Discussion Lessons, observation, preparation of Lesson Plans, Block-Teaching Practice and maintenance of the concerned record in the note book etc. and the two final examination lessons delivered by a student will be evaluated by the Board of examiners consisting of four members (one Co-ordinator and three members). The constitution of the board will be as follows:-
- 1) Co-ordinator; Professor/Reader in a U.T.D. or Principal/ Director of a Training College.
 - 2) One Examiner each from Languages/Science & Maths./ Social-Sciences, i.e. three Lecturers working in Training Colleges.

The Award list will be prepared & signed by all the four members of the Board.

Primary Goal

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

Specific Objectives

The specific objectives at this stage may be to :

- * enable the prospective teachers to understand the nature, purpose and philosophy of secondary education;
- * develop among teachers an understanding of the psychology of their pupils;
- * enable them to understand the process of socialisation;
- * equip 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 counselling;
- * 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 of special groups of pupils;
- * enable them to utilise 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.

EDUCATION IN EMERGING INDIAN SOCIETY**PAPER-I****Objectives**

1. To enable pupil-teachers to understand the discipline of education in philosophical and sociological perspectives.
2. To enable them to understand the educational thoughts of some Indian thinkers.
3. To make pupil teachers to understand the structure of Indian Society and major concerns in the contemporary society.
4. To enable the pupil-teachers to appreciate the role of education in national development.
5. To create among the pupil-teachers an awareness regarding futurology of education.
6. To sensitise pupil-teachers towards emerging issues like promotion of social cohesion, social democracy, secularism, environmental degradation, human rights etc.
7. To enable student-teachers to act as agents of modernization and social change.

THEORY

M.Marks : 80

Time : 3 Hrs

I. Education and Philosophy**1. Philosophical Analysis of basic concepts of Education**

(1) Education

(2) Teaching

(3) Instruction

(4) Training

(5) Indoctrination

(6) Types of Education-formal, Informal and Non-formal

2. Philosophy-Knowledge :

(1) Concept of knowledge

(2) Types of knowledge

(3) Sources of knowledge

(4) Methods of acquiring knowledge

II. Educational Philosophy

1. Relationship between Education and Philosophy. Aims of education, curriculum, methods of teaching, discipline and role of the teacher as influenced by idealism, naturalism and pragmatism.
2. Educational thoughts of Mahatma Gandhi, Tagore and Vivekanand and their impact on Indian Education.

III. Aims of Education in contemporary Indian Society

1. Education for :
 - (1) values;
 - (2) modernisation;
 - (3) vocationalisation;
 - (4) health (physical, mental and emotional); and
 - (5) development of democratic outlook.
2. Agencies of Education
 - (1) Formal agencies; School and State.
 - (2) Informal agencies; home, community, peer groups, mass media.
 - (3) Home-school partnership: school-community collaboration.

IV. Structure and Concerns of Modern Indian Society:

1. Structure of Indian Society; class; caste; religion; ethnicity and language
2. Concerns of Indian Society: Democracy, social justice and equality, human rights, secularism, gender equality, social cohesion, national integration, population explosion, environmental degradation, globalization and privatisation.
3. Education and social change.

V. Education for National Development and its Futurology

1. Education and national development.
 - (1) Meaning of national development.
 - (2) Education and national development.

- (3) Role of education in economic development.
 - (4) Education and human resource development.
2. Futurology
- Education in future India; schools, classrooms, teachers, methods, discipline,

PEDAGOGICAL SKILL DEVELOPMENT M.Marks : 20
(PRACTICAL WORK) Time:1.30 Hrs

One Project on any one the following

1. Socio-economic educational survey of a nearby village/urban setting.
2. Study of education and income patterns.
3. Role of education in women empowerment.
4. Any Project related Literary/Health/Environment/Family Environment.

Suggested Readings

Anand, C.L. et. Al (Eds.) (1993) : The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

Brubacher, John S. (1971) : Modern Philosophies of Education. Tata Mc Graw Hill, Delhi, Delors, Jacob (1996): Learning the Treasure Within, Report to Unesco of International Commission on Education for Twenty first century.

UNESCO, Durkheim Emile (1956): Education and Sociology, Free Press of Glencol, New York.

Gore, M.A. et. Al. (1967) : Papers in Sociology of Education in India, NCERT, New Delhi, MIIRD, Report of Education Commission 1964-66. Ministry of Education, Govt. of India.

New Delhi, Oad L.K. (Ed), (1988) : Shiksha ke Nutan Ayam, Rajasthan Hindi Granth Academy, Jaipur, Ruhela & Vyas, (1969). Sociological perspectives in School Education, Indian Publishers Distributors, Ruhela Delhi.

Ruhela, S.P. (Ed.) (1996) : The Emerging Concept of Education in Human Values. Regency Publication, New Delhi, S.P. Bhartiya

Shiksha Ka Samaj shastra.

Rajasthan Hindi Granth Academy, Jaipur, Salamatullah, (1970): Education in the Social Context, NCERT, New Delhi, Singh, Baljit (Ed) (1967) Education as Investment, Meenakshi Prakashan, Delhi.

Singh R.P. (1996) : Future Classrooms in India, Vikas Publishing House, New Delhi, Swift, D.F. (1970), The Sociology of Education, Routledge and Kegan paul, London.

Toofler, E. Alvin, (1971) : Future Shock, Batam Books, New York, UNDP; Annual Human Development Report.

UNESCO (1964) Economic and Social Aspects of Education Planning I.I.E.P., Paris. Gupta V.K. (1996) : Education in Emerging Indian Society, New Academic Publishing House, Jullundhar (English Version).

Gupta, V.K. (1998) : Education in Emerging Indian Society, New Academic Publishing House, Jullandhar (Hindi Version).

PSYCHOLOGY OF TEACHING AND LEARNING**PAPER-II****Objectives**

To help pupil-teachers to :

1. Identify the variable involved in teaching learning process so as to infer their role in making instruction effective.
2. Understand various aspects of development during adolescent years so as to be able to solve the problems of adjustment of their pupils.
3. Identify major approaches to learning and interpret them vis-a-vis instructional/applications, so as to be able to facilitate the learning of their pupils.
4. Understand the needs of learner as individual and as member of class room group so as to be able to facilitate personal and social development of their pupils.
5. Appreciate the need and significance of guidance and counselling and to create an awareness of the approaches and strategies concerned.

THEORY

M.Marks : 80

Time : 3 Hrs

I. Psychology and its Relationship to Teaching

1. Concept of Psychology.
2. Concept of teaching and learning.
3. Relationship of Psychology to teaching and learning.
4. Levels and factors affecting teaching.

II. Development of Learner

1. Concept of growth and development.
2. General principles of the development.
3. Relative importance of heredity and environment in learner's development.
4. Stages and aspects of development with special reference to needs and problems of adolescent in the Indian context.

III. Psychology of Learning

1. Concept and characteristics of Learning.
2. Factors affecting learning and motivation.
3. Theories of learning.
 1. Learning by trial and error.
 2. Classical conditioning.
 3. Operant conditioning.
 4. Insight theory.
4. Memory and forgetting.
5. Transfer of learning.

IV. Nature of the Learner

1. Intelligence : Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory).
Measurement of intelligence and application of intelligence tests.
2. Creativity: Concept; Relationship with intelligence; Techniques for fostering creativity.
3. Interest and aptitude and their assessment.
4. Personality: Meaning, Nature and assessment.

V. Guidance and Counselling:

Meaning, significance, types steps, approaches and techniques.

PRACTICAL

M.Marks : 20

Time : 1.30 hrs.

1. Administration, scoring and interpretation of the following psychological tests.
 - (1) Intelligence Test.
 - (2) Personality Test.
 - (3) Achievement Test.
 - (4) Aptitude Test.
 - (5) Creativity Test.
 - (6) Interest Inventory.
2. Case Study.

Suggested Readings

Anastasi, A. (1967) : Individual Differences. John Wiley, New Delhi.

Ausubel, D.P. (1968) : Educational Psychology : A Cognitive View. Holt Rinehart and Winston, New York.

Bhatnagar, Suresh (1980) : Psychology Foundation of Teaching, Learning & Development (Hindi) Loyal Book Depot, Meerut.

Bigge, M.L. & Hunt, (1968) : Psychological Foundation of Education, Harper & Row, New York.

Blair G.S., Jones R.S. & Simpson R.H. (1975) : Educational Psychology, McMillan Burner, New York.

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Famham-Diggory, S. (1972) : Cognitive Processes in Education, Harper & Row, New York.

Gage N.D. & Berliner, D.C. (1975) : Educational Psychology, Rand Mc Nally, Chicago.

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Rothestien, P.R. (1990) : Educational Psychology. Mc Graw Hills, New York.

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**SECONDARY EDUCATION AND SCHOOL
MANAGEMENT**

PAPER-III A

Objectives

1. To acquaint the student-teachers with the historical background of secondary education in modern India.
2. To acquaint the student-teachers with the problems of education with reference to Secondary Education Commission, Indian Education Commission, National Policy on Education and Acharya Ram Murthi committee Report.
3. To enable them to understand the Constitutional obligation in relation to education in India.
4. To enable them to understand the Secondary Education System in India, U.S.A. and U.K.
5. To enable them to get acquainted with the concept of school management & management of human and material resources with specific reference to secondary schools in Indian context.

THEORY

M.Marks : 50

Time : 1.30 Hrs

- I. Development of Secondary Education in India
 1. Significant developments in secondary education during the pre-independence period in India.
 2. Review of secondary education in India after independence with special reference to :
 - 1) Secondary Education Commission (1952-53).
 - 2) Indian Education Commission (1964-66).
 - 3) National Policy on Education (1986).
 - 4) Acharya Ram Murthi Committee (1990).
 - 5) Programme of Action.
 3. Constitutional obligations related to education in India and desired changes in the educational system with special reference to the secondary education.

II. Secondary Education : Problems and Issues

1. General Aims of Secondary education.
2. Quality of secondary education with specific reference to its aims and objectives, curriculum, method of teaching, human and physical resources, administration and evaluation.
3. Vocationalization of secondary education : its need and implication.
4. Distance education and open learning.
5. Teacher education at secondary level : Pre-service and In-service.

III. Specific issues at the Secondary Level

1. Moral education
2. Women education
3. Study of secondary education system of two developed countries : U.S.A. & U.K.

IV School Management

1. Concept of School management
2. Management of human resources and material resources.
3. Construction of time-table.
4. Class management.
5. Maintenance of school records.
6. Organisation of school library.
7. Organisation of co-curricular activities.

Suggested Readings

Bhatia K.K. & Chadda D.P.C. (1980) : Modern Indian Education and its problems, Prakash Brothers, Ludhina.

Chopra R.K. (1993) : Status of Teacher in India, NCERT New Delhi.

Menon T.K.N. & Kaul G.N. (1954) : Experiments in Teacher Training, New Delhi.

Ministry of Education, Govt. of India (1949) : Report of the

University Education Commission, New Delhi; Report of the Secondary Education Commission (1962-63) Ministry of Education; Report of the Education Commission-Education and National Development (1964-66).

NCERT (1983) : The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.

NCTE (1998) : Competency based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and In-service Programme, NCTE, New Delhi.

Nurullah S. & Naik J.P. (1970) & Oad L.K. (Ed) (1973) : A student History of Education in India.

McMillan & Co., Bombay; Shiksha Ke Nutam Aayam. Hindi Grantha Academic, Rajasthan.

Siddiqi M.A. (1993) : In Service Education of Teachers, NCERT, New Delhi.

Singh L.C. & Sharma P.C. (1995) : Teacher Education and the Teacher. Vikas Publishing House, New Delhi.

Singh L.C. (Ed) (1990) : Teacher Education in India-A Resource Book, NCERT, New Delhi.

Warters J. (1964) : Techniques of Counselling, McGraw Hill New York.

Aggarwal J.C. (1967) : Educational Administration, School Organisation and Supervision, Arya Book Depot, Delhi.

Mukharjee S.N. (1963) : Secondary School Admn.

Rghunath Safaya (1977) : School Administration and Organisation, Dhanpat Rai & Sons, Jullundhar.

Singh M.P. (1962) : Manual of School Organisation, City Book Depot, Amritsar. Govt. of India, Five Year Plans.

EDUCATION OF EXCEPTIONAL CHILDREN**PAPER-III (B) (Option-i)****Objectives**

The pupil teacher will be able to:

1. Describe the concepts of different disabilities.
2. Explain etiological factors and needs of the disabled.
3. Undertake measures of early detection and prevention of disability.
4. Inoculate healthy attitudes towards disabled.
5. Focus attention on some of the special problems due to their functional limitation.

