

# **FACULTY OF EDUCATION**

## **(SYLLABUS, RULES AND REGULATIONS)**

The need for the establishment of Faculty of Education Mahatma Gandhi Kashi Vidyapith was felt to generate awareness regarding various aspects of New Education Policy amongst the youngsters of Purvanchal interested in teaching-training programmes. Classes for B.Ed. practically started in 1983 and after many years of painstaking efforts it gained recognition as a separate Education Faculty from the U.P. Government in 1986-87. Since then the Faculty has been providing degrees at B.Ed., M.Ed., and research level and inspiring and providing opportunities to the youngsters to pursue a career in education. Emphasis is being laid on the fact that the students adopt teaching as a habit and thus play an important role in the development of the nation by aligning themselves with the progressive stream of the nation.

1. For taking admission in B. Ed. class, an entrance exam will be held and admission will be given on the basis of the marks obtained. The decisions taken by the University from time to time will be applicable for entrance examination.
2. Student having the degree of Graduation and Post graduation from this institution or any other university, recognized by the executive committee of this institution, who have regularly attended the classes and tutorials throughout the session and have secured 75% attendance in the same, who have taught a minimum of 40 lessons while practice teaching in any recognized secondary or higher secondary schools under the supervision of a Lecturer, a Reader or a Professor of the Department of Education of the university and who has completed all the sessional works during this period can appear in the examination for B.Ed. degree. It will be compulsory for all the students to participate in theory, practical as well as in sessional works. 75% attendance is compulsory in theory classes, the information regarding which may be provided by the department every month as per its convenience.
3. If the student has not practiced the teaching of 40 lessons and has not done sessional work properly and if he/she has not secured 75% attendance in the sessional lectures then he/she will not be allowed to appear in the B.Ed. final examination.
4. Student who has been debarred from the exam may appear in the examination for the next two consecutive years as provided he/she has deposited the fee for 3 months and attended theory classes regularly for the same period and has completed the teaching of 40 lessons along with other sessional works with the permission of Vice Chancellor after the recommendation of the Head of the Department.
5. During the study of B.Ed. course no student can avail the opportunity of any kind of full time or part time paid job. If any such case is reported, his/her admission will be cancelled.

## **Planning of B.Ed. Examination**

1. B.Ed. students can answer questions in English as well as in Hindi medium.
2. In B.Ed., theory papers will be evaluated out of 600 marks and practical paper will be evaluated out of 300 marks. First division would be awarded to those students who have secured 60% and above marks in both theory and Practical Papers separately. Similarly a student securing 48% and above in theory as well as practical would be awarded II division and the rest would be awarded III division provided they acquire a minimum of 36% in total and at least 30% marks in each paper
3. For practical examination 60% and above would be considered I division, 48% and above as II division and 40% and above as III division.
4. Following curriculum is prescribed for B.Ed. Examination.

### **Compulsory Papers**

Paper I - Philosophical and Sociological Foundations of Education	100 Marks
Paper II - Educational Psychology	100 Marks
Paper III - Educational Evaluation and Action Research	100 marks
Paper IV - Educational Technology and Computer-Assisted Instruction	100 Marks

### **Optional Papers**

Paper V - Any one to be selected from the following papers:-

1. Educational Guidance and Counselling	100 Marks
2. Environmental Education in Indian Perspective	100 Marks
3. History and Problems of Indian Education	100 Marks

VI and VII paper - Two teaching subjects have to be selected from the following groups in which only one subject is to be selected from each group.

Group A-	1. Sanskrit Teaching	50 Marks
	2. Hindi Teaching	50 Marks
	3. English Teaching	50 Marks
Group B-	1. History Teaching	50 Marks
	2. Geography Teaching	50 Marks
	3. Civics Teaching	50 Marks
	4. Economics Teaching	50 Marks
Group C-	1. Commerce Teaching	50 Marks
	2. General Science Teaching	50 Marks
	3. Home Science Teaching	50 Marks
Group D-	1. Biology Teaching	50 Marks
	2. Mathematics Teaching	50 Marks

There is a provision for Practical work and Practice teaching under the behavioral Practical curriculum for which 300 marks are allotted. Each student will have to teach 40 lessons under the supervision of an expert of any subject for which no liberty will be given. Besides every student has to teach 2 lessons in the practical exam which is to be

evaluated by the external examiners under the coordination of the Head of the Department. For this, 200 marks will be allotted. The process of evaluation of sessional work will be arranged internally or externally by the Head of the Department. Following work exp./activities and sessional work are included for which 100 marks are allotted.

