

**GURU GHASIDAS VISHWAVIDYALAYA,  
BILASPUR (C.G.)  
(A Central University)**

**Syllabus  
of  
B.Ed.**

**DEPARTMENT OF EDUCATION**

# **B.Ed. COURSE**

## **FIRST SEMESTER**

### **PAPER – I: TEACHER IN EMERGING INDIAN SOCIETY**

#### **COURSE OBJECTIVES**

To enable the student– teacher understand:

1. about the relationship between Philosophy and Education and implications of philosophy on education;
2. the importance and role of education in the progress of Indian society;
3. the contribution of great educators to the field of education;
4. the need to study education in a sociological perspective. The process of social change and socialisation 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**

##### **UNIT I: Education and Philosophy**

- Education: nature and meaning, Philosophy and education
- Brief introduction of major philosophical systems:
  - Idealism,
  - Naturalism, and
  - Pragmatism(Their salient features and their impact on education)

##### **UNIT II: Educational Thinkers**

- Educational thinkers and their contribution in education:
  - Indian – M.K. Gandhi, Tagore, and Aurobindo
  - Western – Rousseau, Dewey, and Montessori

### **UNIT III: Indian Constitution and Education**

- Knowledge about the Indian constitution and various articles mentioned in the constitution that are related to education
- Democracy and Education
- “National integration and Emotional integration”, factors contributing for achieving them

### **UNIT IV: Education and Society**

- Sociological basis of education
- Education as a tool of economic development
- Education as an agent of social change
- Education and human resource development.

### **UNIT V: Expanding Horizons**

- Eradication of illiteracy
- Educating socially, culturally and economically deprived
- Means and measures taken for equality of opportunities in terms of
  - castes,
  - tribes,
  - Disabled,
  - Gender, and
  - Minorities

### **REFERENCE**

- Anand C.L. et al. : Teacher and Education in Emerging India. NCERT, New Delhi.
- Anat padnabha : Population Education in Classroom. NCERT, New Delhi,
- Bhatnagar,S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen.
- Chakravorti, M. : Gandhian Dimension in Education, Gaya Publishing, New Delhi.
- Pathak and Tyagi : Shisha ke Samanya Siddant, Vinod Pustak mandir, Agra.

Mohanty Jaganath : Indian Education in Emerging Society. Sterling Pub,  
New Delhi.

Pandey. Shyam Swaroop: Shiksha ki Darshanik evam Samajshastriya  
Prishthbhumi. Vinod Pustak Mandir, Agra

Soni, Ramgopal : New Educational dimensions in emerging  
Indian Society, Bhargav Book House, Agra.

Tyagi Gurusharan & : Education in Emerging India, Vinod Pustak Mandir

Nand, Vijai Kumar Agra

Sharma, D.L. : Education in the Emerging Indian Society R. Lall Book  
Depot, Meerut.

# **FIRST SEMESTER**

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

### **COURSE OBJECTIVES**

To enable trainee teachers to

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

### **COURSE CONTENTS**

#### **UNIT I: Nature of Educational Psychology and Learners**

- Educational Psychology – Its meaning, nature, methods, scope and functions
- Growth and Development of the learner – concept and principles:
  - Physical,
  - Social,
  - Mental, and cognitive development theory -Piaget
  - Emotional Development

#### **UNIT II: Learning and motivation**

- Learning: its meaning, factors affecting learning and laws of learning
- Theories of learning –
  - Trial and Error,
  - Classical Conditioning,
  - Operant Conditioning

- Gestalt
- Motivation: meaning Maslow and Rogers theory of motivation and role of motivation in the process of learning

### **UNIT III: Intelligence and Personality**

- Intelligence: Meaning and nature, Theories of intelligence
- Personality – Definition, meaning and nature; development of personality; type and trait theories of personality

