**Perception of B.Ed. Trainees and Teacher Educators on B.Ed. Curriculum**

By

**Dr. Shashi Malik**

(Assistant Professor, V.M.L.G. College, Ghaziabad)

**Mrs. Savita Taneja**

(Research Scholar, V.M.L.G. College, Ghaziabad)

<table>
<thead>
<tr>
<th>Important Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perception Scale is regarding evaluation of B.Ed. curriculum. Your evaluation and suggestions can only make this research fruitful. All your cooperation is very essential for this research and framing new B. Ed. Curriculum. It is assured that the informations given by you will be used for research purpose and kept confidential.</td>
</tr>
</tbody>
</table>

Thanking you.

Name

____________________________________________________________________________________

Name of school /Institution

____________________________________________________________________________________

Qualification _________________________________

____________________________________________________________________________________
1. Present B.Ed. curriculum has the scope to meet the needs of local community.

2. Present curriculum is outdated as it does not cover the contemporary concepts and issues of education.

3. Present Curriculum fulfills educational needs of the society.

4. Curriculum is overcrowded without providing rich and significant contents.

5. Present syllabus has the scope to practice innovative methods of teaching.

6. Present curriculum is too theoretical.

7. Present curriculum is dominated too much by examination rather than skills needed for a good teacher.

8. Number of practice teaching lessons in curriculum is less than required.

9. Teaching practice is interconnected with theory.

10. Number of micro teaching lessons in curriculum is less than required.

11. There is an equal weightage to theory and practical.

12. Present Curriculum has less provision for training in audio-visual aids.

13. Present Curriculum is fit to develop teaching competencies in student teachers.

14. Curriculum does not help student teachers in personality development.

15. Number of micro teaching lessons in curriculum is Sufficient.

16. Present Curriculum has narrow scope to integrate computer technology.

17. Curriculum helps student teachers in communication development.

18. Present Curriculum gives no scope for training in action research.

19. Number of practice teaching lessons in curriculum is adequate.

20. Present Curriculum gives weightage to teaching practice.
ANNEXURE - 2

Interview schedule for B. Ed. Trainees regarding B.Ed. Curriculum

By

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(Assistant Professor, V.M.L.G. College, Ghaziabad)

Mrs. Savita Taneja

(Research Scholar, V.M.L.G. College, Ghaziabad)

Important Note

Present Interview Schedule is regarding evaluation of specific characteristics of different courses included in B.Ed. curriculum. You have studied curriculum whole year. Therefore, you can evaluate your curriculum practically in meaningful sense. Your evaluation and suggestions can only make this research fruitful. All your cooperation is very essential for this research and framing new B. Ed. Curriculum. It is assured that the informations given by you will be used for research purpose and kept confidential.

Thanking you.

Name ____________________________________________________________

Name of school /Institution _______________________________________

Qualification ____________________________________________________
1. Please mention addition, deletion and corrections in content of major papers of present curriculum in C.C.S. University. If you want to write more in blank spaces, use left side of the paper.

   1. Teacher in Emerging Indian Society (E-101)
      
      Additions___________________________________________________________
      Deletions___________________________________________________________
      Corrections_________________________________________________________

   2. Development of Learner & Teaching Learning process (E-102)
      
      Additions___________________________________________________________
      Deletions___________________________________________________________
      Corrections_________________________________________________________

   3. Essentials of Educational Technology & Management (E-103)
      
      Additions___________________________________________________________
      Deletions___________________________________________________________
      Corrections_________________________________________________________

   4. Development of Educational System in India (E-104)
      
      Additions___________________________________________________________
      Deletions___________________________________________________________
      Corrections_________________________________________________________

2. Please write name of the Optional paper you are studied & put your suggestions for any addition, deletion & corrections in its contents.

   1. Name/Code of the Paper
      
      Additions___________________________________________________________
      Deletions___________________________________________________________
      Corrections_________________________________________________________
3. Please write name of the Teaching method which you are studied & put your suggestions for any addition, deletion & corrections in its contents.

