

B.Ed

Semester: - Annual

Batch 2009-10

S.No.	Course code	Title of the Course	Credit Hr.	Regular/ Deficiency	Na
1	DTE601	Teacher in Emerging Indian Society	5-1-0	Regular	Rev. G.M.T Mr. P.C. Ba
2	DTE602	Development of Learner and Teaching Learning Process	5-1-2	Regular	Prof. (Dr.)S Mr Ajay Ku
3	DTE603	Development of Educational System in India	5-1-0	Regular	Mr. S.H. Qa Dr. P.P. Sin
4	DTE604	Elements of Educational Technology and Management	5-1-0	Regular	Mrs. Samala Ms.Nidhi S Chintamani
		Methodology of Teaching			
5	DTE605	Methodology of Teaching Hindi	1-1-2	Regular	Prof. G.S. Z
6	DTE606	Methodology of Teaching English	1-1-2	Regular	Mrs. S. Mal
7	DTE607	Methodology of Teaching Science	1-1-2	Regular	Mr. S.H.Qa
8	DTE608	Methodology of Teaching History	1-1-2	Regular	Mr. P.C.Bag
9	DTE609	Methodology of Teaching Civics	1-1-2	Regular	Dr. Mrs.A C
10	DTE610	Methodology of Teaching Geography	1-1-2	Regular	Dr.Mrs. A. C
11	DTE611	Methodology of Teaching Economics	1-1-2	Regular	Ms. Nidhi S
12	DTE612	Methodology of Teaching Maths	1-1-2	Regular	Mr. A.K. Si
13	DTE613	Methodology of Teaching Commerce	1-1-2	Regular	S.S. Masih
14	DTE614	Methodology of Teaching Home Science	1-1-2	Regular	Dr. Prem Pr
15	DTE615	Methodology of Teaching Biology	1-1-2	Regular	Mrs. Sahar J
16	DTE616	Methodology of Teaching Agriculture	1-1-2	Regular	Dr. N. Steph
17	DTE617	Environmental Education	5-1-0	Regular	Ms. S.S. Az Mrs. Sahar J
18	DTE618	Guidance and Counseling	5-1-0	Regular	Mrs. S. Mal
19	DTE619	Teaching of Values	5-1-0	Regular	Prof. G.S. Z
20	DTE620	Measurement, Evaluation and Statistics in Education	5-1-0	Regular	Mr. Ajay Ku
21	DTE620	Agricultural Technology	5-1-0	Regular	Dr. N Steph
22	DTE622	Scholl Management, Administration and Health Education	5-1-0	Regular	Dr. W.N. Jo

B.Ed-Syllabus

PART - I

The division of the B.Ed. examination shall be awarded separately in theory and practice on the basis of following percentage of the aggregate of maximum marks.

- First division 60% or above.
- Second division 48% or above but below 60%
- Third division 36% or above but below 48%

1. In each paper 36% marks and in elective paper 40% marks will be necessary to pass B.Ed. written examination.

2. The minimum percentage of marks in Practice – Teaching will be 75%, 60% and 50%, for First, Second and Third division.

The entire programme for B.Ed. will be completed in one year and consist of five compulsory papers and one elective course, practice teaching, sessional work and co curricular activities. A candidate may however offer at his option one course from sixth paper and two methods of teaching from group A, B and C of fifth paper.

Note: Candidate for B.Ed. examination have the option of answering question through the medium of Hindi (Devnagari Script) or English.

SCHEME OF EXAMINATION- THEORY

		Max. Marks
		100
Paper: I	Teacher in Emerging Indian Society	100
Paper: II	Educational Psychology	100
Paper: III	Development and Contemporary Issues of Indian Education	100
Paper: IV	Principles of Pedagogy	100
Paper V	Methods of Teaching 50 +50=	100
Group- A:	Methodology of teaching Hindi, English, Science.	
Group B:	Methodology of teaching History, Geography, Civics, Economics, Maths.	
Group C:	Methodology of teaching Commerce, Home Science, Biology, Agriculture.	
Paper: VI	Elective Papers	Max Marks
(a)	Environmental Education	100
(b)	Guidance and Counselling	100
(c)	Teaching of Values	100
(d)	Measurement ,Evaluation and Statistics in Education	100
(e)	Agricultural Technology	100
(f)	School Management, Administration and Health Education	100

PART – II

Practice of Teaching:

Every candidate will offer two subjects for study, selecting one subject from one group mentioned below.

Group- A: Methodology of teaching Hindi, English, Science.

Group B: Methodology of teaching History, Geography, Civics, Economics, Maths.

Group C: Methodology of teaching Commerce, Home Science, Biology, Agriculture.

