

**DEPARTMENT OF EDUCATION
HIMACHAL PRADESH UNIVERSITY**

COURSE FRAMEWORK

***BACHELOR OF EDUCATION
(B.ED.)***

(OPERATIVE FROM 2004-2005)

A CANDIDATE SHALL BE REQUIRED TO TAKE THE FOLLOWING COURSES:

S. No.	Course No.	Name of the Course	Max. Marks
1	Paper I	Education in Emerging Indian Society	100
2	Paper II	Development of Learner and Teaching–Learning Process	100
3	Paper III	Development of Educational System in India	100
4	Paper IV	Essentials of Educational Technology	100
5	Paper V	Education for Values, Environment and Human Rights	100
6	Paper VI	School Management	100
		The student will opt two courses according to the ones studied at graduation level.	100
7	Paper VII(A)	Teaching of Physical Sciences	100
8	Paper VII(B)	Teaching Life Sciences	100
9	Paper VII(C)	Teaching of Mathematics	100
10	Paper VII(D)	Teaching of Social Sciences	100
11	Paper VII(E)	Teaching of English	100
12	Paper VII(F)	Teaching of Hindi	100
13	Paper VII(G)	Teaching of Sanskrit	100
14	Paper VII(H)	Teaching of Home Science	100
15	Paper VII(I)	Teaching of Commerce	100
14	Paper VIII(A)	Work Education and Work Experience (Theory)	100
16	Paper VIII(B)	Work Education and Work Experience (Practicum)	Grade
17	Paper IX(A)	Skill in Teaching	100
18	Paper IX(B)	Skill in Teaching	100

THE DURATION OF THE COURSE

The duration of Bachelor of Education Course shall be one academic year for Regular students and two years for the Distance Education Mode.

There shall be an annual examination ordinarily in the month of April and supplementary examination in the month of September on the dates to be notified by the Controller of Examinations.

THE MEDIUM OF EXAMINATION SHALL BE AS UNDER

- (a) The question papers shall be set in English and Hindi except for the teaching of languages.

- (b) The candidate shall write their answers in Hindi in case of Teaching of Hindi and Teaching of Sanskrit, in English in case of Teaching of English and in English or Hindi in case of rest of the courses.

**FORMAT OF QUESTION PAPERS FOR ALL THE COURSES
EXCEPT COURSE VII**

1. The maximum marks for the paper will be 100 (80 marks for theory +20 marks for Internal Assessment).
2. The examinee will attempt five questions in all.
3. The questions in the question paper will not be straight and direct.
4. Question number one will be compulsory and will be set from full syllabus. It will have five parts and the examinee will have to attempt all the parts. The five parts of the question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified with each part.
5. Apart from Question No. 1, the question paper will have four sections. There will be two questions in each section. Each question will have a minimum of two parts. The examinee will attempt one question from each section. However, two or more parts of a question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified against each part.
6. Each question will be of 16 marks.
7. There will be 20 marks as Internal Assessment for each paper.

PAPER I

EDUCATION IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the students-teacher to understand:

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

COURSE CONTENTS

SECTION-I

1. Education : Nature, Meaning, Objectives and Agencies.
2. Education in the Western Context with specific reference to Rousseau, Pestalozzi Dewey and Russell; Their impact on educational thought and classroom practices in terms of progressive trends in education.
3. Indian thought and its contribution to educational practices.
4. Philosophy and Education: Significance of studying philosophy in understanding educational practices and problems.

5. Following Major Philosophical Systems – Their salient features and impact on education:
- a) Realism with reference to Aristotle and Jainism.
 - b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.
 - c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey `Instrumentalism & Experimentalism` .

SECTION-II

6. Following Educational Thinkers and their contribution in developing principles of education:
- M. K. Gandhi: Basic tenets of Basic Education
- Gijju Bhai: The world of the child
- Swami Vivekananda: Man making education.
- Froebel: The play way method.
- Montessori: The didactic apparatus.
- Parmahansa Yogananda: How to live education.
7. Knowledge about the Indian Constitution and its Directive Principles; Various articles mentioned in the constitution that are related to education; Meaning of secularism, social goals, democracy and socialistic pattern of society.

SECTION-III

8. Sociological basis of Education: Relationship between individual to individual and individual to society in terms of norms given by the existing social order; Education as a tool of economic development, Education as an agent of social change, Education as a means of National welfare through the immediate welfare of the society, Education and human resource development.
9. Meaning of National Integration and Emotional Integration and their need, Role of teacher and educational institutions in achieving National Integration and Emotional Integration through democratic interaction, Explanation of cultural

heritage, Contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity, and Jainism) for the same cause and human upliftment; Philosophy of celebration of Indian festivals.

SECTION-IV

10. Meaning of a new social order, Eradication of illiteracy, Objectives of NAEP; Provisions made and channels started for educating socially, culturally and economically deprived groups; Means and measures taken for equality of educational opportunities in terms of Castes, Tribes, Disabled, Gender and Minorities. Achieving a learning society in terms of distance education.

Books Recommended

1. Anand, C.L. et. al. (Eds.) (1993): The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. Brubacher, John S. (1971): Modern Philosophies of Education, Tata McGraw Hill, Delhi.
3. Delors, Jacques (1996): Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty first Century, UNESCO.
4. Durkheim Emile (1956): Education and Sociology, Free Press of Glencol, New York.
5. Gore, M.A. et al. (1967): Papers in Sociology of Education in India, NCERT, New Delhi.
6. MHRD, Report of Education Commission 1964-66, Ministry of Education, Government of India.
7. Ministry of Education, Government of India: Value Education Source Book (1994), NCERT, New Delhi.
8. Oad L.K. (Ed.) (1988): Shiksha ke Nutan Ayam, Rajasthan Hindi Granth Academy, Jaipur.
9. Ruhela & Vyas, (1969): Sociological perspectives in School Education, Indian Publishers Distributors, Delhi.
10. Ruhela, S.P. (Ed.) (1996): The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.

11. Ruhela, S.P.: Bhartiya Shiksha ka Samaj Shastra, Rajasthan Hindi Granth Academy, Jaipur.
12. Salamatullah, (1970): Education in the Social Context, NCERT, New Delhi.
13. Singh, R.P. (1996): Future Classrooms in India, Vikas Publishing House, New Delhi.
14. Swift, D.F. (1970): The Sociology of Education, Routledge and Kegan Paul, London.
15. Toffler, E. Alvin, (1971): Future Shock, Batam Books, New York.
16. UNDP: Annual Human Development Reports.
17. UNESCO (1964): Economic and Social Aspects of Education Planning, IIEP, Paris.
18. Gupta, V.K. (1996): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version).
19. Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (Hindi Version).

PAPER II

DEVELOPMENT OF LEARNER AND TEACHING–LEARNING PROCESS

COURSE OBJECTIVES

To enable the student to:

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

SECTION-I

Nature of Psychology and Learners

1. Psychology: Its meaning, nature, methods and scope; Functions of educational psychology.
2. Concept of growth and development, General principles of development, Types of development -- Physical, Social, Intellectual, Spiritual and Emotional; Stage specific characteristics and developmental tasks; Role of teacher in facilitating development.
3. Characteristics, needs and problems of adolescents.

SECTION -II

Learning and Motivation

4. Nature of learning; Learning theories- Trial and Error Theory, Conditioning- Classical and Operant Theories, Learning by Insight, Information Processing (Rosger's) and Maslow's Humanistic Theory.

5. Factors Influencing Learning and Teaching Process: Learner Related, Teacher Related, Process Related and Content Related; Memory and forgetting.
6. Motivation: Nature and types. Techniques for enhancing learners` motivation.

SECTION-III

Intelligence

7. Nature and characteristics of intelligence and its development.
8. Theories of Intelligence: Two factor theory; Multifactor Theory (PMA) and SI Model.
9. Measuring Intelligence – Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each).

