

**Deen Dayal Upadhyay Gorakhpur University,
Gorakhpur**



Faculty of Education

**Ordinances, Regulations and Syllabus for
Two Years B. Ed. Programme- 2015**

June, 2015

Price:

The Deen Dayal Upadhyay Gorakhpur University, Gorakhpur offers two years full-time Bachelor of Education course to Indian nationals and those foreign nationals permitted by Government of India to pursue study in India, in its Faculty of Education and the affiliated colleges as per ordinances, regulations and the syllabi given here under;

Ordinances, regulations and the syllabi for Bachelor of Education programme leading to the Bachelor of Education (B.Ed.) Degree:

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional programme that prepares teachers for upper primary or middle level (classes VI -VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII).

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of duration of two academic years, which can be completed in a maximum of *four* years from the date of the admission to the programme.

2.2 Working Days

There shall be at least two hundred working days each year exclusive of the period of examination and admission.

- (a) The institution shall work for a minimum of thirty six hours in a week (five or six days)] during which physical presence in the institution of all student teachers is necessary.
- (b) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for method courses/ pedagogic courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty per cent mark either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying

examination and/or in the entrance examination or any other selection process as per the policy of the State Government and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body/state government.

3.1 Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum and Pedagogic Studies and Engagement with the field.

The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

(i) Theory Courses: There are eight theory courses.

(ii). Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the self and the child, Community and School, at different levels and through establishing close connections between different curricular areas. This curriculum area would serve as an important link between the above two board curricular areas through its three components viz.

(a) Tasks and Assignments that run through all the courses,

(b) School Internship and

(c) Courses on Enhancing Professional Capacities as practical activities.

(iii). School Internship

School internship would be a part of the broad area of 'Engagement with the Field'.

Students are to be actively engaged at teaching for 16 weeks.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study;

- i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- ii) Make an arrangement of schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact points for all the practicum/ assignment activities and related work during the course of the programme.
- iii) Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.

- iv) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- v) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- vi) School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.
- vii) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- viii) For school internship, the school teachers and the participating schools set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- ix) Board of Studies shall reconsider and communicate the number and format of assignments in every academic session.

4.3 Assessment

All the theoretical courses shall be assigned 20% of maximum marks for internal assessment and remaining 80% for external examination. Practice teaching shall be assessed internally in 40 marks and externally in 160 marks. Candidates must be assessed on the entire Practical Activities. **Practical Activities will be assessed externally through viva-voce on activity records.** The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc. There shall be no assignment work as such in pedagogic courses.

5-A: STRUCTURE OF COURSES OF TWO YEAR B. Ed. PROGRAMME

FRIST YEAR:

Course I: Knowledge and Curriculum	(100
Marks)	
Course II: Childhood and Growing Up	(100
Marks)	
Course III: Contemporary India and Education	(100
Marks)	
Course IV: Educational Administration and Management	(100
Marks)	

PRACTICAL ACTIVITIES

(A) Reading and Reflecting on Texts	(50 Marks)
(B) Micro Teaching and Lesson Planning	(50 Marks)
(C) Understanding the Self	(50 Marks)
(D) Drama, Art and Music in Education	(50 Marks)

SECOND YAER:

Course V: Teaching and Learning (100 Marks)

Course VI: Pedagogy of School Subject- I* (100 Marks)

Course VII: Pedagogy of School Subject- II* (100 Marks)

Course VI: Population Education and Environmental Education (100 Marks)

PRACTICAL ACTIVITIES

Course VII: School Internship (200 Marks)

NOTE:

* Each candidate shall have to select two school subjects to be studied as method papers from the following groups and students will select two school subjects from two different groups of pedagogic subjects as grouped hereunder;

Group-A	Group-B	Group-C	Group-D	Group-E
<i>Science:</i> Physical Science	<i>Biological Science:</i> Biological Science	<i>Mathematics</i>	<i>Social Studies:</i> Commerce	<i>Language:</i> English
<i>Social Studies:</i> Geography	<i>Social Studies:</i> Economics	<i>Social Studies:</i> History	<i>Social Studies:</i> Civics	<i>Language:</i> Hindi
<i>Language:</i> Sanskrit	<i>Social Studies:</i> Art & Handicraft	-----	<i>Science:</i> Home Science	<i>Science:</i> Agriculture

5-B: Practical Orientation:

Each candidate shall have to compulsorily undergo the following learning experiences of school internship (practical activities);