Every candidate will have to teach 20 lessons each in two subjects, selecting one subject only from one group will have to be completed by the end of session. Beside this 10 micro lesson in each subject will have to complete.

These lessons will be in addition to those taught during the session.

SESSIONAL WORK

The following will comprise the sessional work to be completed compulsory by the candidate before going for the final practical examination. The candidate who don't complete sessional work and scout/ Guide Training will not be permitted to appear in practical exam.

1. General behaviour and dealing in the institution and practicing Schools. **20 Marks**
2. Six essay in each paper on the topic given by the teacher to be submitted by the students which will be duly evaluated and graded. **20 Marks**
3. Two criticism lessons, one in each subject, duly criticised and graded by a member of the staff of Educational (B.Ed.) department. **20 Marks**
4. Participation in the academic and social activities under the direction of the department. **20 Marks**
5. Micro – Teaching **20 Marks**

Two lesson each in any five given of following skills.

- (i) Introducing
- (ii) Probing questions
- (iii) Using black- board
- (iv) Illustration with example
- (v) Reinforcing
- (vi) Writing Instructional objectives

Note: Training in scouting / Girl guiding is compulsory for all candidates.

SCHEME OF EXAMINATION- PRACTICE TEACHING

Every candidate shall be required to give two lesson in the subject specified under paper fifth. The examination in Practice teaching will be held at the end of the session. The board of Practice teaching Examination will consists of two external examiners (one from our side the university and the other from within the university, but not from the same college where the examination is to be held) and one internal of that college (by rotation in order to seniority), who will be the convener of the board.

The examiners will be appointed by the university. The evaluation of final practice teaching and the marking will be done as follows.

- (a) There shall be three hundred marks for practice of teaching and one hundred marks for sessional works.
- (b) Each examiners will be award marks out of 150 marks in each lesson and the average of three examiners award will be endorsed in award sheet in the column meant for each lesson.
- (c) Sessional works as specified above will carry 100 marks. Award will be given by all the members of the staff of Education department.

Consolidation of marks out of 100 will be done by internal examiners and endorse it in the column meant for this in the result sheet. The division will be awarded on the total of two lesson and the sessional work out of 400 marks.

PART - III

Activities/Work Experience

- A. Cocurricular activity : Sports, Debate, Quiz, Cultural activities, exhibitions etc.
- B. School experience : Teacher's Diary, maintenance of attendance register, preparation of report cards, organisation of different school activities etc.
- C. Community service : Participation in Literacy programmes, awareness programmes, Environmental, Health and Hygiene, Population, Child-care, Family Welfare etc.
- D. Work Experience : Report writing about different events, management of various activities, preparation of courts for sports, gardening, craft work , educational excursions etc.
- E. Scouting and guiding.

Note :

- A. Students are required to participate in at least one activity of each category.
- B. Comprehensive report of teacher trainee will be maintained by the teacher in charge.
- C. These activities will be evaluated through Grade system.

Classification of Grades:

Excellent	A+
Very Good	A
Good	B
Satisfactory	C
Unsatisfactory	D
No Participation	E

PAPER I

TEACHER IN EMERGING INDIAN SOCIETY

Objectives:

The Teacher will be able to: -

1. Understand the concept of society, education and its interrelationship.
2. Understand and appreciate the cultural heritage of India.

3. Understand the social reality of Indian society and their demand on education.
4. Understand the role of education in modernization process of the society.
5. Understand the educational thoughts of some Indian and western thinkers.

Course Content:

UNIT I

Education: Concept, meaning types & Scope.

Aims of Education: Principles and determinant, individual and social aims –their limitations and synthesis, various aims of education in the context of emerging Indian society. Democratic socialism, secularism, communalism, National integration, International Understanding, awareness of Human rights and duties, Right of children, Value Education, development of national values and values system.

Agencies of Education: -

Formal – School, Autonomous colleges.

Informal – Home , Community , State.

Non formal – Open school, Open University, Mass media.

UNIT II

School of Philosophy:

Essential features of: Naturalism, Idealism, Pragmatism with special reference to aim, curriculum, methods of teaching, and discipline.

Western thinkers: Plato, Rousseau, John Dewey, Pestalozzi.

Indian Thinkers: M.K. Gandhi, Shri Arvindo, Ravindra Nath Tagore , Vivekanand.

Professional growth of teacher and their jobs in 21st century.

UNIT III

Sociological bases of Education:

Society and Education, Social Change and education.

Socialization: Individual and Individual
 Individual and society.
 Existing social order.
 Education and socialization.
 Education and cultural change.
 Uebanization and Modernaisation.
 Role of education in social reconstruction.

UNIT IV

Curriculum:

Meaning, importance, principles and bases of curriculum construction in terms of behavioral outcomes.