SECTION-IV

Exceptional Children

10. Concept of exceptional children; Types, and Characteristics of each type including children with learning disabilities.
11. Individual Differences -- Nature; Accommodating individual differences in the classroom.
12. Learner Centred techniques for teaching exceptional children.

Personality

13. Personality: Definition, meaning and nature; Development of personality. Methods of assessing personality.
14. Mental Hygiene: Meaning and basic principles of mental hygiene; Role of home and school in promoting mental health; Characteristics of a mentally healthy person.
15. Guidance: Meaning, Scope and Objectives of guidance services; Needs of guidance services; Role of the teacher in organizing guidance programmes.
16. Educational Statistics: Frequency distribution and its graphical representation (Frequency Polygon and Histogram), Computation of Central tendencies (Mean, Mode and Median), Computation of variability (Variance and Standard Deviation, Range and Quartile Deviation), Percentiles.

Books Recommended

1. Anastasi, A. (1967): Individual Differences, John Wiley, New Delhi.
2. Ausubel, D.P. (1968): Educational Psychology: A Cognitive View, Holt Rinehart and Winston, New York.
3. Bhatnagar, Suresh (1980): Psychological Foundation of Teaching Learning & Development (Hindi), Loyal Book Depot, Meerut.
4. Bigge, M.L. (1967): Learning Theories for Teachers, Delhi University Book Stall, Delhi.
5. Bigge, M.L. & Hunt, M.P. (1968): Psychological Foundation of Education, Harper & Row, New York.
6. Blair G.S., Jones R.S. & Simpson R.H. (1975): Educational Psychology, McMillan Burner, New York.
7. Burner J.S. (1967): A Study of Thinking, John Wiley, New York.
8. Child Denis (1993): Psychology and the Teacher, Holt Rinehart & Winston, New York.
9. DeCeeco and Crawford (1988): The Psychology of Learning and Instruction, Prentice Hall, New Delhi.
10. Dentler, R.A. & Bernard: Readings in Educational Psychology. J.S. (Ed.) (1976): 'Can there be a discipline of Educational Psychology, Harper & Row, New York.
11. Farnham-Diggory, S. (1972): Cognitive Processes in Education, Harper & Row, New York.
12. Gage N.D. & Berliner, D.C. (1975): Educational Psychology, Rand McNally, Chicago.
13. Glock, M.D. (1971): Guiding Learning, Wiley, New York.
14. Guilford, J.P. (1971): The Analysis of Intelligence, McGraw Hill, New York.
15. Hilgard, E.R. & Bower G.H. (1975): Theories of learning (IV), Englewood Cliff Prentice Hall, New Jersey.

16. Jersild, A.J. (1963): *Psychology of Adolescence*, Methuen, New York.
17. Kazdin, A.E. (1975): *Behaviour Modification in Applied Settings*, Dorsey Press, Homewood Illinois.
18. Maslow A.H. (1970): *Motivation & Personality* (2nd Ed.), New York.
19. Mathur, S.S. (1975): *Education Psychology (Hindi)* VII Ed., Vinod Pustak Bhandar, Agra.
20. Melton, A.W. (Ed.): *Categories of Human Learning*, Academic Press, New York.
21. Rotheistien, P.R. (1990): *Educational Psychology*, McGraw Hills, New York.
22. Sprinthal, R.C. & Sprinthal N.A. (1977): *A Developmental Approach*, Addison-Wesley, New York.

PAPER III**DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA****COURSE OBJECTIVES**

To enable student teacher to:

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

COURSE CONTENTS**SECTION -I**

1. Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.
2. Growth and Development of Education in Himachal Pradesh; Problems and Priorities.

SECTION –II

3. McCauley's minutes and Bentick's resolution of 1835. Adam's report and its recommendations.
4. Wood's Dispatch of 1854.
5. Lord Curzon's Educational Policy. Growth of National Consciousness. National Education Movement.

SECTION -III

6. Recommendations of Indian Education commission-1882, Its influence on the subsequent development of education.
7. Essential features of Sadler Commission Report-1917.
8. Wardha Scheme of Education-1937.

SECTION -IV

9. University Education Commission (1948-49).
10. Secondary Education Committee Report (1952-53).
11. Indian Education Commission (1964-66).
12. National Policy of Education (1986).
13. Revised National Policy (1992)

Books Recommended

1. Bhatia K.K. & Chadda D.P.C. (1980): Modern Indian Education and its problems, Praksh Brothers, Ludhiana.
2. Chopra R.K. (1993): Status of Teacher in India, NCERT, New Delhi.
3. Menon T.K.N. & Kaul G.N. (1954): Experiments in Teacher Training, New Delhi.
4. Ministry of Education Government of India (1949): Report of the University Education Commission, New Delhi; Report of the Secondary Education Commission (1952-53) Ministry of Education; Report of the Education Commission – Education and National Development (1964-66).
5. NCERT (1983): The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
6. NCTE (1998): Competency based and Commitment Oriented Teacher Education for Quality School Education, Pre-Service & In-Service Programme, NCTE, New Delhi.
7. Nurullah S. & Naik J.P. (1970) & Oad L.K. (Ed.) (1973): A Student History of Education in India, McMillan & Co., Bombay; Shiksha Ke Nutan Aayam, Hindi Grantha Academy, Rajasthan.
8. Siddiqi M.A. (1993): Teacher Education in India – A Resource Book, NCERT, New Delhi.
9. Singh L.C. & Sharma P.C. (1995): Teacher Education and the Teacher, Vikas Publishing House, New Delhi.

10. Singh R.P. (1990): Studies in Teacher Education. Bahri Publications, New Delhi.
11. Warters J. (1964): Techniques of Counselling, McGraw Hill, New York.
12. Aggarwal J.C. (1967): Educational Administration School Organisation and Supervision, Arya Book Depot, Delhi.
13. Mukharjee S.N. (1963): Secondary School Admn.
14. Raghunath Safaya (1977): School Administration and Organisation, Dhanpat Rai & Sons, Jalandhar.
15. Singh M.P. (1962): Manual of School Organisation, City Book Depot, Amritsar.
16. Government of India, Five Year Plans'.

PAPER IV**ESSENTIALS OF EDUCATIONAL TECHNOLOGY****COURSE OBJECTIVES**

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

COURSE CONTENTS**SECTION -I**

1. Definition of Educational Technology; Distinction between hardware and software technologies and their role in modern educational practices.
2. Hardware Technologies: Important accessories and their application -- OHP, Still and Movie Projectors, Audio-Video recording instruments, TV, Computers, New technologies like e-mail; internet; etc.
3. Use of strategies viz. Teleconferencing, Programmed Instruction, CAI, Language Laboratory.

SECTION –II

4. Psychological uses of modern technologies. Cone of experience (Edger Dale), Multi-sensory Instruction and its advantages.
5. Communication: Concept principles and models of communication.
6. Stages of Teaching: Pre-active, interactive and post active stages of teaching along with operations involved in them.

SECTION–III

7. Models of Teaching: Concept and elements of teaching model; Glaseisn Basic Teaching Model.
8. Modification of Teaching Behaviour: Concept; Modification of teacher behaviour through micro-teaching, simulation, Flanders' interaction Analysis, RCS and Transactional Analysis.

SECTION–IV

9. Developing Programmed Instructional Material – Linear and Branching Programmes (tryouts and validation etc.).
10. Meaning, Features, Advantages and Limitations of following technologies of instruction -- Personalized System of Instruction, Audio-Tutorial Systems, Co-operative Learning, Simulation and Games, and Computer Assisted Instruction.

Books Recommended

1. Apter, Michael, J. (1968): The New Technology of Education, MacMillan, London.
2. Chauhan, S.S. (1978): A Text Book of Programmed Instructions.
3. Dececo, John, P. (1964): Educational Technology Readings in Programmed Instructions, Holt Rinehart and Winston.
4. Markle, Sustan Meyer: Good Frames & Bad-A Grammar of Frame Writing, John Wiley & Sons.
5. Pangotra, Narendra Nath: Fundamental of Education Technology, International Publishers, Chandigarh.
6. Richmond, Kenneth, W. (1969): The Teaching Revolution, Methuen & Co., London.
7. Ruhela, S.P. (1973): Educational Technology.
8. Sharma, R.A. (1977): Shikshan Taknik, Modern Publishers, Meerut.