<b>Sessional work</b>	<b>Marks Allotted</b>
1- Making of teaching aids (one in each teaching subject) Total 2 (two)	15 Marks
2- Experience	
• Work Experience- Library management, wood work, Painting, etc.	05 Marks
• School related experience- Observation of school work and Preparation of school record.	05 Marks
3- Micro teaching plan and practice (Based on a minimum of five teaching skills).	20 Marks
4- Administration of Psychological tests.	05 Marks
5- Criticism lesson related to teaching subjects.	05 Marks
6- Training of Scout and Guide.	15 Marks
7- Community work including participation in environmental education, adult education and continuing education programmes.	10 Marks
8- Action Research project in which the projects of environmental education are also included.	10 Marks
9- Preparation of a Question paper related to the teaching subject.	05 Marks
10- Participation in Personality development/ Aesthetic sense programme Completion of sessional work will be compulsory for all students.	05Marks

The Head of the Department can allot the sessional work on his own accord on the basis of consultation of departmental committee.

**Note:-**

- (i) For the Supervision of teaching practice and community work partial allowance and expenditure of practice teaching and practical exam will be paid on the basis of the rate decided by Vice Chancellor. For this Finance Officer will provide the required amount to the Head of the Department a week ago.
- (ii) There will be a committee for conducting Practical examination in which there will be two external members, Head of the Department will be the coordinator of this committee.
- (iii) Sessional work will be evaluated by departmental committee whose coordinator will be The Head of the Department. Marks awarded for evaluation of sessional work will be sent to the Registrar, Examination.
- (iv) Head of the Department will invite any external examiner on his own accord for evaluation of sessional work.

## Paper I

### Philosophical and Sociological Foundations of Education

**Objectives:** After studying this paper, the student will be able to:

1. know about the Indian Philosophy and thoughts of Indian and Western Philosophers.
2. understand the concepts of education and teaching.
3. to discriminate among different schools of Educational Philosophy and their teaching systems.
4. to analyse the role of different agencies in social change, different dimensions of social change and factors affecting social change.
5. to understand the role of education in economic development and the need of educational planning.
6. to explain the role of education in national integration, international understanding, human values and human rights understanding.

#### Unit- 1 -

- A. Education & Philosophy- Meaning, Relation, Different forms of education and new approach to Philosophy. Parts of Philosophy- Metaphysics, Epistemology and Axiology and their Educational implication.
- B. Indian Philosophy and Education: Upanishadic Educational Philosophy; Importance, Nature and its relevance. Importance of Buddhist Educational Philosophy- Nature and Educational Implications.

#### Unit-2-

- A. Different schools of Educational Philosophy – Idealism, Naturalism, Realism Pragmatism: Meaning, Aims and Curriculum, Teaching Methods and Student-Teacher Relationship.
- B. Indian and Western Educational Philosophers- Shankaracharya, Mahatma Gandhi, Russett and Annie Besant: Important points of Educational Philosophy and their Educational implications.

#### Unit- 3 -

- A. Education and Contemporary Indian society: Education as a factor of social change, Role of family, school and community in social change, Social system and education, meaning of social system, functional and structural sub-system, role of education in social system.
- B. Role of Education in National and International Integration- Meaning of national integration, aim, role of education, role of human rights and education. Human rights: Meaning, Aim, Relevance, Development of democracy and role of education, fundamental rights and fundamental duties in the constitution and role of education in realization of these.

#### Unit- 4 –

- A. Educational planning and Economic development- Meaning of educational planning, aims, importance and role of education in educational planning. Economic development: Meaning, aims, role of education in economic

- development, concept of education in the form of human asset and educational implications.
- B. Culture and Education- Meaning, Difference between civilization and Culture, Role of Teaching in re-establishing culture. Value – Meaning, Indian values and Role of Teacher in instilling Indian Values.

**Reference Books:**

1. Sharma, R.N.- Philosophy and Sociology of Education, Surjeet Publication.
2. Chaube, S.P., Chaube, Akhilesh.- Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
3. Pandey, R.S.- Education in emerging Indian Society, Vinod Publication, Agra.
4. Pandey, K.P.- Perspectives in Social Foundations of Education. Vishwavidyalaya Prakashan, Varanasi.
5. Vazhayti, Joy- Reflections on the Philosophy of Education, N.C.E.R.T

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## **Paper – II** **Educational Psychology**

**Objectives** – After studying this paper, the student will be able to –

- 1) understand the meaning, scope and the relevance of Educational Psychology.
- 2) explain the intellectual, social and emotional changes that occur in different developmental stages.
- 3) differentiate between the different theories of learning.
- 4) understand about the concept of intelligence, its different theories and the factors affecting memory.
- 5) analyse the concepts of personality & adjustment.
- 6) explain the different categories of mentally retarded children and their educational implications.

### **Unit- 1 -**

- A. Educational Psychology: Meaning, scope, Indian & Western concept and its relevance from the point of view of education.
- B. Developmental Psychology: Meaning of development, difference between development & growth, characteristic related to mental, social and emotional development of childhood & adolescence and their Educational implication.

### **Unit- 2 -**

- A. Psychology of learning: Learning- Meaning, factors affecting learning, learning & maturity, transfer of learning: meaning, types and its Educational implication, learning & motivation, different teaching methods for motivating the students.
- B. Theories of learning: Thorndike, Pavlov, Skinner and Gestaltian theory, main points and Educational implication.