1.	Teaching of minimum 60 (sixty) supervised lessons (30 in each school subject taken up as pedagogy of school- I and II in actual classroom situation and prepare a record of their observation.	20 Marks
2.	Observations of 30 peers teaching sessions in the actual classroom situation and prepare a record thereof.	10 Marks
3.	Action research in any one of the concerned pedagogic course	10 Marks

5-C: Activities of Rovers & Rangers

1. Activities of Rover and Rangers shall be internally evaluated under following grades;

Excellent	-	A
Very Good	-	B
Good	-	C
Satisfactory	-	D
Unsatisfactory	-	E

6. Allocation of Marks: Allocation of Marks in different activities of B Ed programme shall be as given below;

Year	Course	Maximum Marks	Internal	External
First Year	Course I: Knowledge and Curriculum	100	20	80
	Course II: Childhood and Growing Up	100	20	80
	Course III: Contemporary India and Education	100	20	80
	Course IV: Educational Administration and Management	100	20	80
	Practical Activities			
	(A) Reading and Reflecting on Texts	50	10	40
	(B) Micro Teaching and Lesson Planning	50	10	40
	(C) Understanding the Self	50	10	40
	(D) Drama, Art and Music in Education	50	10	40
Total		600	120	480
Second Year	Course V: Teaching and Learning	100	20	80
	Course VI: Pedagogy of School Subject- I*	100	-	100
	Course VII: Pedagogy of School Subject- II*	100	-	100
	Course VIII: Population Education and Environmental Education	100	20	80
	Practical Activities			
	Course VII: School Internship	200	40	160
Total		600	80	520
Grand Total		1200	240	960

The marks of Theory Courses and Practical Activities will be mentioned in the relevant column of the mark sheet. Grades of Rovers and Rangers will be mentioned separately in the candidate's mark sheet. The grade however will not affect the division of the examinee. Marks of internal assessment of theory courses and grades of Rover Rangers Activities shall be submitted by the Head/ principal, concerned, to the Controller of Examinations.

6. Rules Pertaining to Examinations:

- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the B.Ed. theory examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities and Rover Rangers activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the B.Ed. practice teaching examination as well as sitting in the final theory examination.

- *If a candidate fails to appear in Practical Examination, he/she shall be given one more chance for the same at university center or at any other center decided by the controller of examination.*
- The students shall be promoted to the second year if he/she has completed all sessional, practical activities and obtained at least 30% marks in each paper.
- In case student fulfills the above requirements and is eligible to sit in the B.Ed. theory and practice of teaching examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student. The B. Ed. Course should be completed in a maximum of *four* years from the date of admission to the programme as per NCTE norms.
- It shall be mandatory *to complete all the practical activities* in order to be able to appear as an ex-student in the B.Ed. theory examinations.

6.1 Conduct of Examinations

(A). In the examinations of theory courses a candidate shall be declared to have passed B.Ed. Examination in the divisions as detailed here under:-

- I- Division : 60% or above marks.
- II- Division : 48% or above but less than 60% marks.
- III- Division : 36% or above but less than 48% marks.

(B). In the Practical examinations of two pedagogic courses candidate shall be declared to have passed the B.Ed. Examination in the divisions as detailed here under:-

- I- Division : 75% or above marks.
- II- Division : 60% or above but less than 75% marks.
- III- Division : 50% or above but less than 60% marks.

Separate division will be allotted for both theory and practical examinations. A candidate will be declared passed in theory part if he/she obtains 36% marks in the aggregate and at least 30% in each of the theory papers. Minimum 50% marks are mandatory to pass in practical examination.

6.1.1. Theory Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

6.1.2. Practice Teaching/School Experience Examination:

Final Practice Examination shall be of 200 marks. Each candidate will be required to teach two lessons and will be evaluated by a panel of two external examiners and one internal examiner appointed by the appropriate authority of the University. It will be mandatory for the institution to place before the examiners' panel record of student's sessional work. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.

B. Ed. FIRST YEAR

COURSE-I: KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES: To enable student teachers to understand;

1. *The concept of knowledge.*
2. Basic ideas of different schools of philosophy of education.
3. Relationship between Philosophy and Education and implications of philosophy for education.
4. The importance and role of education in the progress of Indian society.
5. The role of education in promoting national integration and international understanding.
6. Understand the characteristics of good text books.

