

CURRICULUM
For B.Ed Program

SCHOOL OF EDUCATION
INSTITUTE OF ADVANCED STUDIED IN EDUCATION
(ACCREDITED WITH GRADE 'A' BY NAAC)
DEVI AHILYA VISHWAVIDYALAYA
INDORE
2013

SEMESTER I : COURSES OF STUDY AND CREDITS

COURSE NUMBER	TITLE	CREDITS
501	EDUCATION AL PSYCHOLOGY	4
503	EDUCATIONAL EVALUATION	3
505	COMMUNICATION, MICROTEACHING AND MODELS OF TEACHING	3
507	EDUCATIONAL TECHNOLOGY	3
509 &517	ANY TWO OF THE FOLLOWING TEACHING METHODS SOCIAL SCIENCE, HOME SCIENCE, MATHEMATICS, PHYSICAL SCIENCE, BIOLOGICAL SCIENCE, ECONOMICS, HISTORY, POL.SCIENCE, GEOGRAPHY, HINDI, ENGLISH, COMMERCE	3+3
511	ANY ONE OF THE FOLLOWING HORTICULTURAL AESTHETICS LIBRARY SCIENCE PAPER WORK AND CARD WORK SCHOOL MAGAZINE SEWING AND NEEDLE WORK	2
513	PROJECT	2
515	SCHOOL EXPERIENCE	3
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		26
	COMPREHENSIVE VIVA – VOCE	04
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	TOTAL	30

SEMESTER – I
501: EDUCATIONAL PSYCHOLOGY

CREDITS: 4

OBJECTIVES:

- To acquaint students with the concept of Educational Psychology, It's methods, and their importance in educational field.
- To develop understanding about nature of adolescence, its problem and role of Teachers and Parents.
- To acquaint students with the concept of Learning, Factors affecting Learning , Theories of Learning.
- To familiarize students with the concept of Memory and Forgetting.
- To familiarize students about individual differences that affect classroom learning.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy.

CONTENT:

UNIT I: Educational Psychology: Concept, Definition, Scope of Educational Psychology, Methods of Psychology: Observation, Case Study and Experimental.

UNIT II: Psychology of Adolescence: Changes, development, and problems during adolescence: (Physical, Cognitive, Social, Emotional and Moral development,).Role of Teacher and Parents for solving problems of adolescents.

UNIT III: Learning: Concept and Definitions of Learning, Factors affecting learning, Methods of Learning : Imitation, Observation, Trial and Error and Insight. Theories of Learning: Classical Conditioning, Trial And Error, and Insight. Transfer of learning – meaning, definition, types and educational implications .Memory and Forgetting – Methods of Increasing memory.

UNIT IV: Individual Differences: (i) Intelligence – Nature and Definition ,concept of I.Q., Contribution of Binet, Terman and Guilford. Measurement of Intelligence. (ii)Personality – Concept and Definitions, Methods of Personality assessment –Subjective Objective and Projective Techniques.

UNIT V: (i) Adjustment: Concept, Factors, affecting, School adjustment, (ii)Creativity – Meaning, and definition, characteristics of creative students,

(iii)Aptitude: Meaning, Characteristics & Measurement.

(iv) Interest: Meaning and definitions and Types of Interest, Factors affecting interest and dimensions of measurement of Interest.

REFERENCES:

Chauhan, S.S.: Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt.,Ltd., 1998.

Dandpani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Pvt. Ltd., 2000.

Dash, M.: Educational Psychology. New Delhi, 1991.

Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000.

Mathur, S.S.: Educational Psychology. Agra: Vinod Pustak Mandir, 2000.

Pal, H.R. and Sharma, K. Prayogik Grih Manovigyan and Manavikas Agra: Star Publication, 1989.

Woodworth, R.S. and Schlosberg: Experimental Psychology. New Delhi: Oxford and IBH Publishers, 1971.

SEMESTER – I
501: EDUCATIONAL EVALUATION

CREDITS: 4

OBJECTIVES:

- To acquaint students with the need and importance of measurement and evaluation.
- To acquaint students with the characteristics of a good test
- To familiarization students with various innovations in the area of evaluation.
- To train students in various statistical techniques, namely, measures of central tendencies, variability, correlation and percentiles.
- To develop among students the needs of writing good items for an Achievement test.

CONTENTS:

UNIT I : Measurement and Evaluation: Meaning, need and importance. Evaluative tools in scholastic and non-scholastic areas. Characteristics of a good test – validity, reliability, objectivity, sensitivity and comparability.

UNIT II: Formative and Summative evaluation. Norm and criterion Reference tests, Diagnostic test – uses and limitations. Evaluation of practical work.

UNIT III: Steps of construction & standardization of an achievement test. Types of question: Essay, Short answer and objective; points to be kept in mind while writing items. Advantages and limitations of different types of question.

UNIT IV: Innovative Evaluative practices: Question Bank, Open Book Examination, Grading, Continuous Comprehensive Evaluation, Peer and Self Evaluation.

UNIT V: Statistical Techniques: Meaning of Statistics, tabulation of data, Measures of Central Tendency, Measures of variability, percentiles, correlation by Rank difference method & Product moment method –

Calculations, interpretation and uses of above mentioned statistical techniques.

SUGGESTED ACTIVITIES

- Review of an achievement test in the light of characteristics of a good test.
- Construction of a diagnostic test in a specific area.
- Development of a tool to evaluate any non – scholastic area.
- Development of blue print or an achievement test.
- and steps of construction and standardization of an Achievement test.

REFERENCES:

- Anastasia, A.: Psychological Testing. New York: The McMillan Company, 1968
- Chauhan, S.S.: Innovations in Teaching and Learning. New Delhi: Vikas Publishing House, 1985.
- Cronbach, L.J.: Essentials of Psychological Testing. New York: Harper and Row, 1963.
- Garrett, H.E.: Statistics in Psychology and Education. Bombay: Allied Pacific Pvt. Ltd., 1962.
- Gupta, S.P.: Shiksha Tatha Manovigya Main Adhunik Mapan Tatha Mulyankan. Allahabad: Sharda Pustak Bhawan, 1991.
- Lewis, R.A.: Psychological Testing and Assessment. Boston: Allyn and Bacon, 1991.
- Sharma, R.A.: Mapan Avam Mulyankan, Meerut: Loyal Book Depot, 1993.
- Stanley, J.C.: Measurement in Today's Schools. New Jersey: Prentice Hall, 1964.
- Thorndike, R.L. and Nagen, H: Measurement and Evaluation in Psychology and Education. Delhi: Wiley Eastern, 1977.

SEMESTER – I
505: COMMUNICATION, MICROTEACHING AND
MODELS OF TEACHING

CREDITS: 3

OBJECTIVES:

- To orient B.Ed. students in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills, Models of Teaching and classroom communication.
- To sharpen classroom communication skills of B.Ed. students.
- To develop competency among students in Teaching skills, integration of teaching skills and models of teaching.

CONTENT:

UNIT I: Meaning and Nature of Communication, Effective classroom communication, Factors affecting classroom communication.

UNITII: Microteaching: Meaning, steps, feedback and simulation: Teaching skills, meaning of teaching skills and detail of Probing Questioning, Explaining, Reinforcement and Stimulus Variation, Integration of Teaching Skills: Meaning and Strategy.

UNIT III: Models of Teaching: Meaning, Characteristics and classification, Concept Attainment Model, Inquiry Training Model, Value Analysis Model and Training Model.

PRACTICALS:

UNIT IV: Practice of Communication skills by using Training Model: Three lessons each of Blackboard Writing, Speaking and Listening.

UNIT V: Practice of Teaching Skills: Three lessons of each Explaining, Probing Questioning, Reinforcement and Stimulation Variation.

UNIT VI: Practice of Models of Teaching: Three lessons each of Concept Attainment Model, Inquiry Training Model and Value Analysis Model.

REFERENCES:

- Broudy, L.: Models of Teaching. Prentice Hall of Australia, Australia, 1985.
- D'Lima, C.G.: Inquiry Training Model – Skill Based Approach. Disney Enterprises, Bombay, 1986.
- Devi to, Joseph a.: Communicology. Harper and Row Publishers, New York, 1978.
- Eggen, Paul et al.: Strategies for Teachers Information Processing Models in the Classroom. Prentice Hall Inc., New Jersey, 1972.
- Joyce, B. and Weil, M.: Models of Teaching, Prentice Hall Inc., New Jersey, 1972.
- Pal, H.R.: Developing Communication Skills in Teachers. The Education Quarterly, July, 1980.
- Passi, B.K.: Becoming Better Teacher – A Microteaching Approach. Sahitya Mudranalaya, Ahmadabad, 1975.
- Passi, B.K. et al.: Inquiry Training Model of Teaching. National Psychological Corporation, Agra, 1987.
- Passi, B.K. and Singh, P.: Value Education. National Psychological Corporation, Agra, 1991.
- Singh, T. and Singh, P.: Shikshan Abhyas ke Sopan. Bharat Bharti Prakashan, Jaunpur, 1984
- Singh, L.C. and Sharma, R.D.: Microteaching – Teaching and Practice. National Psychological Corporation, Agra, 1991.

SEMESTER – I
507: EDUCATIONAL TECHNOLOGY

CREDITS: 4

OBJECTIVES:

- To acquaint students with the nature and scope and Educational Technology (ET).
- To develop competency in handling various Audio – Visual Aids and equipments.
- To familiarize students with the role of mass media in improving teaching -learning process.
- To develop in students the skill of preparing effective educational software.
- To make students aware of the concept of System Approach in Education.

CONTENT:

UNIT I: Educational Technology – Concept and meaning, nature and scope, hardware, software, & system approaches.

UNIT II: Audio – Visual Aids: (I) Handling and application of different gadgets like OHP, Epidiascope, slide-cum-filmstrip projector, Film projector, Videotape Recorder, CCTV, Audio Tape Recorder. (ii). Preparation of AV aids: Charts, Models, Transparencies, Slides, Audiotapes, Video and Audio Scripting and Low Cost Teaching Aids.