### **Unit- 3 –**

- A. Psychology of Intelligence: Meaning, concept, theories of Intelligence: Spearman Thurstone and Guilford, Use of Intelligence test and its limitations, memory and forgetting: Meaning and Educational implication.
- B. Psychology of Adjustment- Adjustment- Meaning, Process and Educational implication, Characteristics of a well adjusted person.

### **Unit- 4 –**

- A. Psychology of Personality: Personality- Meaning, Concept, Indian & Western view, Development of personality, Measurement of personality.
- B. Creativity: Meaning, process, enrichment and measurement, Exceptional children: Meaning, Gifted, slow learner and mentally retarded children - Characteristics and their educational provision.

### **Practical work –**

- 1) To prepare two articles related to the new researches in the field of Psychology.
- 2) Administration of two Psychological tests and preparation of report.

### **Reference Books–**

- ⇒ Pandey, K.P. : Advanced Educational Psychology, Viswavidhyalaya Prakashan 2007
- ⇒ Dutta, N.K. : The Psychological Foundation of Education, Doaba house, Delhi, 1974
- ⇒ Hurlock, E.C : Psychological development A life span approach, Tata Mc Graw Hill's, 5<sup>th</sup> edition 1983
- ⇒ Chauhan, S.S.: Advanced Educational Psychology, Vinod Publication, Agra.

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**Paper – III**  
**Educational Evaluation and Action Research**

**Objective** – After studying this paper, the student will be able to:

- 1) understanding the meaning of educational evaluation and its important points – Educational objective, learning experiences and change in behavior.
- 2) know the principle of curriculum construction.
- 3) understand the characteristics of a good test and merits and demerits of essay type and objective type tests.
- 4) know the construction process of objective type tests.
- 5) understand the meaning and importance of action research in reference to Indian schools.
- 6) know the system of action research.
- 7) prepare action research project in reference to the school situation.
- 8) use statistical techniques for the analysis and interpretation of data.

**Unit- 1 -**

- A. Concept of Measurement & Evaluation, Main points of Evaluation: Educational objective, Learning experience and change in behaviour, difference between Measurement and Evaluation, Level of Measurement, Formative and summative evaluation, Norm referenced and criterion referenced test: Meaning and Characteristics.
- B. Curriculum Construction for generating learning experience – Meaning of Curriculum and its construction principles, subject centered, experience centered and integrated Curriculum: characteristics and limitations.

**Unit- 2 -**

- A. Characteristics of a good test, Essay, objective and short answer test: Characteristics and limitations.
- B. Construction of objective test and its standardization - Determination of teaching point, Item (Question) writing, Item analysis: Determination of difficulty level and discriminating power, estimation of Reliability and Validity, Determination of Norms.

**Unit- 3 –**

- A. Meaning of action research, difference between traditional (Fundamental & applied) research and Action research, importance of action research in Indian schools, some research issues.
- B. Procedures of Action research: Selection of problem, Action hypotheses and their formulation, developing a suitable design for testing of action hypotheses, Evaluation of results of action research.

**Unit- 4 –**

- A. Projects of action research in reference to school situation- Format of project and its implementation.
- B. Statistical techniques – Measures of central tendency, Measures of variability, Coefficient of correction, graphical representation of data.

### **Reference Books-**

1. Sharma, R.A.- Measurement and Evaluation Techniques, ABD Publication, Jaipur.
2. Asthana, Bipin- Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
3. Singh, Pritam- Criterion-Referenced Measurement, N.C.E.R.T., New Delhi.
4. Prakash, Prem- Measurement in Education and Psychology, Kanishka Publication, New Delhi.

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## **Paper – IV**

### **Educational Technology**

**Objective** – After studying this paper, the student will be able to:

- know about the meaning of teaching, relationship between teaching and learning and various maxims of teaching.
- differentiate among various models of teaching.
- prepare programmes by using programmed learning technology.
- know about the various types of technology.
- learn various teaching skills by using micro-teaching.
- acquaint with the communication technology and its new concepts.

#### **Unit- 1 -**

- A. Meaning of Teaching, Relation between teaching and learning, Maxims of teaching, stages of teaching and operations included in them, levels of teaching: structure and characteristics.
- B. Models of Teaching: Meaning, Need and essential elements of teaching models. Classification of teaching model: Basic Teaching Model, Advance Organizer Model and their relevance.

#### **Unit- 2 -**

- A. Technology of Programmed Learning: Meaning and characteristics of programmed learning, misconceptions about programmed learning, types of programmed learning- Linear programming, Branched programming, Mathetics, and their relevance.
- B. Computer Assisted Instruction- Meaning and specialties, computer hardware and software: structure, characteristics and application, Desirable precautions in computer application, Computer application and new innovations- email, internet, intranet, virtual classroom.

#### **Unit- 3 –**

- A. Educational Technology: Concept and types- Instructional Technology, Instructional design, Teaching Technology- Structure and Characteristics.
- B. Micro and Simulated Teaching- Concept, steps, procedure, Indian model of micro teaching, Teaching skills.

