

V. B. S. Purvanchal University, Jaunpur, U.P.

Syllabus

B.Ed.

Sr.	Name of the Papers	Theoretical /Practical/Viva- Voce/Assignment	Maximum Marks	Duration (hours)
1.	Teacher in emerging Indian society	Theoretical	100	3.00
2.	Development in learner and teaching learning process	Theoretical	100	3.00
3.	Development of educational system in India	Theoretical	100	3.00
4.	Elements of educational technology and management	Theoretical	100	3.00
5.	Methods of teaching Group-A (Select any one of the following) 1. Methodology of teaching physical/biological science 2. Methodology of teaching social science	Theoretical	50	3.00
	Methods of teaching Group-B (Select any one of the following) 1. Methodology of teaching Mathematics 2. Methodology of teaching languages (Hindi, Sanskrit, English, Urdu)	Theoretical	50	3.00
6.	Elective course (Select any one of the following) 1. Elementary Education 2. Population Education 3. Environmental Education 4. Alternative Education 5. Educational administration and management 6. Educational and mental measurement	Theoretical	100	3.00

	7. Physical education 8. Career information in career guidance 9. Teaching of values			
7	1. Subject teaching 1 st 2. Subject teaching 2 nd 3. Sessional work	Practical and sessional work	400 (150+150+100)	
Total marks = 1000 (Theory = 600, Practical = 400)				

➤ The Question papers are divided into three sections :

Section A : Ten very short answer questions, based on entire course. Each question must be answered in about 50 words. (10 x 2= 20 Marks)

Section B : Five short answer questions. Each question must be answered in about 200 words. (5 x 10= 50 Marks)

Section C : This section will have five long answer questions. The candidates will have to answer two questions. Each question must be answered in about 500 words. (2 x 15= 30 Marks)

➤ **For-Methods of teaching-Paper-V:-**The Question papers are divided into three sections :

Section A : Ten very short answer questions, based on entire course. Each question must be answered in about 50 words. (10 x 1= 10 Marks)

Section B : Five short Answer questions. Each question must be answered in about 200 words. (5 x 5= 25 Marks)

Section C : This section will have five long answer questions. The candidates will have to answer two questions. Each question must be answered in about 500 words (2 x 7.5= 15 Marks)

Note:

1. 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%.

2. In each paper 30% marks will be necessary to pass B.Ed. written examination.
3. The minimum percentage of work in Practice-Teaching will be 75%, 60% and 50%. for first, second and third division.
4. The entire programme for B.Ed. will be Completed In one year and consist of five compulsory courses and one elective course. practice teaching and sessional work. A candidate may however offer at his option one course from sixth paper and one method of teaching from each group A & B from fifth paper.
5. Candidate for B.Ed. examination have the option of answering question through the medium of Hindi (Devnagari Script) or English.
6. 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 be completed. These lessons will be in addition to those taught during the session.
7. Sessional work: The following will comprise the sessional work to be completed compulsorily by the candidate before going for the final practical examination. The candidates who do not complete the sessional work and Scout/Guide training will not be permitted to appear in practical exam. (Micro teaching M.M.20, Macro teaching-M.M.20, Criticism lesson-M.M.20, Overall behavior-M.M.20, five essays from overall courses).
8. Seven days Basic Training in scouting/Guiding is compulsory for all candidates.
9. Micro teaching : Two lesson each in following skills :
 - a) Writing Instructional objectives
 - b) Introducing
 - c) Probing questions
 - d) Illustration with example
 - e) Using Black-board.
10. Board of examiners for practical examination: (1) One Internal examiner as Convener (seniority by rotation from department), (2) One external examiner from affiliating University . (3) One external examiner from other university.
11. Sessional marks (MM.100) shall given by department and practical marks (MM. 300) shall given by board of examiners. (Total marks for Practical exam- 400)

B. Ed.
Paper-I
Teacher in Emerging Indian Society

M.M. : 100

Duration:-3.00 hours

Unit-1

Education: Nature and meaning, its objective in relation to the time and place.