UNIT III: Mass Media: Role of mass media – Radio, TV and Printed Material in teaching-learning process.

UNIT IV: Individualized Instruction: PLM, Instructional Strategy, module and Multimedia Approach: their meaning and steps of development.

UNIT V: System Approach: Meaning, Components with special reference to classroom instruction.

SUGGESTED ACTIVITIES:

- Field Visit – All India Radio Station.
- Computer Awareness

REFERENCES:

Brown, J.W., R.B. and Hercheroad: A.V. instruction Technology Media and Method. New York: McGraw Hill Books Company, 1977.

Davis, I.K.: The management of Learning, London: McGraw Hill Book Company, 1971.

Decca, John, P.: Educational Technology: Reading in Programmed Instruction, London: Holt Rinehart and Winston, 1964.

Mangal, S.K.: Fundamentals of Educational Technology. Ludhiana: Prakash Brothers, 1988.

Mukhopadhyay, M.: Educational Technology – Challenging Issue. New Delhi: Sterling Publishers Private Limited, 1980.

Sampath, K. et.al: Introduction to Educational Technology. New Delhi: Sterling Publishers Private Limited, 1990.

Sharma, R.A.: Technology of Teaching (Teacher Behaviour). Meerut: Loyal Book Depot, 1980.

William, D. Bontwell: Using Mass Media in School. New York: Applet ion Century Crops. 1962.

Taber, J.J., Glaser, R. and Schafer, H.H.: Learning and Programmed Instruction. Massachusetts: Addison Weller Reading, 1965.

SEMESTER – I
509/517: METHODS OF TEACHING ENGLISH

CREDITS: 3

OBJECTIVES:

- To acquaint the students with objectives and importance of English teaching.
- To acquaint the students with methods of teaching English.
- To develop in students the competency of preparing lessons and transmitting it effectively in the classroom.
- To enrich the understanding of contents of English language among students.

CONTENT:

UNIT I: (a) Definition and characteristics of English Language; (b) Characteristics, forms, role and importance of English Language; (c) differentiating the terms: goals, aims, objectives, instructional objectives; (d) Recommendation of Kothari and Mudliar Commission about language teaching; (e) Aims of teaching English at secondary level (f) Writing instructional objectives; (g) Place of English language in secondary curriculum.

UNIT II: (a) Different methods and approaches to English Teaching: (i) conventional Methods. (ii) New Techniques – quiz, Seminar, debate, role-playing, (iii) gaming in language. Methods and techniques of teaching: characteristics, merits, demerits, teacher's role and student's role. (b) Lesson planning: (i) Definition, importance, types and characteristics of a good lesson plan; (ii) Planning of prose, poetry, grammar and composition lesson with reference to their teaching methods & (iii) Different exposition techniques.

UNIT III: Teaching of four basic skills (a) Listening: (i) meaning and scope of listening, (ii) listening and other skills, (iii) Intensive and Extensive listening, (iv) Teaching of listening (v) How to make listening effective. (b)

Speaking; (i) Elements of speech (ii) Importance of speech skill, (iii) When and how to improve speech skill. (c) Reading; (i) Significance (ii) Good Reading Habits, (iii) Methods of Teaching reading, (iv) Causes of retardation, (v) Different types of Readings: aims, characteristics and importance of each type (d) Writing : (i) Function of writing (ii) Teaching of Writing (iii) Stages and methods of writing, (iv) Mechanics of writing (v) Good writing (vi) Causes of Bad writing and (vii) Measures of improve writing.

UNIT IV: (i) Teaching aids: Type and role in language teaching, (ii) Text Book: Definition, Importance and Criteria of a good text book, (iii) Diagnostic and remedial technique-meaning and importance (iv) Evaluation: Conventional and New approaches, (v) Language Laboratory: Concepts and importance (vi) Teachers and students-handbook/manual.

UNIT V: Content Enrichment: Sentences, Structure, Types and Importance.

SUGGESTED ACTIVITIES: (Individual or group)

- i. Preparation and presentation of four lesson plans.
- ii. Preparation of four teaching aids.
- iii. Evaluating any secondary level textbook.
- iv. Evaluating the syllabus.
- v. Evaluating the question papers.
- vi. Project for diagnostic and remedial teaching.
- vii. Project for enriching English-language in rural areas.

REFERENCES:

Allen & Campbell: Teaching English as a second language, TMH Edition, New Delhi: Tata McGraw Hill Publishing Company, 1972.

Bista, A.R.: Teaching of English Sixth Edition. Agra: Vinod Pustak Mandir, 1965.

Billows, F.L.: The Techniques of Language Teaching London: Long Man Group, 1961.

Chaudhary, N.R.: Teaching English in Indian Schools, New Delhi: H.. Publishing Corporation, 1998.

- Jain,R.K.: Essentials of English in Indian Schools. Agra: Vinod Pustak Mandir, 1994.
- Kohli,A.L.:TeachingEnglish.New Delhi Dhanpat Rai and Sons, 1973.
- Ryburn, W.M.: The Teaching of the mother Tongue. Bombay: Oxford University Press, 1963.
- Sachdev, M.S.: Teaching of English in India. Ludhiana: Prakash Brothers Educational Publishers, 1983.
- Sharma, K.L.: Methods of Teaching English in India. Agra: Laxmi Narayan Agrawal, 1970.
- Shrivastava, B.D.: Structural Approach to the Teaching of English. Agra: Ramprasad and Sons, 1968.

SUGGESTED READINGS:

- Baruah, T.C.: The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
- Bright, J. A.: Teaching English as Second Language London: Long Man Group, 19976.
- Doughty, Peter: Language 'English' and the Curriculum. Schools Counselling Program in Linguistic and English Teaching, 1994.
- Kola, John: Teaching English. London: Methuen & Company, 1978.
- Morris, I.: The Art of Teaching English as a Living Language. London: The English Book Society and McMillan Co. Ltd., 1965 .
- Munby, John: Read and Think. London: Long Man Group Ltd., 1978.
- Newton and Handley: A Guide to Teaching Poetry. London: University of London Press, 1971.
- Walker, Evans, D.: New Trends in Teaching English in Secondary Schools.Chicago: Rand McNally and Company, 1966.
- Zoha, alam Quiser: English Language Teaching in India. New Delhi: Atlantic Publishers and Distributors, 1995.

SEMESTER – I
509/517: METHODS OF TEACHING SOCIAL SCIENCE

CREDITS: 3

OBJECTIVES:

- To make student Teachers aware of the perspectives of Social Science.
- To orient student teachers in the traditional and modern methodologies of teaching social sciences.
- To develop competency among student teachers in the skills of preparing lesson plan.
- To provide student teachers with the opportunities for understanding community and social institutions as well as their various problems by field activities.

CONTENT:

UNIT I: Perspectives in Social Sciences:

- a. Meaning, scope and interdisciplinary and holistic nature of Social Sciences Vs Social Studies.
- b. Basic Concepts and Approaches of Social Science.
- c. Visions of Social Sciences for man and Society: Anthropological, Social, Historical, Economic and Political Institutions-Processes and Development.
- d. Curriculum of Social Sciences Vs Social Studies at secondary stage.
- e. Curriculum of Social Studies at secondary stage: Aims and Objectives of Teaching Social Studies at different stages.

UNIT II: Methods of Teaching Social Studies: Traditional Methods of teaching: lecture, storytelling, inductive, deductive, observation methods. Modern methods of Teaching: Source, biological, problem solving, discussion.

UNIT III: Lesson Planning: Content Analysis of topic from a secondary level social science text book. Meaning and Importance of lesson planning. Lesson Planning: Herbert Ian, questioning and evaluating approaches.

UNIT IV: Role of Social Scientists and Social Science:

- a. Teacher as a Social Architect.
- b. Seminar on the Contribution of any reputed Social Scientists.

UNIT V: Basic Principles of preparing a Social Science text book. Steps for the development of Social Science book, Criteria and Procedures for the evaluation of a Social Science Textbook.

SUGGESTED ACTIVITIES :

- a. Preparation of Teaching Aids
- b. Preparation of Question Bank
- c. Conducting Achievement Test
- d. Visit to a political, economic, social or historical place or institution and presenting a report.

REFERENCES:

Aggarwal, J.C.: Teaching of Social Studies. New Delhi: Vikas Publishing House Pvt. Ltd., 1982.

Bining and Bining: Teaching of Social Studies in Secondary Schools. New York: McGraw Hill Book Co., 1972.

Heller, F.: The Use and Abuse of Social Sciences. London: Sage Publications, 1986.

Kochhar, S.K.: The Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd., 1988.

Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.

Marsh, D.A. (Ed.) The Social Sciences. London: Routledge and Kegan Paul, 1965.

Trigg, R.: Understanding Social Studies. New York: Basics Black Well, 1985.

SEMESTER – I
509/517: METHODS OF TEACHING HOME SCIENCE

CREDITS: 3

OBJECTIVES:

- To acquaint students about importance and interdisciplinary approach of Home Science Teaching.
- To enable students write aims and objectives of teaching of Home Science.
- To acquaint students with special characteristics of Home Science Teacher.
- To acquaint students with different types of lesson format.
- To learn different instructional methods of teaching.
- To acquaint students with Home Science Laboratory.
- To develop skill of using teaching aids and mass communication media for expanding the home science knowledge.
- To expertise in different co-curricular activities.
- To learn evaluation procedure.

CONTENT:

UNIT I: The Importance of Home Science as a subject, Interdisciplinary nature of Home Science; Aims and Objectives of Home Science Teaching.

UNIT II: (a) Special Characteristics of Home Science teacher, (b) Critical Study of Home Science Syllabus at +2 level.

UNIT III: (a) Preparation of Classroom instruction: Need, Importance, Types of Lesson format, (b) Instructional Methods: Demonstration-cum-lecture method. Preparation of Modules, discussion methods, role playing, project method, (c) Writing Instructional Objectives related to different areas of Home Science.