PAPER V**EDUCATION FOR VALUES, ENVIRONMENT AND
HUMAN RIGHTS****COURSE OBJECTIVES**

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

COURSE CONTENTS**SECTION -I**

1. Values: Concept, Nature and classification of values; Need for the education of human values.
2. Five universal Values: Truth, Righteous Conduct, Peace, Love and Non-Violence and their sub-values as listed by Gokak Committee.
3. Sources of Values: Culture, Religio-Spiritual and Constitutional; Values as enshrined in the Constitution of India,

SECTION -II

4. Methods of Teaching Human Values: Direct, Indirect; Integrating values with curricular and co-curricular activities.
5. Environment: Meaning, Scope, Principles and Objectives of Environmental Education.
6. Environmental Pollution: Types, Causes and Remedies.

SECTION -III

7. Environmental Hazards -- Causes and Effects (Global and Local). Green House Effect, Ozone Layer Depletion, Acid Rain, Polar Melting, Rising of Sea Level and their implications.

8. Role of School in Environmental Conservation and Sustainable Development.
9. Human Rights: Concept, Foundations, and Historical Background; Universal declaration of Human Rights and Indian Constitution Provisions.

SECTION -IV

10. Human Rights Education at Secondary Level Curriculum: Human Rights Education at Secondary Level curriculum, Activities for Human Rights Education.
11. Enforcement of Human Rights: Concern for enforcement – necessity, historical background and present status, Formal mechanisms – UN organs and National levels, NGOs and Press and Media, Mechanisms in schools for the protection of human rights.

Books Recommended

1. Borgohain, Bani, Human Rights: Social Justice and political challenge, New Delhi: Kanishka Publishers, 1999.
2. Chandra, Ashish, Human Rights and Conflict Resolution, New Delhi: Rajat, 2000.
3. Dev, Arjun and India Arjun Dev and Others, Ed. Human Rights: A source Book, New Delhi: NCERT, 1996.
4. Dhand, Harry, Teaching Human Rights: A handbook, Bhopal: Ashian Institute of Human Rights, 2000.
5. Jois, M. Rana, Human Rights and Indian Values, New Delhi: NCTE, 1998.
6. Khanna, S.K., Children and Human Rights, New Delhi: Commonwealth, 1998.
7. Mohanty, Jagannath Ed., Human Rights Education, New Delhi: Deep and Deep Pub., 2000.
8. Pachami, S.K., Children and Human Rights, new Delhi, APH Publishing, 1999.
9. Palai, Arun Kumar, National Human Rights Commission of India: Formation, Functioning and Future Prospects, New Delhi: Atlantic Pub., 1999.
10. Paul, R.C., Protection of Human Rights, New Delhi: Commonwealth, 2000.

11. Reddy, D. Narasimha, Crime, Corruption and Development, New Delhi, Deep and Deep, 2001.
12. Sanajaoba, Naorem, Ed., Human Rights: Principles, Practices and Abuses, New Delhi, Om Sons.
13. Sen, Sankar, Human Rights in a Developing Society, New Delhi: APH Publishing, 1998.
14. Talesta, Hemlata and Pancholy, Nalini and Nagda, Mangi Lal, Ed., Human Rights Education: A Global Perspective, New Delhi: Regency, 2000.
15. Bhatt, S.R., Knowledge, Value and Education: An axiomatic analysis, Delhi: Gian Pub., 1986.
16. Josta, Hari Ram, Spiritual Values and Education, Associated Press, Ambala, 1991.
17. Kar, N.N., Value Education: A Philosophical Study, Ambala Cantt: Associated Pub., 1996.
18. Karan, Reddy V. Narayan, Men Education and Values, New Delhi: B.R. Pub. Corp., 1979.
19. Kulshrestha, S.P., Emerging Value pattern of Teachers and Value Pattern of Teachers and New Trends of Education in India, New Delhi: Light & Life Pub., 1979.
20. Mascarenhas, M. and Justa, H.R. Ed., Value Education in Schools and other Essays, Delhi: Konark, 1989.
21. Ronald, King, Values and Involvement in Grammar School London: Routledge, 1969.
22. Samporan Singh, Human Values, Jodhpur: Faith Pub., 1979.
23. Sharma, S.R., Ed., Teaching of Moral Education, New Delhi: Cosmo Pub., 1999.
24. Sharma, R.C. Merle, C. Tan (1990) Source Book in Environmental Education for Secondary School Teachers, Bangkok, UNESCO.

PAPER VI
SCHOOL MANAGEMENT
COURSE OBJECTIVES

To enable the student to:

1. Acquire knowledge about the process of school management.
2. Understand the different types of management processes.
3. Acquire knowledge of duties of school head and teachers.
4. Understand the concept of administration and supervision, co-curricular activities and time-table.
5. Acquire knowledge about the maintenance of different school records and registers.

COURSE CONTENTS

SECTION-I

1. School Management: Concept, Characteristics and Scope.
2. Management Approaches: Man-Power Approach, Cost-Benefit Approach, Social-Demand Approach, Social-Justice Approach. Decision making: Concept and techniques.
3. Physical Infrastructure: Availability, adequacy and utilization; Management of space; Problems and difficulties in space management and allocation procedures.

SECTION-II

4. School Head: Qualities and duties of school head as per H.P. Education Code, Role of Head in planning, monitoring, supervision and evaluation; Delegation of authority and accountability.
5. Teacher: Teaching as Profession – Characteristics, Professional traits of a teacher, Role of Teacher – Instructional input, manager, facilitator, counselor, and community leader. Classrooms management: Concept, Principles, Influencing factors and techniques of Classrooms Management.

SECTION-III

6. Educational Administration in H.P. State: The administrative structure of education in the State, Control of education, function of the State and State Board of School Education in controlling secondary schools.
7. Co-curricular Activities: Concept, types and importance, Principles of organization of co-curricular activities and role of a teacher.

SECTION-IV

8. Time-Table: Concept, importance, types, principles and problems of time-table construction; Role of the teacher.
9. School Records and Registers: Types and need; How to maintain school records; Different types of records and registers viz. Teacher Diary, Cumulative Record Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock register.
10. Supervision and Inspection: Concept, Types, Scope and Aims of supervision, Supervision in schools of Himachal Pradesh: Supervision Staff, Supervision Report, Steps in conducting supervision and Guidelines to supervision staff.

Books Recommended

1. Stoner, J.A.F. and Freeman, R.E. (1992). Management, Prentices Hall.
2. Gosh, B. (1994). A New Look at Organizational behaviour, Bombay: Himalaya Publishing House.
3. Adair, John (1985). Effective Decision Making, Panbook London.
4. Mathew, M.T. (1993). Organization Theory and Behaviour, Jaipur: RBSA Publishers.
5. Sisk, M.L. (1977). Management and Organization, Souths Western Publishing Co. Ohio.
6. Evertson, Carolyn (1984). Classroom management for Elementary Teachers, Prentice Hall.
- Nayor, P.R. Dave, P.N., and Arora, K. (1982). The Teacher and education in the Emerging India Society. New Delhi: NCERT.
8. Aggarwal, J.C. (1994). Educational Administration Management and Supervision, Principles and Practices. New Delhi.

9. Kochhar, S.K. (1990). Secondary School Administration, Jalandhar, University Publishers.
10. Mathur, S.S. (1990). Educational Administration and Management, Ambala: Indian Publication.
11. Vashisht, S.R.(ed.) (1994). School Administration. New Delhi: Anmol Publications.

PAPER VII

The student will opt two courses according to the ones studied at graduation level.