Education in the western context with special reference to Rousseau. Pestalozzi, Dewey. Russell. Frobel. Montessori. their impact on Educational thought and classroom practices in term of progressive trends in Education.

Indian thinkers and their contribution in developing principles of education.

- a. M.K. Gandhi : Basic trends of basic Education.
- b. Swami Vivekanand : Man making Education.
- c. Shri Aurobindo : Integral Education, its basic premises. Stages of development.

Units-2

Philosophy and Education: Significance of studying Philosophy in understanding Educational practices and problem.

Major Philosophical system: 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 Ravindranath Tagore.
- c) Idealism with reference to Socrates. Plato and Advaita philosophy.
- d) Pragmatism with reference to Dewey. Instrumentalism and Experimentalism.

Bases and Principles of curriculum 'construction.

Units-3

Knowledge about the Indian constitution and Its directive principles: Various Articles mentioned in the constitution that are related to Education. Meaning of Secularism, Social goals, Democratic and Socialistic pattern of Society. Meaning of the term -"National Integration and Emotional Integration, Factors contributing to achieve them and its Educational implications." Economic planning and the meaning of five.

Units-4

Sociological basis of Education: Relationship between Individual and Individual to Society in terms of Norms given by the Existing Social order: Education as a tool of liberal and Utilitarian Education as a tool of Economic development.

Education as an agent of Social change Education and Human source development.

Unit-5

Meaning of a new social order, Eradication of illiteracy. Objectives of NAEP, provisions. made and channels started for Educating, Society culturally and Economically deprived means and measures taken for Equality of opportunities in terms of castes, tribes, Disabled. Gender and Minorities, achieving a learning society in terms of Distance Education. States New Programmes and Nations Programme like NCC. NSS. Scouting programme.

Suggested Readings

- | | | | |
|----|--|-------|-----|
| 1. | Groundwork of Education and Philosophy. | Ross. | - |
| 2. | Saiyedain - Education. Culture & Social order. | K. | G. |
| 3. | एस० पाण्डेय—शिक्षा द न | प्र० | आर० |
| 4. | माथुर— शिक्षा के दानिक एवं सामाजिक आधार | एस० | एस० |

B.Ed

Paper-II

Development in learner and teaching learning process

M.M. : 100

Duration:-3.00 hours

Unit-I

Nature of Educational Psychology and Learners:

- a) Educational Psychology: Its meaning, Nature. Methods and Scopes Functions of Educational Psychology.
- b) Stages of Human development. Stage, Specific characteristics and development tasks
- c) Adolescents in Indian context-characteristics and problems of adolescents, their needs and aspiration.
- d) Guiding and Counseling adolescents.

Unit-II

Learning and Motivation :-

- a) Nature of learning; Learning theories :- Skinner's conditioned response theory, Stimulus Response theory. Classical conditioning. Information processing (Rogers's) and Humanistic theory (Maslow's).
- b) Factors influencing learning and teaching process. Learner related, Teacher related, process related and content related.
- c) Motivation : Nature, Types, Techniques of Enhancing Learners motivation.

Unit-III

Intelligence

- a) Nature and characteristics of Intelligence and its development. (b) Theories of Intelligence: Two Factor theory, Multifactor theory (PMA) and S.I. Model.
- b) Measuring Intelligence: Verbal, Nonverbal and performance test (one representative of Group test and Individual test of Each.).

Unit-IV

Exceptional Children:

- a) Concept, types and characteristics of Exceptional children with learning disabilities.
- b) Individual differences: - Nature, accommodating individual differences in the classroom.
- c) Learner centered techniques for teaching exceptional children.