Difference between curriculum and syllabus

Types of curriculum

Professional support for curriculum construction:

Role of NCERT, CBSE, SCERT and UGC, etc.

PAPER - II

PSYCHOLOGY OF EDUCATION

Objectives:

To enable the teacher trainee :

1. To appreciate the role of Educational Psychology in teaching & learning.
2. To understand the salient features & problems of growth & development, process of learning, personality and education needs of students, adjustment process.
3. An ability to apply the knowledge gained to the class room situation and problems of various kinds.

UNIT - I

Course content :

Education and Psychology : Concept, relationship

Educational Psychology : Meaning, scope, methods of study

Growth and Development : Concepts, principles and determinants, genetics and environment. Stages of development with special reference to adolescent in the areas of Cognitive, Social, Moral and emotional development.

UNIT - II

Individual differences : Their educational implications.

Psychology of Learning

Nature, theories of Learning : Trial and Error, Classical and Operant Conditioning, Insight Factors influencing learning and learning problems (individual related, task related and learning conditions related variables).

Transfer of Learning : Concepts, types, theories

Memory and Forgetting : Concepts, processes factors and theoretical viewpoints.

Motivation : Meaning, role of Motivation in learning

UNIT - III

Intelligence : Meaning, nature and theories, M.A. + I. Q., type , intelligence test.

Personality: Concept, definition and determinants, personality test.

Case Study: Meaning ,definition, concept, case study of a exceptional children

Personality assessment : Subjective, Objective and Projective techniques.

Mental Health and Adjustment : Concept, nature and principles, Factors affecting Mental health of teachers / students

Adjustment : importance, need, mechanisms

Guidance and Counselling : Meaning, need, importance

Guidance : Educational, Vocational and Personal guidance.

Counselling : Types of counselling : directive, non-directive

UNIT - IV

Psychology of Evaluation : Concept, need, importance

Measurement and Evaluation : Relationship

Types of Evaluation : Formative and Summative

Characteristics of a good measuring tool

Normal Probability Curve

Statistics : Meaning and nature, statistical data and its utility, classification of data and its graphical representation

Measures of Central Tendency : Concepts, application, calculation of Mean, Median and Mode.

Measures of variability: Computation of Range
Quartile Deviation, Standard Deviation, Percentiles

Correlation : Meaning, concept, calculation through Spearman's Rank-difference method.

PAPER - III

DEVELOPMENT AND CONTEMPORARY ISSUES OF

INDIAN EDUCATION

OBJECTIVES:

The teacher will be able to: -

1. Understand the development of Indian education.
2. Identify and analyze the problems of contemporary issues.
3. Understand the emerging trends of education in emerging Indian Society.
4. Understand the importance of burning topics of Indian society.

Course Content:

UNIT I

Development of Indian Education system:

Education in India during: -

'A' Vedic , B – Buddhist C – Medieval and D- British:

MaCauley's Minutes, Bentick's resolutions of 1835, Adam's report and its recommendations, Woods Dispatch, Lord Curzon's Educational Policy, Hunter commission, Indian University commission sargent report.

Education in post independence period:

With special reference to Radhakrishnan commission , Mudaliar Commission , Education Commission , National Policy on education – 1968, 1986, Acharya Ramamuy committee –1990, modified form programme of action -1992

UNIT II

Emerging trends of education in Indian Society:

1. Social realities of Indian society in terms of caste, religion, language and their demands on education.

Development of National Institution:

1. Jamia Milia Islamia , Shanti Niketan .
2. Vanasthali vidyapeeth , Operation Black Board.
3. Navodaya Vidyalaya
4. Distance Education
5. National Council for Teacher Education : Concept ,aims, historical perspective.

UNIT III

Study of some current issue of Indian education:

1. Universalization of Elementary Education with special reference to women's education and liquidation of illiteracy.
2. Vocationalisation of secondary education.
3. Autonomy in higher education.
4. Present examination system at secondary level its strength and weaknesses.
5. Comprehensive deterioration of educational standards.

UNIT IV

1. **Population education:** meaning, need, aims and objectives of population education.
2. Population growth, its impact on human life, nutrition, health, education, employment and material resources.
3. Strategies of teaching for imparting population education.

Environmental Education:

Meaning, need, aims and objectives of environmental education

1. Factors Influencing environment: Poverty, Education population, human values attitudes.
2. **Environmental Pollution:** air, water, sound, soil and their effects on human beings.
3. Strategies of Teaching for Environmental Education.

PAPER - IV

PRINCIPLES OF PEDAGOGY

Objectives:

The pupil teacher will be able to

1. Understand and appreciate the need of specifying teaching objectives.
2. Understand the various devices to select appropriate methods and apply them effectively.
3. Select and use appropriate tools for measuring outcomes of teaching.
4. Develop skills for preparing lesson plans on given content in proper format.
5. Know about different approaches to instruction
6. Understand various methods, media and use of technology with a view to enhancing Instruction course content.