### **UNIT IV: Exceptional children**

- Concept and types of exceptional children with special reference to slow learners, gifted, juvenile delinquent, and learning disabled
- Individual differences – nature, meaning and causes; accommodating individual differences in the classroom
- Concept and mechanism of adjustment

### **UNIT V: Elementary Educational Statistics**

- Measures of central tendency.
- Measures of variability.
- Correlation: Rank order difference method, Pearson's product-moment method.
- Normal Probability curve and its characteristics

### **REFERENCE**

- Singh, A. K. : Advanced Educational Psychology .Motilal Banarasi das, JawaharNagar, Delhi
- Bhatia, H.R : Psychology Foundation of Education. Surjeet Publications, Kamala Nagar, Delhi.
- Bhatia, H.E. : Elements of Educational Psychology. Orient- Langman Ltd. Bombay.
- Chauhan, S.S : Advance Educational Psychology, Vikas Publishing House, New Delhi.

- Gaulati, S. : Education for Creativity, NCERT, 1995
- Kulshreth, S.P. : Educational Psychology R.Lall Book Depot.  
Meerut.
- Mathur S.S. : Shiksha Manovigyan, Loyal Book Depot, Meerut.
- Kapil H.K. : Sankhiyiki ke Mool –Tatva., VinodPustak Mandir,  
Agra.
- Devies, I.K. : The Management of learning. McGraw Hills, New York
- Sharma, R.A. : Fundamentals of Educational Psychology, R. Lall  
Book Depot, Meerut
- Bhatnagar,.S. : History & Problems of Indian Education R.Lall Book  
Depot, Meerut
- Sharma, R.M. : Advanced Educational Psychology, Surjeet  
Publications, Kamala Nagar, Delhi

# **FIRST SEMESTER**

## **PAPER – III**

**(Any one methodology from group-I)**

**Group I: A. METHODOLOGY OF TEACHING SCIENCE**

**B. METHODOLOGY OF TEACHING SOCIAL SCIENCE**

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### **A. METHODOLOGY OF TEACHING SCIENCE**

#### **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 these procedures 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**

##### **UNIT I: Nature, Scope and Objectives**

- Nature and scope of science
- Place of science in school curriculum
- Objectives of teaching science at secondary level
- Introduction of Bloom's taxonomy of educational objectives, writing objectives in behavioural terminology
- Correlation of science with other subjects



## **UNIT II: Curriculum and Planning**

- Science curriculum: its concept and principles
- Concept and importance of lesson planning in science
- Unit planning
- Basic elements of lesson planning
- Preparation of lesson plan for teaching science

## **UNIT III: Maxims, Methods and Approaches**

- Maxims of teaching
- Major methods of instruction useful for science education –
  - Lecture method,
  - Inductive and Deductive methods,
  - Demonstration method,
  - Problem solving method, and
  - Project method
- Programmed instruction in science

## **UNIT IV: Instructional Support System**

- Teaching Aids: concept and types
- Co-curricular activities: Organisation of science club, science fair, and excursions
- Science Lab: Planning and equipping science lab, care and maintenance of equipment, Guidelines for organizing practical work, safety precautions for work in science lab

## **UNIT V: Evaluation**

- Concept of measurement and evaluation
- Subjective and objective type tests
- Preparation of blue print and construction of Teacher made Achievement Test in Science

## REFERENCE

- Das, R.C : Science teaching in school, Sterling Publications, New Delhi,
- Gupta, S.K. : Teaching of science education, Vikas publications, New Delhi.
- Mangal, S.K. : Teaching of Science, Agra book Depot.
- Sharma, R.C : Science Teaching, Bhaupat Rai & Sons.
- Sounders : The teaching of Gen. Science in Tropical Secondary Press London School, Oxford
- Nair, C.P.S. : Teaching Science in our Schools, S. Chand & Co. Pvt. Ltd. New Delhi.
- Kulshrestha, S. P : Jeev Vigyan science, Lyall Book Depot, Meerut
- Negi, J. S. : Bhautik Shikshan, Vinod Pustak Mandir, Agra.
- Rawat, D. S. : Vigyan shikshan, Vinod Pustak Mandir, Agra.