Unit-V

- Personality: Definition, Meaning and nature. Development of personality; type and trait theory of personality.
- Mental Hygiene

Suggested Readings

- | | | |
|-----|---|--------------------|
| 1. | The Science of Instruction & Learning | Anderson & Faust - |
| 2. | anodal learning. | Ausbel-Reading |
| 3. | and Learning. | Clayton-Teaching |
| 4. | :-Psychology of Learning & Instruction. | Dececco John,. R |
| 5. | Adhunik Shiksha Manovigyan. | Gupta. S.P.- |
| 6. | Gupta. L.N.- Shiksha Manovigyan. | Pal, S.K., |
| 7. | Manovigyan Aur Shiksha. | Chaube, S.P.- |
| 8. | Shiksha Manovigyan. | Jaysawal. S.R.- |
| 9. | Shiksha Manovigyan. | Mathur, S.S.- |
| 10. | Shiksha Adhigam Ka Manovigyan. | Singh. B.L.- |

B.Ed

Paper-III

Development of Education System in India

M.M. : 100

Duration:-3.00 hours

Unit-I

Education in India during : a)- Vedic, b)- Budhist, 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 Indian Education Commission-1882 Its influence on the Subsequent development of Education.

- Essential Features of Sadler's commission report - 1917
- Wardha Scheme of Education-1937.

Unit-IV

University Education Commission (1948-49)

- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National policy of Education (1986)
- Acharya Rammurti's Committee (1990)

Suggested Readings

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|--|--------------|
| 1. | Dongerker |
| y, S.R.-Thoughts on University Education. | |
| 2. | Dearndon, |
| R.F.- Problems in Primary Education. | |
| 3. | Josh'. K.I.- |
| Problems of higher Education in India. | |
| 4. | Kabod, |
| J.K.. Line -The Education and advancement of women | |
| 5. | Pandey. |
| Ram Shakal-National policy on Education in India. | |
| 6. | रबीन्द्र |
| अग्निहोत्री-भारतीय शिक्षा की वर्तमान समस्याएँ | |
| 7. | राम सकल |
| पाण्डेय-भारतीय शिक्षा की समसामयिक समस्याएँ | |

B.Ed

Paper-IV

Elements of educational technology and management

M.M. : 100

Duration:-3.00 hours

Unit-I

Definition of Educational technology. Distinction between Hardware and software technologies, their role in modern Educational practices.

- Hardware techniques : Important accessories and their application-OHR Still and movie Projects Audio-Video recording instruments. TV. Computers, New technologies like e-mail. Internet. etc.
- Use of strategies like teleconferencing, micro-teaching, Programmed instruction. 00. Language laboratory.

Unit-II

Psychological bases for use of modern technologies, collie of ex perience (Edgerdale), Multisensory instruction-advantages.

- Development programmed instruction material linear. Branching programs : Tryout and Validation etc.

Unit-III

Concept of teaching : Meaning. Definition and characteristics.

Modalities of teaching

Success of teacher teaching project

Level of teaching

Modification of teacher behavior : Flander's interaction analysis

Teaching models: BTM and Interaction model

Unit-V

Evaluating institutional Performance :- Methods used; pupil Evaluation.

Teacher Evaluation. Evaluation of Institutional Performance.

- Methods of Teacher Evaluation : Use of pupil's rating, Pear rating. Supervisor's rating. Community rating.
- Accountability in School Education :-Method used for assessing accountability.
- Use of Professional Norm and Ethics.

Suggested readings

1. Robert Gagne-Condition of learning
2. B. K. Passi-Micro Teaching
3. Bruse and Joyce-Models of Teaching
4. आर० ए० भार्मा-िाक्षा तकनीकी
5. एस० पी० कुलश्रेष्ठ-िाक्षा तकनीकी
6. एस० एस० माथुर-िाक्षण कला

B.Ed
Paper-V
Methods of teaching
Group-A
Physical/Biological science

M.M. : 50

Duration:-3.00 hours

Unit-I

Nature of modern Sciences: Thrust areas in particular sciences-Impact of science on modern communities, Globalization and science: path tracking discoveries and land mark development in science: eminent world scientists, eminent Indian scientists and professions in the area of sciences.