VII (A) TEACHING OF PHYSICAL SCIENCES

COURSE OBJECTIVES

Student-teacher to have the ability to:

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

COURSE CONTENTS

SECTION-I

1. Nature of modern sciences; Nature of physical sciences; Eminent world scientists, Eminent Indian scientists, Professions in the area of sciences.
2. Justification for including science as a subject in school curriculum. Objectives of teaching Physical Sciences; Taxonomy of educational objectives; Concept of entering and terminal behaviour; Organizing learning experiences for achieving specified behavioural outcomes.

SECTION-II

3. Major models of instruction useful for science education.
4. Defining desired outcomes (statement of objectives) for different levels of education.
5. Co-curricular and Non-formal Approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science

clubs, visits to science museums; organizing science projects; Organizing science fairs and excursions.

SECTION-III

6. Planning for Teaching -- Developing yearly plans, Unit plans, Lesson plans, Content analysis and identification of important concepts for further focus; Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan; Preparation and development of improvised apparatus; Preparation, selection and use of teaching aids, Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, and computer assisted teaching.
7. Curriculum and Resource Utilization: Approaches to curriculum designing: Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; Report writing for science projects.

8. Methods of Teaching Physical Sciences

- i) Methods of teaching
 - (a) Lecture-demonstration method
 - (b) Project method
 - (c) Problem-solving method
 - (d) CAI
- ii) Analysis of teaching methods used by teachers in schools for teaching life-sciences.

SECTION-IV

9. Curricular Accessories and Support Material -- Textbooks Journals, Handbooks, Students' work-books, Display-slides, Laboratory materials and Audio-video support material.
10. Evaluating Outcomes of Science Teaching: Construction of norm-referenced and criterion-referenced tests, Preparing different types of items in accordance with the Bloom's taxonomy of instructional objectives. Limitations and advantages of different types of items.
11. Diagnostic Testing and Remedial Teaching: Developing formative evaluation instruments as aids to learning.
12. Designing Lesson Plans: Formation of unit and lesson plans.

13. Teaching Aids

Classification of teaching aids and their description, Importance of teaching aids in teaching physical-sciences.

Books Recommended

1. Anderson, R.D. (1970): *Developing Children's Thinking Through Science*, Prentice Hall, New Delhi.
2. Carian, A.A. & Sund, R.D. (1976): *Teaching Science Through Discovery*, Meril.
3. Harvard Project Physics (1968): *An Introduction to Physics (Vol.I-CI)*.
4. Hurd Dehart, P. (1971): *New Directions in Teaching School Science*, Rand McNally Co., Chicago.
5. Kuthiro, (1970): *Physics Teacher Guide*, Parker Publishing Co., New York.
6. Lewis, J.L. (1977): *Teaching of School Physics*, Longman Group Ltd., London.
7. Sharma, R.C. (1981): *Modern Science Teaching*, Dhanpat Rai and Sons, Delhi.
8. Weber: *Physics for Teachers, A Modern Review (1965)*, McGraw Hill, New York.
9. Anderson, R.D. (1970): *Developing Children's Thinking Through Science*, Prentice Hall, New Delhi.
10. Bruce Joyce (1994): *Models of Teaching*, March Weil Prentice Hall, New Delhi.
11. Cartin, A.A. & Sund, R.D. (1972): *Teaching Science through Discovery*, Merill, London.
12. Gerrise, J. & Madsfield, D. (1971): *Chemistry by Experiment and Understanding*, New York.
13. Hurd Dihurt, P. (1971): *New Directions in Teaching School Science*, Rand McNally Co., Chicago.
14. Murry John, (1970): *Teaching of Science in Secondary School*, Association for Science Education.

15. NCERT: Position of Science Teaching in Indian Schools.
16. NCERT: Strategies in Science Education (RCE) Ajmer.
17. Nuffield (1968): The Basic Course. Longman, London.
18. Sharma, R.C. & Sharma: Teaching of Science, New Delhi.
19. Siddiqui, N.N. & Siddiqui, N.: Teaching of Science, New Delhi.
20. Asimov, I. (1965): Guide to Science, Vol. I, Pelican Books.
21. Bal-Vigyanik (1981): Science Text book for Middle School, M.P. Text Book Corporation.
22. Boulind, H.F.: Teaching Physics in Elementary Schools, Oxford university Press.
23. Esler: Innovations in Science Teacher Education, Penguin Books.
24. Rogers, E.M.: Physics for the Inquiring Mind, Princeton university Press.
25. Romey, W.D. (1968): Inquiry Technique for Teaching of Science, Prentice Hall, New Delhi.
26. Jenkin, E. & Whitefield, R.: Readings in Science Education, A Source Book, McGraw Hill, London.
27. Ya-Perelan: Physics for Entertainment, MIR Publishers, Moscow.
28. Walker, J. (1977): The Flying Circus of Physics, John Wiley and Sons.

VII (B) TEACHING OF LIFE SCIENCES

COURSE OBJECTIVES

1. To develop awareness about developments 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.

COURSE CONTENTS

SECTION-I

1. Importance, Aims and Objectives

- a) Importance of Life Science in School Curriculum.
- b) General aims and objectives of teaching Life Science.
- c) Bloom's taxonomy of educational objectives.
- d) Formulation of specific objective in behavioural terms.

2. Content and Pedagogical Analysis

Curriculum: Concept, Scope and Principles of curriculum construction. Principles of analysis of the curriculum of Life Sciences at Secondary level in terms of its relevance and suggestions for improvement.

SECTION-II

3. Development of Instructional Material

Transaction of contents:

- (a) Unit Planning

- (b) Lesson Planning
- (c) Preparation of teaching aids
- (d) Development of aquarium, vivarium etc.
- (e) Development of demonstration experiments.

4. Teaching Aids

Classification of teaching aids and their description, Importance of teaching aids in teaching life-sciences.

5. Text Book

Characteristics of good text book on life sciences. Evaluation of the textbook.

6. Laboratory Organization

Layout of Laboratory, Buying and care of equipment for life-science laboratory; Organizing laboratory for practicals and teaching of life-sciences; Accident prevention and first aid requirements in life-science laboratory

SECTION-III

6. Methods of Teaching and Skills

- i) Methods of teaching
 - (a) Lecture-demonstration method
 - (b) Project method
 - (c) Problem-solving method
 - (d) CAI
- ii) Analysis of teaching methods used by teachers in schools for teaching life-sciences.

SECTION-IV

7. Evaluation

Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Steps in the construction of an achievement test; Attributes of a good achievement test.

8. Organization of Biological Associations, fairs and exhibition.

Books Recommended

1. Bremmer, Jean (1967): Teaching Biology, Macmillan, London.
2. Dastgir, Ghulam (1980): Science Ki Tadress, Translation of Sharma and Sharma Teaching of Sc., Tarakki Urdu Board, New Delhi.
3. Heller, R. (1967): New Trends in Biology Teaching, UNESCO, Paris.
4. NCERT (1969): Improving Instructions in Biology, New Delhi.
5. Novak, J.P. (1970): The Improvement of biology Teaching.
6. Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
7. Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B. Saunders Company, London.
8. Green, T.C. (1967): The Teaching and Learning Biology, Allman & Sons, London.
9. Miller, David, F. (1963): Methods and Materials for Teaching the Biological Sciences, McGraw Hill, New York.
10. Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern School, John Murry, London.
11. Thurber, Walter (1964): Teaching of Science in Today's Secondary Schools, Prentice Hall, New Delhi.
12. Vaidya, N. (1971): The Impact of Science Teaching, Oxford and IB+I Publication Co., New Delhi.
13. Voss, Burton F.A. & Bren, S.B.: Biology as Inquiry, A Book of Teaching Methods.
14. Gupta, V.K. (1995): Reading in Science and Mathematics Education, Associated Publishers, Ambala Cantt.
15. Gupta, V.K. (1994): Life Sciences Education Today. Arun Publishing House Pvt. Ltd. SCO 49-51, Sector 17-C, Chandigarh.
16. Gupta, V.K. (1995): Teaching and Learning of Science and Technology, Vikas Publishing House, New Delhi.