## **B. METHODOLOGY OF TEACHING SOCIAL SCIENCE**

### **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 organise 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: Nature, Scope and Objectives**

- Nature and scope of social science
- Importance of social science in school curriculum
- Aims and objectives of teaching social science at secondary level
- Introduction of Bloom's taxonomy of educational objectives, writing objectives in behavioural terminology
- Correlation of social science with other school subjects

#### **UNIT II: Curriculum and Planning**

- Social science curriculum: its concept and principles
- Concept and importance of lesson planning in social science
- Unit planning
- Basic elements of lesson planning
- Preparation of lesson plan for teaching Social science

### **UNIT III: Maxims, Methods and Approaches**

- Maxims of teaching
- Major methods of instruction useful for Social science education –
  - Lecture method,
  - Discussion method ,
  - Source method,
  - Problem solving method, and
  - Project method
- Field Visits and story telling
- Programmed instruction in social science

### **UNIT IV: Instructional Support System**

- Teaching Aids: concept and types
- Excursion in social science: Need and importance

### **UNIT V: Evaluation**

- Concept of measurement and evaluation
- Subjective and objective type tests
- Preparation of blue print and construction of Teacher made Achievement Test in Social science

### **REFERENCE**

- Tyagi, Gurusharan : Teaching of Social Science, Vinod Pustak Agra.
- Desia, D. N : Recent concept of Social studies, Vora & Co.
- James Fleming : The teaching of Social studies in Secondary School, Longman, Greon & Co, London.
- Bining & Bining : Teaching of social studies in the Secondary school, McGraw Hill Book Co. New York.

- Sharma, A.P. : Teaching of Social Studies and Civics, Gaya prasad & Sons, Agra.
- Ralph, C. Preston : Teaching Social Studies in the Elementary School (New York, Rinehart & Company).
- Maurice, P. Hunt : Teaching High School Social Studies (Harpar & Brothers, Publishers, New York).  
Lawrance E. Metealf
- John Jarolimek : Social Studies in Elementary Education (The Macmillan Co., New York).
- Kochhar, S. K.: The Teaching of Social Studies, Universities Publishers, Delhi, 1963.
- Forrester, I. F. : Introducing Social Studies (Orient, Long Mans, Bombay) 1956.

# **FIRST SEMESTER**

## **PAPER – IV**

**(Any one methodology from group-II)**

**Group II: A. METHODOLOGY OF TEACHING MATHEMATICS**

**B. METHODOLOGY OF TEACHING HINDI**

**C. METHODOLOGY OF TEACHING ENGLISH**

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## **A. METHODOLOGY OF TEACHING 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**

#### **UNIT I: Nature, Scope and Objectives**

- Nature and scope of Mathematics
- Importance of Mathematics in school curriculum
- Objectives of teaching Mathematics at secondary level

- Introduction of Bloom's taxonomy of educational objectives, writing objectives in behavioural terminology
- Correlation of Mathematics with other subjects

### **UNIT II: Curriculum and Planning**

- Mathematics curriculum: its concept and principles
- Concept and importance of lesson planning in Mathematics
- Unit planning
- Basic elements of lesson planning
- Preparation of lesson plan for teaching Mathematics

### **UNIT III: Maxims and Methods**

- Maxims of teaching
- Major methods of instruction useful for Mathematics education –
  - Analysis and Synthesis,
  - Inductive and Deductive methods,
  - Demonstration method,
  - Heuristic method,
  - Problem solving method, and
  - Project method

### **UNIT IV: Instructional Support System**

- Teaching Aids: concept and types
- Mathematics room: Planning and equipments
- Mathematics club

### **UNIT V: Evaluation**

- Concept of measurement and evaluation
- Subjective and objective type tests
- Preparation of blue print and construction of Teacher made Achievement Test in Mathematics