UNIT IV: Preparation of Teaching Aids, Need, Importance of Teaching

Aids, Selection and use of Teaching Aids. Use of mass media and multimedia in Home Science Teaching.

UNIT V:(a) Organization of different co-curricular activities club, Exhibitions, Scrap Book, Quiz. (b) Making Achievement Test using different types of questions, Evaluation procedure: Theoretical and Practical. (c) Content Enrichment in the following areas of class IX syllabus. (Any One)

Food Nutrition

Child Care

Home Management

REFERENCES:

Das,R.R. and Ray, B.: Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd., 1983.

Devdas, P. and Jaya, N.: A Text on Child Development. Madras: McMillan India Ltd. 1991.

Devdas, R.P.: Teaching Home Science Schools, New Delhi, NCERT, 1969.

Fleet, H.: Towards Better Teaching of Home Science. London: The McMillan Company, 1970.

Hall, A. and Paolucci, B.: Teaching Home Economics. New Delhi: Wiley Eastern Ltd., 1968.

Jaganath Mohanti: Educational Technology. New Delhi: Deep and Deep Publishers, 1992.

Jain and Mallaiya, N.: Poshan awam Ahar ke Sidhhant. Agra: Vinod Pustak Mandir, 1987.

Robert, L. Linn, Norman, E.G.: Measurement and Assessment in Teaching. 7th Edition London: Merrill an Imprint of Prentice Hall, 1994.

Sukhiya, S.P.: Graha Vigyan Shikshan. Chandigar: Manjit Printing Publishing Company, 1976.

Sukhiya, S.P.: Navin higher Secondary Grahavigyan. Indore: Shivilal and Company, 1990.

SEMESTER – I
509/517: METHODS OF TEACHING MATHEMATICS

CREDITS: 3

OBJECTIVES:

- To help students appreciate the distinctive character of mathematics and the power and beauty of mathematical type of reasoning.
- To develop the ability to spell out aims and objectives of teaching the subject as secondary level.
- To train them in different methods and approaches of Teaching Mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of mathematics.
- To empower them to develop tests for assessing readiness, attainments, and specific weakness of school learners.

CONTENT:

UNIT I: Major landmark in the evolution of mathematics. Nature of mathematics and its difference with scientific knowledge. Aims and objectives of teaching mathematics at secondary stage.

UNIT II: Methods of Teaching Mathematics to secondary classes: Inductive, Deductive, analytic, Synthetic, laboratory and project. Development of yearly, monthly and daily teaching plans. Steps of developing lesson plan.

UNIT III: Humanizing the discipline and developing interest. The role of history of mathematical ideas and biographies of mathematicians; the utility of mathematical puzzles, paradoxes, games and quiz. Fallacies in mathematical reasoning.

UNIT IV: Evaluation in mathematics, construction of diagnostic and achievement tests; objective type and objective based test items in mathematics.

UNIT V: Content enrichment in the following areas of Class IX Syllabus:

- I. Congruence
- II. Logarithm
- III. Simultaneous Equations
- IV. Heights and Distances

REFERENCES:

- Aggrawal, R.N.: Ganit Shikshan ki Adhunik Vidhiyan. New Delhi: Goyal Publishing House, 1967.
- Aiyanger, K.: The Teaching of Mathematics in the New Education. New Delhi: Universal Publications, 1964.
- Baderia, G.S.: Fascinations of Mathematical Puzzles. New Delhi: Arya Book Depot, 1991.
- Butler and Wren: The Teaching of Secondary Mathematics. New York: McGraw Hills Book Co., 1960.
- Eves, Caroll and Newsome, V.: An Introduction to the Foundations and Fundamental Concepts of Mathematics, 1965.
- Fuch, W.R.: Mathematics for Modern Mind. New York: Mcmillan Co., 1967.
- IAAMSS: The Teaching of Mathematics. Cambridge: Cambridge University Press, 1960.
- Jain, S.L.: Ganit Shikshan. Jaipur: Rajasthan Granth Academy, 1973.
- Kapur, J.N.: Some Aspects of School Mathematics. New Delhi: Arya Book Depot, 1967.
- Kapur, J.N.: Mathematical Enjoyment for the Millions. New Delhi: Arya Book Depot, 1967.
- Rao, Digumarti Bhaskar and Latha, Digumurati Pushpa: Achievement in Mathematics. Delhi: Discovery Publishing House, 1995.
- Rawat, M.S.: Ganit Shikshan Agra: Vinod Pustak Mandir, 1982.
- Scopes, P.G.: Mathematics in Secondary Schools. Cambridge: Cambridge University Press, 1973.
- Shah, G.B.: New Dimensions in Teaching Mathematics. Baroda: Faculty of Education and Psychology, 1964

Sharma, J.N.: Introduction to New Types of Tests in Mathematics. New Delhi: Arya Book Depot, 1966.

Sharma, N. R.: Ganit Shikshan, Kyon aur Kaise. Agra: Ratan Prakashan Mandir, 1966.

Siddhu, K.S.: The Teaching of Mathematics, New Delhi. Sterling Publications, 1982.

SEMESTER – I
509/517: METHODS OF TEACHING PHYSICAL SCIENCE

OBJECTIVES:

CREDITS: 3

- To familiarize student teachers with the nature of science and its relationship with other school subjects.
- To acquaint students with the objectives of teaching science and enable them to frame objectives of different domains.
- To enable students to use different audio-video aids for physical science teaching.
- To enable students to organize excursion.
- To acquaint student teachers with types of improvised apparatus and laboratories.
- To enable students to use different methods of physical science teaching.
- To enable students to prepare lesson plans according to different Methods of teaching.
- To acquaint student teachers with different methodology of evaluation.
- To acquaint students with use of constructivism in classrooms Science Teaching.
- To familiarize students with current trends in Science Teaching.

CONTENT:

UNIT I: Nature of Science & Scientific Method : Meaning, Characteristics & steps, Science as a process and product ,Scientific Literacy and Scientific Attitude, Contingency of Scientific Facts, Laws, Rules, Principles & Theories, Relationship of Physical Science with Maths, Social Science & Language. Aims and Objectives of Physical Science Teaching, Taxonomy

of Objectives, Writing Instructional Objectives and their role in evaluation of educational outcomes in Physical Science.

UNIT II: Lesson planning – Need, Meaning, Definition, Steps of Herbert Ian lesson plan. Methods of Teaching Physical Science: Demonstration, Problem Solving, Laboratory, Quiz, Panel Discussion, Role Play, Designing Lesson plans in accordance with each of the above method of Teaching, Models of Teaching Physical Science particularly ITM & CAM .Selection of appropriate teaching strategy.

UNIT III: Role and organization of laboratories in physics and chemistry along with their planning and maintenance. Safety measures in these labs. Science clubs, Science Fair & Field Trips, audio visual aids & Improvised Materials of teaching physical science.

UNIT IV: Science Curriculum: Meaning, Definition and characteristics of a progressive curriculum, Different principles involved in development of Physical science curriculum, Criteria of a good physical science curriculum, Ideal science Textbook.

UNIT V: Content Enrichment: Current trends and problems of Physical Science, Utilization of available E-learning resources in Physical science, creativity in Science teaching. Constructivism in Physical Science Education : Concept, Types, Characteristics and Role of teacher in constructivist classroom. A sample lesson plan using Constructivism.

SUGGESTED ACTIVITIES:

- Review If physical science curriculum of class at secondary level
- Visit to a place of scientific interest.
- Science exhibition:Planning /organization/Evaluation.
- Development of improvised material.
- Biography of some eminent scientists.
- Historical Evolution of some key concept in Physical Science.

REFERENCES:

- Das,R.C.: Science Teaching in School. New Delhi: Sterling Publisher, 1985.
- Gupta, S.K.: Teaching Physical Science in Secondary Schools. New Delhi: Sterling Publishers, 1985.
- Mangal,S.K.:Teaching of Science.New Delhi:Agra Book Depot, 1982.
- NCERT: Teaching of Science in Secondary School. New Delhi: NCERT, 1982.
- Rawat, D.S.: Teaching of Science. Agra: Vinod Pustak Mandir, 1981.
- Sharma, R.C.: Modern Science Teaching. Delhi: Dhanpatrai & Sons, 1975.
- Thurber, W.A. & Collette, A.T.: Teaching of Science in Today's Secondary School. Boston: Allayed Bacon Inc., 1970.
- Vaidya, N.: The Impact of Science Teaching New Delhi: Oxford Publishers, 1996.
- Radha,M: Innovative Science Teaching .PHL Learning ,NewDelhi,2012.
- Burner,J.S: Towards a theory of Instrucation . Bolknap Press,Cambridge,1966.
- Haney,R.E.: The Development of Scientific Attitude.
- UNESCO: Handbook ofScience Teachers,UNESCO,Paris,1980.
- Tobin,K.: The practice of Constuctivism in Science Education ,Lawrence Erlbaum Associatrs,NJ,1993.

SEMESTER – I

509/517: METHODS OF TEACHING BIOLOGICAL SCIENCE

OBJECTIVES:

CREDITS: 3

- To acquaint B.Ed. students with the nature of Biology, its place in the school curriculum.
- To develop an understanding about the relationship of biology with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of biology teaching to secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in biology teaching.
- To familiarize B.Ed. students with different aspects of biology laboratory and audio – visual aids, excursion, etc.
- To develop critical understanding and development of biology curriculum.
- To acquaint students with different co-curricular activities related to biology for secondary students.

CONTENT:

UNIT I: Meaning and definition of science and biological science, nature of biological science, correlation of biology with the life and other school subjects, scientific methods, science attitude and their relation to individual and society.

UNIT II: (a) Aims and objectives of teaching biological science (Cognitive, affective and psychomotor domains), Objectives of teaching biological science at different levels. (b) Lesson Planning: Need, Definition, Meaning

and Steps of Herbert Ian lesson plan.