#### **Unit- 4 –**

- A. Management of Teaching-Learning- Concept and steps, Important activities related to Planning, Organization, Leading and Control, Educational implications.
- B. Communication Technology and Teaching- Concept of communication, Need and process, Audio-visual aids, classification and their role in effective teaching.

## Reference Books-

1. Sharma, R.A. - Technological Foundation of Education, R.Lal Publication, Meerut.
2. Bhatnagar, R.P- Educational Technology and Management, Layal Publication, Meerut.
3. Vanaja M., - Educational Technology, Neel Kamal Publication, New Delhi.
4. Chauhan, S.S.- Innovations in Teaching-Learning Process.
5. Pandey, K.P.- Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.

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**Paper – V (a)**  
**Environmental Education and Indian Perspective**

**Objectives** – After studying this paper, the student will be able to –

1. know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention.
2. understand the importance of Environment in traditional Indian society.
3. understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education.
4. use different strategies to make the Environmental education effective.
5. identify the role of teachers in solving the problems related to Environmental education.
6. to assess the role of Indian values in Environmental management and education.

**Unit- 1 –**

- A. Environment: Meaning, Different dimensions and components. Environmental Pollution: meaning, kinds, Environment Role of the teacher in prevention of Environmental pollution, Environment in Traditional Indian society.
- B. Thoughts of Gandhi, Tagore and J. Krishnamurti in relation to environmental protection.

**Unit- 2 -**

- A. Environment Education: meaning, objective, need and importance. Factors influencing Environmental Education, Expectation from Environmental Education and Teachers Training Institute.
- B. Various Resources of Environmental Education and methods of its use. Role of mass communication in spread of Environmental Education.

**Unit- 3 –**

- A. Strategy for making the Environmental Education effective. – Lecture, Discussion, Project, Simulation & Simulation play, Problem solving, Enquiry & Field work and their uses and limitations.
- B. Evaluation and conduction of the Program of Environmental Education and difficulties in its uses, the role of action research in solving of Environmental problems.

**Unit- 4 –**

- A. Role of Indian values in Environmental Education, Responsibilities of Teachers in development of Environmental awareness.
- B. Environmental Education based on Environmental Management and Community: meaning of Environmental Management, effects and evaluation.
- C. Importance of population Education and Health Education with reference to Environmental Education.

## Reference Books-

7. Chitrabhanu, T.K.- Environmental Education, Authors Press, Delhi.
8. Sharma, R.A.- Environmental Education.
9. Rao, R.B.- Educational Environment in India.
10. Sinha, A.K.- Human Health and Environment.
11. Raj, Shalini- Teaching of Environmental Education, I.V.Y Publication, New Delhi.

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**Paper – V (b)**  
**History of Indian Education and Present Problems**

**Unit- 1 -**

- A. Nature of Ancient Indian Education: Vedic Education, Buddhist Education, Method of teaching, characteristics, teaching and teaching centers.
- B. Development of Medieval Education: characteristics, methods of teaching and teaching centers.
- C. British Education: Maclay Education plan, nature of education on the basis of Wood's Educational plan.

**Unit- 2 -**

- A. Recommendations of different commissions in the development of Education.
  - University commission
  - Mudaliyer commission
  - Kothari commission
- B. New Education Policy 1986 and recommendations of present educational policies, recommendations of Rashtriya Gyan Ayog.

**Unit- 3 -**

- A. Primary Education: Historical perspective, Problem of Wastage and Stagnation, Attempts for the Universalisation of Primary Education.
- B. Effectiveness of Programs run by informal and open schools, learning burden, Minimum Learning level, examination improvement.

**Unit- 4 –**

- A. Secondary Education: historical perspective, structure, organization, general problems, Vocationalisation of Education, Economic problems, Exam Reforms up to secondary level.
- B. Study of problems related to the following -equality in educational opportunities, religious and value education, women and adult Education.

Practical work:

1. Collection of educational quotes from Vedic and Buddhist literature.
2. To collect and write down the information related to important intellectual women of Vedic period.
3. Collection of articles published in newspapers related to Rashtriya Gyan Ayog.

**Reference Books-**

1. Ranga Rao N.V., Bhatia K.K.- Teacher and Education in Emerging Indian Society. Vinod Publishers.
2. Gupta Manju- Education in India. K.S.K.Publishers.
3. Ruhela S.P.- Futurology of Education. International Publishing house.
4. Mukerji S.N.- Education in India: Today and Tomorrow. Vinod Pustak Mandir Agra.

## Paper – V

### Guidance and Counseling in Education

**Objective** – After studying this paper, the student will be able to :

1. know Nature of guidance, Scope, Relevance and various kinds of guidance.
2. understand theories of guidance and modern tendencies and thoughts of this field.
3. differentiate among various kinds of guidance.
4. analyse concept of guidance and its different types.
5. explain the importance of guidance and counseling for a teacher.
6. apply various methods and techniques for guidance and counseling.