*Unit-I: Concept of Knowledge:
Meaning, nature and need of knowledge;
Concept of knowledge in Idealism, Naturalism and Pragmatism, Realism
Concept of knowledge in Vedanta, Buddhism and Islamic tradition)*

Unit-II: Philosophical Bases of Education;

- Philosophy of education-concept, scope and need
- Relationship between philosophy and education
- Major philosophies of Education (Idealism, Naturalism and Pragmatism, *Realism*) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline;
- Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in Vedanta, Buddhism and Islamic tradition,
- *Educational thoughts of Vivekanand, Gandhi, Tagore and Gijju Bhai Badheka.*
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Unit-III: Sociological Basis of Education;

- Sociology of education-concept, scope and need
- Individual and social aims of education
- Education as an agent of socialization and social change
- Role of education in promoting national integration and international understanding
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Unit-IV: Impact of industrialization and democracy

- Education as a tool of modernization and democratic citizenship
- Role of education in promoting emotional integration and secularism
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Unit-V: Conceptual framework of Curriculum;

- Curriculum: concept, aims and types
- Principles of curriculum construction
- Characteristics of a good text book
- Relationship between aims of education and curriculum
- Teacher's role in curriculum construction

ASSIGNMENTS: Students are required do any two of the following assignments;

1. Compare any two western schools of philosophy of education.
2. Construct the curriculum for any one school subject of your choice.
3. Explore the democratic values being practiced in classroom and school life.

BOOKS RECOMMENDED:

1. Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York, 1939.

- 2 Butler, J.D. : The Four Philosophies and their Practice in Education. Harper & Row Publishers, New York, 1968
- 3 Dewey, John : Reconstruction in Philosophy, University of London Press, London, 1921.
- 4 Dewey, John : Democracy and Education.
- 5 Lal, Raman Behari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Rastogi Publication Meerut, 1993.
- 6 Mathur, S.S. : *SHIKSHA – SIDDHANT*, Vinod Pustak Mandir Agra.
- 7 Morris, Van Cleve : Modern Movements in Educational Philosophy.
- 8 Oad, L.K. : *SHIKSHA KE DARSHNIK PRISHTBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
- 9 Pandey, R.S. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTBHUMI*, Vinod Pustak Mandir, Agra, 1995.
- 10 Singh, Satya Deo : *SHIKSH SIDDHANT AVAM DARSHAN*, Vishwa Vidyalay Prakashan, Varanasi.
- 11 Tripathi, L.J. : Being and Becoming; Vashundhara Prakashan Gorakhpur, 2003.
12. Sharma, R.A. : *PATHYKRAM VIKAS*, Loyal Book Depot, Meerut.
- 13. Badheka, Gijju Bhai : DIVASWAPAN, Translated by KN Tripathi, New delhi;NBT, 1991*

COURSE-II: CHILDHOOD AND GROWING UP

COURSE OBJECTIVES: To enable student teachers to;

1. Understand the psychology of learners.
2. Acquire knowledge and understanding of adolescent's learners.
3. Understanding of process and theories of learning & motivation.
4. Understand the techniques of teaching exceptional children.
5. Understand the basic concept of measurement and evaluation.
6. Understanding the issues of development of learners in different genders, castes and poverty etc.

COURSE CONTENT

Unit-I: Psychology of Growth and Development;

- Meaning and methods of Educational Psychology
- Developmental Stage wise characteristics of the learners
- Emotional and Cognitive Development
- Theory of cognitive development-Jean Piaget

Unit-II: Learning and Motivation;

- Concept of learning
- Learning theories of Thorndike, Pavlov, Skinner and *Kohler*
- Factors affecting learning
- Motivation – meaning and techniques of enhancing learners’ motivation
- *Use of teaching skills to make learning effective: micro teaching*

Unit-III: Intelligence and Personality;

- Concept of intelligence and its measurement
- Factor theory of intelligence
- Use of standardized intelligence tests
- Concept of personality and its measurement
- *Creativity- concept and measurement.*

Unit-IV: Exceptional Learners;

- Concept, need and types
- Type wise characteristics
- Techniques for teaching exceptional learners

Unit-V: *Measurement and Evaluation*

- *Concept and functions of measurement and evaluation*
- *Measurement of central tendencies; Mean, Median and mode*
- *Measures of variability: Range, Quartile deviation, Standard deviation*

- *Normal Probability Curve, Properties of NPC, Applications of NPC*
- *Correlation: definition and types, Rank Order correlation*

ASSIGNMENTS: Students are required do any two of the following assignments;

1. Compare the rearing up practices in a Dalit and a Non-Dalit household.
2. Study of a family providing different health and educational facilities to its male and female children.
3. Administration of one standardized Intelligence test.