UNIT III: Methods of Teaching Biological Science: Lecture, Demonstration, Project, Problem Solving, Role Playing, Quiz, Seminar and Panel Discussion, Symposium (preparation of at least one lesson plan based on above methods).

UNIT IV: (a) Role and organization of biology laboratory, planning and maintenance of biology lab, audio-visual aids in teaching science, excursion, science fair, improvised apparatus. (b) Science Curriculum: Functions, characteristics of a progressive curriculum, defects in existing curriculum. Awareness about some recent scientific developments like: cloning, AIDS, test tube babies etc.

SUGGESTED ACTIVITIES:

- Review of Biology Science Curriculum of any class from VI to X.
- Visit to places of scientific interest and reporting by students.
- Organization of panel discussion on seminar.
- Development of improvised apparatus in biological science.
- Contribution of eminent Biologist.
- Content enrichment in the following areas from the syllabus of class IX: Differences between living and non- living, classification, cell and tissues etc.

REFERENCES:

Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.

Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.

Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.

Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.

Gupta, V.K.: Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd., 1995.

- Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991.
- Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
- NCERT: Teaching of Science in Secondary Schools, New Delhi: NCERT, 1982.
- Rawat, D.S.: Teaching of Science. Agra: Vinod Pustak Mandir, 1981.
- Sharma, R.C.: Modern Science Teaching. Delhi: Dhanpat Rai and Sons, 1975.
- Siddiqui and Siddiqui: Teaching of Science (Today and Tomorrow). Delhi: Debora House, 1985.
- Sounders, H.N.: The Teaching of General Science in Tropical Secondary Schools. London: Oxford University Press, 1967.
- Tandon, A.R.: Teaching of Science. Lucknow: Prakashan Kendra, 1986
- Thurber, W.A. and Collette, A.T.: Teaching of Science in today's Secondary School. Boston: Allay and Bacon Inc., 1970.
- Vaidya, N.: The Impact of Science Teaching. New Delhi: Oxford and IBH, 1970.
- Vaidya, N.: Science Teaching for the 21st Century. New Delhi: Deep and Deep Publications, 1996.

SEMESTER – I
509/517: METHODS OF TEACHING ECONOMICS

OBJECTIVES:

CREDITS: 3

- To familiarize Student teachers with nature and scope of Economics.
- To acquaint students teachers with the aims of economics teaching.
- To correlate the subject with other subjects like geography, civics, statistics etc.
- To acquaint student teachers with the different methods of teaching economics.
- To develop awareness regarding the use of different teaching aids for maximizing learning.
- To train student teachers to formulate the lesson plan with intermixing various techniques.
- To develop skill in the presentation of economic data.
- To familiarize student teachers with the contribution of economists.
- To help students in content enrichment in some important topics.
- To help student teachers to identify the role of economics teacher in contemporary society.

CONTENTS:

UNIT I: Economics: Meaning, nature and scope, its place in school curriculum and relation with other school subjects like, geography, history, civics, statistics etc. Aims and objectives of teaching economics (Bloom's approach).

UNIT II: Methods of Teaching Economics: Lecture, Project, Problem Solving, Panel Discussion, Inductive-Deductive, Seminar, Workshop, Quiz, Story Telling, Supervised Study Method,

UNIT III: Economics Teacher and Teaching Aids: Characteristics of economics teacher, Role of economics Teacher in contemporary society, Seminar on the contribution of any five economists, criteria for selection of appropriate teaching aids in economics.

UNIT IV: Lesson Planning in Economics: Meaning and importance of lesson planning, characteristics of good lesson plan, steps in lesson planning, different approaches in lesson planning – Herbertian, evaluative and questioning, content– cum-methodology.

UNIT V: Content Enrichment in the following areas: Taxation, division of labour, wants and needs demand and supply, consumer's surplus, Malthusian theory (income expenditure).

SUGGESTED ACTIVITIES :

- Assessment of existing school curriculum of economics at +2 level.
- Planning of economics laboratory, preparation of lesson plans on the basis of different methods of teaching economics.
- Preparation of model question paper in economics at +2 level.
- Preparation of two teaching aids related to any topic of economics.
- Graphical presentation of data related to: (i) Population, (ii) Public Income Expenditure, (iii) Five Year Plan, (iv) Unemployment (Any one)
- Review of economic text book.

REFERENCES:

Bhoogol Evam Arthshastra: Kaksha Dasveen, Bhopal: M.P. Pathya Pustak Nigam, 1988.

Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.

Knops, J.H.: The Teaching of Elementary Economics. New York: Holt Rinehart and Winston, 1965.

Oliver, J.M.: The Principles of Teaching Economics. New Delhi: Heinemann Educational Books Ltd., 1975.

Singh, H.N. and Pal Rajendra: Arthshastra Shikshan. Ajmer : Kshetriya Shiksha Mahavidyalaya, 1969.

Singh, R.P.: Arthshastra ka Shikshan. Ajmer: Kshetriya Shiksha Mahavidyalaya, 1969.

Tyagi, G.D.: Arthshastra Shikshan Agra: Vinod Pustak Mandir, 1981.

SEMESTER – I
509/517: METHODS OF TEACHING HISTORY

OBJECTIVES:

CREDITS: 3

On completion of the course the student teachers will be able to:

- Analyze the concepts, theories and the contents relating to history at secondary level.
- Achieve mastery over the methods, techniques and skill for presenting contents.
- Develop teaching aids and other learning materials.
- Develop the idea, structure and importance of lesson plan.
- Develop innovative lesson plans for Concept Attainment and acquisition of subject specific skills.
- Acquire a fair understanding over development and use of tools for evaluation.
- Conduct pedagogical analysis of the content of history and identify concepts. Facts, trends and principles.
- Understand the problem solving and prejudices in history and controversial issues in their right perspective.
- Develop awareness about the significance of history for modern society.
- Evaluate instructional materials and the support materials.
- Utilize current affairs, news papers etc. in teaching of history.
- Develop and use various evaluation procedures and tools for assessing the achievement of students.

CONTENT:

UNIT I: Nature and scope of History: Evolution of the concept of History; theories and philosophies of history; classification of history. Relationship of history with various branches of social sciences and humanities. Concept of

historiography; historical methods. Nature and Scope of Teaching History: Aims and objectives of teaching history at secondary level. Role of History Teacher.

UNIT II: Curriculum Organization in History: Selection and Organization of contents in history curriculum at secondary stage, critical analysis of history curriculum at secondary stage. Review of history text book at secondary level, methods of using history text book, nature and characteristic of a good text book, principles to be followed for developing good textbook in history.

UNIT III: Methods of Teaching History: Story telling, narration-cum-discussion, dramatization, supervised study, source, historical excursion, community resource, group learning, self learning; teaching of controversial issues and Indian culture, scientific enquiry and problem solving in history. Activity based teaching in history. Time sense in teaching history. Skills for preparing time line charts, maps, questioning, explaining and illustrating with examples.

UNIT IV: Pedagogical analysis of history contents: Ancient India, Medieval India, British India, World History, European history, Modern World (Human Rights and Democracies).

UNIT V: Lesson Planning and Evaluation: Lesson Plan – Scope and importance, lesson planning for concept centred teaching and for subject specific skill development. Evaluation in history: Types of evaluation, objectives, various tests construction of achievement test & identification of learners difficulties.

SUGGESTED ACTIVITY:

- Seminars on relevant issues
- Construction of achievement test in history
- Preparation of scrap book on historical events
- Field study to analyse local history

- Organizing Quiz
- Critical Evaluation of history text books of classes IX and X
- Critical Appraisal of History syllabus of classes IX and X
- Preparation of low/no cost teaching aids

REFERENCES:

Chaudhary, K.P.: Effective Teaching of History in India. New Delhi: NCERT, 1975.

Ghate, V.D.: The Teaching of History. Bombay: Oxford University Press, 1956.

Ghosh, K.D.: Creative Teaching of History. Bombay: Oxford University Press, 1951.

Kochhar, S.K.: Teaching of History. New Delhi: Sterling Publishers, 1967.

Lewis, N. M.: Teaching of History in Secondary Schools. London: Evans Brothers Ltd., 1956.

NCERT: Teaching History in Secondary Schools. New Delhi: NCERT, 1970.

Panday, G.O. (Ed.): Itihas Swaroop avam Siddhant. Jaipur: Rajasthan Hindi Granth Academy, 1991.

Sharma, R.S.: Ancient India – A History Text for Class IX. New Delhi: NCERT, 1990.

Tyagi, G.D.: Teaching of History. Agra: Vinod Pustak Mandir, 1995.

Yadav, Nirmal: Teaching of History. New Delhi: Anmol Publications Pvt. Ltd., 1994

SEMESTER – I
509/517: METHODS OF TEACHING COMMERCE

CREDITS: 03

OBJECTIVES:

- To acquaint students with concept of teaching of Commerce.
- To familiarize students with aims & objectives of teaching commerce at secondary level.
- To develop ability among students of writing instructional objectives for teaching of commerce.
- To acquaint students with different methods of teaching commerce.
- To develop competency among students for preparing lesson plan according to different methods of teaching Commerce.
- To familiarize students with different types of audio-visual aids and their uses in teaching of Commerce.
- To accustom students with the progressive commerce curriculum.
- To familiarize students with different innovations in teaching of Commerce.

CONTENTS

UNIT-I: Teaching of Commerce: Concept, Aims and Objectives of Commerce Teaching, Taxonomy of Objectives; Blooms Taxonomy, Writing Instructional Objectives. Relationship of Commerce with other School subjects. Importance of teaching of Commerce.

UNIT-II: Methods of Teaching Commerce: (A) Lecture Method, Project Method, Inductive Method, Deductive Method, Analysis Method, Synthesis Method and Quiz Method.