Name of the first teaching method

Additions___________________________________________________________
Deletions___________________________________________________________
Corrections___________________________________________________________

Name of the second teaching method

Additions___________________________________________________________
Deletions___________________________________________________________
Corrections___________________________________________________________

4. Suggest name of more papers to be included in the curriculum as major or special paper. Please write also major or special in front of paper.

1. __________________________  Major / Special Paper
2. __________________________  Major / Special Paper

5. Evaluation co-curricular activities. Give preference order for following according to importance for a teacher.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Preference Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administration Scoring and Interpretation of Psychological Test.</td>
<td></td>
</tr>
<tr>
<td>(b) Operation of Audio Visual Equipments.</td>
<td></td>
</tr>
<tr>
<td>(c) Construction of Test Items and Examination Question Paper</td>
<td></td>
</tr>
<tr>
<td>(d) Case Study/Action Research</td>
<td></td>
</tr>
<tr>
<td>(e) Scouting and Guiding</td>
<td></td>
</tr>
</tbody>
</table>
(f) Work with Community

(g) Participating cultural Activities

(h) Physical Exercise, Game and Sports

(i) Suggest Any other Activity to be Included


________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Suggestions regarding new B.Ed. curriculum to be proposed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Interview schedule for Teacher Educators regarding B.Ed. Curriculum

By

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(Assistant Professor, V.M.L.G. College, Ghaziabad)

Mrs. Savita Taneja
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Important Note

Present Interview Schedule is regarding evaluation of specific characteristics of different courses included in B.Ed. curriculum. You taught curriculum whole year. Therefore, you can evaluate your curriculum practically in meaningful sense. Your evaluation and suggestions can only make this research fruitful. All your cooperation is very essential for this research and framing new B.Ed. Curriculum. It is assured that the information given by you will be used for research purpose and kept confidential.

Thanking you.

Name ________________________________________________________________

Name of school /Institution______________________________________________

Qualification __________________________________________________________
1. Please write name of the compulsory paper you are teaching and do addition, deletion and corrections in content of major papers of present curriculum in C.C.S. University-

Name/Code of the Paper_________________________________________________
Additions______________________________________________________________
Deletions______________________________________________________________
Corrections______________________________________________________________

2. Please write name of the Teaching Method paper you are teaching and do addition, deletion and corrections in content of major papers of present curriculum in C.C.S. University-

Name/Code of the Paper_________________________________________________
Additions______________________________________________________________
Deletions______________________________________________________________
Corrections______________________________________________________________

3. Please write name of the Special paper you are teaching and do addition, deletion and corrections in content of major papers of present curriculum in C.C.S. University-

Name/Code of the Paper_________________________________________________
Additions______________________________________________________________
Deletions______________________________________________________________
Corrections______________________________________________________________

4. Suggest name of more papers to be included in the curriculum as major or special paper. Please write also major or special in front of paper.

1. ___________________________ Major/Special Paper
5. Evaluation co curricular activities. Give preference order for followings-

<table>
<thead>
<tr>
<th>Activities</th>
<th>Preference Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Administration, Scoring and Interpretation of Psychological Test.</td>
<td>☐</td>
</tr>
<tr>
<td>(b) Operation of Audio Visual Equipments.</td>
<td>☐</td>
</tr>
<tr>
<td>(c) Construction of Test Items and Examination Question Paper</td>
<td>☐</td>
</tr>
<tr>
<td>(d) Case Study /Action Research</td>
<td>☐</td>
</tr>
<tr>
<td>(e) Scouting and Guiding</td>
<td>☐</td>
</tr>
<tr>
<td>(f) Work with Community</td>
<td>☐</td>
</tr>
<tr>
<td>(g) Participating in cultural Activities</td>
<td>☐</td>
</tr>
<tr>
<td>(h) Physical Exercise, Game and Sports</td>
<td>☐</td>
</tr>
<tr>
<td>(i) Suggest Any other Activity to be Included</td>
<td></td>
</tr>
</tbody>
</table>


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7. Suggestions regarding new B.Ed. curriculum to be proposed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Interview Schedule for Secondary School Teachers regarding B.Ed. Curricular Requirements

By

Dr. Shashi Malik
(Assistant Professor, V.M.L.G. College, Ghaziabad)

Mrs. Savita Taneja
(Research Scholar, V.M.L.G. College, Ghaziabad)

**Important Note**

Present Interview Schedule is regarding B.Ed. curricular requirements. Eight items are included in this interview schedule to ask present curricular requirements of B. Ed. Training Programme according to teachers of secondary schools.