Course Content:

UNIT 1

Pedagogy:

Concept of teaching: meaning, depth, characteristics principles and maximum of teaching

1. Stages of Teaching: Pre – active, interactive, post active.
2. Levels of teaching: Memory, understanding, reflective.

3. Relationship between teaching and learning, Training and Instructions

Methods of teaching:

Question – Answer, discussion, Heuristic, project, problem solving, brainstorming.

Models of Teaching:

Basic Teaching Model, Interaction model, Families of selected models – Jurisprudential, Inquiry, Advance organizer, Non – directive, Assertive Training Teaching Models.

UNIT II

Devices or Teaching skills:

Salient determinants core teaching skills – Introducing Questioning, Illustrations with examples, description , reinforcing, writing instructional objectives.

Innovations in Teaching: -

Programmed instructions, Team Teaching, personalized system of instructions , Micro – Teaching , Simulated social skill training, modification of teacher behavior – interaction analysis, computer managed Evaluation (CAI & CME),

Test : Constriction of achievement test

UNIT III

Lesson Planning:

Meaning, Needs and importance, different approaches of lesson planning with special reference to Herbartion steps, Blooms objectives based plan.

Teaching Aids:

Definition, importance, types and uses in classroom.

Communication in Teaching:

Concepts, Elements, Types, Preedutions and barriers, Rol of teacher in effective communication.

UNIT IV

Media in Teaching and communication:

Need and Importance

Types:

ETV , CCTV, VCR, VCP, Interactive T.V, Multimedia approach:- Concept, role, of teleconferencing and computer networking .

Knowledge regarding working of various Hardwares:

Slide projector, Film projector, computer, CCTV,

Role of CIET, UGC, and IGNOU in production of Educational Television programmes and software.

PAPER - V

METHODS OF TEACHING SCHOOL SUBJECTS

Objectives:

Pupil Teacher will be able to:

1. Understand general objectives and instructional objectives of teaching.
2. Understand the importance and place of teaching subjects in schools.
3. Know various approaches and methods of teaching.
4. Prepare lesson plans properly.
5. Select and organise learning experience according to content and levels of students.
6. Develop and use of teaching aids.
7. Evaluate the content of text books.
8. Develop the skills of diagnostic and remedial teaching.

Note : The teacher trainees will be required to study the methods of two High School subjects opted for practice teaching from the following subjects : Hindi, English, Mathematics, Science, Biology, History, Geography, Civics, Economics, Commerce, Home-Science, Agriculture.

TEACHING OF HINDI

UNIT I

1. Importance of Hindi as Mother Tongue and a National Language.
2. Aims and Objectives of Hindi teaching in Secondary Schools and writing objectives in behavioural terms.
3. Place of Hindi in the curriculum.
4. Development of literary appreciation.
5. Major language difficulties of secondary school students.
6. Techniques of evaluation in Hindi.
7. Qualities and competency of a Hindi teacher.
8. Organisation of a Language Laboratory.

UNIT - II

1. Methods of Hindi teaching : Prose, Poetry, Grammar Composition.
2. Importance of pronunciation and expression.
Oral and silent reading, Intensive reading, reading interest and reading habits.
3. Use of media and teaching aids in Hindi teaching.
4. Selection of good text books supplementary readers, teacher's guides and work books.
5. Preparing Lesson plans - (Prose, poetry, grammar and composition)
6. Diagnostic and Remedial Teaching.

TEACHING OF ENGLISH

UNIT - I

1. Importance and Objectives of teaching English in secondary Schools.
2. Importance of English as first language, second language and third language and its significance as an International language.
3. Aims of teaching English, writing objectives in behavioral terms.
4. Methods of teaching English: Direct method, Grammar - Translation method, Inductive-Deductive method, Structural approach, Situational approach, Communication approach
5. Place of textbooks and rapid readers in the study of English.
Characteristics of good textbooks, critical evaluation of textbooks.

UNIT - II

1. Development of Language skills: listening, reading, speaking & writing, role of drill.
2. Teaching of prose, poetry, grammar and composition.
3. Use of audio-visual aids and media in English Teaching.
4. Preparing Lesson plans (prose, poetry, grammar and composition)
5. Assessment of learning outcomes: formative, summative, classroom participation, assignments, periodical tests, language games & activities, term test-written and oral, diagnostic test, organizing enrichment or remedial activities.