(B) Lesson Planning- Need, Meaning & Characteristics, Characteristics of a good lesson plan, Steps of Herbertian lesson plan. Designing Lesson Plans in accordance with each of the above Methods of Teaching, Models of Teaching Commerce particularly ITM & CAM. Selection of appropriate teaching strategy.

UNIT-III: Audio Visual Aids in Teaching of Commerce: Concept, Need & Importance. Bases of selection of audio-visual aids for teaching of Commerce. Different audio-visual aids, Black Board, Charts, Diagrams, Picture, Models, Globe, Projector, Film, Radio, T.V., etc and their use in effective commerce teaching.

UNIT IV: Commerce Curriculum: Meaning, Definition and Characteristics of a progressive Commerce Curriculum. Different Principles involved in transaction of Commerce curriculum, Ideal Commerce Textbook. Different methods of evaluation in Commerce such as Multiple Discriminate Type Item, Open Book Exam etc.

UNIT V: Innovations in teaching of Commerce: e-Commerce, Use of Computers in Commerce, Jerk Technology, Instructional Material, Constructivism.

SUGGESTED ACTIVITIES:

- Review of Commerce curriculum of a class at Secondary level
- Evaluation of Textbook of Commerce prescribed by CBSE
- Development of self-instructional material on any one topic of Commerce.
- Evaluation of syllabus of Commerce at class XI or XII
- Preparation of Models and Charts for teaching Commerce

REFERENCES:

Bhatia, S.K.: Method of Teaching Accounts. New Delhi: Institute of Advanced Study in Education Unit, .1995

Jain, K.C.: Vanijay Shikshan. Jaipur: Hindi Granth Academy, .1994

Joyce, B. & Weil, M.: Models of Teaching. New Jersey: Prentice Hall Inc., .1979

Pal,H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. New Delhi: Shipra Publications, .2006

Pal,H. R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, .2000

- Pal,H.R and Sharma, M.: Teaching of Commerce. New Delhi: Shipra Publications, 2010.
- Rai, S.: Teaching of Commerce. New Delhi: Anmol Prakashan, .1995
- Sansanwal, D. N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17-.22
- Sansanwal, D. N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, .1991
- Sansanwal, D. N. and Tyagi, S. K.: Multiple Discriminate Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – .25
- Siddiqui, M.A. & Khan, R. S.: Handbook for Business Studies Method of Teaching. New Delhi: Institute of Advanced study Education Unit.1996
- Singh, R. P.: Teaching of Commerce. Meerut: Royal Book Depot, .2004
- Singh, R. P & Singh, P.: Teaching of Commerce. Agra: Vinod Pustak Mandir, 1998.

SEMESTER – I

509/517: METHODS OF TEACHING POLITICAL SCIENCE

OBJECTIVES:

CREDITS: 3

On completion of the course the student teacher will be able to:

- Review, upgrade and update his knowledge of Political Science.
- Develop practical skills in analyzing political phenomena.
- Develop the ability of critical thinking and apply the acquired knowledge and skills in complex situations.
- Acquaint themselves with principles of formulating curriculum and preparation of text books in political science.
- Acquire different methods, approaches, theories of political science and political science teaching methods and techniques as well.
- Formulate lesson planning, particularly for development of concepts and subject specific skills.
- Comprehend various decisions of the political problems at local, national and world levels.
- Understand the problem solving approach and be able to teach controversial political issues in their proper perspective.
- Understand the effective uses and preparation of instructional materials.
- Develop capability for abstract and conceptual thinking for solution of complex political problems.
- Develop the ability to device appropriate evaluation procedures & construct objective based achievement test.

CONTENT

UNIT I: Meaning, Nature, Scope, Approaches of Political Science and Political science Teaching; Status of political science teaching at senior secondary stage; Political Science Teaching – Aims and Objectives, Nature

of Political Science Teaching; Attainment & Identification of competencies to be developed through Political Science Teaching (Role of Political Science Teacher)

UNIT II: Political Science Curriculum and Text Books: Principles of Curriculum Construction, Organization of Political Science Curriculum, Curriculum Evaluation, Place of Political Science in Senior Secondary School Curriculum, Critical Appraisal of Existing Political Science Curriculum of CBSE/ MP Board Preparation and Evaluation of Political Science textbooks.

UNIT III: Methods and Models of Teaching Political Science: Traditional and innovative methods of teaching political science e.g. group learning, problem solving, supervised study, seminar, discussion etc.; Teaching of controversial issues. Models of Teaching in Political Science, Role of multi-media in teaching of Political Science.

UNIT IV: Pedagogical analysis of contents of political science: Indian constitution, comparative politics, public administration, political theories, human rights, UNO, current political affairs, Indian foreign policy.

UNIT V: Teaching aids in Political Science and Lesson Plan: Development and use of A-V materials, Use of library resources, newspapers, etc. in learning and teaching of Political Science. Lesson Planning: Concept, types, importance. Lesson Planning for concept attainment. Skills development required for the teaching of Political Science.

UNIT VI: Evaluation: Importance, tools and techniques of evaluation, achievement test/unit tests in Political Science, steps involved in diagnosis of learning difficulties and development of instructional materials in Political Science.

SUGGESTED ACTIVITIES:

- Critical evaluation of Political Science Text Books of classes: XI and XII. Critical Appraisal of political science syllabi of CBSE/MP Board.

- Preparation of low/no cost teaching aids.
- Organization of seminar, debate on any controversial political issue. Organization of model parliament.
- Preparation of achievement test in political science.

REFERENCES:

Bhartiya Shasan Aur Rajneeti. Delhi: Delhi University, 1986.

Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.

Madwick, P.J.: Introduction to Politics. New York: Hutchinson Educational, 1970.

NCERT – Text Books prescribed for class XI and XII, New Delhi.

Sandhu, G.S.: Rajniti Siddhant. Delhi: Delhi University, 1988.

Saraf, F.J.: Political Science. Ohio: Charles Merrill, Columbus, 1965.

Victor, H.: Wiseman Politics in Everyday Life. London: Blackwell, 1966.

SEMESTER – I
509/517: METHODS OF TEACHING GEOGRAPHY

OBJECTIVES

CREDITS: 3

- To make the student teachers aware of the perspectives of Geography.
- To orient student teachers in the traditional and modern methodology of teaching of geography.
- To develop competency among student teachers in the skills of preparing lesson plan.
- To provide student teachers with the opportunities for understanding community and institutions as well as their various problems by field activities.

CONTENTS:

UNIT I: Perspectives in Geography:

- a. Development and Modern nature of Geography.
- b. Meaning, Scope and sub division of Geography.
- c. Importance and place in curriculum.
- d. Curriculum of Geography at secondary stage aims and objectives of teaching Geography.
- e. Basic concepts and components of Geography.

UNIT II: Method of Teaching Geography: Traditional methods of teaching: Lecture, Story Telling, Inductive, Deductive, Observation, Descriptive, field Trips (excursion), Regional, Comparative, Project Method, Dalton, Problem Solving, Discussion. Modern Methods of Teaching – Experimental, Scientific, Laboratory Method, Activity Method, field Study.

UNIT III: Lesson Planning: Meaning and importance of Lesson Planning, Herbert Ian, Questioning and Evaluating Approaches. Preparation of Lesson Plan.

UNIT IV: Role of Geography Teacher:

- a. Teacher as a Social Architect.
- b. Characteristics of Geography Teacher.
- c. Seminar on the contribution of any reputed Geography teacher.
- d. Local Geography: Importance and Methods of Teaching Local Environment.

UNIT V: Audio Visual Aids in Teaching of Geography; Teaching Aids – Black Board, Maps, Charts, diagrams, Picture, Models, Globe, Film, Radio, T.V., tours, Specimens etc.

SUGGESTED ACTIVITIES :

- Preparation of Teaching Aids.
- Preparation of Question Bank
- Conducting Seminar
- Visit to Natural, Historical and Educational Institution and Presenting Report.

REFERENCES:

Barnard, H.C.: Principles and Practices of Teaching Geography. Patna: Bihar Hindi Granth Academy, 1963.

Chaudawat, R.S.: World Geography. Gwalior: Kitab Ghar, 1972.

Gossip, G.H.: The Teaching of Geography. London: McMillan, 1974.

Prasad, Jagdish: Teaching of Geography. Agra: Vinod Pustak Mandir, 1982.

Singh, H.N.: Teaching of Geography. Agra: Vinod Pustak Mandir, 1985.

Tara Chand: Principles of Teaching. New Delhi; Anmol Publication, 1990.

UNESCO: Source Book for Geography Teaching. New York: Thomson Press, UNESCO St. Martin's Press, 1965.

SEMESTER – I
509/517: METHODS OF TEACHING HINDI

OBJECTIVES:

CREDITS: 3

- To attain efficiency and effectiveness in teaching and learning Hindi Language.
- To have a critical study of learning Hindi as a first language in the multilingual India society.
- To understand the role of Hindi in India and decide its place in the school curriculum of Madhya Pradesh so as to improve hindi Language Attainment and Cognitive skills.
- To be committed, inspired and interested in teaching hindi.
- To Teach with skill using interaction mode.
- To inculcate right language habits in students.
- To acquire accurate knowledge of the Devanagri Script and correct.
- To develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

CONTENT

UNIT-I: Objectives of Teaching Hindi at Secondary Level: Evolution and Development of Hindi; Dialects of Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of Teaching Hindi as First Language and Second Language at the Secondary Level.

UNIT-II: Methods of Approaches: Natural and Spiritual Powers in Learning a Language; Importance of Exercise and Drills; Qualities and role of the Hindi Teacher; Relative Co-ordination among various Components of Language; Use of various Teaching Maxims.

UNIT-III: Methods of Teaching : Jerk Technology, Concept Attainment Model, Methods Teaching Prose, Poetry, Grammar, composition and other type of Prose as story, drama and letter writing. Jerk Technology: Meaning, tools and its use in Teaching Hindi, Concept Attainment Model (CAM) for

Teaching Hindi Concepts.