17. Gupta, V.K. (1996): Science and Technology Education: New Thrusts and Recent Trends, Arun Publishing House, Chandigarh.
18. Gupta, V.K. (1995): Readings in Science and Mathematics Education, Associated Publishers, Ambala Cantt.

VII (C) TEACHING OF MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to:

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

COURSE CONTENTS

SECTION-I

1. Meaning of Mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujam and contributions of Euclid, Pythagorus, Rene-Descarte.
2. Objectives of teaching mathematics in terms of instruction and behavior, Approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill, assignment and supervised study.

SECTION-II

3. Meaning and importance/purpose of a lesson plan; Proforma of a lesson plan and its rationality, Meaning and purpose of a unit-and-unit plan; Developing/preparing low cost improvised teaching aids relevant to local ethos; Skill in maintaining and using blackboard, models, charts, TV, films, video tapes and VCR.
4. Methods of Teaching Mathematics; ii) Analysis of teaching methods used by teachers in schools for teaching mathematics.

SECTION-III

5. Principles and rationale of curriculum development; Preparing the syllabi both logically and psychologically according to the age groups of children; Critical study of existing syllabi of Mathematics in Himachal Pradesh at the secondary level.

SECTION-IV

6. Textbooks in mathematics, qualities of a good textbooks in mathematics; its functions and process, Evaluation of text book in mathematics.
7. Education of Exceptional children in Mathematics:

Backwardness in Mathematics – diagnosis and remedies. Enrichment programmes for the gifted children in Mathematics.
8. Evaluation in Mathematics.

Books Recommended

1. Butler and Wren (1951): Teaching of Secondary Mathematics, McGraw Hill Book, Co., New York.
2. Davis D.R. (1951): The Teaching of Mathematics, Addison Wesley Press, London.
3. Dolclani B.F. (1972): Modern School Mathematics-Structure and Method. London Mathematics Association: Report on the Teaching of Arithmetic, Algebra & Geometry, B. Bell & Sons.
4. Nicholad, Eugene, D. & Swain Robert, L.: Mathematics for Elementary School Teachers, Holt Rinehart & Winston, New York.
5. Schonnel, F.F. & Schonnel, F.J. (1965): Diagnostic and Remedial teaching in Arithmetic, Liver and Boyd, London.
6. School's Council (1972): Mathematics in Primary Schools-Curricular in Bulletin, H.M.S.O., London.
7. Sidhu, K.S.: The Teaching of Modern Mathematics, Sterling Publishers, New Delhi.
8. Ashlock Si Herman (1970): Current Research in Elementary School Mathematics, MacMillan, London.

9. Bell, E.T. (1965): Men of Mathematics I & II, Penguin.
10. Biggs, E.E. & Maclean James, R. (1969): Freedom to Learn, Addison Wesley, Canada.
11. Land, Frank (1975): The Language of Mathematics, John Surrey, London.
12. McIntosh, Jerry A. (1971): Perspective on Secondary Mathematics Education, Prentice Hall, New Jersey.
13. NSSE (1970): Mathematics Education, NSSE, Chicago.
14. Riuedesel, C. Alan (1967): Guiding Discovery in Elementary Mathematics, John Wiley & Sons, New York.
15. Schaff, William L. (1965): Basic Concepts of Elementary Mathematics, John Wiley & Sons, New York.
16. Vigilante, Nicholas (1969): Mathematics in Elementary Education, MacMillan, London.
17. Vilenkin, N.Y. (1968): Stories About Sets, Academic Press, New York.

VII (D) TEACHING OF SOCIAL SCIENCES

COURSE OBJECTIVES

To enable the pupil teacher to:

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

COURSE CONTENTS

SECTION-I

1. The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in schools; Concept of social studies and how it differs from other social sciences; Present perception about social studies/social sciences. Rationale for including these areas in school curriculum.
2. Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline-oriented teaching of social studies and social reconstruction approach.

SECTION-II

3. Principles of designing a social studies curriculum with weightages to be given for each component subject areas; Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
4. Instructional strategies, methods and models: Importance of instructional strategies, Strategies for teaching social studies in terms of specific methods viz.

lecture, lecture cum discussion, projects, and source methods, socialized recitation and supervised study.

SECTION-III

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

SECTION-IV

7. Purposes of evaluation in social studies, Formative and summative evaluations, Their salient features, Remedial teaching, Question proportion and objectivity in essay type examinations, Preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.
8. Construction of norm-referenced and criterion-referenced tests, Preparing different types of items in accordance with the Bloom's taxonomy of instructional objectives. Limitations and advantages of different types of items.

Books Recommended

1. Bining, A.C. and Bining, D.H. (1952): Teaching the Social Studies in Secondary School, McGraw Hill Book Company, New York.
2. Choudhary, K.P. (1975): The Effective Teaching of History in Indian, NCERT, New Delhi.
3. Dhamija, Neelam (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
4. Dixit and Bughela, H. (1972): Itihas Shikshan. Hindi Granth Academy, Jaipur.
5. Fenton, Edwin (1967): The New Social Studies, Holt Rinehart, Winston, Inc., New York.
6. NCERT, (1988): Guidelines and Syllabi for Secondary Stage (Class IX, X), NCERT, New Delhi.
7. Hashmi, M.A.A. (1975): Tarikh Kaise Parhhaen, Maktaba Jamia Ltd., New Delhi.

8. Khan, Riaz Shakir (1982): *Maashiyat Kaise Parhaen*, T. Urdu Board, New Delhi.
9. Khan, Riaz Shakir: *Arthshastra Shikshan*, Kota Open University, BE-13.
10. Kochar, S.K. (1963): *The Teaching of Social Studies*, University Publishers, Delhi.
11. Mofatt, M.R. (1955): *Social Studies Instruction*, Prentice Hall, New York.
12. Mouley, D.S. Rajput Sarla & Verma, P.S. (1990): *Nagrik Shastra Shikshan*, Kota Open University.
13. NCERT, (1968): *National Curriculum for Primary & Secondary Education: A Frame Work, Revised Version*, NCERT, New Delhi.
14. Quillen, I.J. & Hanna, L.A. (1943): *Education for Social Competence*, Curriculum Sc. Instruction in Secondary School Social Study, Scott, Foreman & Co., Chicago.
15. Ruhela, S.P. & Khan, R.S.: *Samajik Vigyan Shikshan*, Lota Open University, BE-5.
16. UNESCO (1981): *Handbook for Teaching of Social Studies*, UNESCO, Paris.
17. Wesley, E.B. (1950): *Teaching Social Studies in High School*, Heath & Co., Boston DC.
18. Bossing, N.L. (1970): *Teaching in Secondary School*, Amerinal Publishing Co. Pvt., New Delhi.
19. Branard, M.C. (1953): *Principles and Practice of Geography Teaching*, University Tutorial Press, London.
20. Burton, W.H. (1953): *Principles and Practice of Geography Teaching*, University Tutorial Press, London.
21. Burton, W.H. (1972): *Principles of History Teaching*, Methuen, London.
22. Buch, M.B. (1969): *Improving Instruction in Civics*, NCERT, New Delhi.
23. Callahan, J.I. Dark, L.H. (1982): *Teaching in the Middle Secondary Schools Planning for Competence*, New York.
24. Clark, L.H. Stare, I.S. (1982): *Secondary School Teaching Methods*, University Tutorial Press, London.

25. Khan, R.S. and Ahmad, I. (Eds.) (1995): Lesson Planning, IASE, JMI, New Delhi.
26. Lee, N. (Ed.) (1975): Teaching Economics, Heinemann Educational Books, London.
27. Lewis, E.M. (1960): Teaching History in Secondary School, Sterling Publishers, Delhi.
28. Verma, O.P. (1981): Geography Teaching, New Delhi.