Unit-II

Justification for Including Science as a subject of study i.e. School curriculum, Objectives of teaching phy/Bio Science-Taxonomy of Educational objectives. Concept of Entering and terminal behavior, writing behavioral objectives.

Unit-III

Co-curricular and non format approaches : Activity approaches and non format methods of science teaching in terms of jelled trips, School gardening Science clubs, visits to Science museums. Maintenance of aquariums. Herbariums and Vivariums original Science Projects-organizing science fairs and execution to be taken up.

Unit-IV

Major methods used for Science teaching: - Project method, Problem solving, lecture method, Demonstration method, Heuristic method. laboratory method.

- Major model of instruction useful for Science teaching Biological Science models.
- Defining desired outcomes (Statement of objective)

Unit-V

Planning of teaching and developing Lesson plan; content analysis and identification of important concepts for Farther Foccus, use of

Unit-VI

Suggested Readings

- ### Group-A

Social Science

Unit-I

- The need for teaching the subjects under social science/social studies (History, Geography, Civics and Economics) in school, concept of social studies and how it differ from other social sciences. Present perception about social studies/social science. Relation for Including these areas in school curriculum. The integrated section of the specialised approach in social science teaching.
- Objectives of teaching social studies objectives of teaching the subject at different levels, Discipline oriented teaching of social studies and social re-construction approach.

Unit-II

Principles of designing a social studies curriculum with weightages to be given for each component subject areas. Approaches to organising social studies curriculum in terms of curriculum. Integration approaches.

Unit-III

Instructional Strategies : Methods And Models Importance of instructional strategies for teaching social studies in terms of specific methods like lecture. Lecture cum discussion, projects, and source methods. Models- Inquiry Training model. Phillips prudential model.

Unit-IV

Objectives of teaching social studies: Specifications to clarify planning viz lesson. Units and year plans, Micro teaching lesson plan, for developing the skills of introduction, Explanation questioning stimulus. Variation and providing illustrations with relevant examples.

Unit-V

Arranging and organizing field trips to place of cultural importance through planning. Preparing exciting, recording and following up the field trip for learning the underlying importance of content of the subject term-teaching organizing social studies clubs Projective & Non Projective teachers aids with lone of experience.

Unit-VI

Purposes of evaluation in social studies formative and summative evaluating. Her salient matures. remedial teaching. Question proportion and objectivity in Essay type examination, Preparation of unit tests and tests of performance like product preparation. model construction, enactment of role play etc.

Suggested Readings

1. Burton. W.H.- Principle of History Teaching.
2. Chaudhry. K.P.-The Effective teaching of History in India
3. Drumoild-History of School
4. Ghate V.D.-Teaching of History
5. Jhouson-The teaching of History
6. Tayagi, G.D.-Itihas Shikshan
7. Barnard H.C.-Principles and Practice of Geography teaching
8. Fairgrieve. J.- Teaching of Geography in school
9. Finch-Modern Teaching of Geography
10. Gospel-Teaching of Geography
11. Buch, M.B.-Improving Instructions in Civics
12. Fenton. Edwin-The new social studies

13. Kohar. S.K.-The teaching of social studies
14. Wesley. F.B.-Teaching Social studies in high school
15. Moffatt. M.R.-Social studies instructions
16. Oliver. J.N.-The Principles of teaching Economics
17. Singh. Rahul-Arthshastra ka Shikshan

Group-B

M.M. : 50

Duration:-3.00 hours

MATHEMATICS

Unit-I

Meaning of Mathematics; History of Mathematics: Contribution of Indian Mathematicians with reference to Bhaskaracharya, Aryabhatta, Ramanujan and contribution of Euclid, Pythagoras, Rene-Descartes.

Unit-II

Objectives of teaching Mathematics in terms of behavior, approaches to teaching of Mathematics, Viz. Inductive, Deductive. Analytical. Synthetic Heuristic. project and Laboratory. Using various techniques for teaching Mathematics Viz. Oral; Written, drill assignment. Supervised Study and programmed learning.