Your cooperation is very essential for this research and framing new B. Ed. Curriculum. It is assured that the informations given by you will be used for research purpose and kept confidential.

Thanking you.

Name ________________________________________________________________

Name of school /Institution ____________________________________________

Board of School/Institution ____________________________________________
(1) Is the existing structure of B.Ed. programme competent enough to prepare the teachers of desired quality? (Yes / No) Give reason also.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(2) Do you agree that B.Ed. teachers are more effective than non B.Ed. Teachers? (Yes / No.) Give reason also.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(3) Is there a need to introduce some new reforms in the existing B.Ed. curriculum? (Yes/No) Give reason also.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(4) Which specific skills are required in present time teachers?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(5) What do you expect from new coming B.Ed. trainees?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(6) Other Suggestions regarding B.Ed. training course.
____________________________________________________________________
____________________________________________________________________
(7) There are five training areas given below from A to E. Please write most important, second important and least important for all areas. There may be two areas written altogether.

(A) Training in Computer aided instruction.
(B) Training in demonstration based instruction.
(C) Training in using teaching aids as charts, models, projector etc.
(D) Training in delivering lecture.
(E) Training in evaluating student's performance. (Continuous assessment)

(a) Most important ____________________________________________
(b) Second important ____________________________________________
(c) Least important ____________________________________________

(8) There are five training areas given below from A to E. please write most important, second important and least important for all areas. There may be two areas written altogether.

(A) Training in Academic activities as Seminar, Symposium and debates organization.
(B) Training in Art/Music activities.
(C) Training in field activities as Sports.
(D) Training in yoga / meditation.
(E) Training in Cultural activities.

(a) Most important ____________________________________________
(b) Second important ____________________________________________
(c) Least important ____________________________________________

..............................
Interview Schedule for Secondary School Principals regarding B.Ed. Curricular Requirements

By

Dr. Shashi Malik
(Assistant Professor, V.M.L.G. College, Ghaziabad)

Mrs. Savita Taneja
(Research Scholar, V.M.L.G. College, Ghaziabad)

Important Note

Present Interview Schedule is regarding B.Ed. curricular requirements. Six items are included in this interview schedule to ask present curricular requirements of B.Ed. Training Programme according to teachers of secondary schools.

Your cooperation is very essential for this research and framing new B.Ed. Curriculum. It is assured that the informations given by you will be used for research purpose and kept confidential.

Thanking you.

Name __________________________________________________________

Name of school /Institution___________________________________________

Board of School/Institution __________________________________________
1) What do you think for roles of school teacher?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2) Which skills are required in teachers for successful dealing with present curriculum?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3) Whether you find difference in trained and non trained teachers? What differences have you seen?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4) What is the link between Training programme Experiences and school practices?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

5) What topics / content should be included essentially in teacher training program according to present society needs?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6) What activities should be included in teacher training program in present time?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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265
GOAL
To prepare effective secondary school teachers, who are capable of responding to the changing needs of the modern Indian Society.

OBJECTIVES
The specific objective at this state may be to:

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

Chaudhary Charan Singh University, Meerut Faculty of Education
Bachelor of Education (B.Ed.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code No.</th>
<th>Name of Course</th>
<th>Maximum Marks</th>
<th>Duration of Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>E-101</td>
<td>Teachers in Emerging India Society</td>
<td>100</td>
<td>3 Hrs.</td>
</tr>
<tr>
<td>II</td>
<td>E-102</td>
<td>Development of Learner and Teaching</td>
<td>100</td>
<td>3 Hrs.</td>
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<td></td>
<td>Learning Process</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>E-103 Essential of Educational Technology and Management</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IV</td>
<td>E-104 Development of Educational System in India</td>
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<tr>
<td>V</td>
<td>Any one from the following</td>
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<tr>
<td></td>
<td>E-205 Educational and Mental Measurement</td>
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<td>E-206 Educational Management and Administration</td>
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<td>E-207 Career information and Career Guidance</td>
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<td>E-208 Teaching Values</td>
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<td></td>
<td>E-209 Environmental Education</td>
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<td>E-210 Computer Education</td>
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<td>E-211 Population Education</td>
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<td></td>
<td>E-212 Physical Education</td>
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<tr>
<td>VI &amp; VII</td>
<td>Teaching Methodology</td>
<td></td>
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</table>