UNIT-IV: Development of Skills: Listening comprehension; Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful Word-Groups. Good Reading Habits: Reading with Appropriate Speed for various Purposes such as Studying Looking for Information, Scanning etc., Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical relationship, Definitions, Generalization, Understanding /diagrams; Reading Manuals, Charts, Schedule and Rule Books. Good Writing Habits: Advanced Mechanics of Writing i.e. Spelling, Punctuation, Indenting, title and subtitle of section. Underlining quotation, Use of Parentheses, Use of abbreviation, Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organization of Subject Matter and Paragraph in an Essay or any Writing.

UNIT – V: Lesson Planning: Format of Lesson Planning for Prose, Poetry, Grammar and Composition.

UNIT – VI: Evaluation: Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminate Type Item, Standardizing an Achievement Test, Developing different types of questions in Hindi.

UNIT-VII: Audio-Visual Aids: Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Hindi.

SUGGESTED ACTIVITIES:

- Dividing Syllabus into units and arranging them in proper sequence.
- Critical study of any one Hindi textbook prescribed for classes IX, X, XI or XII.

- Preparation of a language kit for teaching Hindi.
- Preparation of a lesson plan for all India Radio Broadcast.
- Preparation of Question Papers.
- Developing two games for teaching any Hindi Topic.

REFERENCES:

Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.

Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

Kshtriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra. Lal,

Raman Bihari: Hindi Shikshan, Rastogi Publications, Meerut.

Sansanwal, D. N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17-22.

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Sansanwal, D.N. & Tyagi, S.K.: Multiple Discriminate Type Item. MERI Journal of Education, Vol. 1, No. 1, 2006, pp. 18-25.

Satya, Raghunath: Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.

Sharma, Laxminarayan: Bhasha 1, 2 Ki shikshan Vidhiyan Aur Paath Niyojan , Vinod Pustak Mandir, Agra.

Singh, Savitri: Hindi Shikshan, Lyall Book Depot, Meerut.

Pal, H.R. and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Shipra Publishers, New Delhi, 2006.

Pal, H.R.: Speech Communication: M.P. Hindi Granth Academy, Bhopal, 2003.

Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi implementation, Delhi University, 2000.

Weil, M. & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

SEMESTER – I
511 : HORTICULTURAL AESTHETICS

OBJECTIVES:

CREDITS: 2

- To Orient Student Teachers in Aesthetics, Horticultural Aesthetic and Relationship between Education and Horticultural Aesthetics.
- To Train Student Teachers in some Common Gardening Skill.
- To Develop Aesthetic Values among Student Teacher.

CONTENT:

Theory:

UNIT I: Meaning and Nature of Aesthetics, Aesthetics Experience, Natural Aesthetics, and Beauty of Plants.

UNIT II: History and Meaning of Garden and Gardening, Purpose of Establishing Garden, Steps for Establishing Garden.

Practical;

UNIT III: Selection of a land belt of 6' x 8' and its preparation for sowing plants.

UNIT IV: Maintenance of the sown plants and the departmental garden.

SEMESTER – I
511: LIBRARY SCIENCE

OBJECTIVES:

CREDITS: 2

- To acquaint students with the technical terminology of library science.
- To give students the knowledge of administration and maintenance of the library.
- To develop library habits among students.
- To develop library ethics in student teachers.

CONTENT

UNIT I: Physical Verification, Book Process, Book Selection, Book Preparation, Book Care, Stock Verification, Reference Books and Reference Service.

UNIT II:(A) (i) Library: Definition, Need, Importance & Types of Libraries. (ii) Historical Development of Library. (iii) Recommendation of Various Commissions about Library – Mudaliar, Kothari, Radhakrishnan and New Education Policy.

UNIT II: (B) Library Administration: Principles and Elements, Management and Personnel.

UNIT III: (i) Library as Resource Centre. (ii) Library as Heart of the Learning. (iii) Library Extension and Publicity. (iv) Principles of Library Administration.(v) Library Personnel.

UNIT IV: Accession – Meaning, Need and Importance. (ii) Different Developments in Accession (forms) Characteristics, Merits and Demerits. (iii) Accession Register: Meaning, Importance and Precautions. Entries in Different Columns. (iv) Knowing the terms: (a) Accession, Cataloguing, Classification, Bay Guide, Shelves List and Index. (b) Newspapers, Magazines and Journals, (c) Text book and general books, (d) Dictionary, Encyclopaedia, Reference Book and (e) Difference between Bibliography and Reference.

UNIT V: Practical Work:

1. Collection and Writing of Slogans on Books and Library (10).
2. Collection of Article on Books and Library.
3. Physical Verification of 25 Books.
4. Preparation of Book Process Chart.
5. Writing Bibliography and Reference (10 Books).
6. Accession of 100 Books in Different Column.
7. Cleaning and Arranging Departmental Library.
8. Stock Checking, Arranging and Circulating Books from “Gyan Sarita” the Subject Library.
9. Preparing Books Based on Semester Syllabus.
10. Maintaining and Preparing Books/Book Binding.

REFERENCES:

Barva, B.P.: National Policy on Library and Information System and Services for India, I. Bombay: Popular Prakashan Pvt. Ltd., 1992.

Devarajan, G.: Librarian Science Education and Manpower. New Delhi: ESS Publication, 1995.

Girjakumar, Krishnakumar: Grantha Vigyan. New Delhi: Vikas Publishing House, 1992.

Gupta, P.K. and Pawan Usha: Library and Information Science. Jaipur: RBSA Publication, 1986.

Harrison, K.C.: First Steps in Librarianship. Delhi: Claiian books, 1950.

Krishnamurthy, R.: Library Management. New Delhi: Communication Publisher, 1997.

Mudhol, M.V.: Children’s Libraries. New Delhi: Aashish Publishing House, 1990.

Raghunathan, S.R.: Library Administration. New Delhi: UBSPD, 1993.

Raghunathan, S.R.: New Education and School Library. New Delhi: Vikas Publishing House, 1984.

Saxena, S.L.: Pustakalaya Sangthan Tatha Vyavasthapan. Bhopal : M.P., Granth Academy, 1988.

Sharma, H.K.: Organization and Administration of College Libraries. New Delhi: S.Chand and Company Ltd., 1977.

Singh, R.P.: Pustakalaya Sangthan Avam Prashasan. Patna: Bihar Granth Academy, 1973.

Vishwanathan, C.G.: The High School Library. New Delhi: Asia Publishing House, 1962.

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SEMESTER – I
511: SCHOOL MAGAZINE

OBJECTIVES:

CREDITS: 2

- To acquaint students with characteristics, need, types, and importance of a magazine.
- To make students to describe the process of, planning, designing, developing and publishing a Magazine.

CONTENT:

UNIT I: Magazine: Concept, Importance and Need. Characteristics of Good Magazine.

UNIT II: Types of Magazine – Youth Magazine, News and Photo Magazine, Disk Magazine, Digital and Pocket Magazine, Specialized Magazine, Professional, Non – Professional, Scholarly and Cultural Magazine.

UNIT III: Steps of Publishing Magazine.

UNIT IV: Develop One Hand made Magazine for each student.

Practical Part I:

1. Selection of Production Team
2. Selection of Editor
3. Request and collection of different Articles, Papers, Book, Abstracts, Advertisement, News.

Practical Part II:

1. Collection of Different Types of Magazine
2. Review of Two different Types of Magazine

REFERENCES:

Gwinn, P.R.: The New Encyclopaedia Britannica, Macromedia, Vols. 21, 26.
Encyclopaedia Britannica Inc., Chicago, 1990.

Hussein, T.: The International Encyclopaedia of Education, Vol. 7,
Pergamum Press, Oxford, London, 1975.

Weisman, M.H.: Basic Technical Writing 3rd Edition. Charles, E. Marvell
Publishing Co. A Bell and Howl Co., Columbus, Ohio, 1974.

SEMESTER – I
511: SEWING AND NEEDLE WORK

OBJECTIVES:

CREDITS: 2

- To enable students to learn the parts of sewing machine, defects of machine and its remedies.
- To develop Competency among students for preparation of clothes for particular dresses.
- To enable students to learn the techniques of stitching.

CONTENT:

UNIT I: Core of Machine, Types of Machine, Different Parts of Machine, Obstacles of Stitching and their remedies.

UNIT II: Some Techniques and Suggestion for the good Stitching. Requirements of Stitching with reference to Measuring, Drafting and Cutting.

UNIT III: Measuring, Cutting and Drafting. Drafting – Layout, Measuring the Clothes, Pattern Making, Shrinking the Clothes, Cutting the Clothes, Selection of Clothes according to Season.

UNIT IV: Important and Use of Different Stitches. Color Combination and Fashion Making.

UNIT V: Practical Work: Preparation of any Four of the Following Baby Frock, Kurta, Payjama, Salwar-Kurta, Blouse.

REFERENCES:

Asha Rani Bohra: Rapidax Home Tailoring Course, Pustak Mahal, Delhi.

SEMESTER – I
515: SCHOOL EXPERIENCE

OBJECTIVES:

CREDITS: 3

- To acquaint student teachers with the conditions under which they would normally be required to work.
- To understand the problems faced by teachers in the real school situation.
- To help student teacher in finding possible ways and means of dealing with the problems.
- To develop skill of getting support of different human beings that exist in school for successfully planning and executing of the assigned school work.
- To develop skill in (a) handling subject matter and (b) in dealing with individual child or group of children.
- To familiarize student teachers with various tasks school personnel are supposed to perform as a part of their routine duties.
- To enable students to critically appraise various aspects of school programmes and practices.
- To develop quality of organizing different programmes at school levels. School experience activities are to be designed in consultation with the respective principals of the schools involved in this venture. However, some suggested activities/ assignments are listed below:
 1. Write significance of school experience programme in B.Ed. programme/Curriculum.
 2. Design a map of school and give critical opinion about school plant.