VII (E) TEACHING OF ENGLISH

COURSE OBJECTIVES

1. To familiarize 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 of English.
5. To enable the student-teachers evaluate the performance of their students.

COURSE CONTENTS

SECTION-I

Concept

1. Nature of language
2. Importance of language
3. Functions of language
4. Linguistic principles
5. Aims and objectives of teaching English
6. Stating objectives in behavioural terms.

SECTION-II

Content and Pedagogical Analysis

7. Teaching of prose, poetry, composition and grammar.
8. 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.

SECTION-III

Methods of Teaching and Skill of Teaching:

9. Difference between an 'approach' and 'method'. Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual methods.
10. Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
11. Latest development in the approach and methods of teaching English including the linguistic communicative approach.

SECTION-IV

Instructional Material:

12. Important of instructional material and their effective use.
13. Use of following aids:
 - (a) Chalk board
 - (b) Flannel board
 - (c) Pictures
 - (d) Picture cut-out
 - (e) Charts
 - (f) Tape-recorder
 - (g) Record-player (linguaphones)
 - (h) Radio
 - (i) Television
 - (j) Film and filmstrips
 - (k) Overhead projector
 - (l) Language laboratory.

Evaluation

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

Books Recommended

1. Bansal, R.K. & Harrison, J.B. (1983): Spoken English for India, Orient-Longman (II Ed.).
2. Broughton Geoffrey et al.: Teaching English as a Foreign Language, London.
3. Bhatia, K.K. (1968): New Techniques of Teaching English as a Foreign Language, NBS Educational Publishers, Chandigarh.
4. Billows, F.L. (1961): The Techniques of Language Teaching, Longmans, London.
5. Brown, G. (1977): Listening to Spoken English, Longmans, London.
6. Christopherson, P. (1972): Second Language Learning, Penguin.
7. Chaturvedi, M.G. (1973): A Contrastive Study of Hindi-English Phonology, National Publishing House, New Delhi.
8. Dodson, C.J. (1972): Language Teaching and the Bilingual Method, Pitman Publishing.
9. Frisby, A.W. (1970): Teaching English: Notes and Comments in Teaching English Overseas, ELBS, London.
10. Girard, D. (1972): Linguistic and Foreign Language teaching, Longman, London.
11. Gimson, A.C. (1970): A Introduction to the pronunciation of English, Edward Arnold (II Ed.), London.
12. Gray, W.S. (1969): Teaching of Reading and Writing, UNESCO (II Ed.).
13. Halliday M.A.K. (1964): The Linguistic Science and Language Teaching Longman, London.
14. Jespersen, Otto (1978): Language – its Native Development and Origin, Alien & Unwin, London.
15. Kohli, A.L. (1978): Techniques of Teaching English, Dhanpat Rai & Sons, Jalandhar.
16. Mackey W.F. (1965): Language Teaching Analysis, Longman, London.

17. Morris, I. (1968): *The Art of Teaching English as a living Language*, The English Language Book Society & Co., London.
18. NCERT (1970): *Preparation & Evaluation of Text Books in Mother Tongue*, Experimental Edition, New Delhi.
19. Nihalani, Paroo (1971): *Indian and British English* (OUP).
20. Lado, Robert (1964): *Language Teaching – A Scientific Approach*, McGraw Hill, New York.
21. Srivastava, B.D. (1966): *Structural Approach to the Techniques of English*, Ram Parshad & Sons, Agra.
22. Srivastava, R.P. (1979): *The Teaching of Reading*, Bahari Publisher, Delhi.
23. Thomas, Owen (1965): *Transformational Grammar and the Teacher of English*, Holt, Rinehart & Winston, New York.
24. Tikkoo M.L. (1977): *A Functional Grammar with Usage and Composition*, Frank Bros & Co., Delhi.
25. Wilkins D.A. (1983): *Linguistics in English Teaching*, Edward Arnold, ELBS Edition (Reprint), London.
26. CIEFL Hyderabad Books: *Introduction to English Language Teaching*, Vol. I Linguistics.
27. Bansal R.K.: *Introduction to English Teaching Vol. II Phonetics and Spoken English*, CIEFL, O.U.P. Hyderabad.
28. Ghosh, Shastri, Das: *Introduction of Teaching (Vol. III) Method at the College Level*, CILEFL, O.U.P. Hyderabad.

VII (F) TEACHING OF HINDI

COURSE CONTENTS

हिन्दी शिक्षण पाठ्यक्रम

SECTION-I

इकाई 1: (1) मातृभाषा शिक्षण: अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य।

(2) भाषाई कौशलों का समान्य ज्ञान -

- (अ) श्रवण कौशल
- (आ) भाषण कौशल
- (इ) पठन कौशल
- (ई) लेखन कौशल

(3) हिन्दी में उच्चारण-शिक्षण, अक्षर-विन्यास एवं विराम-चिह्न।

SECTION-II

इकाई 2: (1) सूक्ष्म शिक्षण द्वारा विभिन्न कौशलों का ज्ञान -

- (अ) प्रश्न कौशल
- (आ) उदाहरण कौशल
- (इ) व्याख्या कौशल

(2) पाठ-योजना का अर्थ, महत्त्व एवं रूप रेखा

(3) हिन्दी-शिक्षण में अनुदेशात्मक सामग्री का अर्थ, महत्त्व एवं उचित प्रयोग।

SECTION-III

इकाई 3: (1) हिन्दी की विभिन्न विधाओं का शिक्षण

- (अ) कविता शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- (आ) गद्य शिक्षण
- (इ) व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)
- (ई) रचना शिक्षण कहानी रूप में, पत्र एवं निबंध)

SECTION-IV

- इकाई 4:** (1) हिन्दी पाठक्रम निर्माण एवं समीक्षा।
(2) हिन्दी पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा।

- इकाई 5:** हिन्दी में मूल्यांकन एवं गृह-कार्य

- (अ) हिन्दी में मूल्यांकन अर्थ व स्वरूप
(आ) विधाओं में मूल्यांकन प्रक्रिया
(इ) हिन्दी शिक्षण में गृह-कार्य स्वरूप एवं संशोधन।

सन्दर्भ ग्रंथ सूची

- | | | |
|----|--|---|
| 1 | शुक्ल, भगवती प्रसाद | : हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली, 1974। |
| 2 | सुख्यि, के0 के0 | : हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद। |
| 3 | तिवारी भोलानाथ तथा भाटिया कैलाश चन्द्र | : हिन्दी शिक्षण लिपि प्रकाशन दिल्ली, 1980। |
| 4 | निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1873। |
| 5 | बापरी, हरदेव | : व्यावहारिक हिन्दी व्याकरण, लोक भारती प्रकाशन इलाहाबाद 1972। |
| 6 | हमंगल उमा 1991 | : हिन्दी शिक्षण, देहली आर्य बुक डिपो। |
| 7 | पाण्डे आर0एस0 1992 | : हिन्दी शिक्षण, आगरा, विनोद पुस्तक मन्दिर। |
| 8 | सिंह सावित्री 1992 | : हिन्दी शिक्षण, मेरठ लॉयल बुक डिपो। |
| 9 | स्त्री वास्तव, राजेन्द्र प्रसाद | : हिन्दी शिक्षण, दि मैकमिलन कम्पनी ऑफ इण्डिया लि0, देहली, 1973। |
| 10 | ह्यैन्चुक ही0 | : दी एक्यूजीशन एण्ड डवैलपमैण्ट ऑफ लैंग्वेज, प्रिंटिंग हाल, 1971। |
| 11 | चैस्टन कैनिप | : वैलपिंग सैकिण्ड लैंग्वेज, टिकिल्स थोरी एण्ड प्रैक्टिस, रैप्स मैकनली, 1973। |

VII (G) TEACHING OF SANSKRIT

COURSE CONTENT

SECTION-I

इकाई 1: (अ) संस्कृत भाषा एवं साहित्य का महत्त्व व वर्तमान स्थिति।

(आ) संस्कृत-शिक्षण के लक्ष्य एवं उद्देश्य।

(इ) अनुदेशात्मक उद्देश्यों का ब्लूम टैक्सोनोमी 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।