THEORY

M.Marks : 50

Time : 1.30 Hrs

- I. Concepts of impairment, disability and handicap.
- II. Meaning, Causes, Symptoms and Preventive Measures of following disabilities.
 1. Mental retardation.
 2. Learning disabilities.
 3. Hearing impairment.
 4. Speech impairment.
 5. Blindness and low visions.
 6. Orthopaedic and neuro-muscular disorders.
- III. Characteristics of the disabled children
- IV. Functional limitations due to disabilities and their educational implications, role of the teacher.
- V. Need for and methods of early detection of exceptional children.

Suggested Readings

Cruickshank W. & Johnson G. (1967) : Education of Exceptional children and Youth. Prentice Hall, INC. New Jersey.

Hallahan and Kuffman J.M. (1967) : Exceptional Children, Prentice Hall N.Y.

Lloyd Dunn, (1973) : Exceptional Children in School. Harper and Row, London.

Telford C.W. and Sawrey J.M. (1977) : The Exceptional Individual. Prentice Hall, Englewood Cliffs, N.J.

Smith R.M. and Nieshworth J.J. : The Exceptional Children Foundation approach. McGraw Hill Company N.Y.

Panda, K.C. : Education of Exceptional Children.

Peshawari, Rita and Venkareshhan, S. : Behavioural Approach in Teaching Mentally Retarded Children : A Manual for Teachers.

YOGA EDUCATION**PAPER-III (B) (Option-ii)****Objectives**

1. To develop awareness about philosophy of yoga.
2. To develop awareness about psychology of yoga.
3. To develop awareness about socio-moral base of yoga classification of yoga and yogic diet.

THEORY

M.Marks : 30

Time : 1.30 Hrs

I. Philosophy, Psychology and kinds of yoga.

- 1) Philosophy of yoga : goals of life and yoga; fundamental concepts common to all schools of Indian philosophy ; the Triguna, the concept of Prakriti, Purusha-Vishesh (Ishwar) and their relationships; its meaning and kinds of smadhi.
- 2) Psychology of yoga : Chitta(mind) and the methods of Chitta control; Pratyahara. Dharana and Dhyana.
- 3) Kinds of Dhyana : Sthula, jyotiry and sukshama, nirmal Chitta and the final goal.

2. Socio-moral base classification and yogic diet.

- 1) Socio-moral base of yoga: The five YAMAS and the Five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- 2) Classification of Yoga : Raja Yoga (Ashtang Yoga) Halth Yoga, Sankhya Yoga, Bhakti Yoga and Mantra Yoga.
- 3) Yogic diet & its application in modern context.

M.Mark: 20

PRACTICAL WORK

Time : 1.00 Hrs.

1. Participation in five Asanas from the following:

Shavasana, Sarvangasana, Halasana, Passchimotasana, Bhujangasana, Shalabhasana, Dhanurasana, Chakrasana, Vajrasana, Gomukhasana, Matusyasana, Janushirasana, Ardhamatayendrasana, Padmasana and Shirshasana.

2. Praparing a work book (project reports) of the selected five asanas.

Suggested Readings

Tiwari O.P. : Astang Yoga (Hindi version) ; Kaivalyadham, Lonavala.

Lyenger, B.K.S. : Light of Yoga : Unwin Paperhacks, Sydney.

Saraswati Satyanand Mcditations: The Bhir School of Yoga, Monghyr.

Ganeshwarnanda, Swami : Yoga for Beginners: Shri Ram Krishan Math, Madras.

Nogendra, H.R. : Yoga in Education; Vivekananda Kendra Yoga Anusandhan Samsthan, Bangalore.

Yoga Asanas; Pranayama, Mudras, Kriyas; Vivekanand Kendra Prakashan, Madras.

POPULATION EDUCATION**PAPER-III (B) (Option-iii)****Objectives**

1. To develop an understanding of the concept, scope and relevance of Population Education in the secondary school curriculum
2. To develop the skill in analyzing and identifying the elements in the school subject related to Population Education concepts.
3. To help the student teachers to apply inquiry approach and value clarification approach in their teachers.

THEORY

M.Marks : 50

Time : 1.30 Hrs

I. Population Education

1. Concept.
2. Scope
3. Objectives of population education at the secondary level.

II. Population Situation

1. World
2. India
3. Components of population change and their socio-economic determinants.
4. Population policies.
5. Strategies in India and in some Asian Countries.
6. Family welfare programme in India and its impact.

III. Curriculum Development.

1. Strategies of incorporating population education elements to existing school curricula.
2. Choice of level: Elementary/secondary.

IV. Methodologies.

1. Inquiry/discovery approach
2. Value clarification approach.

Suggested Readings

Khan, Riaz Sjakir (1977) : Teaching of Population Education : An Experimental Study on the effectiveness of the Discovery Approach. M.Ed. Dissertation of JMI. New Delhi I (unpublished)

NCERT (1971). Population education-Draft Syllabus, NCERT, new Delhi. NCERT (1972). Population Education Selected Reading NCERT, New Delhi.

NCERT (1981). Environmental Education at School Level. NECERT, New Delhi. Gupta, V.K. Environmental Education. New Academic Publishing Co., Jalandhar.

NCERT (1987) Syllabus on Population Education for Plus Two stage. NCERT, New Delhi, NCERT (1988). Minimum Essential Contents of Population Education for plus two stage. NCERT, new Delhi. NCERT (1989). Population education: Analysis of NCERT Sylabi and Text books. NCERT, New Delhi, NCERT (1990) Compendium of Lessons on Population Education Vol. I & II NCERT, New Delhi. NCERT (1994). Adolescence Education : Report of the National Seminar, NCERT, New Delhi.

NCERT & NACO (1994). Aids Education in Schools. NCERT, New Delhi. Parakh. B.S. (1985). Population Education : Inception to Institutionalisation. NCERT, New Delhi. Rao, D.G. (1974). New Delhi. Eao, D.G. (1974) Population Education; A Guide to Curriculum and teacher Education. Sterling Publishers Pvt. Ltd. New delhi Sharma R.C. (1988) Population Resources. Environment and Quality of life-Head Book on Population. Rai & Sons., New Delhi. UNESCO (1983). Preparing Teachers for Population Education.imerimerie Boudin, paris.

UNESCO (1985) Teaching Methodologies for population Education. ROEAP, Bangkik. Unesco (1988) Family life Education, ackage one, UNESCO, PROAP, bangkok. UNFPA (1993). Reconceptualization of Population Education. UNFPA, New York

Chawla S.P. (1978). Co-ordination between Education and Population Polices: A case study of India, NCERT, New Delhi. Kunnukal, T.V. (1982). No Limits to Development, NCERT, New Delhi. NCERT (1978) Population Education in Classroom. New Delhi, UNESCO (1975). Population Education in : A Source Book Section 1-5 UNESCO Regional Office, Bangkok.

EDUCATIONAL AND VOCATIONAL GUIDANCE**PAPER-III (B) (Option-iv)**

M.Marks : 50

Time: 1.30 Hrs.

1. Nature and meaning of Guidance
2. Need of Educational and Vocational guidance
3. Studying and appraising an Individual-its need and importance in educational and vocational Guidance.
4. Measuring Achievement, Intelligence, Aptitude, interests and Personality. Inventories in Educational and Vocational Guidance.
5. Concept of Counselling and Counselling Interview.
6. Cumulative Record Card.
7. Guidance Services and their Organisation in Schools.
8. Use of educational and Occupational Information.
9. Role of Teacher in guidance programme.

Books Recommended

1. Ohlen Merle, M., 'Guidance and Introduction, New Yprk. Harcourt Bruce, 1953
2. Traxler, A.E. 'Teachiques of Guidance, New York; Harcourt Bruce, 1953.
3. Warlens, Jane, 'Techniques of Counselling, New York, Megraw Hill 1954.
4. Mehta, porin, 'Handbook of Counselling, NCERT, 1976.

MENTAL HYGIENE**PAPER-III (B) (Option-v)**

M.Marks : 50

Time : 1.3 Hrs

1. Mental Hygiene : its meaning aims, need and importance in Indian Schools.
2. Factors influencing Mental Health, Causes of mental illness at different stages with special reference of adolescence.
3. Symptoms of mental illness and behaviour deviations, criminal behaviour and juvenile delinquency.
4. Inferiority, depression, worries, Neurotics and psychotic behaviour.
5. Regaining Mental Health, Role of teacher in preserving mental health, preventing mental illness.
6. Rules of mental Health, limitations in mental health efforts.

Books Recommended

1. Crow and Crow, Mental Hygiene
2. Shanker Uday, Problem Children
3. Shanker Uday, " A study of Child Delinquency
4. Carrol, H.A., 'Mental Hygiene-The Dynamics of Adjustment.

ADULT AND CONTINUING EDUCATION**PAPER-III (B) (Option-vi)**

M.Marks : 50

Time : 1.30 Hrs

1. Concept of Adult and Continuing education.
2. Historical back ground and progress of adult education after independence
3. Scope of Adult education : literacy, vocational education, population education, recreation.
4. Methods of imparting adult education.
5. Training facilities for adult education functionaries.
6. Organisation of Adult education, with special reference to Haryana
7. Agencies of adult education-government and voluntary.
8. Research in adult education.
9. National Literacy Mission.

Books Recommended

1. Kundu C.L., 'Adult Education, Sterling Publishers, New Delhi, 1987.
2. Kundu C.L. Adult Education research : Future directions, Kurukshetra University, Kurukshetra, 1987.
3. Sayyaidan, K.G. 'Problems of Educational Reconstruction, Bombay, Asia Publishing House, 1962.
4. Sharms H.C. Adult Education for Democracy, London, Wea, 1985.
5. Indian Adult Education Association, Report of National Seminar, Delhi.

HEALTH AND PHYSICAL EDUCATION**PAPER-III (B) (Option-vii)****Objectives**

1. To enable the student-teachers to develop an understanding of the importance, meaning concept, aims and objectives of health and Physical Education.
2. To make them aware of balanced diet.
3. To make the student-teachers aware of the hygiene, communicable diseases and first aid.
4. To impart knowledge to use good postures for various purposes and physical fitness.

THEORY

M.Marks : 50

Time : 1.30 Hrs

I. Concepts

1. Health-concept, factors influencing, School health programmes, School health services.
2. Health Education-concept, aims & objectives, role of a teacher in school health programme.
3. Physical Education-general concept, misconception aim and objectives Relation with general education.

II. Physiological Systems, Nutrition and Balanced Diet

1. Elementary Knowledge of different physiological systems viz. Respiratory and circulatory.
2. Nutrition and balanced diet-components and mal-nutrition.

III. Hygiene, communicable diseases and First Aid.

1. Hygiene - Personal, environmental.
2. Communicable diseases - control and prevention.
3. First aid in the following - Mammarge, Laceration, contusion dislocation, fracture, cuts wounds bites of insects, sprain and strain.

IV. Posture and physical Fitness

1. Posture - concept, values, postural deformities and their mangement.
2. Physical fitness : Meaning, elements, importance.

Suggested Readings

1. Bucher, C.A.; Foundation of Physical Education
2. Thomas, J.P. : Organisation of Physical Education
3. Kamlesh Sangral : History and Principles of Physical Education.
4. Kilander, H.F. : School Health Education.
5. Vyas, S.S. & Vyas, R.S. : Sharirik Shiksha Siddant Avam Vyavahar.
6. Bucher : Foundations of Physical Education.
7. Robert : Nutrition and Physical fitness.
8. Willam Aberthathy : Health Education in Schools.
9. Li. P. Sherry : Health and Physical Education.
10. R.C. Rai : Health Education & Hygeine.
11. Pears Eveiyn : Anatomy and Physiology for Burses
12. Anderson, C.R. : Your Guide to Health.

ENVIRONMENTAL EDUCATION**PAPER-III (B) (Option-viii)****Objectives**

The objectives of this course are focussed on the development of awareness about problems related to the human environment and to develop a perspective in which these problems can be framed and analysed in a scientific manner so that the pupil-teacher is able to communicate to school children (and also adult learners) information about different aspects of the human environment and problems related to it and to develop in them an appreciation of the fact that a balanced ecosystem is necessary for the survival of the human species.