As two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates; and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subject like philosophy, Sociology, or M.A. Education

<table>
<thead>
<tr>
<th></th>
<th>School Teaching Subjects :</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-313</td>
<td>Teaching of Hindi</td>
</tr>
<tr>
<td>E-314</td>
<td>Teaching of English</td>
</tr>
<tr>
<td>E-315</td>
<td>Teaching of Sanskrit</td>
</tr>
<tr>
<td>E-316</td>
<td>Teaching of Social Science</td>
</tr>
<tr>
<td>E-317</td>
<td>Teaching of Commerce</td>
</tr>
<tr>
<td>E-318</td>
<td>Teaching of Computer science</td>
</tr>
<tr>
<td>E-319</td>
<td>Teaching of Mathematics</td>
</tr>
</tbody>
</table>
E-320  Teaching of Home Science  100  3 Hrs.
E-321  Teaching of Physical Science  100  3 Hrs.
E-322  Teaching of Biological Science  100  3 Hrs.

VII E-701  Practical : Sessional Work

Take any five of the following :

(a) Administration , Scoring and Interpretation of psychological test.  10
(b) Operation of Audio-Visual Equipments  10
(c) Construction of Test Items and Examination Question Paper  10
(d) Case study / Action Research  10
(e) Scouting and Guiding  10
(f) Work with Community  10
(g) Participating Cultural Activities  10
(h) Physical Exercise, Games and Sports  10

IX E-702  Teaching skills / Practice Teaching

Viva-Voice Examination based on Sessional Work and Skills of Teaching will be consulted by the Board of Practice Examiners  50

Internal Assessment by Two Subject Supervisors  25+25 = 50
Total  300

B.Ed. Course

PAPER-I : TEACHER IN EMERGING INDIAN SOCIETY
(Code : E-101)

Course Objectives
To enable the student - teachers understand :

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

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

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

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

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

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

Unit-V : Sociological basis of education, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society, education and Human Resource Development.

Unit-VI : Meaning of National integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religion (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.
Unit-VII : Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived, State's new programmes and Nation's programmes like NCC, NSS, etc.

PAPER-II : DEVELOPMENT OF LEARNER AND TEACHING – LEARNING PROCESS
(Code – E-102)

Course Objective
To enable trainee teaches to :

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

Course Contents
Unit-I : Nature of psychology and learners
(a) Psychology: Its meaning, nature, methods and scope; functions of educational psychology.
(b) Stages of human development; stage specific characteristics and development tasks.
(c) Adolescence in Indian context-characteristics and problems of adolescents; their needs and aspirations.
(d) Guiding and counselling adolescents.

Unit-II : Learning and motivation
(a) Nature of learning : Learning theories – Behaviourists (Skinner's) Pavlov's Classical conditioning, Thorndike’s connectionism and Kohler's insight learning theory.
(b) Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
(c) Motivation-nature types; techniques of enhancing learner's motivation

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

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

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

**Unit-IV : Educational Statistics**

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

**PAPER – III : ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT AND MANAGEMENT**

(Code : E-103)

**Course Objectives**

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

**Course Content**

**Unit-I :** Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.

   Hardware technologies: Important accessories and their application-OHP, Still and Movie Projectors, Audio-Video recording instruments; TV, Computers, New technologies like E-mail; internet; etc.
   ○ Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory.

**Unit-II :** Psychological uses for use of modern technologies-Core of experience (Edger Dale), Multisensory Instruction-advantages.