## REFERENCE

1. Richard Courant & Herbert Robbins: What is Mathematics, Fai Lawn Oxford University Press, 1941?
2. Cosines: The Mathematical Sciences – A Collection of Esay M.I.T. Press, 1969
3. Why Jonby Can't Add-The Failure of new Maths, Morris Klime, St. Martin's New York, 1973
4. The Psychology of Learning Mathematics, Richard Strempe Penguin, 1972
5. The Psychology of Mathematical abilities in school children, V.A. Kruttski Chicago University Press, 1976
6. How Children Learn Maths: Teaching Implications of Piolet's Research, Rechard Copelard, New York, Macmillan, 1975.
7. How to Solve It, G. Polyn Garchen City, Double Day & Co., 1958
8. The Principle of Objective Testing in Mathematics, Fraser Cillam, 1971
9. The Teaching of Mathematics by Shultz
10. Discovering Mathematics – Shaw & Wright
11. The Teaching of Mathematics in India – Dharambir & V.N. Agrawal
12. The teaching of Mathematics by B.N. Chandha
13. Teaching of Mathematics by I.W.A. Young
14. Teaching of Mathematics in the New Education by N.K. Kuppusswami Aiyangar
15. The Teaching of Mathematics by K.S. Sidu.



## B. METHODOLOGY OF TEACHING HINDI

### हिन्दी भाषा शिक्षण

उद्देश्य :-

1. हिन्दी भाषा का अध्ययन अध्यापन में भाषायी क्षमताओं एवं प्रभावशीलता का विकास
2. बहुभाषी भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का समीक्षात्मक अध्ययन
3. भारत में हिन्दी भाषा की भूमिका को समझना एवं प्रदेश के शालेय पाठ्यक्रम में उसका निर्धारण करते हुये हिन्दी भाषा के ज्ञानात्मक कौशलों का विकास करना।
4. हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरुचि एवं प्रेरणा विकसित करना।
5. समुचित भाषायी कौशलों को विकसित करते हुये उनमें अन्तर क्रियात्मक स्व मूल्यांकन की क्षमता विकसित करना।
6. देवनागरी लिपि और उसके स्पष्ट उच्चारण से सम्बन्धित समुचित ज्ञान प्रदान करना।
7. हिन्दी शिक्षा के उन्नयन हेतु अल्पव्ययी सहायक शिक्षण सामग्रीयों का निर्माण करना जिससे छात्रों की भाषायी अशुद्धियों का उपचार किया जा सकें।

पाठ्यचर्या :

हिन्दी शिक्षण के उद्देश्य तथा महत्व

1. हिन्दी भाषा का सामान्य परिचय विकास एवं मूल्यांकन बोली उपभाषा मानक हिन्दी प्रथम द्वितीय भाषा के रूप में माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य मात्र भाषा के रूप में हिन्दी शिक्षण की महत्ता।
2. हिन्दी शिक्षण की विधिया एवं उपागम  
भाषा शिक्षण के सामान्य सिद्धांत

हिन्दी शिक्षण में प्रयोग एवं अभ्यास का महत्व

हिन्दी शिक्षण के गुण एवं भूमिका

हिन्दी शिक्षण सूत्रों की उपयोगिता

3. शिक्षण भाषायी कौशलों, श्रवण, वाचन, लेखन, एवं पाठन कौशलों का अध्यापन।

गद्य शिक्षण – उद्देश्य, अध्यापन विधियाँ एवं पाठ योजना निर्माण।

पद्य शिक्षण – उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण।

व्याकरण शिक्षण – उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण।

निबंध शिक्षण – उद्देश्य अध्यापन विधियाँ एवं पाठ योजना निर्माण।

दृष्य श्रव्य उपकरण – महत्व प्रकार निर्माण एवं प्रयोग।

4. अध्ययन की आदतों का निर्माण (भाषा व्यवहार)