THEORY

M.Marks : 50

Time : 1.30 Hrs

- I. Concept of Environmental Education and its Need and Objectives at Secondary School Level
- II. Methodologies of Environmental Education.
- III. Curriculum Development in Environmental Education.
- IV. Projects in Environmental Education in India and Abroad.
- V. Environment and Global Environmental Issues.
 1. Components of environment
 2. Concept of healthy environment & efforts in this direction
 3. Global environment issues :
 - 1) Conservation of Environment : Government Commitment in national and international fields
 - 2) Depletion of ozone Layer.
 - 3) Global warming (green house effect)
- VI. Environmental Pollution :
 1. Soil Pollution
 2. Water Pollution
 3. Air Pollution
 4. Noise Pollution

VII Miscellaneous Environmental Issues

1. Forests and their conservation
2. Wildlife and its conservation
3. Conservation of energy resources
4. Alternate sources of energy
5. Waste management
6. Population and environment
7. Indoor environment.

Suggested Readings

Canter, E.W. (1977). Environmental Impact Assessment, McGraw Hill Co., New York. Fedron, E. (1980). Man and Nature. Progress Publishers, Moscow.

Kormondy, E. (1991). Concept of Ecology. Prentice Hall of India, New Delhi.

Odem, E.P. (1975). Ecology. Oxford and IBH Publishing Co. New Delhi.

Palmer J. & N. Philips (1994). The Handbook of Environmental Education. Routledge, London & New York. Purdom, P.W. & Anderson, S.H. (1980). Environmental Science. Charles E. Merrill Publishing Co., Columbus ship. Saxena, A.B. (1996). Education for the Environmental Concerns. Implications and Precedents.

Radha Publication, New Delhi. Sharma P.D. (1993). Environmental Biology. Rastogi & Co. Meerut. Sharma, R.C. & Tan M.C. (eds) (1990). Source Book of Environmental Education for Secondary School teachers. UNESCO, Bangkok. INESCO (1977). Trends in Environmental Education. UNESCO, Paris. Gupta, V.K. (1998). Environmental Education. New Academic Publishing House, Mai Hiran Gate, Jalandhar.

SCIENCE TECHNOLOGY EDUCATION**PAPER-III (B) (Option-ix)****Objectives**

This course has been designed to help pupil teachers to appreciate:

1. The manner in which scientific thought and discovery have influenced society and changed its world-view.
2. Science as an institution that has never been autonomous and it has been influenced by dominant social political and economic forces.

THEORY

M.Marks : 50

Time : 1.30 Hrs

- I. Science/Technology/Society (STS)
 1. Concept Framework (STS)
 2. Difference between traditional and STS approach.
 3. Goals of STS.
- II Science and Technology Curriculum
 1. Principles of curriculum construction for STS
 2. STS experiments in the world.
- III. Science & Technology Instruction.
 1. Instructional approach in STS Programmes.
 2. STS and Instructional benefits.
- IV. Methods and Evaluation
 1. Methods of Teaching with specific reference to STS
 2. Evaluation with specific reference to STS

Suggested Readings

Ander Bon, R.D. (1970). Developing Children Thinking through Science. Prentice Hall, New Delhi.

Bronwski, J. Bernal, D.C. (1969). Science and Human Values. Pelican Books

Dharampal, (1978). Indian Contributions to Science and Technology in the eighteenth centuries. Impes Publications, New Delhi.
Frank, P. (1961). Modern Sciences & Philosophies. Collier Books.
Shenen, Y. Science Policy, Problems and Trends. Progress Publishers, Moscow.
Hussain Ahrar (1998). Azeem Sciencedan, (Urdu), NCPUI, New Delhi.

Vaidyan N. (1971). The Impact of science Teaching. oxford & IB & L Publication Co., New Delhi.

Martin E. Ralph and others (1994). Teaching Science for all children. Allyn and Bacue, London.
Gupta, V.K. (1994). Life Sciences Education today. Arun Publishing House, Chandigarh
gupta V.K. (1994). Teaching & Learning of Science and Technology, Vikas Publishing, New Delhi.

Gupta, V.K. (1994). Science and Technology Education new thrusts and Recent Trends. Arun Publishing House, Chandigarh.
Gupta, V.K. (1995) : Readings in Science and Mathematics Education. Associated Publishers, Ambala.

EDUCATIONAL TECHNOLOGY**PAPER-IV****Objectives**

The student teacher will be able to

1. Understand the concept and scope of Educational Technology.
2. Develop skill of using different modes of communication
3. Acquire the basic skill of resource management.
4. Keep abreast with different strategies of teaching-learning process.
5. Keep abreast with the different innovations in educational technology and try them out for improving teaching-learning.
6. Evaluate the relative effectiveness of instructional material.
7. Understand the concept and significance of Information Technology in Education.
8. Understand the concepts related to thinking skills, their need and various strategies for their development

THEORY

M.Marks : 80

Time : 3 Hrs

- I. Concept of Educational Technology.
 1. Meaning and Nature
 2. Types
 3. Scope and significance
 4. Instructional Technology
- II. Communication Process
 1. Concept & Process
 2. Principles
 3. Barriers
 4. Classroom Communication (Verbal and non-verbal)
 5. Different media of communication
- III. Techniques of Behaviour Modification
 1. Micro-teaching
 2. Flander's interaction analysis
 3. Role playing and gaming

IV. Programmed learning

1. Meaning, Principles, Types
2. Development

V. Action Research

1. Concept
2. Procedure
3. Significance in Teacher Education.

VI. Models of Teaching : Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Suchman Inquiry Training Model and Mastery Learning model.

VII. Information Technology : The concept, theory, approaches of Information Taxonomy of Information system, Information Technology and Computers.

Computer Fundamentals : Input/Output, Data Storage Devices, Operating Systems Concepts, Graphical User Interface (GUI), Computer Virus. Internet and its tools like - E-mail. FTP (File Transfer Protocol), HTTP, www (World wide Web.) Browsers and E-Commerce. Multimedia approach to Teaching Learning.

Suggested Reading

Apter, Michael, J. (1968). The Technology of Education. MacMillan; London.

Chauhan, S.S. (1964). A Text Book of Programmed Instructions

Dececeo, John, P. (1964). Educational Technology Readings in Programmed Instructions. Hold Reneheart and Winston.

Markle, sustan Mayer. Good Frames & Bad-A Grammar of Frame Writing. John Wiley & Sons.

Pangotra, Narendera Nath. Fundamental of Education Technology. International Publishers. Chandigarh.

Richmond, Kenneth, W(1969). The Teaching Revolution. Methuen & Company, London.

Ruhela, S.P. (1973). Education Technology.

Sharma R.A. (1977). Shikshan Taknik. Modern Publishers, Meerut.

Amidon E.J. and Elizabeth Hunter (1976) Improving Teaching. The analysis of Classroom verbal instruction., New York, Holt Rinchart and Winston Inc.

Bloom, B.S. (1956). Taxonomy of Educational, Objectives, Cognitive Domain Book, New York, McKay.

Bruce Jouce and Marshaweil, (1980), Model of Teaching, New Jersey, Prentice Hall.

Flander, Ned, A. (1960), Analysing Teacher-Behaviour, London Addison, Wesley Publishing Company.

Hooda, R.C. and Rana S.S. (1993) Essentials of Teaching - Learning (Hindi): Raj Publications, Vijay Nagar, Bhiwani.

Hooda R.C. (1997) Creativity and Mastery learning to Enhance Creativity S.S. Publishers, Delhi.

Jangira, N.K. & Singh, Ajit (1980), Core teaching Skill-micro teaching approach, New delhi, NCERT.

Mavi, N.S. Programmed Learning, Kurushetra (English), NCERT film on Concept of Micro-teaching, New Delhi.

Mehra, v.(1995) Educatiopnal technology, New Delhi, S.S. Publishers.

Gill.N.S. Essentials of Computers and Network Technology. Khanna Book Publishing Co., New Delhi.

Sinha P.K. (1997) Computer Fundamentals, New Delhi BPB Publications.

Rajaraman, V Fundamentals of Computers, Prentice Hall, India.

Sampath K, Et al (1981) Introduction to Educational Technology, New Delhi, Sterling Publishers.

Skineer B.F. (1968) : Psychology of Principles applid to class room teaching, NewYork, Mc Graw Hill.

Vashistha, K.K. (1982) Interaction Analysis, Theory & Research, Extension Service Depot, R.C.F., Aimer.

PRATICAL INFORMATION TECHNOLOGY

M.Marks : 20

- * Know your computer (list the configurations, input/output devices)

Write and practice on Computer.

- * How to start the computer, create a programme folder, create a file, save the file, close the file shut down the computer.
Use of Mouse and Keyboard.

- * Microsoft Windows.

1. Often used windows terms, managing the file system, printing in windows.

- * Microsoft Word

1. Basic function
2. Typing and Editing
3. Formating text.
4. Page design and layout.

(Students are supposed to prepare documents. news letters etc.)

- * Microsoft Power Point

1. Presentation Graphics.
2. Introducing Power Point.
3. Creating a Presentation

- * Read, compose and send E-mail messages.

- * What is World wide Web (www) and how it works? Use a browser to search for documents and explore the Internet.
What is Web Search Engines?

(Students are supposed to visit few web sites like-<http://www.ncte-in.org>, <http://www.ignou.org>, [Http://www.nic.in](http://www.nic.in) <http://www.mduonline.com> etc.)

TEACHING OF ENGLISH**PAPER-V & VI****Group A (Option-i)****Objectives**

1. To familiarise the student-teachers with elements of English language.
2. To enable the student-teachers to develop linguistic skills among their pupils.
3. To enable the student-teachers to conduct pedagogical analysis of the contents in English language and develop teaching skills e.g. questioning, explaining, illustration, stimulus variation.
4. To enable the student-teachers to make effective use of instructional aids in teaching English.
5. To enable the student teachers to evaluate performance of their students.

THEORY

M.Marks : 100

Time : 3 Hrs

I. Concept

1. Nature of language.
2. Importance of language.
3. Functions of language.
4. Linguistic principles.
5. Aims and objectives of teaching English.

II. Content and Pedagogical Analysis

1. Teaching of prose, poetry, composition and grammar.
2. 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.
3. Preparation of micro lessons based on any of the following skills.
 1. Questioning.

2. Explaining.
3. Illustration.
4. Stimulus variation

III. Methods of Teaching and Skills of Teaching.

1. Difference between an 'approach' and 'method' Major methods of teaching English. Grammar-cum-translation method, direct method and bilingual method.
2. Structural approach; Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
3. Latest development in the approach and methods of teaching English including the linguistic communicative approach.
4. Development of following linguistic skills.
 - 1) Listening and understanding.
 - 2) Speaking.
 - 3) Reading.
 - 4) Writing.

IV Instructional Material

1. Importance of instructional material and their effective use.
2. Use of following aids :
 - 1) Chalk Board
 - 2) Flannel Board
 - 3) Pictures
 - 4) Picture-cut-out
 - 5) Charts.
 - 6) Tape-recorder
 - 7) Record-Player (Linguaphones)
 - 8) Radio
 - 9) Television
 - 10) Film and filmstrips
 - 11) Overhead projector
 - 12) Language Laboratory.

V. Evaluation

1. Basic principles of testing English. The difference between measurement and evaluation.
2. The meaning and significance of comprehensive and continuous evaluation in English.
3. Development of good test items in English (objective type, short answer type and essay type).

Suggested Readings

Bansal, R.K. & Harrison, J.B. (1983) : Spoken English for Indian. Orient-Longman (II Ed.) Broughton Geoffrey et at. Teaching English as a Foreign Language. London.

Bhatia, K.K. (1968) : New Techniques of Teaching English as a Foreign Language, NBS Educational Publishers, Chandigarh.

Billows, F.L. (1961). The Techniques of Language Teaching, Logomans, London.

Christopherson, P. (1972) : Second Language Learning Penguin.

Chaturvedi, M.G. (1973) : A Contrastive Study of Hindi-English Phonology. National Publishing House, New Delhi.

Dodson, C.J. (1972) : Language Teaching and the Bilingual Method, Pitman Publishing.

Frisby, A.W. (1970) : Teaching English : Notes and Comments in Teaching English Overseas, ELBS, LONDON.

Girard, D. (1972) : An Introduction to the pronunciation of English. Erward Arnold (II Ed.), London

Gray W.s (1969) : Teaching of Reading and Writing UNESCO (Iled.)

Halliday M.A.K. (1964) : The Linguistic Science and Language Teaching Longman, London.

Jespersion, Otto (1978) : Language-its Native Development and Origin, Alien & Unwin, London.