TEACHING OF MATHEMATICS

UNIT - I

1. Nature, scope, importance and place of Mathematics in school curriculum.
2. Aims and Objectives of teaching Mathematics at school level and writing objectives in behavioral terms
3. Concept of Modern Mathematics
4. Concept formation, factors influencing learning of Mathematics
5. Use of Teaching Aids and Media in teaching of Maths

UNIT - II

6. Methods of Mathematics teaching: Inductive-Deductive, Analytic-Synthetic, Project, Lecture, Programmed Instruction, Problem Solving.
7. Lesson Planning - need and importance, various forms of lesson plans.
8. Techniques for evaluating learning outcomes in Mathematics
9. Qualities of a good Mathematics teacher.
10. Diagnostic and Remedial teaching.

TEACHING OF SCIENCE

UNIT - I

1. Nature, scope and importance of science in school curriculum, relation of science with other school subjects.
2. Aims and objectives of teaching science at secondary level and writing objectives in behavioral terms.
3. Methods of teaching Science: Inductive – Deductive, Lecture, Lecture – Demonstrations, Project Methods, Problem – Solving, Heuristic, Discovery, Team – Teaching, Programmed Instructions.
4. Text Books- types, defects and functions.
5. Science Laboratory: Types of Science Laboratories, Equipment needed at the Secondary School Level, Laboratory accidents.

UNIT – II

6. Planning of Unit and Lesson Plans, Various Types of Lesson Plans.
7. Use of Audio-Visual Aids: Charts, Films, Film Strips or Slides, Actual objects, media.
8. Importance of organizing Science Activities: Planning of field work, Project work, Quiz, Science Exhibition and Fair, Museum, Science Clubs.
9. Qualities and competencies of a good Science teacher.
10. Evaluation: purpose and types of Tests, Remedial and Diagnostic Teaching.

TEACHING OF BIOLOGY

UNIT – I

1. Nature, Importance, Scope and Place of Biology in school curriculum.
2. Aims and objectives of teaching Biology at secondary level and writing objectives in behavioural terms.
3. Methods of teaching Biology: Project Method, Discovery Method, Demonstration, Problem – Solving Laboratory Method.
4. Biology Laboratory: organization, maintenance, types of Laboratories, features of a good Biology Laboratory.
5. Biology Text Books: functions, approaches to its writing, qualities of a good Biology text book.

UNIT – II

6. Planning of Unit and Lesson Plan, content organization, content analysis.
7. Importance of organizing indoor and outdoor activities setting and maintaining aquarium, vivarium, botanical garden, museum.
8. Use of Teaching aids and Media in teaching Biology.
9. Use of Educational Technology: Hardware and Software.
10. Techniques for evaluating learning outcomes in Biology, Remedial and Diagnostic teaching.

TEACHING OF HOME SCIENCE

UNIT – I

1. Nature, scope, meaning and importance of Home Science in school curriculum, utility for girls.
2. Aims and objectives of teaching Home Science, writing objectives in behavioural terms.
3. Syllabus of Home Science and its critical appraisal.
4. Methods of teaching Home Science: Inductive –Lecture Method, Demonstration, Practical work, Programmed Learning, Team-Teaching, Assignments, Projects.
5. Importance of Laboratory work in Home Science: planning, organization, maintenance, precautions.
6. Lesson Planning: need and importance, various types of lesson planning.
7. Use of teaching aids in Home Science teaching.
8. Techniques for assessing learning outcomes in Home Science.
9. Qualities and competencies of a successful Home Science teacher.
10. Diagnostic and Remedial teaching

TEACHING OF AGRICULTURE

UNIT – I

1. Nature, scope, meaning and importance of agriculture as a subject in school curriculum.
2. Aims and objectives of agriculture at different school levels and writing objectives in behavioural terms.
3. Merits and Demerits of present school curriculum of Agriculture.
4. Factors influencing and motivating learning of agriculture at the Secondary school level.
5. Use of Teaching aids and media in teaching of agriculture.

UNIT – II

6. Methods of Agriculture Teaching: Project Method, Demonstration method, Laboratory method, Programmed instructions, Problem solving.
7. Lesson Planning: need and importance, various forms of planning lessons in agriculture.
8. Measures to make the teaching of agriculture more effective: School Garden, Farms, Excursions, Plant Museum, and Agricultural equipment.
9. Techniques for evaluating learning outcomes in agriculture.
10. Professional qualities and competencies of a good teacher Diagnostic and Remedial teaching.

TEACHING OF ECONOMICS

UNIT – I

1. Meaning, Scope and Importance of Economics as a discipline at Secondary level and its relationship with other subjects.

2. Aims and objectives of teaching Economics at Secondary level and writing objectives in behavioural terms.
3. Characteristics of a good textbook in Economics and critical study of the existing textbooks.
4. Use of Educational technology for teaching Economics.
5. Organization of Economics room and various curricular activities to motivate teaching of Economics.