(अ) संस्कृत पुस्तक निर्माण एवं समीक्षा।

SECTION-II

इकाई 3: संस्कृत-शिक्षण की पद्धति।

(अ) प्रत्यक्ष-पद्धति।

(आ) व्याकरण-अनुवाद पद्धति।

(इ) पाठ्य-पुस्तक पद्धति।

(ई) संयुक्त- पद्धति।

SECTION-III

इकाई 4: संस्कृत में विधाओं का शिक्षण।

(अ) संस्कृत व्याकरण शिक्षण -- महत्त्व, प्रक्रिया एवं पाठ-योजना।

(आ) संस्कृत पद्य शिक्षण - महत्त्व, प्रक्रिया एवं पाठ-योजना।

(इ) संस्कृत गद्य शिक्षण - महत्त्व, प्रक्रिया एवं पाठ-योजना।

(ई) संस्कृत रचना शिक्षण - महत्त्व, प्रक्रिया एवं पाठ-योजना।

SECTION-IV

इकाई 5: (अ) संस्कृत शिक्षण में मूल्यांकन एवं स्वरूप।

(आ) संस्कृत में मूल्यांकन की प्राचीन एवं अर्वाचीन विधियां।

(इ) संस्कृत शिक्षण में गृहकार्य नियोजन एवं संशोधन प्रक्रिया।

(ई) संस्कृत भाषा की सहपाठ्य क्रियाएं।

श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचना प्रतियोगिताएं।

संस्कृत-शिक्षण हेतु अनुमोदित पुस्तकें

1	संस्कृत शिक्षण	सफाया रघुनाथ,
2	संस्कृत शिक्षण	पाण्डेय राम शक्ल, विनोद पुस्तक मन्दिर आगरा।
3	ए एपशोच टू टीचिंग ऑफ संस्कृत	बेकील वी०पी०, लखशनगढ प्रैस (पूना)।
4	टीचिंग ऑफ संस्कृत	आप्टे डी०जी०, पदमा पब्लिकेशनस (बम्बई)।
5	संस्कृत शिक्षण	मिश्र प्रभाशंकर।
6	संस्कृत शिक्षण विधि	सफाया रघुनाथ, पंजाब किताब घर जालन्धर।
7	टीचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल	आप्टे डी०जी०, डोंगरे पी०के० आचार्य बुक डिपो, बड़ौदा।
8	हुफरेकर	द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत (भारत बुक स्टाल, कोल्हापुर)।

COURSE VII (H) TEACHING OF HOME SCIENCE

[Time: 3hours]

[Maximum Marks: 100]

COURSE OBJECTIVES

1. To develop understanding of the aims of teaching of 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 skill to organize various activities related to Home Science.
5. To develop skill and competencies required for preparing teaching aids in teaching of Home Science.
6. To develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENTS

SECTION-I

(15 Marks)

1. Meaning and scope of Home Science
2. Importance of Home Science teaching in Secondary Education
3. Aims and objectives of teaching Home Science
4. General Principles of teaching Home Science.
5. Correlation of Home Science with other school subjects

SECTION-II

(15 Marks)

6. **Different methods of teaching Home Science such as demonstration, lecture, project work, group work, practical work, assignment methods**
7. Use of teaching aids in Home Science: Classification, Importance and Effective use.
8. Curriculum of Home Science in schools: Critical study of the existing curriculum at school level, Principles of selection and planning of Home Science course in schools.

9. Pedagogical Analysis: 1. Food, Nutrition and Health, 2. Childcare, 3. Fibre and Fabric, 4. Home Management: Importance of planning, principles of budget making, 5. Hygiene and sanitation.

SECTION-III

(15 Marks)

10. Maintenance of records in Home Science: Importance, Log Book, Stock Book, Store Book, and Account Book.
11. Value and place of textbook.
12. Organization of Home Science room in the school. Care and purchase of necessary equipment for the Home Science rooms, Inexpensive and improvised equipment to facilitate functional and economical classroom and home activities.

SECTION-IV

(15 Marks)

13. Lesson Planning: Need and Importance, Principles and Steps in lesson planning, Essentials of a good lesson plan.
14. Qualities of a good Home Science Teacher
15. Evaluation in Home Science: Different methods of evaluation useful in Home Science, Importance, Comprehensive and continuous evaluation.
16. Evaluation Devices: written, oral, observation, practical work, assignment.

Practical (20 Marks)

A course of ten practicals by the pupil teacher on the following: Cooking, Laundry, housewifery, Stitching/Embroidary/Knitting.

The final evaluation of practical activity will be made by the external examiner appointed by the Board of Studies (UG) in Education.

COURSE VII (I) TEACHING OF COMMERCE

[Time: 3hours]

[Maximum Marks: 100]

COURSE OBJECTIVES

1. To create awareness among the pupil-teachers regarding meaning, nature and scope of commerce, its place in School curriculum and aims of teaching commerce.
2. To train the pupil-teachers with regard to pedagogical analysis.
3. To create awareness among the pupil-teachers with respect to curriculum, textbooks, self-instructional material and teaching aids relating to teaching of commerce.
4. To train the pupil-teachers in different teaching methods and evaluation procedures relating to teaching of commerce.

COURSE CONTENTS**SECTION-I**

1. Meaning, Nature and Concept of Commerce:
 - (a) Meaning, Nature and scope of commerce.
 - (b) Place of commerce in secondary schools curriculum.
 - © Aims, objectives and values of teaching commerce.
 - (d) Bloom's taxonomy of objectives.
 - (e) Starting objectives in behavioural terms.

SECTION-II

2. Content and their Pedagogical Analysis:
 - (a) Office
 - (b) Bank
 - © Trade
 - (d) 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.

SECTION-III

3. Development of Instructional Material:
 - (a) Development and designing of curriculum.
 - (b) Development of text-books.
 - © Development of self-instructional material modules.
 - (d) Development, utilization of instructional aids – Charts, Maps, Graphs, Tables, Models, filmstrips, T.V., Computers.
 - (e) Development of lesson plan.
4. Methods of Teaching & Skills of Teaching:
 - (a) Method:
 - (1) Discussion method
 - (2) Problem solving method
 - (3) Project method
 - (b) Skills of Teaching Commerce:
 - (1) Skill of narration
 - (20) Skill of probing questions

- (3) Skill of stimulus variation.

SECTION-IV

- 5. Evaluation:
 - (a) Meaning & Importance of evaluation.
 - (b) Evaluation devices-written, oral, observation, records.
 - © Preparation of unit test.

PAPER VIII (A)**WORK EDUCATION AND WORK EXPERIENCE
(THEORY)****COURSE 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 the school.

EVALUATION PROCEDURE

1. The maximum marks for the paper will be 100. The marks for different sections will be as under:
 - a) Section-III = 40 Marks
 - b) All remaining sections= 20 Marks each
2. There will be ten sections in the question paper. There will be four questions from Section-III and two each from other Sections.
3. The examinee will select four sections. Section-III of this paper viz., Computer Applications is compulsory. The examinee will attempt five questions in all. Two from Section-III and one each from other three Sections
4. The questions in the question paper will not be straight and direct.
5. Each question in Section-III will be of 20 marks and each question in other sections will be of 20 marks.
7. The last year questions may be repeated.

COURSE CONTENTS**SECTION-I****CHALK-BOARD WRITING
(20 Marks)**

1. Kinds of different chalk boards.
2. Strengths and limitation 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.

SECTION-II**PREPARING TEACHING AIDS & HANDLING OF EQUIPMENT
(20 Marks)**

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.