Kohli, A.L. (1978) : Techniques of Teaching English. Dhanpat Rai & Sons, Jalandhar.

Mackey W.F. (1965) : Language Teaching Analysis Longman, London.

Morris, I. (1968) : The Art of Teaching English as a living language.

The English Language Book Society & Co. London.

NCERT (1970) : Preparation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi.

Nihalani, Paroo (1971) : Indian and British English (O.U.P.)

Lado, Robert (1964) : Language teaching-A Scientific Approach, McGraw Hill, New York.

Srivastava, B.D. (1966) : Structural Approach to the Techniques of English. Ram Parshd & Sons, Agra.

Srivastava R.P. (1979) : The teaching of Reading. Bhari Publisher, Delhi.

Thomas; Owen (1965) : Transformational Grammar and the teacher of English. Hott, Rinehart & Winston, New York.

Tikkoo M.L. (1977) A Functional Grammar with Usage and Composition. Franl Bros. & Co. Delhi.

Wilkins D.A. (1983) : Linguistics in English Teaching. Edward Arnold, ELBS Editions (Reprint), London.

Wilkins D.A. (1982) : Second Language Learning and teaching, Edward Arnold (Reprint), London.

CIEFL Hyderabad Books. Introduction to English Language teaching Vol.I Linguistics.

Bansal R.K. Introduction to English Teaching Vol.II Phonetics and Spoken English, CIEFL. O.U.P., Hyderabad.

Ghosh, Shastri, Das. Introduction of Teaching Vol.III Method at the College Level. CIEFL, O.U.P., Hyderabad.

TEACHING OF HINDI**PAPER-V & VI****Group A (Option-ii)****Objectives of Teaching of School Subjects**

1. To develop among the student-teachers an understanding and appreciation of the nature of the subject, its structure and content, and the manner in which content is organised for effective understanding and processing of information.
2. To provide student-teacher with such content as would deepen and enrich their knowledge in the subject.
3. To deal with such remedial content as would enable them to avoid common mistakes in teaching of the subject.
4. To acquaint the student-teachers with the specific objectives of teaching the subject and its Place in the curriculum.
5. To acquaint them with the different methods of teaching and the teaching skills associated with them.
6. To enable the students-teachers to learn various techniques and methods of evaluating performance in the subject.

M.Marks : 100

Time : 3 Hrs.

हिन्दी शिक्षण पाठ्यक्रम

1. अ. मातृभाषा शिक्षण अर्थ स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशानात्मक उद्देश्य।
आ. भाषाई कौशल का सामान्य ज्ञान—
क. श्रवण कौशल
ख. भाषण कौशल
ग. पठन कौशल
घ. लेखन कौशल
इ. हिन्दी में उच्चारण—शिक्षण, अक्षर—विन्यास एवं विराम चिन्ह
2. अ. सूक्ष्म शिक्षण द्वारा विभिन्न कौशलों का ज्ञान—
क. प्रश्न कौशल
ख. उदाहरण कौशल
ग. व्याख्या कौशल

- आ. पाठ यौतना का अर्थ, महत्व एवं रूपरेखा
- इ. हिन्दी शिक्षण में अनुदेशानात्मक सामग्री का अर्थ, महत्व एवं उचित प्रयोग।
3. अ. हिन्दी की विभिन्न विधाओं का शिक्षण
 क. कविता शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
 ख. गद्य शिक्षण
 ग. व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)
 घ. रचना शिक्षण (कहानी रूप में, पत्र एवं निबंध)
4. अ. हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा
 आ. हिन्दी पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा।
5. हिन्दी में मूल्यांकन एवं गृह-कार्य
 अ. हिन्दी में मूल्यांकन अर्थ व स्वरूप
 आ. विधाओं में मूल्यांकन प्रक्रिया
 इ. हिन्दी शिक्षण में गृहकार्य स्वरूप एवं संशोधन

सन्दर्भ ग्रन्थ सूची :

- | | | |
|---|---|--|
| 1. शुक्ल, भगवती प्रसाद | : | हिन्दी शिक्षण लिपि |
| 2. सुखिया, के० के० | : | हिन्दी ध्वनियां और उनका शिक्षण, रामनारायण लाल इलाहाबाद। |
| 3. तिवारी भेलानाथ तथा भाटिया कैलाश चन्द्र | : | हिन्दी शिक्षण लिपि प्रकाशन दिल्ली-1980. |
| 4. निरंजन कुमार सिंह | : | माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर। |
| 5. बाहरीण हरदेव | : | व्यावहारिक हिन्दी व्याकरण, लोकभारती प्रकाशन इलाहाबाद, 1972. |
| 6. मंगल उमर 1991 | : | हिन्दी शिक्षण, देहली आर्य बुक डिपो। |
| 7. पाण्डे आर०एस०1992 | : | हिन्दी शिक्षण, आगारा विनोद पुस्तक मन्दिर। |

8. सिंह सावित्री 1992 : हिन्दी शिक्षण मेरठ तायल बुक डिपो।
9. श्री वास्तव, राजेन्द्र प्रसाद। : हिन्दी शिक्षण दि मैकमिलन कम्पनी आफ इण्डिया लि० देहली, 1973।
10. मेन्चुक ही० : दी एकज्जीशन एण्ड डवैलपमैण्ट आफ लैगवेज, प्रिंटिंग हाल 1997।
11. वैस्टन कैनिप : डवैलपिंग सैकिण्ड लैववज, टिकिल्स थयौरी एण्ड प्रैक्टिस, रैप्स मैकलील, 1973।

TEACHING OF PUNJABI**PAPER-V & VI****Group A (Option-iii)****Objectives**

1. To develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
2. To impart training in various skills e.g. language skills, use of techniques of evaluations, teaching skills, (micro-Teaching skills) etc.
3. To enable pupil teachers to use current methods of teaching Punjabi.

THEORY

M.Marks : 100

Time : 3 Hrs

- I. Nature of Punjabi Language, Aims and Objectives and Principles of Teaching.
 - 1) The nature and importance of language-its origin and development.
 - 2) Origin and development of Punjabi language and its script.
 - 3) Role of mother tongue in the education of a child.
 - 4) Aims & objectives of teaching of Punjabi.
 - 5) General principles and maxims of teaching of Punjabi.
- II. Content and Pedagogical Analysis.

Note:

The teacher will demonstrate pedagogical analysis of any one of the topics from prose and poetry. The students are expected to do Pedagogical analysis of both the types. The examiner therefore can ask for pedagogical analysis of any of the topics.

1. Development of Language skills
 - 1) Listening
 - 2) Speaking
 - 3) Reading

- 4) Writing
2. Development of micro lessons based on Skills of questioning, explaining, illustration and stimulus variation.
3. Role of language activities.
 - 1) Debates
 - 2) Recitation
 - 3) Story telling
 - 4) Symposium
- III. Methodology
 1. Modern methods of teaching language with specific references to.
 - 1) Project method
 - 2) Play way method
 - 3) Discussion method
 - 4) Correlation method
 - 5) Observation method
 2. Methods of teaching of prose, poetry, composition and grammar
 3. Preparation of lesson plans for each of the above aspects of language.
- IV. Instructional Material
 1. Audio-visual aids: meaning, importance and their kinds. Proper use of these in teaching of Punjabi.
 2. Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level.
 3. Qualities of a good Punjabi text book, criteria governing the construction of a Punjabi text books.
- V. Evaluation
 1. Modern concept of evaluation in language.
 2. Different types of techniques and tests for evaluating different language skills
 3. Construction of
 - 1) Oral type tests.

- 2) Short answer type tests.
- 3) Objective type tests
- 4) Essay type tests
- 5) Diagnostic tests.

Suggested Readings

G.B. Singh : Gurumukhi Lipi Da Janam Tc Vikas. Punjabi University Publicaion Burcau, Chandigarh (1981)

Gurdev Singh : Gurumukhi Lipi Barc. Lahorc Books Sh op Ludhiana (1971)

Harkirat Singh : Punjabi Bare. Punjabi University,Patiala (1966).

Sekhon,Sant Singh : Punjabi Boli Da Itihas. Bhash Vibhag, Pubjabi (1961)

Prem Prakash Singh : Punjabi Boli Da Itihas. Bhasha Vibhag, Punjabi (1961)

Ahuja Roshan Lal.Mat Bhasha Di Shiksha.

Ballard : The Teaching of Mother Tongue.

Raryburn, W.M : Suggestionf for the teaching of mother Tongue in India.

Uttam Singh : Punjabi Di Shiksha De Sidhant.

Safaya R.N. : Punjabi Di Shiksha Vidhi.

Jas Jaswat Singh. : Punjabi Di Shiksha Vidhi.

Teja Singh. : Pubjabi Keevein Likhije. hind Publisher Jallandhar.

S.S. Anmol. basic Punjabi.Dhanpat Rai & Sons, Jallandhar.

Omkar N. kaul. : Punjabi Bhasha Da Dhyan, Ravi sahit Prakshan, Hall Bazar, Amritsar.

Grey, W.S. : Teaching of Reading & Writing. UNESCO Paris.

TEACHING OF SANSKRIT**PAPER-V & IV****(Group-A) Option-IV****M.Mark : 100****Time : 3 Hrs.****संस्कृत शिक्षण-पाठ्यक्रम**

- इकाई-1. अ) संस्कृत भाषा एवं साहित्य का महत्व व वर्तमान स्थिति।
आ) संस्कृत-शिक्षण के लक्ष्य एवं उद्देश्य।
इ) अनुदेशानात्मक उद्देश्यों का ब्लूम टैक्सोनमी के अनुसार ज्ञानात्मक, कौशलात्मक, भावात्मक एवं प्रयोगात्मक के रूप में वर्गीकरण एवं लेखन।
- इकाई-2. संस्कृत में चार भाषायी कौशलों का सामान्य ज्ञान व अभ्यास-संस्कृत श्रवण, भाषण (मौखिक अभिव्यक्ति) पठन एवं लेखन।
उ) संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा।
- इकाई-3. संस्कृत-शिक्षण की पद्धतियां।
अ) प्रत्यय-पद्धति।
आ) व्याकरण-अनुवाद पद्धति।
इ) पाठ्य-पुस्तक पद्धति।
ई) संयुक्त पद्धति।
- इकाई-4. संस्कृत में विद्याओं का शिक्षण।
अ) संस्कृत-व्याकरण-शिक्षण-महत्व, प्रक्रिया, एवं पाठ योजना।
आ) संस्कृत गद्य" शिक्षण-महत्व, प्रक्रिया एवं पाठ योजना।
इ) संस्कृत-पद्य-शिक्षण-महत्व, प्रक्रिया एवं पाठ योजना।
ई) संस्कृत-रचना-शिक्षण-महत्व, प्रक्रिया एवं पाठ योजना।
- इकाई-5. अ) संस्कृत-शिक्षण में मूल्यांकन अर्थ एवं स्वरूप।
आ) संस्कृत में मूल्यांकन की प्राचीन एवं अर्वाचीन विधियां।
इ) संस्कृत-शिक्षण में गृहकार्य नियोजन एवं संशोधन, प्रक्रिया।
ई) संस्कृत भाषा की सह पाठ्य क्रियाएं। श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचना प्रतियोगिता।

संस्कृत-शिक्षण हेतु अनुमोदित पुस्तकें :-

1. संस्कृत-शिक्षण : सफाया रघुनाथ हरियाणा हिन्दी ग्रन्थ एकादमी, चण्डीगढ़।

2. संस्कृत-शिक्षण : पाण्डेय राम शुक्ल विनोद पुस्तक मन्दिर, आगरा।
3. ए एपशैच टू टीचिंग ऑफ संस्कृत : बौकील वी०पी० लखशनगढ प्रैस (पूजा)
4. टीचिंग ऑफ संस्कृत : आष्टे डी०जी० पदमा पब्लीकेशनस (बम्बई)।
5. संस्कृत शिक्षण : मिश्र प्रभाशंकर।
6. संस्कृत शिक्षण विधि : सफाया रघुनाथ पंजाब किताब घर, जालन्धर।
7. टीचिंग ऑफ संस्कृत : आष्टे डी०जी० डौगरे पी० के आचार्य बुक डिपो, बड़ोदा।
8. हुफरैकर : द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत (भारत बुक स्टाल, कोल्हापुर)।

TEACHING OF MATHEMATICS**PAPER-V & VI****Group B (Option-i)****Objectives**

1. To acquaint pupil-teachers with the
 - 1) Meaning, aims and objectives and relationship of Mathematics with other subjects.
 - 2) History of number system & Metric system.
 - 3) Translation of objectives in behavioural terms
 - 4) Values of Teaching Mathematics
 - 5) Contribution of Indian Mathematics
 - 6) Development of curriculum in Mathematics.
2. To acquaint pupil-teachers with the methods and techniques of teaching Mathematics.
3. To help pupil-teachers in the pedagogical analysis of various concepts in Mathematics.
4. To help pupil-teachers in instructional planning and development of relevant material for the teaching of Mathematics
5. To acquaint pupil-teachers with the use of computers in teaching of mathematics.
6. To help pupil-teachers with the use of comprehensive evaluation in Mathematics.
7. To help pupil-teachers in the development of an Achievement Test in Mathematics for Class X.