UNIT – II

6. Methods of Teaching Economics: Descriptive, Logical, Problem Solving, Project, Observation, Discussion, Inductive-Deductive, Analysis – Synthesis, Socialized classroom.
7. Lesson Planning: various forms of Lesson Plans and Unit Plans.
8. Teaching aids and media in teaching of Economics, Charts, Diagrams, Models, T.V., Radio, Excursions, Newspapers and Magazines.
9. Qualities and competencies of a good Economics teacher.
10. Assessment of different learning outcomes, Diagnostic and Remedial teaching.

TEACHING OF COMMERCE

UNIT – I

1. Meaning, scope, importance and place of Commerce as a subject at Secondary level and its correlation with other school subjects.
2. Aims and Objectives of teaching Commerce and writing objectives in behavioral terms.
3. Content of the Syllabus, its divisions and co-ordination between divisions.
4. A critical review of Syllabus, and Text books of Commerce for Higher Secondary level.
5. Equipments for effective instruction and classroom arrangements for teaching of Commerce:
 - Audio-Visual aids and media
 - Practical work in connection with the course: use of community resources (visits to factories & offices)
 - Conducting commercial activities in schools.

UNIT –II

1. Methods of Commerce teaching : Project Method, Seminar Discussion, Visits.

2. Preparing Lesson Plans: need and importance, various forms of lesson and unit Plans.
3. Professional traits of a Commerce teacher.
4. Assessment of different learning outcomes : preparation of a model question paper.
5. Diagnostic and Remedial teaching.

TEACHING OF HISTORY

UNIT – I

1. Meaning and significance of history in school Curriculum and correlation of History with other subjects.
2. Aims and objectives of teaching History at secondary level and writing objectives in behavioural terms.
3. Text-books of History – Criteria of a good text book.
4. Use of Teaching aids and media in teaching of History.
5. Organisation and maintenance of History room.

UNIT – II

6. Methods of teaching History : Their nature, advantages and disadvantages, dramatization, story telling, text books, biographies, assignments, projects, lecture and programmed instruction, role-play, illustration.
7. Qualities and competency of a good History teacher and role in the society.
8. Lesson planning : various forms of units and lesson plans.
9. Evaluation in History teaching : different techniques – Paper-Pencil Tests, Quiz, Debate, Discussions, Excursions and Reporting.
10. Diagnostic and Remedial teaching.

TEACHING OF GEOGRAPHY

UNIT I

1. Nature, concept, importance, scope on place of geography:- school curriculum and its relation with other school subjects.
2. Aims on geography teaching at secondary level and writing objective in behavioral terms.
3. Teaching –Aids and media in geography teaching: -
Audio visual aids , Television , Radio, Films, Computer, epidiascope, overhead projector ,slides projector.
4. .Study of Local geography and its values.
5. Importance and types of teaching and material – aids: -
Globe, Maps , Charts , Sketches, Pictures, Magazine , News Papers Filmstrips.

UNIT II

6. Organization of Geography – rooms and importance of co curricular activities, excursion, geography – club.

7. Qualities and changing roles of a geography teacher.
8. Lesson plans based on different methods of teaching:
Observation, Excursion, Project, Descriptive., Comparative, inductive and deductive methods .
9. Education in Geography teaching:
Continues and comprehensive, formative and summative, cognitive and non cognitive.
10. Preparation of question paper.

TEACHING OF CIVICS

UNIT – I

1. Nature, Concept, Importance, Scope and place of Civics in School curriculum and its relation with other school subjects.
2. Aims of Civics teaching and writing objectives in terms of behavioral outcomes.
3. Principles involved in the construction of syllabus for Civics.
4. Criteria of good text books and critical evaluation.
5. Teaching aids and media in Geography teaching : Audio-visual aids, Radio,Television, Films, Computers Epidiascope, Overhead Projector, Slide Projector etc.

UNIT – II

6. Qualities and changing role of a good Civics teacher organization of co curricular activities at the secondary school level.
7. Teaching of Civics by self experience in school situation, Pupils self Government.
8. Methods and techniques of teaching Civics at Secondary level : Project, Problem Solving, Lecture Discussion, Dramatization, Observation, Fieldtrip,
9. Lesson Planning : Importance of Unit and Lesson plans, various forms of Lesson plans.
10. Remedial and Diagnostic teaching.

PRACTICAL WORK

Practice work in each of the two teaching subjects selected by the students will comprise of the following :

- A. Developing lesson plans
- B. Developing different types of teaching aids
- C. Developing different types of evaluation tests
- D. Visits or Field Trips or Survey or Case Study or any other activity and Report writing.

PAPER - VI

Note : A pupil teacher shall select any one Topic out of the given four topics prescribed in the Syllabus.