   Developing programmed instructional material-linear, branching programmes, tryouts and validation etc.

**Unit-III :** Strategies of teaching-Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role playing.

**Unit-IV :** Managing teaching:

   (a) Planning 
   (b) Organizing
   (c) Leading 
   (d) Controlling

**Unit-V :** Evaluating institutional performance, Methods used-pupil evaluation, teacher evaluation, evaluation of Institutional performance.

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

**PAPER-IV : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA**

*(Code: E-104)*

**Course Objectives**
To enable student teacher to:

1. Understanding 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 commission on education set up from time to time;
4. Appreciate the developments in Indian education in the post-independence era.

**Course Contents**

**Unit-I:** Education in India during (a) Vedic, (B) Buddhist and (c) Medieval periods.

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

**Unit-III:** Recommendations of India Education Commission – 1882, its influence on the subsequent development of education.
- Wardha scheme of education-1937.

**Unit-IV:** University Education Commission (1948-49).

**Unit-V:** Development of teacher education in India.
- Objectives.
- Problems of teacher education in India.
- Role and functions of N.C.T.E.

**Unit-VI:** Primary education and its major problems (Universalization, wastage and stagnation).
- Secondary education and its major problems (Expansion and vocationalization)

**PAPER V- ELECTIVE COURSE : EDUCATIONAL AND MENTAL MEASUREMENT**

*(Code : E-205)*
Course Objectives

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

Course Contents

Unit-I : Concept of measurement : testing and evaluation.
- Scales of measurement: nominal, ordinal, internal, and radio scales.

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

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

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

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

Practicum : Administration of a psychological test and interpretation of test results.
  - Determination of reliability or validity of any self made test.
  - Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.
PAPER V-ELECTIVE COURSE : EDUCATIONAL MANAGEMENT AND ADMINISTRATION

(Code : E-206)

Course Objectives

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

Course Contents

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

Unit-II : Role and functions of headmaster/teacher: Basic functions of administration-planning, organizing directing and controlling.
   Maintenance of discipline, control management.
   ○ Co-ordination and growth development.
      Supervision and inspection, defects in the present supervision and inspection.
   ○ Scope of educational supervision.
      Types of supervision.
   ○ Providing guidance; leadership function.
      Crisis in management.
   ○ Decision making

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

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

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

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

PAPER V:ELECTIVE COURSE: CAREER INFORMATION AND CAREER GUIDANCE
(Code: E-207)

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

Course Contents
Unit-I: Meaning and concept of Guidance.
- Types-educational, vocational and personal needs and principles.
  Counselling-need, functions and types.
Unit-II: Meaning of career and career information components of career information.
- Occupational and personal-social information.
Unit-III: Aims to study career information at different levels.
- Career information: Sources, method of collection, classification and filling-up of information and evaluation of the information.
Unit-IV: Information about education and training opportunities for primary, elementary and secondary levels of school.
Unit-V: Personal-social information at every school level.
Unit-VI: Setting up of a Career Resource Centre, its major importance.
PAPER V - ELECTIVE COURSE: TEACHING OF VALUES  
(Code: E-208)

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

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

PAPER V - ELECTIVE COURSE: ENVIRONMENTAL EDUCATION  
(Code: E-209)

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

Course Contents

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

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

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

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

Unit-V: Role of school in environmental conservation and sustainable development.

Practicum: To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics:

(a) Noise pollution.
(b) Water pollution.
(c) Air pollution.
(d) Deforestation.
(e) Role of the pollution control boards.
(f) Role of voluntary organizations.

The report on the practicum should be submitted to the college within the data specified by the college authority. The length of the report may be around 700 words.

PAPER V- ELECTIVE COURSE-COMPUTER EDUCATION

(Code: E-210)

Objectives:
1. The pupil-teacher would be in a position to understand a computer system and its applications.
2. They would be able to use Computer Based Learning Packages and organise school computer unit.
3. They would be in a position to do programming basic language by solving educational problems.
4. They would be able to word processing of various educational purpose.

Contents
2. Binary Arithmetic and Data Representation: Decimal and Binary number systems, Representation of Characters, Integers and Fractions in Computers, films point representation, and floating point representation.