THEORY

M.Marks : 100

- Time : 3 Hrs

I: Nature of Mathematics :

- 1) History of number system and metric system.
- 2) Meaning of Mathematics, assumptions, Postulates, axioms.
- 3) Aims and objectives of teaching of Mathematics at secondary stage.

- 4) Fundamentals of logic namely : use of If & then, and/for 'If & If' only.
- 5) Translation of objectives in terms of behavioural outcomes.
- 6) Relationship with other subjects
- 7) Values to be taught through teaching of Mathematics
- 8) Contribution of Indian Mathematicians : Arya Bhatt, Bhaskarcharya & Ramanujam
- 9) Development of curriculum

II. Methods and techniques of teaching of Mathematics

1. Methods ;

- 1) Inductive-deductive
- 2) Analytic-synthetic
- 3) Problem Solving
- 4) Laboratory
- 5) Project.

2. Techniques :

- 1) Oral Work
- 2) Written work
- 3) Home assignment
- 4) Self study
- 5) Supervised study.

III. Pedagogical Analysis

1. Unit Analysis :

- 1) Objectives formulation
- 2) Learning experience
- 3) Choosing method and material
- 4) Evaluation

2. Pedagogical analysis of the following :

- 1) Sets
- 2) Congruency
- 3) Area

- 4) Volume
- 5) Ratio and Proportion
- 6) Equations

IV. Instructional Planning & Material Development

- 1) Preparation of micro lesson plan
- 2) Preparation of simulated lesson plan
- 3) Preparation of class room lesson plan
- 4) Preparation and use of audio-visual material and equipments
- 5) Application of computer in teaching of Mathematics

V. Evaluation

- 1) Comprehensive and continuous evaluation
- 2) Development of test items :
 - i) Short answer
 - ii) Objective type
- 3) Diagnostic testing and remedial teaching
- 4) Preparation of an Achievement Test
- 5) Criterion and norm reference test

Suggested Readings

Association of Assistant Teachers. The Teaching of Mathematics in U.K. Cambridge A university, Press Butler and Wren (1951); Teaching of Secondary Mathematics. McGraw Hill Book Co., New York.

Davis D.R. (1951) : The Teaching of Mathematics. Addison Wesley Presps, London.

Dolclani B.F. (1972) : Modern School Mathematics-Structure and Method.

London Mathematics Association. Report on the teaching of Arthematics, Algebra & Geometry. B.Bell & Sons.

Nicholas, Engene. D. & Swain Robert.L. Mathematics for Elementaryh School teachers. Holt Rinehart & Winston, New York.

Schonnel, F.F. & Schonnel, F.J. (1965) : Diagnostic and Remedial

teaching in Arithmetic. Liver and Boyd, London.

School's Council (1972) : Mathematics in Primary Schools-
Curricular in Bulletin. I.I.M.S.O., London.

Sidhu, K.S. The teaching of Modern Mathematics. Sterling
Publishers, New Delhi.

Ashlock Si Herman (1970) : Current Research in Elementary
School Mathematics, MacMillan, London.

Bello, E.T. (1965) : Man of Mathematics I & II Penguin.

Biggs, E.E. & Maclean James, R. (1969). Freedom to Learn.
Addison Wesley, Canada

Land, Frank (1975) : The Language of mathematics. John
Surrey, London.

Mcintosh, Jerry A. (1971) : Perspective on Secondary
Mathematics Education. Prentice Hall, New Jersey. N.S.S.E.
(1970) Mathematics Education. NSSE, Chicago.

Riuedesel, C. Alan (1967) : Giodomg Discovery in Elementary
Mathematics. John Wiley & Sons. New York.

Schaff, William L. (1965) : Basic Concepts of Elementary
Mathematics. Jophn Wiley & Sons. New York.

Vigilante, icholas (1969) Mathematics in Elementary Eduction.
Macmillan, London.

Vilcnkin, N.Y. (1968) : Stories About Sets. Academic Press, New
York.

TEACHING OF HOME SCIENCE**PAPER-V & VI****Group B (Option-ii)****Objectives**

1. To develop understanding of the aims of teaching Home Science.
2. To develop understanding of the various methods and procedures required for teaching Home Science effectively.
3. To develop basic skills and competencies required for teaching of Home Science.
4. To develop practical skills to organise various activities related to Home Science.
5. To develop skills and competencies required for preparing teaching aids in teaching of Home Science.
6. To develop competencies and skill for effective evaluation in Home Science.

THEORY

M.Marks : 50

Time : 3 Hrs

I. Concept

1. The concept of Home Science : meaning and components; place of Home Science in Secondary Education.
2. Aims and objectives of teaching of Home Science.
3. Writing objectives in behavioural terms.
4. Correlation of Home Science with other school subjects.

II. Pedagogical Analysis

- 1) Food, Nutrition & Health
- 2) Child care
- 3) Fiber and Fabric
- 4) Home a management-importance of planning, principles of budget making.
- 5) Hygiene and sanitation.

III. Methods of teaching and Micro-teaching Skills.

1. General principles and methods of teaching project method, discussion method, demonstration, practical, individual work.
 2. Micro-teaching skills-explaining, questioning, illustration and stimulus variation.
- IV. Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory.
- 1) Development and designing of Curriculum
 - 2) Teaching aids-classification and importance
 - 3) Concept of lesson plan, preparation of lesson plan.
 - 4) Development of text books
 - 5) Planning of space and equipment for Home Science Laboratory.
- V. Evaluation
1. Evaluation in Home Science-meaning and importance of evaluation.
 2. Comprehensive and continuous evaluation.
 3. Evaluation devices-written, oral, observation, practical work assignment.

Practical

M.M. : 50

Time : 3 Hrs.

1. A course of ten practicals by the pupil-teacher in the following :
 - 1) Cooking-its types
 - 2) Stitching/Embroidary/Knitting
 - 3) Home Management

Suggested Readings

Chandra, Shah & Joshi, Fundamental of teaching of Home Science. Sterling publishers Pvt. Ltd.,

Spafford, I. Fundamental in teaching of Home Science. John Wiley Sons.

Devdass, R.P. method of teaching of Home Science, NCERT.

Dass & Ray. Teaching of Home Science. Sterling Publishers Pvt. Ltd.

Devdass R.P. Teaching of Home Science in Secondary School- a Handbook of Suggestion for teachers, NCERT.

TEACHING OF COMMERCE**PAPER-V & VI****Group B (Option-iii)****Objectives**

1. To develop understanding of principles of commerce.
2. To acquire knowledge of present commerce conditions in India.
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To acquire competencies necessary for a commerce teacher.
5. To acquire appropriate professional behaviour and to develop commitment to profession.

THEORY

M.Marks : 100

Time : 3 Hrs

- I. Meaning, Nature and Concept of Commerce.
 - 1) Meaning, nature and scope of commerce.
 - 2) Place of commerce in secondary school curriculum
 - 3) Aims, objectives and values of teaching commerce.
 - 4) Bloom's taxonomy of objectives.
 - 5) Stating objectives in behavioural terms.
- II. Contents and their pedagogical Analysis.
 1. Office Management
 2. Bank
 3. Trade
 4. Insurance

Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner, therefore, can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis.

1. Identification of concepts.

2. Listing behavioural outcomes
 3. Listing activities and experiments.
 4. Listing evaluation techniques.
- III. Development of Instructional Material
1. Development and designing of curriculum
 2. Development of text books.
 3. Development of self instructional material modules.
 4. Development/Utilization of instructional aids-Charts, Maps, Graphs, Tables, Models, Film Strips, T.V., Computers.
 5. Development of lesson plan.
- IV. Methods of Teaching & Skills of Teaching.
1. Method
 - 1) Discussion method
 - 2) Problem solving method
 - 3) Project method
 2. Skills of Teaching Commerce
 - 1) Skill of narration.
 - 2) Skill of probing questions
 - 3) Skill of stimulus variation.
- V. Evaluation.
1. Meaning & Importance of evaluation.
 2. Evaluation devices-written, oral, observation; records.
 3. Preparation of unit test.

Suggested Readings

Berbert A. Tone. Principles of Business Education, Gargg Publishing Division.

A.S. Baughtery. methods of Basic Business & Economic Education, Western Publishing Co.

Harms & B.W. Stehr. Methods in Vocational Business Education.

Tone Popham & Freeman. Methods of Teaching Business Subject, Gragg Publishing Division N.Y.

L.V. Doughlash, Blandford & NI Anderson. Teaching Business Subjects, prentice Hall, Inc. Englewood Cliff, N.J.

C.A. Nolan, Carlos, C. Haydon. Principles and Problems of Business Education, South Western Publishing Co. N.Y.

GOI. Teaching Commerce in Multipurpose School, DSPSE, New Delhi, 1961.

GOI. Report of the Special Committee on re-organization and Development of Polytechnic Education in India. Ministry of Education and Social Welfare, New Delhi, 1970-71.

Srinivasan, K.R.A. Guide to the Methods of Teaching General Business, Regional College of Education, Mysore.

Board of Sec. Edu., Rajasthan Objectives of Teaching Commerce, Board of Secondary Education, Rajasthan Aimer.

Singh. M.N. Dynamism in Teaching.

Aggarwala, A.N., Business Methods & Machinery part I & II, Kitab Mahal Allahabad.

Acharya & Govekar. Principles of Business Organisation, Kitab Mahal, Allahabad.

P.C. Segwalkar & Sarleker, the Structure of commerce Kitab mahal Allahabad.

GOI. karyalaya Padhati, Ministry of Education, Cabinet Secretariat New Delhi.

TEACHING OF ARTS**PAPER-V & VI****Group B (Option-iv)****Objectives**

1. To develop awareness about educational aspects related to Art Education at the national and international level.
2. To develop competencies in the prospective teacher in the light of role to be played as an art teacher under Indian School conditions at the lower secondary level.
3. To enable prospective teacher to apply essential educational aspects at the school level e.g. transaction of contents, methodology, evaluation, place of Art education.
4. To develop an understanding of and insight into the stage of Art development in children at various age levels.

THEORY

M.Marks : 50

Time : 3 Hrs.

I. Concept, Value and Objectives

1. Meaning and scope of art.
2. Importance of arts and crafts in education
3. General aims of teaching art in secondary schools.
4. Blooms Taxonomy of educational objectives.
5. Correlation of art and craft with other school subjects.

II. Content and Pedagogical Analysis

1. Composition
2. Poster
3. Still life
4. Design
5. Collage
6. Landscape
7. Art & Crafts
8. Elements of art
9. Principle of Art
10. Child Art.

Pedagogical analysis of any one of the above topics

Pedagogical analysis should be done taking into consideration following points :

1. Introduction of minor and major concepts
 2. Listing behavioural outcomes
 3. Listing activities and demonstrations evaluation techniques
- III. Transaction of contents and Development of Instructional Material

1. Unit planning and lesson planning
2. Preparation of teaching aids/development of demonstration.
3. Development of self learning material
4. Material used in Art study through ages.

IV. Methods of teaching and skills involved in teaching

1. Methods of teaching
 - 1) lecture-demonstration method
 - 2) Assignment method
 - 3) Excursion metho
2. Skills
 - 1) Appreciation skill
 - 2) Observation and critical analysis
 - 3) Visual communication-classroom.decoration
 - 4) Creativity of Art-arranging exhibition
 - 5) Skill of introducing the lesson questioning;
illustration; explaining and stimulus variation

V Evaluation

1. Concept-Measurement and evaluation
2. Preparation of achivement test
3. Evaluation of still life, design, nature study and composition etc.

PRACTICALS

M.Marks. 50

Time: 3 Hrs.