#### **Unit- 1 -**

- A. Guidance – meaning, concept, need, objectives, scope and status of Guidance in Indian context.
- B. Principles and basic assumptions of Guidance and theories, modern tendencies and problems of Guidance in Indian context.

#### **Unit- 2 -**

- A. Kinds of Guidance – Educational, Vocational and Individual. Guidance: Objectives, Need, Process and work system.
- B. Needs of Guidance for special children: need and ongoing efforts in this field.

#### **Unit- 3 -**

- A. Counseling – Meaning, Conceptual similarities and differences in Guidance and counseling, Relevance of counseling in present context, Organization of Guidance and counseling services in schools.
- B. Techniques of counseling – Directive, Non-directive and Elective: steps, differences, characteristics and educational implications.

#### **Unit- 4 -**

- A. Guidance and students evaluation – Used standardized and non-standardized methods in desirable evaluation of guidance and counseling - interview, observation, case study, autobiographical description, method of format and utilization in applied test for evaluation.
- B. Accountability – meaning, kinds, formation of cumulative record - steps and importance.

#### **Practical Work --**

1. Prepare of cumulative record of any two students by collecting data through case study method.
2. Solve problem and report formation by in-directive counseling.

### **Reference Books-**

1. David A – Guidance and Counselling. Com.W. Pub.
2. Bhatia K.K. – Principles of Guidance and counseling. Kalyani.Pub.
3. Pandey K.P. – Educational and Vocational Guidance in India. V.V.P Pub.
4. Kochhar S.K. – Educational and Vocational Guidance in secondary shells. Sterling Pub.

## **Paper – VI & VII (Question paper)**

### **English Teaching**

**Objective:** After Studying this paper, the student will be able to-

1. know about the nature of foreign language.
2. know about the principles of language teaching.
3. set the objectives of English teaching at different level.
4. use the Proper method of teaching prose, poetry and grammar.
5. use Proper material aids while teaching.
6. prepare the lesson plan for teaching at different stages.

**Unit 1.** Place of English in School curriculum, Nature of language and language learning, general view of language, its nature and implication for language teacher, principles of language teaching.

**Unit 2.** Objectives of teaching English at Junior and Senior level: Taxonomy of educational objectives of English teaching, characteristics of a good objective. Technological aids in teaching: English language laboratory, visual aids, Audio-visual aids.

**Unit 3. (a)** Methods of teaching English: Translation-cum Grammar method, Direct method, Dr. West's new method, Substitution method, Bilingual method.  
**(b)** Lesson plans- Meaning and preparation of lesson plan of Prose, Poetry, Grammar and Composition.

**Unit4 (a)** Language Teaching: Teaching of Reading, Writing, Pronunciations, Vocabulary and Spelling  
**(b)** Evaluation in English Teaching- New techniques.

#### **Reference Books:**

1. Pandey K.P.and Amita - Teaching English in India.
2. Bisht, Abha Rani- Teaching English in India.
3. Gurrey,P.- Teaching of English as a foreign language.
4. West, M.- Learning to need a foreign language.
5. Dr. Jain- Fundamental of English Teaching.
6. Sharma, T.C.- Modern methods of teaching English.
7. Frisby, A.C.- Teaching English.
8. Chaudhary, N.R.- Teaching English in Indian School.
9. Vargees, B.V.- Modern methods of teaching.
10. Sachdeva, M.S.- Teaching of English.

## **History Teaching**

**Objective** – After Studying this paper, the student will be able to-

1. understand place, scope, need, importance and utility of History Teaching in Education.
2. understand relation between History and other subjects and objectives of history teaching according to different periods.
3. critically analyse curriculum concept of History, formation and present curriculum on various stages.
4. learn to apply special techniques using various methods of History Teaching.
5. learn preparing lesson plans in History teaching and utility of teaching materials in History teaching.
6. learn test formation on the base of evaluation in History Teaching.

### **Unit- 1-**

- A. History Teaching – Concept, Scope, Need and Place of History Teaching in School Curriculum.
- B. Objectives and Importance of History Teaching and Objectives of History Teaching at different stages.

### **Unit- 2-**

- A. Curriculum of History: concept, principles of formation and relation of History with other subjects.
- B. Different methods of History Teaching – Story, Explanation, Project, Narration and Discussion method.

### **Unit- 3 -**

- A. Teaching materials in History teaching and its importance.
- B. Lesson planning in History Teaching.