SECTION-III**COMPUTER APPLICATIONS
(40 Marks)**

- 1 Introduction to Computers: Historical background, What is Computer, Hardware, Software, Types of Computers, Basics of Computer Architecture, Computer Aided Learning, Operating Systems (Introduction)

- 2 Various ways of using computers in education.
3. Windows: What is Windows?, Features of Windows, Utility of Windows.
- 4 Using computer software MS Word for student learning
- 5 Using computer software MS Excel for student learning
- 6 Using computer software MS Power Point student learning
- 7 Using Internet.
8. Ensuring safe use of the Internet
9. Data Base Management
10. Virus Management
- 10 Using computers in educational planning and administration

SECTION-IV

PHOTOGRAPHY (20 Marks)

1. Photography in Teaching-Learning Process:
 - i) Concept, need and importance of work experience (Photography)
 - ii) Objectives of teaching Photography in schools.
 - iii) Photography as a means of visual communication.
2. Materials and Tools:
 - i) Photographic plates – types, uses and sources
 - ii) Photographic films – types, uses and sources
 - iii) Cameras – types, construction, uses and functions
 - iv) Dark Room – Structure, Importance

3. Content Enrichment
Principles involved in the formation of images on the films/papers. Creative photography – composition and aesthetics.

SECTION-V

YOGA (20 Marks)

1. History and meaning of Yoga
2. Basics of Yoga: Philosophical, Psychological, Physiological and Social.
3. Different types of Yoga.
4. Description of Ashtang Yoga by Patanjali.

SECTION-VI

LIBRARY ORGANIZATION (20 Marks)

In library organization the student is expected to have knowledge about the following:

1. Organization and administration of school library: planning, budgeting book selection, ordering accessioning, maintenance and stock taking.
2. Classification and cataloguing.
3. Readers services: Issue work, Reference work.
4. Periodicals: Their selection and use.
5. Practice of issue and reference work.

SECTION-VII**MEDICAL FIRST AID
(20 Marks)**

In this activity the student is expected to have knowledge about the following:

The Practical Medical First Aid

Definitions, types of fractures shocks, poisoning wounds, sun stroke, vomiting, diarrhea bites, drowning, artificial respiration, burning, first aid in the science laboratory.

SECTION-VIII**CAMPUS BEAUTIFICATION
(20 Marks)**

In this activity the student is expected to have knowledge about the following:

1. Identification of the campus.
2. Fencing raising and maintenance of the campus fence.
3. Raising of Lawn's and playgrounds.
4. Raising of flower beds.
5. Cleaning of classroom corridor and maintenance of potted plants.
6. Identification of the places for display of notices slogans and posters.

SECTION-IX**POPULATION/ENVIRONMENTAL AWARENESS CAMPAIGN
(20 Marks)**

Preparation of collage/charts/models/write-ups on population-environmental-development nexus and promotion of quality of life of people.

SECTION-X**PHYSICAL EDUCATION
(20 Marks)**

In physical activities activity the student is expected to have knowledge about the following:

1. Short history and modern concept of physical education in India and story of Olympiad games.
2. Biological and psychological foundations of physical education.
3. Rules of important major games and sports, chief points of coaching in different items -- hockey, football, volleyball, kabaddi, kho-kho, basketball, and athletics etc. introduction of physiology and exercise and proper nutrition.

PAPER VIII (B)**WORK EDUCATION AND WORK EXPERIENCE
(PRACTICUM)****COURSE OBJECTIVES****EVALUATION PROCEDURE**

The student will be required to perform following practical activities based on work education and work experience. The performance on these activities will be evaluated by the Departmental Council. The cumulative performance on all the activities will be graded as A, B, C, D, or E.

COURSE CONTENTS

The student will select any five activities.

1. Chalk-Board Writing

1. Writing of English and Hindi letters and numbers in block capital forms and in running hands.
2. Use of coloured chalks.
3. Simple drawing of common objects like flowers, fruits and vegetables.
4. One Raxin Chalk board 21/2 x 31/2, pointer, duster.

2. Teaching Aids

1. Ten coloured charts (Full size paper=20"x30") i.e. five in each teaching subject.
2. One working model or three-dimensional or relief model related to students' teaching subjects.
3. Two slides related to their teaching subject.

3. COMPUTER APPLICATIONS

1. Developing and changing wall paper

2. Changing screen saver in windows.
- 3 Using computer software MS Word
- 4 Using computer software MS Excel
- 5 Creating graphs in M.S. Excel
- 6 Using computer software MS Power
- 7 Using computer software DBASE
- 8 Using Internet.
9. Creating folders, Copy material from and to a floppy
- 10 Creating a digital Unit Plan Portfolio with the following components as per Intel Teach to the Future Program:**
 - Unit Plan
 - Teacher multimedia presentation
 - Student sample for multi media presentation
 - Support material for teacher and students
 - Evaluation rubrics for the student samples

4. Photography

1. Loading and unloading the film
2. Operating the camera
3. Outdoor photography in natural light e.g. Science, Wildlife, Sports (Action Photography), News coverage.
4. Indoor photography in studios in floodlights properties – using flashguns.

5. Chalk Making

1. Making of different kinds of chalks.

6. Yoga

1. Performance of 8 basic asanas.
2. Performance of six cleansing kriyas.
3. Pranayam: types and practice.

7. Library Organization

The students will perform an activities given by the concerned teacher.

8. Medical Aid

The students will perform an activities given by the concerned teacher.

9. Fruit Preservation

1. Preparation of pickles/jams/jellies and other yield with regard to locality available fruits and vegetables.
2. Making of sarbet, squash, squash and chutney etc.

10. Campus Beautification

1. Maintenance of garden
2. Preparation of Nursery bid.
3. Transplantation of plants.
4. Potting of plants, preparation of bores.

11. Population Education

The students will perform an activities given by the concerned teacher.

12. Physical Education

The students will perform an activities given by the concerned teacher.

PAPER IX (A & B)

SKILL IN TEACHING

1. Micro-Teaching:	10 Lessons per subject
2. Simulation:	5 Lessons per subject
3. Real Teaching in Schools:	20 Lessons per subject
4. Observation Lessons during Teaching Practice:	10 Lessons per subject

The activities of Micro-Teaching and Simulation will be carried out during the academic session and will be a continuous process. A record of all these activities will be kept by the student-teachers.

During real practice teaching in schools, each student is supposed to take part in the morning assembly of the school, check the home task given to the students, maintain attendance register and have knowledge of preparing school leaving certificate and other registers. He/She will also observe 10 lessons delivered by other students-teachers. A record of all these activities and lessons delivered and observed will be kept by the student teachers.

The Real Teaching in Schools shall not be less than 30 days including Sundays.

EVALUATION PROCEDURE

The student-teacher will produce the reports of Micro-Teaching, Simulation Teaching, Attendance Register, Report of other activities, Report of Lesson Plans delivered, Report of Lesson Plans observed and three copies of Final Lesson Plans in each subject at the time of final teaching-practice examination to the examiners.

The two final lessons delivered by the students along with the above mentioned reports will be evaluated by a team/panel of three external examiners appointed for this purpose from the list of examiners prepared by the Board of Studies. One of the examiners will be designated as Coordinator of the Team. The three examiners including the Coordinator will belong to different teaching methodologies -- one from Teaching of Social Studies, one from Teaching of Languages and one from Teaching of Sciences. Each student will be evaluated by all the three examiners appointed by the University. The examiners will evaluate 30-40 lessons in a day. If the number of students is large, then two or more teams of examiners be appointed. The marks in each lesson will be allotted to the students by the team on the given proforma. The list of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, Himachal Pradesh University, Summer Hill, Shimla-171005 immediately after the

completion of the teaching practice examination by the Coordinator of the team. Each of the examiners will be paid remuneration for all the students evaluated by three examiners.

In order to get over various discrepant situations relating to exaggerated marks given by committee of examiners in practice teaching, a moderation committee will be constituted. The members of this Committee will consist of Chairman BOS, one Professor from Department of Education, one Reader from Department of Education, and one Senior Lecturer from a College of Education. The moderation Committee will meet on the request of Chairman BOS and COE.