I. Composition, Poster and Still Life

1. **Composition** : Human figures, birds, animals as per requirement of subject matter of composition in any medium.
2. **Poster** : Poster will include writing and designing of subject matter. Size of paper is half sheet i.e. 15"×22" in poster colour.
3. **Still Life** : Drawing & Painting of a group of three/ four objects with drapery in any medium, size of paper is half sheet i.e. 15"×22".

II. Design, Collage and Landscape

1. **Design** : Alpana/Rangoli, full size of paper i.e. 22"×30" Poster Colour/Holi Powder medium.
2. **Collage** : Glazed paper/picture from magazine other material suitable for collage. Size of paper i.e. half sheet of 15"×22".
3. **Landscape** : Mountain tree, sky huts etc. Size of paper is
(memory) half sheet in any medium.

Note : Practical examination will be held taking into consideration following points :

1. One practical each from Units-I & II will be given to each student on the spot.
2. Sessional work for both units.
3. Viva-voce for both units.

Suggested Readings

Jeswani, K.K. Arts in Education : Atama Ram & Sons, Kashmere Gate, Delhi-6 Read, H.

Education through Art, Faber and Faber, London : Jowen Feld V. Creative and Mental Growth, Macmillan Co., New York.

Jeswani, K.K. Appreception of Art. : Atma Ram and Sons, Kashmere Gate, Delhi-6.

Tolstoy. What is Art? An Essay on Art : Oxford University Press, New York.

Devi Prasad (1998) Art : The Basis of Education, New Delhi.

Eisner, Elliot W. (1972) : Education Artistic Vision. New York.

Read Herbert (1972) : The meaning of Art Faber and Faber, London.

Goldstein Nathan (1973) : The Art of Responsive Drawing. Prentice Hall, Inc., Englewood Cliffs, New Jersey.

TEACHING OF LIFE SCIENCE**PAPER-V & VI****Group C (Option-i)****Objectives**

1. To develop awareness about development in the area of teaching and learning of Life Science at the national and international level.
2. To develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian School Conditions.
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g., general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

THEORY

M.Marks : 100

Time :3 Hrs.

- I. Importance, Aims and Objectives:
 1. Importance of Life Science in School Curriculum.
 2. General aims and objectives of teaching Life Science.
 3. Bloom's taxonomy of educational objectives.
 4. Formulation of specific objectives of Life Science in behavioural terms.
- II. Contents and Pedagogical Analysis.
 1. Contents:
 1. Photosynthesis.
 2. Human digestive system-Respiratory, Excretory, Circulatory systems.
 3. Cell structure.

4. Micro-organism.
 5. Food chain.
 6. Ecological balance.
2. Pedagogical analysis

Following points should be followed for pedagogical analysis.

1. Identification of concepts.
2. Listing behavioural outcomes.
3. Listing activities and experiments.
4. Listing evaluation techniques.

Teacher will demonstrate pedagogical analysis of any one of the topics mentioned under contents above-II (i). The examiner therefore can ask for pedagogical analysis of any of the given topics.

III. Development of Instructional Material

1. Transaction of contents
 - 1) Unit Planning
 - 2) Lesson Planning
 - 3) Preparation of teaching aids.
 - 4) Development of aquarium, vivarium etc.
 - 5) Development of demonstration experiments.
2. Development of self-instructional material (Linear programme).

IV. Methods of Teaching and Skills (Practical and Micro-teaching).

1. Methods of teaching.
 - 1) Lecture-demonstration method.
 - 2) Project method
 - 3) Problem-solving method.
2. Practical skills
 - 1) Preparation of temporary and permanent mounts.
 - 2) Collection and preservation of specimen.

3. Micro-teaching skills

- 1) Skill of introducing the lesson (set induction)
- 2) Skill of Questioning.
- 3) Skill of illustration.
- 4) Skill of explaining.
- 5) Skill of stimulus variation.

V. Evaluation

1. Concept of measurement and evaluation.
2. Formative evaluation.
3. Summative evaluation
4. Different types of grading.
5. Attributes of a good achievement test.
6. Preparation of an objective type and achievement test.

Suggested Readings

Bremmer, Jean, (1967) : Teaching Biology. Macmillan, London.

Dastgir, Ghulam (1980) : Science Kii Tadress, Translation of Sharma & Sharma Teaching Se. Tarakki Urdu Board, New Delhi.

H &eller. R. (1967) : New Trends in Biology Teaching, UNESCO, Paris.

NCRT (1969) : Improving Instructions in Biology. New Delhi.

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Waston, N.S. (1967) : Teaching Science Creativity in Secondary School U.B. Saunders Company, London.

Green, T.C. (1967) : The teaching and Learning Biology. Allman & Sons, London.

Miller, David, F. (1963). Methods and Materials for Teaching the Biological Science. Mc Graw Hill, New York.

Nunn, Gordon (1951) : Handbook nfor Science Teachers in Secondary Modern Schools. John Murry, London.

Thurber, Walter (1964) : Teaching of Sciece in Todays Secondary Schools, Prentice Hall, New Delhi.

Vaidya, N. (1971) : The Impact of Science Teaching. Oxford and IB+I Publication Co., New Delhi-I.

Voss, Burton F.A. & Bren, S.B. Biology as Inquiry : A Book of Teaching Methods.

Gupta, VKJ. (1995) : Readings in Science and Mathematics Education. Associated Publishers, Ambala Cantt.

Gupta, V.K. (1994) : Life Sciences Education Today. Arun Publishing House Pvt. Ltd. SCO 49-51, Sector, 17-C, Chandigarh.

Gupta, V.K. (1996) Science and Technology Education : New Thrusts and Recent Trends. Arun Publishing House, Chandigarh.

Gupta V.K. (1995) : Teaching and Learning of Science and Technology, Vikash Publishing House New Delhi.

Gupta V.K. (1995) : Readings in Science and Mathematics Education. Association Publishers, Ambala Cantt.

TEACHING OF GEOGRAPHY**PAPER-V & VI****Group C (Option-ii)****Objectives**

The students will be able to :

1. Understand the important concepts used in Geography.
2. Prepare lesson plans for different classes.
3. Critically evaluate existing school syllabus and text-books.
4. Prepare/handle suitable teaching aids and use them effectively in the classroom.
5. Prepare diagnostic achievement test-administer them, analyse the results for providing feedback.
6. Pedagogical analysis of contents in Geography.

THEORY

M.Marks : 100

Time : 3 Hrs.

1. Concept, objectives, values
 - 1) Meaning, nature & scope of Geography.
 - 2) Values of teaching Geography.
 - 3) Aims of teaching Geography.
 - 4) Bloom's taxonomy of objectives.
 - 5) Formulation of specific objectives of Geography in Behavioural terms.
- II. Content and their pedagogical analysis.
 1. Content
 1. Latitudes & Longitudes.
 2. Rotation & Revolution.
 3. Agents of denudation.
 4. Physical division of India.
 5. Cash crops of India.
 2. Pedagogical analysis of above units.

III Development of Instructional Material

1. Development and designing of curriculum.
2. Development of text-books.
3. Development of self instructional material.
 1. Self instructional Modules.
 2. P.L. Material (Linear style) packages.
4. Development utilizing instructional aids.
Maps, Atlas, globes, Charts, Graphs, Models, film strips, shades, utilization of T.V. Video OHP, Computer.
5. Development of lesson plan.
6. Designing geography laboratory.

IV Methods of Teaching & Skills involved in Teaching

1. Methods of teaching
 1. Story telling.
 2. Lecture-cum-discussion.
 3. Observation.
 4. Discovery.
 5. Problem-solving.
 6. Project Method
 7. Laboratory.
2. Skill in teaching.
 1. Explaining.
 2. Questioning.
 3. Illustrating with examples.
 4. Stimulus Variation.
 5. Skill of Map reading (kusing maps).

V. EVALUATION

1. Meaning and importance of evaluation confirmation & continuous evaluation.
2. Evaluation devices-written, oral, practice Assignment, Daily working of the student.

Suggested Readings

Arora, K.L. (1976) : The teaching of Geography. Parakash Brothers, Jalandhar.

Broadman David (1985) : New Directions in Geography Education. Fehur Press, London.

Philadilphla Ch orely, R.J. (1970) : Frontiers in Geography Teaching. Mathews and Co. Ltd., London.

Dhamija Neelam (1993) : Multimedia Approaches in Teaching Social Studies. Human Publishing House, New Delhi.

Graves, N.G. (1982) : New Source Books for Geography Teaching.

Longman, the UNESCO Press Hall David (1976) : Geography Teacher. Unwin Education Books, London.

Huckle, J. (1983) : Geographical Education Reflection and Action. Oxford University Press, London.

Leong, Goh Chey (1976) : Certificate of Human and Physical Geography. Oxford University Press, London.

Morrey, D.C. (1972) : Basic Geography. Hien Manns Education Books Ltd., London.

Mohd. Z.U. Alvi (1984) : UNESCO. Tadress Jugrafia, Taraqqi Urdu Board, New source Book for Teaching of Geography, UNESCO.

Verma, J.P. (1960) : Bhugol Adhyhan, Vinod Pustak Mandir, Agra.
Verma, O.P. (1984) : Geography Teaching. Sterling Publication Ltd., New Delhi.

Walford Rex (1981) : Signposts for Geography Teaching Longman, London.

UNESCO (1965) : Source Book for Geography Teaching Longman, London.

TEACHING OF ECONOMICS**PAPER-V & VI****Group C (Option-iii)****Objectives**

1. To develop understanding of economic principles for growth and development of the Indian economy.
2. To acquire knowledge of present economic conditions in India.
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To become an effective citizen and good consumer.
5. To acquire appropriate professional behaviour and to develop commitment to leading profession.

THEORY

M.Marks : 100

Time : 3 Hrs.

1. Meaning Nature & Concept of Economics
 1. Meaning, nature and scope of Economics.
 2. Place of Economics in secondary schools curriculum.
 3. Aims, objectives and values of teaching Economics.
 4. Bloom's taxonomy of objectives.
 5. Statement of objectives in behavioural terms.
- II. Contents and their Pedagogical Analysis
 1. Wants and their classification.
 2. Laws of return
 3. Population-its growth pattern, problems of over population, density of population.
 4. National income-meaning, methods of measurement.

Teacher will demonstrate pedagogical analysis of any of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner therefore can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis :

1. Identification of concepts.
2. Listing behavioural outcomes.
3. Listing activities and experiments.
4. Listing evaluation techniques.

III. Development of Instructional Material

1. Development and designing of curriculum.
2. Development of text-books.
3. Development of self-instructional material-modules.
4. Development/utilization of instructional aids-Charts, Maps, Graphs, Tables, Models, Film Strips, T.V. Computer.

IV. Methods of Teaching & Skills of Teaching

1. Methods

- 1) Discussion method
- 2) Problem solving method
- 3) Project Method

2. Skills of Teaching Economics

- 1) Skill of narration
- 2) Skill of probing questions
- 3) Skill of stimulous variation

V. Evaluation

- 1) Meaning & Importance of evaluation
- 2) Evaluation devices-written, oral, observation, records.
- 3) Preparation of unit test.

Suggested Readings

Arora, P.N. (1985) : Evaluation in Economics. NCERT, New Delhi.

Assistant Masters Association (1974) : The Teaching of Secondary Secondary School Economics. Cambridge University Press, London.

Boulding, K.E. (1960) : Economics Analysis (Volume-I) Micro Economics. Harper and Row, New Yhork.

Building, K.E. (1960) : Economics Analysis (Volume-II) Micro

Economics, Harper and Row, New York.

Farooqi, S.A. & Ahmad (ed). Co-curricular Activities in Schools. IASE, JMI, New Delhi.

Hicks, J.R. (1960) : The Social Frame Workj-An Introduction to Economics. Oxford University Press, London.

Kanwar, B.S. (1973) : Teaching of Economics, Prakash Brothers, Ludhiana, Khan Riaz Shakir. Artshastra Shikshan. Kota Open University, B.E-I 3.

Khan Riaz Shakir (1982) : Maashiyaal Kaise Parhaai. TUB, Delhi.

Khan, R.S. & Ahmed, I(eds) (1995) : Lesson Planning IASE, JMI, New Delhi.

Lee N (Ed.) (1975) : Teaching Economics. Heinmann Education Books, London.

Robinson, K.& Wulson, R(ed) (1977) : Extending Economics within the Curriculum. Routlecg and Kegan Paul, London.

Siddiqi, M.H. (1993) : Teaching of Economics. Asish Publishing House, New Delhi.

Ruhcla S.P. & Khan, R.S. Samajik Vigyan Shikshan : Kota Open University, B.E.-5.