BOOKS RECOMMENDED

1. Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.
2. Gronlund, N.E. Educational Measurement & Evaluation Prentice Hall, INC, N.J.
3. Gronlund, N.E. Constructing Achievement Tests Prentice Hall, N.J.
4. Lefrancois, G.R. Psychological and Human Learning Kangors Report. Book/Cole Publishing Co. Monterey, California
5. Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
6. Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D.Van Nor stand Co. New York
7. Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay
8. Mortuza, V.R. Appling Norm- And Criterion Referenced Measurement in Educatio, Allyn And Bacon, Inc, London
9. Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
11. Pandey, B.B. & Singh, Rajesh MAPAN, MULYANKAN AVAM PRARAMBHIC SANKHYAKI,
12. Patel, R.N. Educational Psychology Himalayan Publishing House Mumbai
13. Tripathi, S.N. Cognitive Development,
14. Yelon, Stephen, L. Etal A Teachers World- Psychological In the Classroom McGraw Hill Kogakusha Ltd, Tokyo

COURSE -III: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES: To enable student teacher to;

1. Understand the influenced of socio-political forces of the time education.
2. Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India.
3. Understand the contribution of various major committees and commissions on education set up from time to time;
4. Appreciate the development of Indian education in the post-independence era.
5. Understand the critical issues of contemporary system of education in India.

COURSE CONTENT

Unit-I: Debate on Education in Pre Colonial Era;

- Concept, aims and characteristics of Education in;
- Vedic, Buddhist and Islamic Era

Unit-II: Debate on Education in Pre Pre-independence Era;

- Main recommendations of ;
- Charter Act-1813

Adam's Report

Macaulay's Minute-1835

Woods Dispetch-1854

National Education Movement

Gokhle's Bill and Wardha Scheme of Education

Unit-III: Debate on Education in independence Era;

- Recommendations on Teacher Education, Secondary Education, Higher Education and Vocational Education of the following;
 - University Education commission
 - Secondary Education commission
 - Education Commission
 - NPE and Revised NPE

Unit-VI: Debate on Crucial Issues of Education

- Education to live together
- Peace Education
- Mid-Day Meal
- Women Education

Unit-V: Education in Indian Constitution;

- Constitutional provisions for education
- Role of education in promoting constitutional values (freedom, justice and democracy)
- Alternative experiments in education-SNDT, Banasthali Vidyapeeth, EKLAVYA

ASSIGNMENTS: Students are required do any two of the following assignments;

1. A study of a school in historical perspective.
2. Study of M DM Programme being run at least in five schools.
3. A comparative study of any two National Policies on Education.

BOOKS RECOMMENDED:

- 1 Altekar, A.S. (1934): Education in Ancient India, Varanasi: The Indian Book shop
- 2 Ghosh, S.C. (1989): Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan*
- 3 Jaffar, S.M. (1936): Education in Muslim India, Lahore
- 4 Kumar, Krishna (1991): The Political Agenda of education, Delhi: Sage
- 5 Law, N.N. (1916): Promotion of Learning in India, London
- 6 Mukherjee, R.K. (1960): Ancient Indian Education, Delhi: Motilal Banarasi Das
- 7 Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmillam.

COURSE- IV: EDUCATIONAL ADMINISTRATION AND MANAGEMENT
COURSE OBJECTIVES

1. To acquaint the student teachers with the concept of educational administration & Management.
2. To develop an understanding of Educational Administration & management.
3. To enable the students to understand the administration of education at different levels.
4. To enable the students to understand the role of Headmaster in school management.

COURSE CONTENT

UNIT – I: *Conceptual framework of Educational Administration and Management*

- Meaning Definition and Nature of Educational Administration.
- Objectives, scope and type of Educational Administration.
- Principles and functions of Educational Administration.
- Theories of Educational Administration.
- School Management- concept, characteristics, need, scope and problems
- Difference between Educational Administration and Management.

UNIT – II: *Functions of Educational Administration*

- *Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Indian Education Commission (1964), New Education Policy (1986) regarding Educational Administration and Management.*

- School as an organization.
- Educational Planning; Meaning, nature, Objectives, qualities principles and Types
- Educational supervision: Meaning, nature, Objectives, Types scope importance and functions
- Decision making; characteristics, type, techniques and methods.