Unit-III

Meaning and Importance/Purpose of a Lesson plan; preforms of a lesson plan and its rationality, meaning and purpose of a unit and unit plan, Developing/Preparing low cost improvised teaching aids relevant to local ethos: Skill in maintaining and using blackboard, Models. Charts, TV. Films and Video Tapes and VCR.

Unit-IV

Principle and rationale of curriculum development; organizing the syllabi both logically and Psychologically according to age groups to Children.

Unit-V

Using Mathematics as a Game for recreation Organizing quiz Programmes, Skill development in answering puzzles. riddles, magic square. word search etc. Developing a math's laboratory, learning about the short cut mentioned in Vedic Mathematics.

Suggested readings

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|----|--|---|
| 1. | | C |
| | haddha & Agrawal-Teaching of Mathematics | |
| 2. | | D |
| | urel-Theaching of Arithmatic | |
| 3. | | D |
| | .R.Devis-Teaching of Mathematics | |
| 4. | | र |
| | ावत एवं अग्रवाल-गणित िक्षण | |
| 5. | | स |
| | ेरन सिंह-गणित िक्षण | |
| 6. | | स |
| | ध्या मुखर्जी-गणित िक्षण | |

Group-B

Hindi teaching

Unit-I

Objectives of teaching Hindi at different school levels, place and Importance of Hindi in school curriculum CAI & CME in teaching learning process

Unit-II

Importance of pronunciation and expression of Hindi. aims of teaching. oral and silent reading, Incentive reading. reading interest and reading habits. Writing behavioural objectives Projective and Non projective teaching aids.

Unit-III

Teaching of Prose: Methodology of teaching prose, explanation of word-meaning and analyses of thought.

Teaching of poetry: Types of Poetry. Methods of teaching poetry. Importance of recitation and appreciation.

Teaching of Crammer: Aims of Grammar, methods of teaching Grammar (Traditional and Modern).

Unit-IV

Teaching of Composition: Aims of Composition, types of composition, steps in writing composition Lesson-planning. Unit planning, Micro teaching, teaching skills Introducing questioning lustration with example narration. B.B. Writing.

Suggested Readings

1. Bhatia. V.J.-Hindi Bhasha Shikshan.
2. Dubey. Smr. M.-Hindi Shikshan.
3. Currey, P.-Teaching the Mother tongue in Secondary Schools.
4. Guru. K.P.-Sankshipt Hindi Vyakaran.
5. Lal. R.B.-Hindi Shikshan.
6. Safaya. R.N.-Hindi Shikshan Vidhi.
7. Singh. B.L.-Maui Bhasha shikshan.
8. Srivistava, R.P.-Hindi Shikshan.

Group-B

English teaching

Unit-I

Aims and values of teaching English in our schools, place and Importance of English In curriculum.

Aids of teaching English.

Teaching of spoken English.

Unit-II

Approaches of teaching of English Grammar Translation. Direct method. Structural approaches steps of structural approach.

Teaching of Reading:- nature of Reading process. oral and silent reading, Intensive and Intensive reading, Methods of teaching English.

Unit-II

Teaching of Prose:- Aims devices of exposition of words and phrases, steps of teaching prose.

Teaching of Poetry: Aims and methods. Importance of recitation and appreciation

Teaching Aids. CAI &, CME in teaching Learning process.

Unit-4

Teaching of written work

Composition types. Essay. Story and letter writing, steps and methods of composition teaching.

Translation:- Methods and steps of translation teaching.

Teaching of Grammar: Aims, methods Inductive. Deductive and Correlative.

Lesson planning of teaching English. (Prose, Poetry and Grammar)

Suggested Readings

1. Bhatia. K.K.-New techniques of teaching English as Foreign Language.
2. French, F.G.-Teaching English Abroad
3. Frisby. A.N.-Teaching English-Notes & Comments in teaching English Overseas.
4. GIRARD. D.- Linguistics and Foreign Language teaching.
5. Mathur & Verma-Studies in teaching of English in India.