Singh, Ramlal (1969) : Whitehead. Arthshastra Ka Shikshan. Shabd Sanach, Ajmer.

D.J. (ed) (1974) : Curriculum Development in Economics Heinemann Education Books, London.

Whitehead, D.J.(ed) (1979) : Hand Book for Economics Teachers. Heimann Educational Books. London.

Binning A.C. and Bining, D.H. (1952). Teaching the Social Studies in Secondary Schools. McGraw Hill Book Company, New York.

Clark, L.H. and Starr, I.S. (1967) : Secondary School Teaching Method. MacMillan, London.

Daughterey, A.S.)1965) : Methods of Basic Business and Economic Education. South WEstern Publishing Co., Cineinnati.

DEPSE, (1960) : Evaluation in Social Studies. Ministry of Education, New Delhi. Dhamija, Neelam (1993) Multimidia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi

Lemdsen, K.G. and Attiyeh, R (1968) : Recent Researches in Economics Education. prentice Hall, New York. Moffat, M.R. (1955). Social Studies Instruction. Prentice Hall, New York. Olve J.M. (1973). The Trends in economics. Heinmann Educational Books, London. Sachs, I. (ed) (1973). Main Trends in Economics. George Alien & Unwind Ltd., London. Salndford, C.T.et. Al (1971). Case Studies in Economics Projects and role Playing in teachig 'Economics'. MacMillan, London, Srivastava, H.S. et. Al.(1976). Unit Tests in Economics. NCERT, New Delhi. Report of Summer course in Economics for Postgraduate Teachers. May 8 to May 28, 1973, Kendriya Vidyalaya Sangathan, New Delhi.

TEACHING OF MUSIC**PAPER-V & VI****Group C (Option-iv)****Objectives**

1. To develop understanding of aims of teaching of music
2. To develop competencies and skills for teaching of Music
3. To develop understanding and awareness of the essentials of music
4. To develop understanding of the importance of evaluative procedures in Music
5. To Promote among the student-teachers Aesthetic sense, Time sense, tolerance and self-confidence.

THEORY

M.Marks : 50

Time : 3 Hrs.

1. 1) A brief history of Indian Music
2) Aims and objectives of Music as a subject in the School curriculum.
2. 1) Knowledge of Swaras-differences of Swaras and Sruti : Division of Swaras in measures of Sruti.
2) Possibilities of notation for Indian Music II
3. 1) Voice-culture-information about voice and culture and earynx.
2) Knowledge of Motion and Rhythm.
4. 1) Methods of teaching Music.
2) To prepare Lesson Plans.
5. 1) Qualities of a Music Teacher-Gayak, Vadyakar and Avadyakar.
2) Aids to the teaching of Music.
2. 1) Importance of Classical Music, Suggestions for the popularization of classical Music.
2) Evaluation in Music.

PRACTICAL

M.Marks. 50

Time : 3 Hrs.

1. Every candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas :-

Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, kaffi.

Every candidate should be able to sing or play a slow Khyal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag

2. The following Tals are required to be practised in. Tha's and Dvigun Laya on Table :

- 1) Teen Tal

- 2) Dadra,

- 3) Jhaptal

- 4) Dharva

- 5) Ektal

3. Tuning of the instrument for the instrument palyer and tuning of the Janpura for vocal music students
4. Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.

Suggested Readings

Madan, P.L. Teaching of Music (Hindi) Awasthis : Teaching of Music (Hindi). Extension Services, Govt. Training College, Jalandhar. Ranaday. Indian Music (Its Physical and Aesthetics). Bhat Khande, Shor Historical Survey Bhatnagar. S. Teaching of Music Khanna. Jyoti. Teaching of Music Madam; Panna Lal. Teaching of Music. Patwardhau, Rag Vigyan Goswami. O. Indian Music Sambamoorthy, P. Teaching of Music.

TEACHING OF PHYSICAL SCIENCES**PAPER-V & VI****Group D (Option-i)****Objectives**

1. To develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
2. To develop competencies in the prospective teachers related to Physical Science at the lower Secondary level with specific reference to Indian School Conditions
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science, Pedagogical analysis of contents in Physical Science at the lower secondary level Transaction of contents, methods of teaching, evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Physical Science teacher under Indian school conditions

THEORY

M.Marks : 100

Time : 3 Hrs.

I. Concept

- 1) Importance of Physical Sciences in School curriculum
- 2) General aims and objectives of teaching Physical sciences at secondary school stage.
- 3) Bloom's Taxonomy of educational objectives.
- 4) Formulation of specific objectives in behavioural terms.

II. Contents and Pedagogical analysis**1. Contents**

- 1) Energy-types
- 2) Transmission of heat
- 3) Atomic Structure
- 4) Magnetism

- 5) Friction
- 6) Water as universal solvent

Pedagogical analysis of any one of the above topics

Following points should be followed for pedagogical analysis:

- 1) Identification of minor and major concepts
- 2) Listing behavioural outcomes.
- 3) Listing activities and experiments.
- 4) Listing evaluation procedure.

III. Transaction of contents and Development of Instructional Material.

1. Transaction of contents

- 1) Unit planning and lesson planning
- 2) Preparation of teaching aids
- 3) Development of demonstration experiments
- 4) Co-curricular activities

2. Development of self-learning material (Linear Programme)

IV. Methods of teaching and Skills involved in teaching

1. Methods of teaching

- 1) Lec-Demonstration method
- 2) Project Method
- 3) Problem-solving method

2. Skills

- 1) Practical demonstration-using Laboratory
- 2) Improvisation of apparatus
- 3) Skill of introducing the lesson (set induction)
- 4) Questioning
- 5) Skill of Illustration with examples (visual)
- 6) Skill of explaining
- 7) Skill of using Black Board
- 8) Skill of stimulus variation

V. Evaluation

- 1) Concept-Measurement and evaluation and grading
- 2) Formative evaluation
- 3) Summative evaluation
- 4) Diagnostic evaluation
- 5) Characteristics of a good test
- 6) Preparation of achievement test-objective tests.

Suggested Readings

Anderson, R.D. (1970) : Developing Children's Thinking Through science. prentice Hall, New Delhi.

Carin, A.A. & Sund, R.D.(1976) : Teaching Science Through Discovery. Merit. Harvard project physics, (1968) An Introduction to Physics (Vo.L-CI).

Hurd Deart, P. (1971) : New Directions in Teaching School Science.

Rand McNally Co., Chicago, Kuthiro, (1970) : Physics Teacher Guide. Parker Publishing Co., New York.

Lewis, J.L. (1977) : Teaching os School Physics. Longman Group Let., London.

Sharma R.C. (1981) : Modern Science Teaching. Dkhanpat Rai and Sons., Delhi. Weber. Physics of Teachers. A Modern Review (1965) . MacGraw Hill, New, New York, Anderson R.D. (1970) Developing Children's thinking through Science. prentice Hall New Delhi.

Cartin, A.A. & Sund, R.D. (1972) : Teaching Science through Discovery. Merill, London.

Gerrise, L. & Madsfield, D (1970) : Chemistry by Experiment and Understanding. new Your.

Hurd Dilhurt, P. (1971). New Directions in teaching school Science.

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Neffield, (1968) : The Basic Course. longman, London. Sharma R.C. & Sharma. Teaching of Science. New Delhi. I

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Asimov, I. (1965)) Guide to Science, Vol.-I. Pelicen Books.

Bal Vigyanik (1981) : Science Text Books for middle School. M.P.
Text Book Corporation. Bouling, H.F. Teaching Physics in
Elementary Schools. Oxford University Press. Esler. Innovations
in Science Teacher Education. Penguin Books. Rogers, E.M.
Physics for the Inquiring Mind. Princeton University Press.

Romey, W.D. (1968) : Inquiry Teachique for Teaching of Scienc.
Prentice Hall, New Jersy. Jenkin, E & Whirefield, R. Readingsin
Science Educatio, A Source Book.McGraw Hill, London. Ya-
Perelan. Physics for Entertainment. MIR Publishers, Moscow.
Walker, J (1977) : The Flying Circus of Physics. John Wiley and
Sons.

TEACHING OF CIVICS**PAPER-V & VI****Group D (Option-ii)****Objectives**

1. To enable the student teacher to define, discriminate and analyse the concept of civics.
2. To enable the student teacher to formulate aims and objectives of teaching civics at various stages of schooling.
3. To enable the student teacher to critically evaluate the existing schools syllabus of civics and give appropriate suggestions to improve it.
4. To enable the student teacher to understand and apply different methods and techniques of teaching civics by selection of appropriate contents and plan a lesson accordingly.
5. To enable him/her to understand the specific role and qualities of a civics teacher.
6. To enable the student teacher to write a review of text book of civics.
7. To enable the student teacher to prepare a good evaluation tool on a given topic.
8. To enable the student teacher to understand the fundamental rights and duties, citizenship and other salient features of constitution of India.

THEORY**M.Marks : 100****Time : 3 Hrs.**

- I.
 1. Meaning and importance of civics and the place of civics in the school curriculum. Correlation with other social sciences.
 2. Aims and objectives of teaching civics.
- II.
 1. Curriculum of civics at different levels. Principles of curriculum construction; preparing unit curriculum in civics.
 2. Methods of teaching civics project method, problem solving, socialised recitation, supervised study, Lecture.

3. Lesson planning in civics, preparing a lesson plan on a given Unit/topic.
- III. 1. Audio-visual Aids in the teaching of civics, preparing Audio-visual Aids in civics.
 2. Importance of civics text-book, qualities of a good text-book
- IV. 1. Civics teacher and his qualities.
 2. Evaluation in civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.
- V. 1. Citizenship, fundamentals rights and duties and salient features of Indian Constitution.

Suggested Readings

Dr. Iqbal Narayan. Principles of Civics. Shiv Lal & Co. Ltd., Agra-3.

Dr. Iqbal Naryan. Our constitution & Civics Life (Shiv Lal and Co. Ltd. Agra-3).

Shyam Kishore Malvia. Administration In Free India and Civil Life. Bal Bharti, Allahabad. Practical Citizenship for Secondary Schools.

The Indian Institutes for Social Order, Poona.

Oxford Press. Education for Citizenship. Naroliker. Teaching of Civics. White, E.N. the Teaching of Modern Civics.

TEACHING OF SOCIAL STUDIES**PAPER-V & VI****Group-D (Option-iii)****Objectives**

The students will be able to

1. Acquire knowledge of present Indian Civilization and economic conditions of India.
2. Understand the important concepts used in discipline.
3. Develop and critically evaluate existing school curriculum and text books.
4. Develop desirable social and economic attitudes
5. Become effective citizens and good consumers.
6. Prepare diagnostic tests and achievement tests, administer them. Analyse the results and provide remedial measures for guidance
7. Prepare suitable teaching aids and use them effectively in the classroom.
8. Prepare unit plan and lesson plan for different classes.

THEORY**M.Marks : 100****Time : 3 Hrs.**

- I. **Concept, Objectives and Values**
 1. Meaning, scope and importance of social studies in schools.
 2. Aims and objectives of teaching social studies with special reference to present Indian Conditions.
 3. Bloom's taxonomy of objectives
 4. Formulating specific objectives of social studies in behavioural terms.
 5. Values of teaching social studies.
- II. **Contents and their pedagogical analysis (upto Secondary level)**
 1. Evolution of Indian Civilization, golden period

2. Mughal dynasty and impact on Indian Culture
3. History of Freedom movement.
4. Concept of democracy, secularism and socialism
5. Constitution, Preamble, salient features of Indian constitution, fundamental duties.
6. Factors affecting Indian society.
7. Globe : general information about globe, longitude and latitude
8. Structure of Indian economy
9. Major issues facing Indian economy today.
10. Nationalism
11. Current five year Plan

Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner therefore can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis :

1. Identification of concepts
 2. Listing behavioural outcomes
 3. Listing activities and experiments
 4. Listing evaluation techniques
- III. Development/utilization of Instructional material
1. Development of Lesson Plan
 2. Development and evaluation of curriculum and textbooks in social studies
 3. Development of self-instructional modules
 4. Development of self-instructional material
 1. Preparation of slides & Transparencies
 2. Bulletin board
 3. Maps
 4. Charts
 5. Graphs
 6. Models

7. Scrap books
8. Application of Radio, Video, Computer & O.H.P.
9. Dramatization
10. Use of community resources
11. Designing of social studies lab.