3. Computer Software Packages and Programming Languages: Awareness of Computer Software Packages and Programming languages developing computer programmes and basic for solving educational problems application of computer in education.

4. Computer applications; computer based learning packages in science mathematics: and social sciences etc. application of computer in science computing and data processing.


PAPER V - ELECTIVE COURSE: POPULATION EDUCATION
(Code: E-211)

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

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

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

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


- Effect of unchecked growth of population on natural resources and environment.
- Population and literacy campaigns in India.

Unit-IV : Population education in School Scope of population education in schools.

- Integration of population education with the general school curriculum.
Unit-V : Methods and approaches; Inquiry approach, observation, self-study, discussions, assignments.
Use of mass-media : Newspapers, Radio, Television, Audio Visual Aids.

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

Practicum :
- Content analysis of existing secondary level text book to identity the components of population education included in it.
- Survey of population situation of any locality inhabited by disadvantaged section of society.
  Survey of the population of student's families (of any class of a school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
  Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.
- Collection and analysis of data from available sources, problems of accommodation in school/hospitals / transport in a select locality.

PAPER V - ELECTIVE COURSE : PHYSICAL EDUCATION
(Code : E-212)

Course Objectives
To develop in student teachers:
1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

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

VIII. Evaluation of student's performances in physical education programmes.

IX. Problems in organizing physical education programme in Indian schools.

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

**PAPER – VI/VII: METHODS OF TEACHING**

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

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
4. Methodology of Teaching language as mother tongue and as second language.

**TEACHING OF PHYSICAL SCIENCE**

*(Code : E-321)*

**Course Objectives**
Student teacher to have the ability to:

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

**Course Contents**

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

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

**Unit-III**: Major methods used for science instruction:
- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education.
Unit-IV: Co-curricular and non-formal approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivarium original science projects-organizing science fairs and excursions to be taken up.

Unit-V: Planning for teaching developing years plans, unit plans, lesson plans content analysis, pedagogical analysis and identification of important concepts for further focus: use of Piagetian and RCEM approaches in developing lesson plan.

  Preparation and development of improvised-apparatus: preparation, selection and use of teaching aids.
  ○ Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approaching teaching science.

Unit-IV: Curriculum organization using procedure like concentric, topical, process and integrated approaches, adapting the curriculum to local needs and requirements and the availability of local resources availabilities.

  Practical work in science teaching; record writing for science project, interior for designing science and biology laboratory.

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

Unit-VIII: Evaluating outcome of science teaching-Text assumptions about exclamation-text assumptions, items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes-cognitive outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.

  ○ Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

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

TEACHING OF BIOLOGICAL SCIENCE

(Code: E-322)

Course Contents

Unit-I: Nature of biological sciences, major thrust areas of biological sciences Path tracking discoveries and landmark developments in science Eminent world and Indian Scientists, Professions in the area of biological science.

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

Unit-III: Major methods and models of instruction for biological sciences.

  (a) Lecture
  (b) Demonstration
  (c) Project
  (d) Problem Solving
Unit-IV : Co-curricular and non-formal approaches: activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium; Original science projects-organizing science fairs and excursions to be taken up.

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

Unit –VI: Principles of curriculum development of biological science; Adapting the curriculum of biological to local needs, and availabilities of local resources.

○ Designing of biology laboratory: Practical work and record keeping in biology.

Unit-VII : Curriculum accessories and support material-text books, journals, handbooks, students work-books, display slides, audio-visual support material, laboratory material.

Unit-VIII: Evaluating outcomes of biology teaching :

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

Unit-IX : Designing lesson plans for biology teaching in schools.