3. Assessment/ Review of the following activities in the school on the basis of observation: Assembly, Sports and games, Other Curricular activities, Cultural functions, Innovations in teaching learning process, Discipline, School environment, Standard of the School, Library facility in the school, Parent Teacher Association.
4. Reporting of organization and celebration of National/Regional, local festivals observed by the school. Independence Day, Teacher Day, Gandhi Jayanti, Ahilya Utsav etc.
5. Observation of teaching of your own subject taught by school teachers (at least two lesson).
6. Interview with the teacher you most like.
7. Listing of problems faced by teachers in the outside the classroom.
8. Introduction of teaching and non-teaching school staff.
9. Listing of different school records and preparation of at least five records on the basis of imaginary data (Health record, Cumulative record, Progress report, Attendance register, Scholarship register etc.

SEMESTER II : COURSES OF STUDY AND CREDITS

COURSE NUMBER	TITLE	CREDITS
502	EDUCATION IN EMERGING INDIAN SOCIETY	4
504	CURRICULUM DEVELOPMENT	3
506	MANAGEMENT OF EDUCATIONAL INSTITUTION	3
508	ANY ONE OF THE FOLLOWING ACTION RESEARCH NON-FORMAL EDUCATION ENVIRONMENTAL EDUCATION FUTUROLOGY IN EDUCATION GUIDANCE AND COUNSELLING	3
510	ANY ONE OF THE FOLLOWING EMBROIDERY HORTICULTURAL AESTHETICS LIBRARY SCIENCE PAPER WORK AND CARD WORK SCHOOL MAGAZINE	2
512	PROJECT	2
514	PSYCHOLOGICAL PRACTICALS	2
518	INFORMATION AND COMMUNICATION TECHNOLOGY	2
516	PRACTICAL PEDAGOGY	5

		26
	COMPREHENSIVE VIVA – VOCE	04
	TOTAL	30

SEMESTER II

502: EDUCATION IN EMERGING INDIAN SOCIETY

OBJECTIVES

CREDITS: 4

To enable the student – teacher to:

- Understand the basic concepts and functions of education.
- Acquire knowledge about the ramifications of culture and its relationship with education.
- Analyze the various facts of Social Structure, its relation and impact on education.
- Get familiar with the types and nature of various Agencies of Education. Critically examine the major Traditions and History of Education in India. Appreciate the constitutional ideal and provisions of Education in India. Comprehend governmental policies in secondary education independent India.
- Familiarize with emerging trends in education, specially the Secondary Education in Education in India.
- Reflect on major challenges facing Indian Education various levels.

CONTENT:

UNIT I: Concept of Education – Indian and Western. Aims of Education; Functions of Education. Education as an instrument of Social Control, Social Change, Preservation of Cultural Heritage and Values. School and the society, Culture and Education, School as a Social System. Agencies of Education – Informal, Formal and Non-formal .

UNIT II: Salient Features of Ancient Indian Education – Vedic, Buddhist. The Islamic, Tradition in Education. Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education. Efforts towards evolving

a national system of Education.

UNIT III: National goals and ideals enshrined in the Indian Constitution. Specific educational provisions in the constitution. Educational developments and policies in free India, particularly in relation to Mudaliar and Kothari Commissions. National Policy of Education 1986 and its reviews.

UNIT IV: Contemporary challenges in Education, particularly the challenge of Universalization of Elementary Education, Vocationalization of Secondary Curricula, equal opportunities in Education. Emerging trends in Education, including Distance Education, Information and Communication Technology in Education, Decentralization, Privatization and Individualization of Education. Delors Report and National curriculum Framework for School Education.

SUGGESTED ACTIVITIES :

- Classroom Seminar or group discussion on: Role of Education in achieving Gender Equity, Educational Programmes for Neglected, SC/ST, Minorities, Women etc. Educational Contribution of any one Foreign and or Indian Educationists in British India.
- Visit and report on an Innovative Educational Institution or status study of rural Elementary School with reference to Enrolment, Equity and Achievement.
- Review of a document or standard book on education as suggested by the concerned teacher.
- Conduct of an interview of teachers/students/parents of a school on problems of Primary/Secondary Schools.

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Salamtullah: Education in Social Context. New Delhi: NCERT, 1979.

Sharma, N.: Education of Future. Delhi: S. Chand & Co., 1973.

Seshadri, C. et al.: Education in Values: A Source Book. New Delhi: NCERT, 1992.

UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.

Varma, Vaidyanath Prasad: Vishwa Ke Mahan Shiksha Shastri. Patna: Bihar Granth Academy, 1972.

SEMESTER-II
504: CURRICULUM DEVELOPMENT

OBJECTIVES:

CREDITS: 3

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing Curriculum

UNIT II: Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc. **UNIT III:** Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
- Reviewing of Syllabus/Books

REFERENCES :

Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.

Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.

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SEMESTER -II

506: MANAGEMENT OF EDUCATIONAL INSTITUTION

OBJECTIVES:

CREDITS: 3

- To acquaint students with the concept of Educational Management, its components and relevance with special reference to school.
- To make trainees aware of different approaches of Educational Planning and Organisation of School activities in specific.
- To enable students to understand the importance of Monitoring, Supervision and Evaluation of School activities and enabling them to learn techniques of Monitoring, Supervision and Evaluation.

CONTENTS:

UNIT I: Meaning and Concept of Organisation, Administration and Management. Modern trends in management theories with special reference to scientific management and human relations approach. Difference between educational management and management like industrial management, Business-Management, and Public Administration.

UNIT II: Different Components of Management of Educational System. Structure of Management at Central, State, District and Panchayat Level. Apex Bodies – CBSE, NCERT, CAGE, NCTE, NUIEPA.

UNIT III: Meaning, Concept, Characteristics and steps of Educational Planning and Institutional Planning. Role of Head Master, Teacher, Staff Council, Importance of study of Educational Management.

Students and Parents in Planning, Organization and administration of institution, Classroom , Library, Laboratory, Timetable and other Co-Curricular Activities.

UNIT IV: Meaning, Concepts, Characteristics and Evaluation of Supervision.

Modern Trends in Supervision, Existing System of Supervision in Madhya Pradesh.

UNIT V: Monitoring and Evaluation of School Activities: Institutional Self Evaluation – PERT, and CRT. Maintenance of Different Types of School Record by Secondary School, Teacher and Head Master.

SUGGESTED ACTIVITIES :

- Developing a Performa for internal and external evaluation.
- Preparation of cumulative record.
- Interview with Principal/Head of Institution.
- Evaluation of Educational Program.

REFERENCES:

Bhatnagar, R.P. and Agrawal, Vidhya: Educational Supervision. Meerut: loyal book Depot, 1978.

Kochar, S.K.: Secondary School Administration. New Delhi: Sterling, 1978.

Kochar, S.K.: Successful Supervision and Inspection. New Delhi: Sterling, 1981.

Kudesia, U.C.: Shiksha Prashasan. Agra: Vinod Pustak Mandir, 1981.

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Nwankwo, J.I.: Educational Administration Theory and Practice. New Delhi: Vikas Publishers, 1982.

Safaya, R. and Shaida, B.D.: Administration and Organization. Delhi: Dhanpat Rai and sons, 1977.

Siddhu, S.K.: School Organization and Adminkistration. New Delhi: Sterling Publishers, 1987.

SEMESTER – II
508: ACTION RESEARCH

OBJECTIVES:

CREDITS: 3

- To familiarize student teachers with the concept of Action Research in education and the potential it holds for the improvement in the performance of school practitioners.
- To help students to identify and formulate suitable problems for Action Research.
- To acquaint student teachers with the various steps of conducting Action Research.
- To develop sensitivity among student teacher about problems faced by school practitioners and an attitude of confronting them scientifically.
- To develop among student teachers the skill of planning, executing, evaluating and reporting an action research project.

CONTENT:

UNIT I: Research in Education and its classification. The need, nature and importance of Action Research. Areas of Action Research, Selection of a problem for Action Research and its formulation.

UNIT II: Definition and delimitations of the problem. Techniques of Sampling. Formulation of a hypothesis and developing an action plan for research.

UNIT III: Selection or Preparation of tools for data collection. Testing of a hypotheses using percentages, Chi-Square and t-test. Reporting Action Research.

UNIT IV: Conducting an Action Research and Preparation of it report.

REFERENCES:

Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.

- Best J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
- Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
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- Sinha, H.C.: Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.
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- Sukhia, S.P.: Shikshik anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.

SEMESTER –II
NON-FORMAL EDUCATION

OBJECTIVES:

CREDITS: 3

- To acquaint students teachers with the Concept, Need and Importance of Non-Formal Education.
- To make student teachers aware about various models of Non-Formal Education.
- To make student teachers familiar with the characteristics of Non-Formal Education Learners, Methods of Teaching, and material used in Non-Formal Education Programme.
- To develop certain Skills necessary for Organizing Non-Formal Education Centres.

CONTENT:

UNIT I: Non-Formal Education: Concept, Characteristics, Need and Importance of Non-Formal Education. Models of Non-Formal Education.

UNIT II: Non-Formal Education functionaries: Their Selection, Training, Duties and Problems.

UNIT III: Agencies of Non-Formal Education: Government, State Resource Centre – their role and responsibilities, Monitoring and Evaluation.

UNIT IV: Characteristics of Non-formal Education Learners. Methods of Teaching, Special material for teaching Non-Formal Education learners – primer, reader and supplementary books, Teaching Aids.

UNIT V: Practical

1. Case Study of a Non-Formal Education Centre
2. Visit of State Resource Centre
3. Evaluating Reading and Writing Material

REFERENCES:

Ahemad, M.: Proudhon ko Padhane Likhane ki Shiksha, Saksharta Adhyapak Margdarshika, Shiksha Mantralaya. New Delhi: Bharat Sarkar, 1965.

Bhatnagar, S.: Adhunik Bhartiya Shikshan aur Uski Samasyaen, Adhyay 12 Samaj Shiksha, Meerut: Lion book Depot, 1980.