IV Methods of Teaching and Skills involved in teaching

1. Methods

- 1) Story telling Method
- 2) Project skills method
- 3) Problem solving method
- 4) Inductive and deductive method

2. Skill of Planning

- 1) Skill of questioning
- 2) Skill of explaining
- 3) Skill of illustration with examples
- 4) Skill of stimulus variation
- 5) Skill of map reading

V Evaluation

1. Meaning, need and objectives of evaluation
2. Evaluation devices :
 1. Oral test
 2. Essay Type
 3. Objective type
 4. Diagnostic testing and remedial measures
 5. Interest inventory
 6. Rating scale

Suggested Readings

Bining, A.C. and Bining, D.H. (1952) : Teaching the Social Studies in Secondary School. McGraw Hill Book Company, New York.

Choudhary, K.P. (1975) : The effective Teaching of History in India NCERT, New Delhi.

Dhamija, Neelam (1993) : Multi media Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi.

Dixit and Bughela, II. (1972) : Itihas Shikshan. Hindi Grath Academy, Jaipur.

Fenton, Edwin (1967) : The New Social Studies. H O Rinehart, Winston, Inc., New York.

NCRT, (1988) : Guidelines and Syllabi for Secondary Stage (Class IX, X), NCERT, New Delhi.

Hashmi, M.A.A. (1975) : Tarikh Kaisse Parhhaen. Maktaba Jhamia Ltd. New Delhi.

Kahn, Riaz Shakir (1982) : Maashiyaat Kaise parhhaen. T.Urdu Board, New Delhi.

Kh'an, Riaz Shakir : Arthshastra Shikshan. Kota Open University, BE-13.

Kochar, S.K. (1963) : The Teaching of Social Studies. University Publishers, Delhi

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TEACHING OF HISTORY**PAPER-V & VI****Group-D (Option-iv)****Objectives**

The students will be able to:

1. Understand the meaning, scope and importance of History.
2. Develop skill and competence to translate general objectives into performance.
3. Describe the principles of curriculum construction in History and analyse content pedagogically.
4. Demonstrate the different important methods of teaching History by selecting appropriate learning contents.
5. Prepare lesson plan using specific methods of teaching History.
6. Prepare appropriate tests for evaluation of some content in History.
7. Prepare a Write-up of the places of historical importance.
8. Use different aids in teaching of History.

THEORY**M.Marks : 100****Time : 3 Hrs.**

- I.
 1. Meaning nature & scope of History
 2. Place of History in secondary school curriculum
 3. Aims, objectives and values of teaching History
 4. Bloom's Taxonomy of objectives.
- II. Contents and Pedagogical Analysis
 1. Indus Valley Civilization.
 2. Aryans
 3. Mughal dynasty
 4. Modern India
- III. Development of Instructional Material
 1. Development & Designing of curriculum in History.
 2. Development of lesson plans for History.

3. Development of text-books.
4. Development of self-learning modules.
5. Development/utilization of instructional aids :-
 - 1) Charts
 - 2) Maps
 - 3) Graphs
 - 4) Models
 - 5) Film strips
 - 6) T.V.
 - 7) Computers

IV Methods & skills of Teaching History

1. Methods

- 1) Source method
- 2) Discussion method
- 3) Dramatisation (Role Play)
- 4) Teaching History through monuments (Field trips)
- 5) Story telling method
- 6) Project Method

2. Skills

- 1) Skill of narration
- 2) Skill of probing question
- 3) Skills stimulus variations.

V Evaluation

- 1) Meaning & importance of evaluation
- 2) Evaluation devices
- 3) Written, oral, assignments

Suggested Readings

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WORK EDUCATION & WORK EXPERIENCE**PAPER-VII & VIII****Objectives**

The purpose of providing Work Education & Work Experience to B.Ed. students is to improve the general efficiency of pupil teachers and enable them to perform better in their school.

To enable the teacher trainers to :

1. Explain the concept, need, planning importance and philosophy of work education and work experience.
2. Use chalk-board effectively.
3. Develop an understanding about the potentialities and possibilities inherent in various materials to be used.
4. Develop skills necessary for using such material devices and innovative methods to use them.
5. Develop respect for manual work and to role model in carrying out this work.
6. Relate work-experience to other curricular subjects.
7. Develop aesthetic sense for keeping their surroundings beautiful and clean.
8. Evaluate work education and work experience in terms of process and products.

CHALK BOARD WRITING**M.Marks :30****THEORY**

1. Kinds of different chalk boards.
2. Strengths and Limitations of chalk board writing.
3. Correct use of chalk board writing.
4. Pitfalls in chalk board writing.
5. Use of stencils and multiple chalk holders on the chalk board.
6. Knowledge of paint and chalk.

Sessional & Practical Work

1. Writing of English and Hindi letters and numbers in block capital forms and in running hands.
2. Use of coloured chalk.

3. Stick drawing. Human figures, birds and animals.
4. Use of match stick for drawing.
5. Simple drawing of common subjects flowers, fruits and vegetables.

PREPARING TEACHING AIDS

M.Marks : 35

THEORY

1. Meaning, Concept and significance of Teaching aids.
2. Importance and need of teaching aids.
3. Classifications of teaching aids.
4. Material required for preparing teaching aids as; Paper, Colour, Scale, Pencil, Rubber etc.
5. Effective use of teaching aids.

SESSIONAL & PRACTICAL WORK

The student will prepare the following teaching aids :

1. One Raxin Chalk board $21\frac{1}{2} \times 31\frac{1}{2}$, pointer, duster.
2. Ten coloured charts (Full size paper= $20'' \times 30''$) i.e. five in each Teaching subject.
3. One working model or three-dimensional or relief models related to students' teaching subjects.
4. Two slides related to their teaching subject.

HANDLING OF AVAILABLE EQUIPMENT

M.Marks : 35

Each Teacher Education Institution will make available the following equipments for use of the students :

1. Over-head projector
2. Slide-Projector
3. Tape-Recorder
4. Epidiascope
5. T.V. and Video-Cassette-Recorder

The students will be required to get acquainted with the major components of the above equipment and their functions. They will be required to use any one of the above equipments (available in the institution in proper order). They will also prepare a scrap-book and get the same properly checked by concerned teachers.

WORK EXPERIENCE

Any Two of the following :

1. Drawing and Painting
2. Clay Modelling
3. Photography
4. Paper cutting and Card board Modelling
5. Interior Decoration
6. Candle Making
7. Gardening
8. Music
9. Candle making for blind students.

DRAWING & PAINTING

M.Marks : 40+10

Time : 3 hrs.

THEORY

1. Arts and its place in Education
2. Definition of Arts
3. Element of Arts
4. Principles of Arts
5. Colour Theory
6. Design & its kinds
7. Art material
8. Appreciation of Art.

SESSIONAL AND PRACTICAL WORK

1. Colour Scheme - 1/4 Sheet
2. Design -Border & Center motif e.g. leaves, flowers, birds and animals
3. Writing - Block capital letters (English & Hindi) Free Hand with Kalam)
4. Greeting Cards,
5. Use of Play methods - theard, spray potato etc.

CLAY MODELLING THEORY

M.Marks : 40+10

50

1. Clay and its preparation
2. Source of clay
3. Knowledge of tool
4. Description of Following :
 - 1) Low - relief
 - 2) Bas - relief
 - 3) Sculpture in round
 - 4) Modeling
 - 5) Casting & Terra -cotta
5. Different Methods of working in clay .
6. Different Methods of baking clay objects

SESSIONAL & PRACTICAL WORK

The student will prepare the following models in clay :

1. Paper weight, fruits & vegetables : thumb and-palm method.
2. Flower Pot and Pottery : slab & coil method.
3. Human figures, birds & animal etc., in round & relief.
4. Any teaching aid related with student's teaching subjects.

PHOTOGRAPHY

M.Marks : 40+10

THEORY

50

1. Photography in Teaching Learning Process
 - 1) Concept, need and importance of work experience (Photography).
 - 2) Objectives of teaching photography in schools.
 - 3) Photography as a means of visual communication.
 - 4) Methods of teaching.
 - 5) Evaluating student work.
2. Materials and Tools.
 - 1) Photographic plates-types, uses and sources
 - 2) Photographic films-types, uses and sources
 - 3) Cameras-types, construction, use and functions
 - 4) Dark Room-Structure, Importance.
3. Content Enrichment
Principles involved in the formation of images on the films/ papers. Creative photography-composition and aesthetics.

SESSIONAL & PRACTICAL WORK

1. Loading and unloading the film.
2. Operating the camera.

3. Outdoor photography in natural light e.g. Science, Wildlife, Sports (Action Photography), New coverage.
4. Indoor photography in studios in floodlights properties-using flashguns and floodlights.
5. Developing films in Darkroom.
 - 1) Preparing different types of solutions like developer, fixer etc.
 - 2) Converting negatives to positives.
6. Mounting films in Darkroom
 - 1) Preparing photographs and displaying them using creative imagination for example Collages etc.
 - 2) Organising Exhibition.

P, PER CUTTING AND CARD

M.Marks : 40+10

BO. RD MODELLING**THEORY**

1. Raw material and their sources
2. Card Board :
 - 1) Methods of its preparation
 - 2) Its classification and their characteristics
3. Different useful tools for card board modelling
4. Abri and its utility-different types of methods for preparing abri-papers.
5. Paste : types of pastes and their preparation. The most suitable paste for card board modelling.
6. Papers : types, sources and uses.

SESSIONAL AND PRACTICAL WORK

1. Preparing abri-paper-oil colour
2. Cutting different decorative motifs of coloured glazed papers.
(Paper cutting, Paper folding, paper teaching)
 - 1) File covers of different sizes.
 - 2) Different types of boxes
 - 3) Different types of flowerpots
 - 4) Different types of Lampshades
 - 5) Different types of geometrical objects-cone pyramids, prisms cubes.
3. Collage making (utilizing waste material and paper)
4. Hangings.

INTERIOR DECORATION

M.Marks : 40+10

THEORY

50

1. Importance of Interior Decoration
2. Principles of Interior Decoration
3. Factors to be considered while selecting furniture & Furnishing of a house.
4. Colour combination & Colour schemes.
5. Importance and types of flower arrangement.

SESSIONAL & PRACTICAL WORK

1. Preparation of an article from waste material
2. Flower Arrangement
3. Floor decoration

CANDLE MAKING

40+10

THEORY

50

1. Material used in making Candles,-Moulds, Thread, Colour, oil etc.
2. Origin of Wax
3. Types of Wax
4. Types of candles
5. Use of candles
6. Making of candles
7. Precaution while making candles
8. Preservation of candles

SESSIONAL & PRACTICAL WORK

1. Making of different kinds of candles like
 - 1) Simple candles
 - 2) Decorative candles-differents shapes
 - 3) Scented candles
 - 4) Mosquito repellent candles.

GARDENING

M.Marks : 40+10

THEORY

50

1. Plant life, Parts of a flowering plant, transpiration photo synthesis and respiration.
2. Soil diffraction, compounds of soil, types of soil.
3. Fertilizers & Manures
Nitrogenous, Prophetic, Potassic Fertilizers, their effect on plants. Types of Manures and sertilizers, Manurial and sertilizers requirement for growing specific vejetables.
4. Irrigation

Importance of water to plants, methods of irrigation, loss of water and its control.

5. Tillage

Importance of tillage, Tools and implements for Tillage, Seed bed property, Inter-tillage.

6. Weeds & Diseases

Harmful effects of weeds on crop plants, characteristics of weeds, common diseases and pests and their control.

SESSIONAL AND PRACTICAL WORK

1. Maintenance of garden.
2. Preparation of Nursery bed.
3. Transplantation of plants.
4. Potting of plants, preparation of bores.
5. Growing of atleast two vegetables, two flowering plants and raising one garden plant.

MUSIC (VOCAL)

M.Marks :40+10

THEORY

1. Definitions-Sangeet, Aroh, Avroh, Pakar, Alap, Tan.
2. Basics of Vocal Music-Talcan and Matrain, Kaharwa, Dadra, Tal, Teental.
3. Ragas & their composition-Behag, Des, MalkaunsKhammaj, Behrav and Bhairvi.

PRACTICAL

1. Taleen
 - 1) Kaharva
 - 2) Dadra
 - 3) Teen Tai
2. Ragas
 - 1) Yaman
 - 2) Khammaj
 - 3) Behrov
 - 4) Bhairvi
3. Palte (Ten)
4. Songs (Solo & Group)
 - 1) Ghazaj
 - 2) Geet
 - 3) Folk
 - 4) Patriotic
 - 5) Bhajan