This paper will consists of :

- A Theoretical knowledge

B Essay Writing/Project work

The trainee will have to secure 40% marks to pass in this paper

The topics prescribed are :

- A. Environmental Education
- B. Guidance and Counselling
- C. Teaching of Values
- D. Educational and Mental Measurement
- E. School Management, Administration and Health Education
- F. Agricultural Technology

ENVIRONMENTAL EDUCATION

Objectives:

1. To enable to students 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 environmental, 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 student’s to understand about the various measures available to conserve the environment for sustaining the development.

Unit I

Course Content:

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

Ozone layer depletion – Environmental theaf, acid, rain, pillar melting, rise of sea level and their implication.

Unit III

Salient features of Environmental awareness through Education Programmes of Environmental Education for Secondary School Children.

Programmes of Enviromental Education for attitude changes among the children.

Unit IV

BIODIVERSITY: Conservation of Genetic diversity and importance Environment Priority learning to live in harmony with nature.

Unit V

Role of School in Environmental conservation and sustainable development

GUIDANCE AND COUNSELLING

Objectives:

1. To develop an understanding of the need and importance of career information for the students.
2. To identify student's role and function in locating, collecting, evaluating and disseminating various information for the use of students.
3. To develop an understanding of how student's ability, aptitude, need and interests are related to world of work.
4. To know about the importance of development the right aptitude and values at every state of education.
5. To develop an understanding of mental health and hygiene, dynamics of adjustments of students.

A. Course Content

UNIT I

1. Development of Guidance Movement: U.S.A., U.K., France and India.
Guidance: Meaning, Nature, Principles, Importance and Objectives.
Guidance and its relationship with Education.
2. Educational, Vocational, Personal and Social Guidance:
Meaning, Need, Objectives, Functions.
3. Various Guidance Services: Orientation Service, Pupil Inventory services, Counselling Services, Occupational Information Service, Placement Service, Follow-up Service.
4. Group Guidance: Concept, Need, Principles and Advantages.
Group Guidance Activities: Class Talks, Career Talks, Career Conference, Plant Tours, Socio Drama, Psycho Drama, Role Play, Career Fair/Exhibition.
5. Organization of School Guidance Programme: Pre-requisites and Planning, Services and their activities for Secondary / Senior Secondary school students. Guidance and Discipline: New ways in discipline. Developmental Guidance.

UNIT II

6. Setting up Guidance and Counselling Centre:
Need, Objectives, Functions, Required resources for a centre.
Cumulative School Record and its maintenance.
1. Counselling: Meaning, Need, Principles, Scope, Goals and Stages.
Major Approaches: Directive, Non Directive, Eclectic.
Characteristics of an effective Counsellor. Counsellee as a person.
Counselling areas: Career Counselling, Counselling Drug Addicts and Alcoholics.
Assertiveness Training.
2. The Role of Parents, Teachers, Psychologist, Career Master, Counsellor and

- Head Master in School Guidance Programme.
Psychological Testing: Characteristics of good Test.
9. Guiding Students with Special Needs and Problems.
Emerging job Opportunities, Characteristics of different Occupations.
Opportunities in the areas of Guidance and Counselling.
 10. Evaluation of Guidance Programme: Meaning, Need, Steps and Methods.
Problems of Guidance and Counselling: Problems of Guidance in India.
Measures for the improvement in Guidance Services. New Trends.

B. Topics for Assignments / Essay Writing.

Write two assignments / essays from any of the given topics in not more than 750 words.

1. Guidance and Education.
2. Guidance Personnel.
3. Counselling Process.
4. Occupational Information.

TEACHING OF VALUES

Objectives:

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

A. Course Content

UNIT I

1. Nature and source of values, biological, physiological, social and ecological determinants of values – their bearing on education in varying degrees.
2. Classification of values into various types – material, social, moral and spiritual values.
3. Status of values – how they be realized through education.

4. Corresponding to values there is evils or dis values material – social, economic, moral and religious evils leading to faithlessness and irreverence how can education overcome these negative values?

UNIT II

5. Development of values as a personal and life – long process –teaching of values as an integral part of education.
6. Some life issues - Love, sex, and marriage Man and society.

7. Addiction, drugs, crimes and punishment, ecology, human – suffering and work – ethics.
8. Discovery of self – self awareness, growth of intellect, emotion, will, conscience, truth, liberty, discipline etc.
9. Techniques of measurement of values: rating scales, questionnaires, observation, interview, value skills and projective techniques.

10. Topic of Essay Writing: -

Write two essays from any of the given topics in not more than 1000 words.

1. Values are caught not taught.
2. Need for value education in Secondary schools.
3. Teaching strategies of value education.
4. Curriculum for value education.