TEACHING OF SOCIAL SCIENCE

(Code : E-316)

Course Objectives
To enable to pupil teaching to :

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

Course Contents
Unit-I : The need for teaching the subjects under Social science / social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies/social sciences; Rational for including these areas in school curriculum; The integrated section of the specialized approach in social science teaching.
Unit-II : Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

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

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

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

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

TEACHING OF MATHEMATICS
(Code : 319)

Course Objectives
To enable the pupil teachers to:

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

Course Contents:

Unit-I : Meaning of mathematics; History of mathematics; Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhatta, Leelabati, Ramanujam and contributions of Euclid, Pythagoras, Rene-des Visualizing the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area who instead of dealing with each subject separately. These are as follows:

5. Methodology of teaching Physical/Biological Science.
7. Methodology of Teaching Mathematics.
8. Methodology of Teaching language as mother tongue and as second language.
TEACHING OF PHYSICAL SCIENCE
(Code : E-321)

Course Objectives
Student teacher to have the ability to:

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

Course Contents
Unit-I : Nature of modern sciences – Thrust areas in particular sciences-Impact of science on modern communities, globalisation and science; Path tracking discoveries and land mark development in science; eminent world scientists, eminent Indian scientists, Professions in the area of sciences.
Unit-II : Justification for including science as subject of study i.e., school curriculum, Objectives of Teaching Physical Science-Taxonomy of educational objectives-Other taxonomies and approaches-Process outcomes, product outcomes, concept attainments, Behavioural developers of education-Concept of entering and terminal behaviour-Organizing learning experiences for achieving specified behavioural outcomes.
Unit-III : Major methods used for science instruction:
Major models of instruction useful for science education.
○ Defining desired outcomes (statement of objectives) for different levels of education.
Unit-IV : Co-curricular and non-formal approaches : Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and viratiums original science projects-organizing science fairs and excursions to be taken up.
Unit-V : Planning for teaching developing years plans, unit plans, lesson plans content analysis, pedagogical analysis and identification of important concepts for further focus: use of Piagetian and RCEM approaches in developing lesson plan.
Preparation and development of improvised-apparatus: preparation, selection and use of teaching aids.
○ Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approaching teaching science.
Unit-IV: Curriculum organization using procedure like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resources' availability.

Practical work in science teaching; record writing for science project, interior for designing science and biology laboratory.

Unit-VII: Curricular accessories and support material—Textbooks, Journals, Handbooks, students' workbooks, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

Unit-VIII: Evaluating outcome of science teaching—Text assumptions about exclusion—text assumptions, items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes—cognitive outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.

- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

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

TEACHING OF BIOLOGICAL SCIENCE
(Code: E-322)

Course Contents

Unit-I: Nature of biological sciences, major thrust areas of biological sciences Path tracking discoveries and landmark developments in science Eminent world and Indian Scientists, Professions in the area of biological science.

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

Unit-III: Major methods and models of instruction for biological sciences.

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

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

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

Unit –VI: Principles of curriculum development of biological science; Adapting the curriculum of biological to local needs, and availabilities of local resources.

- Designing of biology laboratory: Practical work and record keeping in biology.

Unit-VII: Curriculum accessories and support material—text books, journals, handbooks, students work-books, display slides, audio-visual support material, laboratory material.
Unit-VIII: Evaluating outcomes of biology teaching:
(d) Concept of evaluation and measurement.
(e) Developing achievement test for biology teaching.
(f) Measuring cognitive, affective and psychomotor outcomes with special emphasis on scientific reasoning-diagnostic testing and remedial teaching, developing formative evaluative instruments.

Unit-IX: Designing lesson plans for biology teaching in schools.

TEACHING OF SOCIAL SCIENCE
(Code: E-316)

Course Objectives
To enable to pupil teachers to:
7. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate discipline or any integrated discipline.
8. Develop knowledge about the basic principles governing the construction of a social science.
9. Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.
10. Acquire the competence to plan for instruction.
11. Develop the ability to organize co-curricular activities and community resources for promoting social science/social studies learning.
12. Acquire the ability to develop instructional support materials.

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

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

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

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

Unit-V: Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.
Unit-VI: Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

TEACHING OF MATHEMATICS
(Code: 319)

Course Objectives
To enable the pupil teachers to:

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

Course Contents:

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

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

Unit-III: Meaning and importance/purpose of a lesson plan; Performa of lesson plan and its rationally, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan; developing/preparing low cost improvised teaching aids relevant to local ethos; skill in maintaining and using black board, models, charts, TV, films and video tapes and VCR.