### **Unit- 4-**

- A. Evaluation of History Teaching, Test formation on the base of Objective type evaluation and validity test.
- B. History Class and Teacher in History Teaching

### **Practical Work –**

1. Formation of a Unit- test on any topic.
2. An essay writing on any new research related to History..

### **Reference Books-**

Agrawal J.C.	:	Teaching of History
Singh and Saida Sohab	:	Teaching of History
Dixit and Baghela	:	History Teaching

- Ghosh V.D. : Creative Teaching of History  
Ghosh K.G. : Creative Teaching of History  
Hill C.P. : Suggestion for the Teaching History  
Choudhary C.P. : Audio visual aids in Teaching Indian History  
Sharma R.A. : History Teaching  
Baghela and Dixit : History Teaching  
Ghate V.D. : History Teaching  
Agrawal J.C. : Teaching of History : A practical approach  
Choudhary K.P. : Audio visual aids in Indian schools  
Ghosh V.D. : Preparation of Lesson Notes the Teaching of  
History  
N.C.E.R.T. : Teaching History in secondary schools: N.C.E.R.T.  
New Delhi

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## **Paper – VI & VII**

### **Home Science**

**Objective** – After studying this paper, the student will be able to-

1. develop their understanding about Home Science.
2. know about detailed study areas /scope of Home Science.
3. to make the relation of Home Science with other subjects.
4. know about the different equipments of Home Science lab.
5. know about the aims and importance of Home Science.
6. know the different methods of evaluation of Home Science.

#### **Unit- 1-**

- A. Relevance of Home Science Teaching- need and correlation of Home Science with other subjects.
- B. Aims of Home Science Teaching at school level.

#### **Unit- 2 –**

- A. Home science curriculum- Concept , principles of its construction, critical analysis of home science curriculum implemented at different levels.
- B. Home science laboratory- place, building, arrangement of residence making and decoration.

#### **Unit- 3 -**

- A. Method of Home Science Teaching- debate method, laboratory method, lecture method, project method, problem solving method.
- B. Planning in Home Science- year plan, unit- plan and lesson plan. Unit plan - format and its characteristics.

#### **Unit- 4 -**

- A. Use and importance of material aids in Home Science, tour, exhibition, fate and its importance.
- B. Evaluation in Home Science- meaning, types, making of a test based on objective evaluation, determination of reliability and validity.

#### **Practical –**

1. Preparation of Unit- test in Home Science.
2. Essay writing based on different researches related to interior decoration.

#### **Reference Books –**

1. Roy Binita – Fundamentals of home Science. Sterling Pub.
2. Bhargav Priya – Teaching of home science. C.E. Pub.
3. Singh Satnam – Modern Methods of Teaching home Science. Srishti Book Distributor New Delhi.

## Economics Teaching

**Objective** – After studying this paper, the student will be able to–

1. know the place of Economics and Objectives of Economics Teaching in school curriculum.
2. use different methods of Teaching in Economics.
3. make lesson plan of Economics Teaching.
4. use Teaching aids in Economics Teaching.
5. construct the standardized test in Economics.

### **Unit- 1-**

- A. Meaning of Economics Teaching, Nature, Scope and Place of Economics Teaching in school curriculum.
- B. Objective and Importance of Economics Teaching: Objectives of Economics teaching at different levels.

### **Unit- 2-**

- A. Economics curriculum – Concept, principle of its construction and critical analysis of present curriculum implemented at different levels of Education, Correlation of Economics with other subjects.
- B. Methods of Economics Teaching – simulated Teaching, project method, lecture method, discussion method, brain storming and methods based on small groups.

### **Unit- 3-**

- A. Economics Teaching: Teaching aids & their use in Economics teaching.
- B. Lesson planning in Economics Teaching: Meaning, types and importance.

### **Unit- 4-**

- A. Methods of evaluation in Economics Teaching, Construction of test for evaluation on the basis of objective method and determination of its reliability and validity.
- B. Economics library and club.

### **Practical Work –**

1. Construction of Unit- test in subject of Economics Teaching.
2. Essay writing on new researches and events related to Economics.

### **Reference Books-**

1. Singh, Satnam- Modern Methods of Teaching Economics. Srishti. Book New Delhi
2. Anuja, Amrisha Kumar – Economics of Education, Authors Pub.
3. Roi, B.C.- Methods of Teaching of Economics. Prakashan Kendra Lucknow.
4. Natarajan, S. – Introduction to Economics of Education.

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## **Commerce Teaching**

**Objective** – After studying this paper, the student will be able to –

1. know the place of Commerce and Objectives of Commerce Teaching in school curriculum.
2. use methods of Teaching in Commerce teaching.
3. make lesson plan of Commerce teaching.
4. utilize Teaching aids in Commerce teaching.
5. construct the standardized test in Commerce teaching

### **Unit- 1 -**

- A. Commerce Teaching – Meaning, scope, need & use. Place of Commerce Teaching in school curriculum.
- B. Objective and Importance of Commerce Teaching: Objectives of Commerce teaching at different levels.

### **Unit- 2 –**

- A. Commerce curriculum – Concept, Principle of construction and critical analysis of curriculum implemented at different levels.
- B. Correlation of Commerce with other subjects.

### **Unit- 3 -**

- A. Methods of Commerce Teaching – Simulated Teaching, Project method, lecture method, Problem solving method, Brain storming, Inductive - Deductive method, synthesis & analysis method.
- B. Teaching aids in Commerce Teaching – Need, kinds and use, library, club

### **Unit- 4 -**

- A. Construction of lesson plan in commerce teaching: Formats and use.
- B. Evaluation methods in commerce teaching: Construction of tests for Objective based evaluation and determination of its Reliability and Validity.