MEASUREMENT, EVALUATION AND STATISTICS IN EDUCATION

Objectives:

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

A. Course Content

Unit I

Concept of Measurement: Testing and Evaluation

Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scale

Variables of Measurement: Discrete and Continuous

Criterion and Norm reference Test

Qualities of good measuring Tools: Reliability, Validity, Objectivity, Practibility and administrative qualities.

Unit II

Psychological Test: Construction, Administration, Scoring and Interpretation

Achievement Test: Construction of a standardized Achievement Test

Measurement of Intelligence: Concept, Nature, Importance, Types, Norms, and techniques

Assessment of Personality: Projective Techniques-WAT, TAT, SCT, INK BLOT, Non Projective Techniques- Observation, Interview, Rating Scale, Questionnaire

Unit III

Educational Statistics: Measurement of Central Tendencies from grouped and ungrouped data

Graphics: Histogram, Line, pie, Box Plot, Stem & Leaf and Scatter

Measures of Variability: Range, Quartile Deviation, Mean Deviation, Standard Deviation

Unit IV

Interpretation of Measurement: Characteristics of Normal Probability Curve
Percentile and Percentile Ranks, Correlation and its significance in Education,
Standard Scores: Z Score, T Score, Stanic Score, T-Test and F-Test

B. Topics for Assignments / Essay Writing.

1. Administration psychological test and interpretation of test result.
2. Determination of reliability of any self made test.

SCHOOL MANAGEMENT, ADMINISTRATION & HEALTH EDUCATION

Objective:

Understand the nature of school as an organization, its components and dimensions.

1. Know the teacher's role and responsibilities with respect to academic and extra academic activities and understand its importance in school.
2. Know the various components of classroom climate and understand their effect on the students department.
3. Develop skills of effective classroom management.
4. Understand the importance of good health and positive attitude towards exercise and health.
5. Know the principals of first aid and knowledge concerning prevention of some common diseases.

Course Content:

1. Conceptual Framework: Concept of Educational Administration.
2. Nature, Objectives and scope of educational Administration.
3. Concept of Educational Management: Participatory and non-participatory management.
4. School organization.
5. Headmaster: Role and functions
6. Teacher: Basis functions administration, planning, organizing, directing and controlling professional growth and professional ethics.
7. Supervision: Scope of Educational Supervision, types and techniques, defects in the present supervision and inspection.
8. School building and hostel: Study of some standard design, furniture, light and ventilation Responsibilities of hostel Supdt.

UNIT II

1. **Discipline:** Concept, types and methods of maintaining discipline in school, role of reward and punishment, self-government in school.

2. **Co- Curricular Activities:** Concept, types and organization of curricular and co-curricular activities.
3. **Time Table:** Need and criteria of preparing timetable.
4. **School Library:** Role and need of library in school.
5. **School and Community:** Parent teacher association.
6. **Group Dynamics:** Class as a group, social interaction leadership and leadership style. Strategies for developing effective leadership, creativity.

UNIT III

Educational administration in the state: The administrative structure in the field of education in the state.

3. Educational Administration of secondary schools in India.
4. Function of the state government in relation to secondary and higher secondary school.
5. Role of central government, state government, local bodies, private agencies in its supervision and control.
6. **School Income:** Sources and areas of expenditure.
7. **Institutional Planning:** Concept, need, process, and utility.
8. **School office:** Importance and types of records.

UNIT IV

Health and Hygiene: Factors influencing health and growth, role of balance diet

and Mid – Day meals.

Posture and Exercise: Relationship between posture and fatigue and rest, postural

defects and remedy, ductless glands and their importance.

Physical Education: Meaning and Implications, need and their educational utility

Need for recreation, yogic exercises, and first aid.

Aids: Awareness and precautions.

AGRICULTURAL TECHNOLOGY

A. Course Content

UNIT – I

1. Agricultural extension education – concept, aims and objectives, need and it's role in agriculture production.
2. Communication and adoption of new ideas, strategy for the introduction of innovations.
3. Adult learning and teaching – concepts, Decalogue of Teaching Principles in Adult Education.
4. Extension Teaching – concepts, various types of teaching methods, advantages and disadvantages.

UNIT – II

5. Extension Teaching Aids – it's classification – Audio – Visual and Audio Visual Teaching aids, some commonly used teaching aids in Extension Work.
6. Effective Educational Programme and Planning – objectives, needs and their determination.
7. Evaluation of the outcome of Extension Teaching and learning activities.
8. Methodology and Approach of T & V. Step-1: Teaching, Step-II: visits,organizational structure, monitoring and evaluation.

B. Topics for essay writing/project work

Write Two essays or project work form any of the given topics in not more than 750 words:

1. Need for Training of teachers in Agriculture.
2. Education for literacy of farmers.
3. Agriculture a business enterprise.
4. Innovations in agricultural education.