Johari and Pathak: Bhartiya Shiksha ki Samasyayen, Adhyay 4 Samaj Shiksha, Agra, Vinod Pustak Mandir, 1963.

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Rastogi, K.P.: Bhartiya Shiksha ka Vikas Avam Samasyayae, Adhyay 17 Proudh Shiksha Evam Samaj Shiksha, Meerut: Sarita Prakashan, 1968.

B.Ed. SEMESTER – II
ENVIRONMENTAL EDUCATION

OBJECTIVES:

CREDITS: 3

- To familiarize the students with the concept, scope and dimensions of Environment.
- To make students aware about different Environmental problems, issues and concerns.
- To acquaint the students with the concept of Environmental Education, and its importance in present days.
- To familiarize the students with progress and development of Environmental Education in terms of Movements, Policies and Strategies.
- To develop familiarity among students about different issues regarding Bio diversity and sustainable development.
- To develop awareness among students about human health and safety concerns.
- To help students to understand the general concept of Disaster Management.
- To provide students with an opportunity to be actively involved working towards mitigation of Environmental problems.
- To make students aware about appropriate strategies for Environmental Education.

CONTENTS:

UNIT- I: Environment – Concept, Definition, Scope; Dimensions of Environment – Physical, Economic, Cultural, Educational, Psychological etc; Concept of Environment in Indian context, Concept of Environment in Modern World (as reflected in international agencies like W.H.O etc).

UNIT- II: Man and Environment: Man as creator and destroyer, Effect of human activities on Environment, Ethics and Values related to Environment; Biodiversity,

Environmental Pollution, Environmental changes; Disaster: types, causes and management.

UNIT- III: Environmental Education: Concept, Definition, Scope and importance of Environmental Education, Objectives of Environmental Education at Higher Education level, Methods, Media and Procedures for Mass Awareness, Environmental Education and its relationship with health and safety.

UNIT-IV: Sustainable Development: concept, relationship with Environmental Education, Development and Conservation of Soil , Water, Forests, Wild Life; Movement to save Environment, Eco friendly Technologies, Conservation of energy, Alternate sources of energy ,Waste management, Constitutional provisions related to environment and its protection.

UNIT- V: Methods and Evaluation in Environmental Education, Lectures, films and videos, Eco Club, Exhibition, Field Trip, Observation, Survey etc; Evaluation of awareness, knowledge and skills.

ACTIVITIES:

Every student will be required to do any one activity given below:

- Organizing an Exhibitions/ Field Trips/ Poster March.
- Identification of Flora and Fauna of a designated area: Problems and its Management.
- A Project to survey a ecologically degraded area, suggest remedial measures(with proper data) and to submit a report after its presentation in class

REFERENCES:

- Allaby, M: Macmillian Dictionary of Environment, Rovat Publication, New Delhi, 1994.
- Bhat& Bhat: Environment Yesterday: Today and Tomorrow, Galgotia Publication,Pvt.Ltd,New Delhi,1992.
- Bisht, S.: Paryavaran Pradushan Aur Eikkisvi Sadi ,Taklisha Prakashan, New Delhi,1992.
- Carson et al.: Environmental Education : Priciples and Practice ,British Library ,1978.
- Chandala, R.P.: Enviornment and Life,RBSA Publication,Jaipur,1995.
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- Vyas, H & Vyas, K: Jansankya Visphot Aur Paryavaran, Satsahitya Prakashan, New Delhi, 1991.

B.Ed. SEMESTER – II
GUIDANCE AND COUNSELLING

OBJECTIVES:

CREDITS: 3

- To make students aware of the meaning and definition of Guidance and Counselling.
- To make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
- To familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
- To develop competency among students to identify the need of Counselling, Psychotherapy, Psychoanalysis and Social work agency.
- To develop competency among students in evaluating individual differences.
- To equip students for establishing a Guidance Unit.
- To acquaint the students with the need of Educational and Vocational Guidance at secondary level.

CONTENTS:

UNIT I: Nature and need of Guidance and Counselling with special reference to modern Indian society, Principles of Guidance, Group Dynamics and Group Guidance.

UNIT II: Meaning and Definition of Counselling, Different Methods of Counselling, Qualities of effective Counsellor, counselling Interview, When counselling is required, The Role of Counsellor, Relationship between Guidance and Counselling, Psychotherapy, Psychoanalysis and Social work agencies.

UNIT:III Meaning and definition of Educational and Vocational Guidance and their need at secondary stage, development of study habits, study of

different occupations, job description, collecting and disseminating occupational information.

UNIT IV: Study of Exceptional Children: Meaning of Exceptional Children, classification of Exceptional Children, Characteristics and education of Exceptional Children-Gifted Children, Backward Children, & Delinquent Children.

UNIT V: Requirement and Procedure of establishing Guidance unit at secondary level, individual differences- Meaning, bases and Educational Implications, Testing and Non-testing Techniques. Testing Techniques – Intelligence, Personality, Aptitude, interest, Creativity and Adjustment-Types, Scoring and Interpretation. Non-testing techniques- Questionnaire, Anecdotal Record, Autobiography, Rating Scale, Case Study, Sociometry, Observation, & Cumulative Record, Test Selection in Guidance.

SUGGESTED ACTIVITIES:

- Job Analysis
- Visit to different Guidance Centres (Child Guidance Centre, Choithram School , Blind School etc.)
- Visit to Mentally Retarded Children’s Home
- Film Review/Script writing for counselling

REFERENCES:

Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.

Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I –A Theoretical Perspective New Delhi: Vikas Publishing House.

Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II –A Theoretical Perspective New Delhi: Vikas Publishing House.

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- Singh Raj: Educational Vocational guidance. New Delhi: Common Wealth Publishers, 1994.
- Taneja, V.R. : First Course in Guidance and Counseling. Chandigarh: Mohindra Capital, 1972.

SEMESTER – II
508: FUTUROLOGY IN EDUCATION

OBJECTIVES:

CREDITS: 3

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

CONTENT:

UNIT I: Concept of Future and Future studies; Needs, Scope and Significance of Futures Studies in General.

UNIT II: Concepts of Futurology in Education and Futuristic Education. Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage.

UNIT III: Parameters of Forecasting Educational Futures. Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing

UNIT- IV: Futures of Educational System: Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students.

UNIT- V: Futures of Primary and Secondary Education in the Context of Social and Technological Change.

SUGGESTED ACTIVITIES:

Group Activity (ONE)

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.

Individual Activity (ONE)

1. Designing futuristic course content of own subject at school level on the basis of study of Literature.

2. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
3. Using Future Wheel Exercise.

REFERENCES:

Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.

NIEPA Report: Education in the 2001, New Delhi, 1986.

Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.

Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.

Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.

Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.

Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.

Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.

Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.

Toffler, A.: The Third Wave. Pan book, London, 1980.

SEMESTER – II

514: PSYCHOLOGICAL PRACTICALS

OBJECTIVES:

CREDITS: 2

- To acquaint students with the procedure of conducting psychology practical.
- To make students familiar with writing psychology practical.
- To develop skill of interpretation of Psychological test results.
- To make them to realise the importance of psychological testing.

PRACTICAL WORK:

1. Case Study (Large Family Child)
2. Survey of Adolescents' Interests or Problems in respect of Emotional, social and Sex
3. Trial and Error Learning
4. Immediate Memory Span
5. Improving Memory
6. Zeigarnic Effect

B. TESTS:

- a. Measurement of Intelligence
- b. Measurement of Personality
- c. Measurement of Aptitude DAT (Any Two)
- d. Measurement of Adjustment
- e. Measurement of Interest

REFERENCES:

Dandpani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications, Pvt. Ltd., 2000.

Dash, M.: Educational Psychology. New Delhi: Deep and Deep, 1991.

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Chauhan, S.S.: Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd., 1998.

Mathur, S.S.: Educational Psychology. Agra: Vinod Pustak Mandir, 2000.

Pal, H.R. and Sharma, K.: Prayogik Grih Manovigyan and Manavikas. Agra: Star Publications, 1989.

Woodworth, R.S. and Schlosberg: Experimental Psychology. New Delhi: Oxford & IBH Publishing, 1971.

SEMESTER –II

518: INFORMATION AND COMMUNICATION TECHNOLOGY

OBJECTIVES:

CREDITS: 2

- To acquaint teacher trainees with different parts of Computer System and their functions.
- To develop competency among teacher trainees to use Online and Offline electronic resources.
- To acquaint teacher trainees with the facilities available on internet. To train the teacher trainees in handling MS-Word and MS-Excel. To explore the environment of WINDOW-Operating System.
- To acquaint teacher trainees with the Terminology and Configuration of Computers.

CONTENTS:

UNIT I: Introduction to Computer System: Definition, Characteristics, Principle, Parts of Computer, their functions, Block Diagram of Computer System, Classification, Generations, input and Output Devices, Number system, Software and Languages of Computer, operating System, Memory.

UNIT II: WINDOWS: What is Windows, Features of Windows, Graphic User Interface, Screen to Start and Shutdown Computer, Creating Folders and Short cut Icons. Saving, Copying and Deleting Files, Loading software. Use of Note Pad and Paint Brush.

UNIT III: Use of Computers in Education: Computer Assisted Instruction & Web Based Instruction: Designing Advantages and Limitations. Use of Educational Software and CD's. Use of Computers in Library, Administration, Guidance and Examination.

UNIT IV: MS EXCEL: Creating Worksheet and use of Simple Commands, Knowledge of Package. POWER POINT: Creating Slides.

UNIT V: Introduction to software: MS-WORD: Different Menus – File, Edit, View, Insert, Format, Tools, Window and Help: their uses. Internet: Meaning,

Online Surfing, Use of e-mail, Chat. Use of Search Engines.

World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Downloading Information, Uses and Abuses of INTERNET.

DEMONSTRATIONS:

MS-WORD, MS-EXCEL, POWER POINT, INTERNET.

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