Group-B

Sanskrit teaching

Unit-I

Objectives of Sanskrit at different school levels place and Importance of sanskrit in School curriculum.

Relation of Sanskrit with other Languages. Importance of Pronunciation and Expression in Sanskrit Language.

Aims of teaching prose. poetry, Grammar and Syntax. Projective & Non- Projective aids with cone of experience. CAI, & CME in teaching learning process.

Unit-II

Teaching of Reading: Oral and Silent, Intensive and Extensive reading. Reading interests and reading habits.

Teaching of Prose: Methods of teaching Prose Explanation of word meaning, analysis of thought.

Unit-III

Teaching of Poetry: Types of Poem, methods of teaching poetry, Importance of recitation and appreciation.

Teaching of Grammar: Aims methods (Traditional and modern).

Unit-IV

Teaching of Composition: Aims of Composition, types of composition, steps in witting composition.

Lesson Planning in teaching of Sanskrit (Prose, Poetry and Grammar).

Suggested Readings

1. Chaturvedi, S.R. -Sanskrit
Shiksha Paddhati.
2. Dubey, M. (Smt.) -Sanskrit
Shiksha Vidhi.
3. Gray, C.W.-Teaching of reading
& writing.
4. Kishore, Kani-Sanskrit Nataks.
5. Pandey, R.S. -Sanskrit
Shiksha.

Method of teaching

Group-B

Urdu teaching

Unit-I

Language: Importance and functions with special reference to the Urdu language.

Language skills, Listening and Art of Listening

Speaking - Pronunciation, Recitation and Punctuation

Reading - Aloud silent, Intensive and Extensive

Writing - Knowledge of Urdu script-a) Khat-e-Naskh, b) Khat-e-Nastaliq c) Khat-e-Shikasht

UNIT-II

Objectives of teaching Urdu at Secondary stages of education.

Problems of teaching and learning Urdu and their solutions

Value outcomes of teaching, Urdu at different levels of education Methods of teaching Urdu- i) Direct Methods, ii) Structural Method, iii) Grammar Method, iii) Translation Method.

Unit-III

Teaching of various forms of Urdu Literature- i) Prose, ii) Composition, iii) Grammar, iv) Poetry : Ghazal; Nazam and Drama.

Support system of teaching Urdu: Visual aids: Verbal Pictorial (non-projected-two and three dimensional) projected still and motion

Audio and Audio-visual aids.

Co-curricular activities, Language Laboratory.

Unit-IV

Planning for Teaching Urdu Need and Importance of Planning Content Analysis Yearly Plan, Unit Plan and Daily Lesson Plan.

Unit-V

Purpose of concept of Evaluation in Urdu

Techniques of evaluation, teacher made test, Examination Paper Design and blue print various types of Questions and their uses for Evaluation.

Suggested readings

1. Inamullah Sharwani, Tadrees-e-Zaban-e-Urdu ,Usmania Book Depot, 1,25, Rabindra Saraud, Cal.73
2. Muenuddin, Hum Urdu Kaise Padhen, National Council for Promotion of Urdu Language, West Block, RK Ouram, New Delhi
3. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi.
4. Rasheed Hasan, Hum Urdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi
5. Rasheed Hasan ,Urdu Imla Maktaba Jamia Limited Jamia Nagar ,New Delhi

B.Ed.

Paper-VI

Elective Papers

ELEMENTARY EDUCATION

M.M. : 50

Duration:-3.00 hours

Unit-I

- Introduction to Elementary Education : The concept of Elementary Education.
- A brief History of Elementary Education (EE) with special reference to constitutional provisions.
- Related concept and target groups elementary Education (EE)
- The Learning needs of Pupils.

Unit-II

National policy on Education 1986 and the revised policy of 1992 with reference to Elementary Education (EE).

- Role of Panchayat and Local bodies in EE.
- Role of the State Government in EE.
- Role of non government organization in EE.
- Trends of commercialization of EE and remedies.