### **Practical Work –**

1. Construction of Unit- test in Commerce Teaching.
2. Essay writing on new researches and events related to Commerce.

### **Reference Books-**

1. Rao, Seema – Teaching of Commerce.
2. Agrawal, J.C. – Teaching of Commerce: A Practical Approach, Vikash Publishers.
3. Singh, Satnam – Modern Methods of Teaching Commerce, Shrishti Books Distributors. New Delhi.

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## Civics Teaching

**Objective** – After studying this paper, the student will be able to –

1. know the place, scope, need and importance of civics teaching in education.
2. understand the objectives of civics teaching according to different time periods and the correlation of civics with other subjects.
3. critically analyse the present curriculum of civics at different levels, concept and construction of civics curriculum.
4. to apply specific techniques by using different methods of civics teaching.
5. to construct lesson plan on civics teaching and understand the importance of the content in civics teaching.
6. construct the standardized test in civics teaching.

### **Unit- 1-**

- A. Teaching of Civics – Meaning, need, importance and relation with other school subjects.
- B. Aims of Civics Teaching at the school level.

### **Unit- 2 –**

- A. Curriculum of Civics Teaching – Concept and principles of curriculum construction.
- B. Critical analysis of Civics curriculum implemented at different levels.

### **Unit- 3 -**

- A. Methods of Civics Teaching – Lecture method, Discussion method, Source method, Project method, Brain storming method, Simulated Teaching method.
- B. Format, importance and construction of lesson plan for Civics Teaching.

### **Unit- 4 -**

- A. Importance and application of Teaching aids in Civics Teaching.
- B. Evaluation of Civics Teaching – Meaning, types, Construction of tests for Objective based evaluation and determination of its Reliability and Validity

### **Practical Works –**

1. Constructing Unit- test based on Civics Teaching.
2. Writing of essay based on amendments in constitution.

### **Reference Books-**

1. Yadav, Nirmal. – Teaching of Civics and Political Science.
2. Singh, Satnam. – Modern Methods of Teaching Political Science. Srishti Book Distributors New Delhi.

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## Geography Teaching

**Objective** – After studying this paper, the student will be able to –

1. know place and objectives of Geography Teaching in school curriculum.
2. use different Teaching methods in Geography Teaching.
3. prepare lesson plan of Geography Teaching.
4. use Teaching aids in Geography Teaching.
5. construct test on the basis of evaluation in Geography Teaching.

### **Unit- 1 -**

- A. Geography: Meaning, Scope, Objectives of Geography Teaching.
- B. Significance of Geography Teaching and place of Geography in curriculum.

### **Unit- 2 -**

- A. Construction of curriculum of Geography and related principles.
- B. Critical analysis of present curriculum at secondary level.

### **Unit- 3 -**

- A. Methods of Geography Teaching – Observation method, Inductive and Deductive method, Lecture method, Excursion method, Demonstration method, Regional method, Comparative method, Dalton method, Project method.
- B. Lesson plan for Geography Teaching: techniques, related materials and their utility.

### **Unit- 4 -**

- A. Evaluation methods in Geography, construction of test for evaluation based on Objective method and determination of its reliability and validity.
- B. Geography lab, library and club.

### **Practical Work**

1. Making of a model and map related to the subject
2. A Critical analysis of the teaching methods used in geography teaching in any two schools of Varanasi.
3. Writing an essay based on new innovations and events related to geography.

### **References Books–**

1. Singh, H.N. - Geography Teaching, Vinod pustak mandir, Agra, 1985.
2. Verma, O.V- Geography Teaching, Strling pub. 1991.
3. Hal, Devid- Geography and the Geography Teacher, Landon, Geography Hall, 1976.
4. Rao, M.S., - Teaching of Geography, Anmol Pub. 1995.
5. Cans, G.J., - Handbook for Geography Teacher, London, Mathur Educational Ltd. 1957.
6. Song, M.L.,- Handbook for Geography Teacher, London, Mathur Educational Ltd. 1974.
7. Long and Robertson- Teaching of Geography, , London, Honeman Educational Books, Ltd. 1958.
8. Mesney, E.A.- Teaching of Geography, London, Oxford University Press, 1952.

9. Walford, R. Ed. - Directions in Geography Teaching, London, longman's co. 1973.
- 10 .Arora K.L. – The Teaching of Geography. R. Lal Pub. Meerut.
11. Biswas Bhaskar Chandra – Learn and Teach Geography. Authors Press New Delhi.
12. Hall David – Geography and the Geography Teacher.

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## Mathematics Teaching

**Objective** – After studying this paper, the student will be able to –

1. Know the place of Mathematics in school curriculum and aims of Mathematics Teaching.
2. Use the Teaching methods in Mathematics Teaching.
3. Prepare lesson plan of mathematics Teaching.
4. Use the teaching aids in Mathematics Teaching.
5. Prepare a standardized test in Mathematics.