श्रवण अवबोध भाषा सुनने समझने का अभ्यास,

बोलचाल की हिन्दी के प्रकार एवं इसकी अवस्थाएं बोलने में बलाघात एवं अनुतान का महत्व।

संप्रेक्षण आदतें – संवादों कक्षाओं सस्वर वाचन नाट्य रूपान्तर एवं पद्य वाचन में भाषा के मौखिक रूप की उपयोगिता।

अध्ययन की अच्छी आदतों का निर्माण –

अध्ययन, जानकारी, संग्रहण, सरसरी तौर पर पठन जैसे विभिन्न उद्देश्यों हेतु उचित गति से पठन समग्र रूप से समझने के लिए पठन मूल्यांकन हेतु पाठन, पठन के मैन्चुल चार्ट शेड्यूल एवं नियम पुस्तिका का पाठन।

लेखन की अच्छी आदतों का निर्माण –

लेखन के उन्नत मेकानिक्स जैसे वर्ण विन्यास, विराम हासिया छोड़ना अनुभगों का शीर्षक एवं उप शीर्षक रेखाकन उद्धरण कोष्टको का प्रयोग, सक्षिप्त रूपों का प्रयोग पत्रों आवेदन पत्रों में पते का सही रूप का लेखन अनुच्छेद निबंध के विषय वस्तु का गठन।

5 मूल्यांकन –

मूल्यांकन में नए निर्देश

सतत एवं समग्र मूल्यांकन

निदानात्मक एवं उपचारात्मक परीक्षण स्व मूल्यांकन एवं स्व: संशोधन अभ्यास  
ज्ञानात्मक भावनात्मक एवं मनोगतिक क्षेत्रों वस्तुनिष्ठ प्रकार के परीक्षण विभिन्न  
प्रकार के अभ्यास चैकलिस्ट एवं प्रोग्रेस रिकार्ड ।

### संदर्भ ग्रंथ –

- भाई योगेन्द्र जीत हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।
- छत्रीय के मातृभाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।
- लाल रमन बिहारी, हिन्दी शिक्षण रस्तोगी पब्लिकेशन मेरठ ।
- रघुनाथ हिन्दी शिक्षण विधि पंजाब किताब घर जालंधर ।
- शर्मा डॉ० लक्ष्मी नारायण भाषा 2 की शिक्षण विधियां और पाठ नियोजन विनोद पुस्तक मंदिर आगरा ।
- सिंग सावित्री हिन्दी शिक्षण मेरठ ।

## **C. METHODOLOGY OF TEACHING ENGLISH**

### **OBJECTIVES**

To enable the teacher trainees:

1. To attain efficiency and effectiveness in teaching and learning English Language.
2. To have a critical study of learning English as a second language in the multilingual Indian society.
3. To understand the role of English in India and decide its place in the school curriculum
4. To improve English language attainment and cognitive skills.
5. To be committed, inspired and interested in teaching -learning English.
6. To teach with skill using interact ional mode, to evaluate himself and to inculcate right language hobbies, and
7. To develop learning materials for teaching English as second language and remedy the errors that the pupil made.

### **COURSE CONTENT**

#### **UNIT I- Objectives of teaching and learning English at Secondary level:**

- Second language learning and mother tongue learning
- The function of second language in a multilingual society
- Role of English in India its place in the school curriculum.
- The curriculum of English in the secondary school.
- Qualities and role of the English teacher.

#### **UNIT II- Methods and Approaches.**

- Grammar and translation method.
- Direct method.
- Bilingual method.

- Structural Approach.
- Communicative Approach.

### **UNIT III- Teaching of skills.**

- Teaching Alphabets and spelling
- Teaching English Phonemes
- Teaching Prose
- Teaching Poetry
- Teaching Grammar
- Teaching Composition
- Lesson Planning
  - i. Prose
  - ii. Poetry
  - iii. Grammar
  - iv. Composition
  - v. Audio-visual aids in English Language Teaching (ELT): Its importance, types and its usage.