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

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

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

TEACHING OF COMMERCE
(Code: E-317)
Course Contents
1. Meaning and scope of commerce in developing and developed countries Significance of Commerce in Indian Schools today.
2. Aims and objectives of teaching Commerce at different levels.
3. Principles of curriculum construction, a critical estimated of present syllabus in commerce subject in the state of U.P.
4. Methods of teaching commerce subjects, Laboratory methods, Project method, Unit method, Discussion method and Socialized recitation method.
5. Technique of teaching Commerce subject-narration, questioning observation, drill, assignment correlation, visits to offices and factories.
6. Aids and illustration for teaching Commerce subject and equipments of commerce room and library.
7. Text books in Commerce subjects, their importance and criteria for their selection.
8. Commerce teacher, his qualities and qualifications.

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

TEACHING OF HINDI
(Code : E-113)

Course Contents
1. Importance of mother tongue in education, teaching of mother tongue as against of the regional and foreign languages.
2. Analysis of factors in language learning language as a skill.
3. Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.
4. Phonetics of Hindi language, morphology and syntax.
5. First step in teaching of Hindi, the advantages of structural approach at different stages.
6. The teaching of Hindi at Junior and Senior levels with regard to the followings :
   - Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.
7. The mechanics of teaching, pronunciation and intonation, hand writing, spelling and correction.
8. Use of audio-visual aids in teaching languages.
9. A critical study of the prescribed text books in Hindi at Junior and Senior levels with special reference to structure and vocabulary.
10. Application of evaluation approach in teaching of Hindi, objective centred tests in Hindi and construction.
11. Diagnostic and remedial teaching. Application of action research methodology in the following areas:
   (a) Pronunciation  (b) Spelling (c) Reading (d) Writing

TEACHING OF ENGLISH
(Code : E-314)

Course Contents

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

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

Unit-III : Methods of Teaching and Skills of Teaching
   (b) Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
   (c) Latest development in the approach and methods of teaching English including the linguistic communicative approach.
   (d) Development of following linguistic skills :
      (i) Listening and understanding.
      (j) Speaking
      (k) Reading

289
(l) Writing

Unit-IV

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

Unit-V:

(a) Basic principles testing English, The difference between measurement and evaluation.
(b) The meaning and significance of comprehensive and continuous evaluation in English.
(c) Development of good test items in English (objectives type, short answer type, essay type).
(d) Preparation of an achievement test.

TEACHING OF SANSKRIT

(Code: E-315)

Course Contents:

1. The position of Sanskrit in the school curriculum: Its literacy, cultural and linguistic value, its relations with modern Indian Language.
2. Aims and Objectives with specifications of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioural terms.
3. Curriculum:
   (a) Need, based and principles of curriculum construction.
   (b) Precautions in developing curriculum of Sanskrit.
   (c) Evaluation of present curriculum.
4. Importance of phonetics on Sanskrit, study of symbols repressing different sound, study of alphabets.
6. Teaching of prose, poetry, grammar, composition, translation, drama, rapid, reading and spelling in Sanskrit.
7. Oral work and pronunciation recitation of passages from prose and poetry, their aims and teaching methods.
9. Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
10. Teaching aids in Sanskrit and preparation of lesson notes.

TEACHING OF COMPUTER SCIENCES
(Code : E-318)

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

TEACHING OF HOME SCIENCE
(Code : E-120)

Course Contents
Unit-I: Concepts
(a) The concept of Home Science: Meaning and components; place of Home science in secondary education.
(b) Aims and objectives of teaching of Home Science.
(c) Writing objectives in behavioural terms.
(d) Correlation of Home Science with other school subjects.

Unit-II: Pedagogical Analysis
(a) Foods, Nutrition and Health.
(b) Child Care.
(c) Fibre and Fabric.
(d) Home Management-Importance of planning, principles of budget making.
(e) Hygiene and sanitation.

Unit-III : Methods of teaching

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

Unit-IV : Equipments of Teaching

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

Unit-V : Evaluation

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

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

50
25 + 25 = 50

300