Unit-III

- Curriculum: Stricture of curriculum at EE level.
- Curriculum Transaction: Activity based, Experience Centered, Learner censed play-way and Joyful learning.
- Curriculum Adjustment and adaptation to Special Needs of:-
 - a) Visually auditory and orthopedically Handicapper.
 - b) First lineation learners and culturally deprived learners and remote rural areas, Slum areas and.
 - c) Girls: Education for all" and required variation in the curriculum.

Unii-IV

- Acquisition of Basic Skills required for teaching at elementary.
- Special qualities of an Elementary School teachers.
- Need for orientation and Refresher courses for E.S.T.
- Developing competencies related to working with Parents and Community.
- Role of Basic training Centers. Normal Schools and DIET'S in providing training to EST.
- Preparation of Teachers for Elementary Education for all.

Unit-V

- Minimum level of learning (M11).
- School readiness.
- Early child hood care and Education (ECCE).
- Continuous and comprehertive Evaluation at Elementary level.
- District Primary Education Program me (DPEP).
- Multigame teaching in Elementary Schools.
- Teacher's Commitment.
- Use of Model technologies and media.

Suggested Readings

- | | |
|----|--|
| 1. | Dippie-Suggestions
for primary school Teachers. |
| 2. | Thomson -Art of
Teaching Arithmetic. |
| 3. | H.M.S.O.-Children in
thier Primary Schools. |
| 4. | Victor-Science for the
Primary Schools. |
| 5. | Otto-Principles of
Elementary 'Education. |
| 6. | New Education
Policy-1986 |

Environmental Education

Unit-I

- Environment: Meaning Scope and nature of Environmental Education.
- Types of Environmental Pollution.

Unit-2

- Causes and Effects of Environmental hazard. Global and local : Environmental Pollution and its remedies.
- Green house Effect.
- Ozone layer depletion-acid rain, pillar melting, rise of seaevel and their implication.

Unit-III

- Salient textures 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 diverging an importance, Environment
Priority learning to live in harmony with nature.

Unit-V

Role of School in Environmental cons enation and sustainable development.

Suggested Readings

1. Btk
in, D.B. & Kerrer. E.A. (1982) -Envirrntmental studies.
2. Gla
nd. P.E. (1969)-Resoueces & man.
3. S.G. Berberref- Envirnmntal Education for conservation and development
4. Sha
rma. R.A- Environmental Education.

ALTERNATIVE EDUCATION

Unit-I

Introduction to Non-serial Education (NFE) Concept, Nature and scope of NFE.philosophical bases of NFE. Aims and objective of NFE.

Unit-II

Types. agencies and approaches on NFE, Types and agencies of NFE.
Teachers of NFE Teaching aids: Audio & Visual.

Unit-III

NFE in Indian context:-Need for monitoring, Evaluation and resource for Effective implementation of NFe Programme.

Unit-IV

Introduction to Adult Education (AE). Meaning Scope and objectives of adult Education (AE) Adult learning procedures-Factors and conditions effects of age. Tools of learning. Teachers of AE. Need for training Education process in AE. Contents of AE. Functional learning

Unit-V

AE in Indian Context:- Adult Education in India-on Instrument for social regeneration and cultural transformation. Functional Literacy Programmes:- Role of Visional literacy mission. Total literacy campaign In achieving the social aims of Education for all. Role of Governments and Non-Government agencies in promoting A.E. .

Educational administration and management

Unit-I

Conceptual Framework :- Concept of Educational administration.

Concept of Educational Management :- Human beings as input process and output.
nature, objectives and scope of Educational administration.

Unit-II

Role and Functions of Headmaster and teacher :- Basic Functions ,
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.

Decision making.

Unit-III

Communication and 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 School:- Role of Headmaster in planning, monitoring, supervision and
evaluation of School activities.

Involvement of other Functionaries and agencies in the preparation of a plan.

Delegation of authority and accountability.

Optimum use of available resources for growth and development of the School.

Staff development Programmes.

Unit-V

Educational administration in the State:- The administrative structure in the field
of Education in the State.