### **UNIT IV- Inculcation of Habits**

- Listening comprehension
  - Practical in listening and comprehension
  - Types and models of spoken English
  - Implications of stress and intonation
  - Making notes while listening
- Communication Habits
  - Use of spoken forms in dialogue, stories, reading aloud, dramatisation and poetry reading
  - Correct use of stress and intonation and division of utterances into meaningful word groups.
- Good reading habits of English.

Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.

Reading for overall comprehension, practice of analyzing a text for organization, reading for evaluation.

Reading for appreciation of form, style and author's personality.

Reading for facts, reasoning, logical relationship, definitions, generalisations, understanding diagrams.

Reading manuals, charts, schedule and rule book.

- Good writings Habits.

Advanced mechanics of writing i.e. spelling, punctuation, indenting, title and substitute of sections, underlining, quotations, use of parenthesis, use of abbreviations, capital letters and correct forms of address in letters, applications etc.

Organisation of paragraph, in essay or prose i.e. organisation of letter.

#### **UNIT V- Evaluation**

- Continuous and comprehensive evaluation.
- Diagnostic test, remedial test and techniques.
- Self evaluation and self correcting exercises.
- Writing objectives, type of test items under the cognitive, affective and psychomotor domains.
- Different kinds of exercises probes and progress records.

#### **Practicum –**

- Developing a dictionary for each class
- Note making
- Development of Language Games
- Preparation of AVA's for E.L.T.

**REFERENCE:**

- Allen, W.S. : Learning English structure languages.
- Pillons, F.L. : The techniques of language teaching, London, Languaon  
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## **SECOND SEMESTER**

### **PAPER – V: DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA**

#### **COURSE OBJECTIVES**

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

#### **COURSE CONTENTS**

##### **UNIT I**

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

##### **UNIT II**

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

##### **UNIT III**

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



#### **UNIT IV**

- Radhakrishnan Commission – 1948.
- University Education Committee (1948-49).
- Secondary Education Committee Report (1952-53).

#### **UNIT V**

- Indian Education Commission (1964-66).
- National Policy of Education (1986).
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- Ministry of Human Resource: National Policy of Education, 1986 Development
- Bhooshan, Shilendra: Shikshan Teknik, Vinod Pustak Mandir, Agra.
- Sharma & Sharma : Secondary Education and Teacher Functions, Radha Publisher Mandir, Agra.
- Pandey R.S. : An Introduction to Major Philosophies of Education, Vinod Pustak Mandir Agra.
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## **SECOND SEMESTER**

### **PAPER – VI: ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT**

#### **COURSE OBJECTIVES**

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

#### **COURSE CONTENTS**

##### **UNIT I**

- Concept and need 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.
- New strategies like teleconferencing, programmed instruction, CAI, language laboratory.

##### **UNIT II**

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

### UNIT III

- Meaning of guidance – rationale for guidance services concept of counselling – directed and non-directed counselling.
- Organization school guidance services
- Career guidance services; career information centre;
- Personal guidance – Identify those needing special help directing clients to specialists (referral service).

### UNIT IV

- Meaning of management in education – Managing men resources and materials. Implications for educational initiations.
- Managing curriculum, managing co-curriculum, managing school discipline, and managing physical resources.

### UNIT V

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

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P.D. & Worcherose McGraw Hills, New York.
- Davies, I.K. : The Management of Learning, Me Grew Hills,  
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- Richmond, W. Kenith : The Concept o f Educational Technology  
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Publications,Agra.

## **SECOND SEMESTER**

### **PAPER VII: ELECTIVE SUBJECT (Any one of the following)**

- A. Environmental Education**
- B. Educational Measurement**
- C. School Library Service**

### **ELECTIVE COURSE – A: ENVIRONMENTAL EDUCATION**

#### **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.
- Pollution and its types, Causes and its effects on environment as hazard in global and local perspectives :

##### **UNIT II**

- Green house effect – an impending catastrophe.
- Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

##### **UNIT III**

- Salient features of environmental awareness through education: programmes of environmental education for secondary school children.