**Unit- 1** - Place of Mathematics in school curriculum, relation of Mathematics with other subjects, Aims of Mathematics Teaching. Curriculum of Mathematics – concept and principles of curriculum construction.

**Unit- 2** - Methods of Teaching Mathematics – Inductive – deductive method, Analytic and synthetic methods, Lecture method, Heuristic method and project method.

**Unit- 3** -

- A. Lesson plan and teaching aids of Mathematics Teaching.
- B. Mathematics Library, Laboratory and Club.

**Unit- 4** - Evaluation in Mathematics – construction of test for evaluation based on Objective method and determination of its reliability and validity.

**Practical work** -

Preparing Unit- test based on Mathematics subject and determining the difficulty level and discrimination power of items included in the test.

**Reference Books-**

1. Fatma Roohi – Teaching Aids in Mathematics. Kanka Pub. New Delhi.
2. Kumar, Sudhir – Teaching of Mathematics.
3. Sidhu. Kulbir Singh – The Teaching of Mathematics. Sterling Pub. New Delhi.

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## **Biology Teaching**

**Objective** – After studying this paper, the student will be able to –

1. acquire knowledge about Meaning, Scope & Need of Biology.
2. understand objectives of Biology Teaching.
3. clarify the Teaching methods and Principle of curriculum construction of Biology.
4. analyse Teaching aids of Biology.
5. develop interest in laboratory work, club & garden.
6. construct lesson plan for Biology Teaching.

### **Unit- 1 -**

- A. Meaning and Scope of Biology, Place of Biology in school curriculum, modern tendencies in Biology Teaching, correlation of Biology with other subjects.
- B. Objectives & Importance of Biology Teaching, objective of Teaching at different level.

### **Unit- 2 -**

- A. Concept of Biology curriculum, Principles of its construction, critical analyses of current curriculum of Biology.
- B. Methods of Biology Teaching – Lecture method, Project method, Heuristic method, Inquiry method, Inductive-Deductive method.

### **Unit- 3 -**

- A. Biology Teaching & Teaching aids – Means, importance and utility.
- B. Lesson planning in Biology Teaching- Meaning, Importance, Structure and Utility.

### **Unit- 4 –**

- A. Methods of evaluation in biology teaching, test construction on the basis of Objective method and estimation of reliability & validity.
- B. Biology laboratory, library and bio-club, Botanical garden, Aquarium, Vivarium and Terrarium & its construction.

### **Practical work -**

1. Construction of chart & model related to Biology.
2. Essay writing on any one New Research related to Biology.
3. Unit- test construction related to Biological content.

### **Reference Books-**

1. Ravi Kumar, S.K.- Teaching of Biology. Mangal deep Pubishers.
2. Singh, Satnam- Modern Methods of Teaching Zoology. Srishti Books Distributors. New Delhi.
3. Singh, Satnam – Modern Methods of Teaching Botany. Srishti Book Distributors. New Delhi.
4. Ratho. T.N., Prakash Ravi – Emerging Trends in Teaching of Biology.

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## General Science Teaching

**Objective** – After studying this paper, the student will be able to –

1. To develop positive attitude towards science.
2. know the applications of scientific method.
3. know different methods of science teaching.
4. know new trends of science teaching and use them in their life.
5. get an idea of the organization of practical work.
6. know the structure of the curriculum.

### **Unit- 1** -

- A. General Science Teaching – Meaning, Scope, Need & Importance.
- B. Objectives of General Science Teaching: Objectives at different levels, Difference between Aim and Objectives, Classification of Objectives.

### **Unit- 2** -

- A. Curriculum of General Science Teaching – Meaning, Definition, Principle, Current status of curriculum and suggestions, Difference between Curriculum & Syllabus.
- B. Correlation of General Science Teaching with other subjects.

### **Unit- 3** -

- A. Science laboratory – Laboratory organization, Format, Handling of scientific Apparatus and organization of practical works.
- B. Science library – Structure, Types, Importance and different activities of library.

### **Unit- 4** -

- A. General Science Lesson Plan – Meaning, Characteristics and importance, Different approaches related to Lesson Plan.
- B. Audio–Visual aids and new trends – Meaning, Classification, Characteristics and Importance, Science fair.

### **Assignments :-**

1. To analyse critically the science curriculum of secondary level.
2. Essay writing in reference to new discoveries in the field of science.

### **References books –**

1. NCERT : “Text Book Of Science, NCERT, New Delhi.
2. Sood, J.K. (1999) : “New Direction In Science Teaching”, Kohli Publication, Chandigarh..
3. Pareekh, A.M. (2001) : “Lesson Planning in Indian School”, R.C. Of Education, Jaipur.
4. Bloom, B.S. (1956) : “Taxonomy of Educational Objectives”, David Mackay Company, INC, New York.
5. Rao, D.B. (1997) : “Reflection On Scientific Attitude”, Discovery Publishing House, New Delhi.
6. Singh, Uttam Kumar – Science Education, C.W. Nayak A.K.
7. Singh, Satnam – Modern Methods of Teaching Science, Srishti Book Distributors New Delhi.

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