Control of School Education in the State :- A Critical analysis.

Function of the State Government in relation to Secondary and Higher

Population Education

Unit-I

Introduction:- Nature and scope of Population Education meaning. accept, 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).

Unit-III

Population and Quality of life:- Population in relation to Socio-Economic development, Health, Status. Nutrition and Health Services and Education.

Effect of unchecked growth of population on natural resource and Environment.

Population and Literacy campaigns in India.

Unit-IV

Population Education in Schools:- Scope of Population Education in Schools.

Integration of Population Education with the general School curriculum.

Population sex education all different levels.

Unit-V

Method and approaches:- Inquiry approach, observation self study, discussions, assignments.

Use of Mass-Media: Newspapers, Radio, television A.V. aids.

Unit-VI

Role of teachers:- Teacher role in creating awareness of consequences of Population Problems. inculcation new Values and attitude leading to modification of Student's behavior.

Working with community to build awareness

EDUCATIONAL AND MENTAL MEASUREMENT

Unit-I

Concept of Measurement:- Testing and Evaluation.

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

- Discrete and continuous variables.
- Criteria and Norm reference test.
- Qualities of a test:- Reliability, Validity and usability.

Unit-II

Achievement test:- Construction of a Standardized achievement test.

- Measurement of Intelligence :- Concept of Intelligence Bonnet test. concept of I.Q.
- Individual and Group test of Intelligence.
- Test administration and Scoring.

Assessment of Personality:- Interview. self report Inventories. rating Scale. projective technique.

Unit-III

Educational Statistics:- Measurement of Central tendency from grouped and ungrouped data uses statistics.

- Measures of Variability:- Range, Quartile deviation. Standard deviation.

Unit-IV

Interoperating Measurement :

- Characteristics of Normal Probability Curve.
- Percentile and percentiles rank's.
- Correlation and its significance In Education.
- Standard Scores-G Scores, T Scores. Stannic Scores.

PHYSICAL EDUCATION

Unit-I

- Physical Education its meaning and Implications, aims and objectives. Foundations of Physical Education, Concept of Physical Fitness recreation.
- Physiological effects of exercise: Biophysical difference in boys and Girls and their implication. Postural defects including remedial exercise including Mans.
- The significance of child's growth and development for the practice of physical Education.

Unit-II

- The interaction of Health. Physical Education and Physical Fitness; concept of Positive Health.

- Types of Food and their relative efficacy: role of balanced diet. dangers of the use of alcohol nicotine, narcotics and drugs Different types Beverages.

Unit-III

- The Principle of Programme building : Organization of physical Education Programme in Secondary School. Competition. - their role. Values and limitations. Term and house System: Classification of pupils for instructional and other purpose : Preparation of Sutures.
- Organization of annual athletic meet including laying out of a double bend tracks with provision of Staggers.

Unit-IV

- Evaluation of Student's performances in Physical Education Programmes.
- Ventilation and posters.
- Problems in organizing Physical Education Programme in Indian School.

CAREER INFORMATION IN CAREER GUIDANCE

Unit-I

Meaning of career and career information Components of career information. Occupational information about education and opportunity and personal social information.

Unit-II

Aims to study career information at different Schppl levels.

Unit-III

Career information :- Sources, methods 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 level of School.

Unit-V

Personal Social information at every School level.

Unit-VI

Setting up of a career resource Center, its major importance.

Teaching of Values

Unit-I

Nature and source of values, biological, Physiological Social and ecological determinants of Values-their bearing on education in varying degrees.

Unit-II

Classification of values into Various type. Materials social, moral and spirituality values, Status of Values how can these be realized through education.

Unit-III

Corresponding to Values there are eves or disvalues material, social. economic, moral and religious eves 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 are 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 Personal are value laden. Student's and parents are value laden, curriculum is value ladden evaluate.

- Value of self-Sacrifice us value of self Centeredness.
- Values of excellence us values of ego-Centralism.
- Values of work us values of selfishness
- Every teacher need to teach values

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