- Programmes of environmental education for attitude changes among the children.

#### **UNIT IV**

- Biodiversity: Conservation of flora and fauna of local importance.
- Measures to conserve genetic diversity-An important environment priority.
- Strategies to live in harmony with nature.

#### **UNIT V**

- Environmental conservation and sustainable development.
- 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 organisations.

The length of the report may be around 700 words.

#### **REFERENCE**

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- Sharma. R.C. : Environmental Education, Metropolitan Delhi.
- Raghuvansi A. & Raghuvansi C. : Paryavaran tatha Pradurshan, M.P. Hindi Granth Academy, Bhopal
- Suman & Saxena : Environmental Education, R. Lall Book Depot, Meerut.
- Upadhyay Radhavallabh: Environmental Education, Vinod Pustak Mandir Agra.
- Singh, Bhopal : Environmental Education Loyal's Book Depot Meerut.

Ghanta, Ramesh : Environmental Education, Discovery Publication,  
New Delhi.

Eina & Dina : Environmental Education, Research Publication,  
New Deihi.

## **ELECTIVE COURSE – B: EDUCATIONAL MEASUREMENT**

### **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 to tabulate and find out some 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 understand about various educational and mental measurement tools.

### **COURSE CONTENTS**

#### **UNIT I**

- Concept of measurement and evaluation.
- Scales of measurement: nominal, ordinal, internal, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test – reliability, validity and usability of a test;

#### **UNIT II**

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

#### **UNIT III**

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

#### **UNIT IV**

- Interpreting measurement: normal probability curve, skew ness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores.
- Co-efficient of correlation by Spearman's method and its interpretation.

#### **UNIT V**

- Achievement tests: construction of standardized achievement tests.
- Types of tests.
- Different types of tools – Tests, Scales, Inventory, Observation schedule, Interview schedule, and Questionnaire

### **PRACTICUM**



- 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.
- Determination of reliability or validity of any self made test.

## REFERENCE

- Asthana, Bipin & Agrawal, R.N. : Mapan evam Moolyankan, Vinod, Pustak Mandir, Agra.
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- Sharma, R.A. : Essentials of Measurement in Education & Psychology. R. Lall, Meerut.
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- Wood, D.A. : Test Construction: Development and Interpretation of Achievement Test Columbus, Ohio: Charles E. Merrill, 1960

## **ELECTIVE COURSE – C: SCHOOL LIBRARY SERVICE**

### **OBJECTIVE:-**

1. To make student teacher aware of the importance of school library.
2. To develop in them the skills of promoting reading habits among their students.
3. To develop interests for guiding students in the use of library.

### **UNIT I - Introduction**

- Importance of library in school
- Interest in supplementary reading
- School library building and its management

### **UNIT I I- Library Organisation**

- Working hours and library periods in the time table.
- Importance of periodicals and its arrangements
- Five laws of library science according to Dr. R.S. Ranganathan

### **UNIT I II- Library Administration**

- Stock verification
- Preservations of bags
- Reference service
- Acquisition

### **UNIT IV- Accession and cataloguing**

- Need & Purpose of library catalogue
- Book circulation
- Accession
- 

### **UNIT V- Library Awareness Programme**

- Display of Books and jackets
- Use of dictionaries and other reference books
- Books exhibition
- Orientation of freshers

### **Practicum-**

- Preparing scrap books
- Survey of students reading habit

- Preparing plan of action for developing reading habits among students of any class.
- News paper clipping
- Story telling

## REFERENCE

- B.S. Gujrati : library administration  
Indian Books Company
- D.Dutta : An Introduction to Library cataloguing  
The world press pvt limited
- Connest Grimshous : The teacher librarian