UNIT – III: *Machinery of Educational Administration and Role of Government*

- Central Administrative Machinery of Education *and its role*
- state Administrative Machinery of Education *and its role*
- *Local Educational Administrative structure and its functions*

UNIT – IV: School Management

- Qualities and duties of *head of institution* as manager and administrator
- Qualities and duties of *teachers* as *manager, facilitator, counselor and community leader*.
- Classroom Management; concept, principles, techniques and factors influencing it.
- Time table; Concept, types, need, qualities and practical problems in framing it.
- School discipline; concept, need, types and strategies of maintaining discipline, reward and punishment.

UNIT – V: Management of School Activities and Professional development

- *Cocurricular Activities- meaning, need, importance, type and principles of organizing co- curricular activities.*
- *Guidance programs in schools—concept, nature principles, importance, type and organizing programme in schools.*
- *School Records and Register- meaning need, importance, use, type and maintaining these records.*
- *Development of Professional Skills- Micro Teaching (Skills of introduction, instructional objectives, probing questions, reinforcement, blackboard writing, use of material aids and stimulus variation.*
- *Parent Teachers Association- need and functions.*
- *Functions of UGC, NCERT, NEUPA, NCTE, SIEMAT and DITE.*
- *Role of students in school administration.*

ASSIGNMENTS: Students are required do any two of the following assignments;

1. Framing School time table: Teacher wise and School wise.
2. Preparation of important school records
4. Preparation of Charts regarding central and state machinery of educational administration at center and state labels.

BOOKS RECOMMENDED:

- 1 Bhatnagar, R.P. & V. Agrawal : Educational Administration, Surya Publications, Meerut, 1997.
- 2 Gaiind, D.N. & R.P. Sharma : Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
- 3 Newman, William H. : Administrative Action, McGraw Hill London, 1963.
- 4 Owen, R.G. : Organizational Behavior In Schools, Prentice Hall, Inclave, Englewood Cliffs, New Jersey, 1970.
- 5 Reeser Clayton : Management: Functions & Modern Concepts Scott Freshman And Co., Illinois, 1973,
- 6 Shukla P.D. : Administration Of Education In India, Vikas Publishing House, New Delhi, 1983.
- 7 Tead Ordway : The Art of Administration, McGraw Hill Co., New York, 1951.

PRACTICAL ACTIVITIES

(A). READING AND REFLECTING ON TEXTS

COURSE OBJECTS: To enable the pupil teachers to;

1. Read and respond to a variety of texts in different ways.
2. Enhance their capacity as readers and writers.
3. Learn to think together.

COURSE CONTENT: Reading and reflecting on any two of the following texts;

1. SHANTINIKETAN by Shivani. Radhakrishan Prakashan, 2007.
2. AAPKA BUNTY by Mannu Bhandari, Radhakrishan Prakashan, 2006.
3. What is Worth Teaching by Krishan Kumar, Hyderabad: Orient Blackswan Pvt. Ltd. 1992..
4. BALKON MEIN BHASHA VIKAS by Krishan Kumar, National Book Trust, 2000.
5. DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi: National Book Trust, 1991.
6. Emile OR On Education by Rousseau, Nuvison Publications LLC, 2007, <https://books.google.co.in/books?id=U2dbYNVDpY8C&printsec=frontcover&dq=emile&hl=en&sa=X&ei=6HtYVdb8HNGQuASI54HACw&ved=0CB4Q6wEwAA#v=onepage&q&f=false>
7. RTE Act- 2009

PRACTICAL ACTIVITIES

(B). MICRO-TEACHING AND ICT IN CLASSROOM

COURSE OBJECTS: To enable the pupil teachers to;

1. Develop practical understanding of *various skills of Micro Teaching.*
2. *Adapt ICTs in line with principles of classroom activities of teaching and learning.*
3. *Learn integrating technologies for routine teaching and learning*

COURSE CONTENT

Complete any two of the following activities and prepare report/ maintain record;

1. Preparation of skill based micro teaching lesson plans on five teaching skills in each of the two pedagogic subjects.
2. *Preparation of five soft macro lesson plans in each of the two pedagogic subjects.*
3. *Preparation of two educational Power Point Presentations from among the topics related to your compulsory papers.*
4. *Preparation of class wise, teacher wise and period wise soft time tables and discussion on significance of these time tables.*
5. *Joining any two educational groups on social media and interacting and maintaining record of total interaction for at least one week.*

PRACTICAL ACTIVITIES

(C): UNDERSTANDING THE SELF

COURSE OBJECTS: To enable the pupil teachers to;

1. Develop a holistic and integrated understanding of the human self and personality.
2. Develop the skills of personal growth.
3. Develop social relational sensitivity and effective communication skills.

COURSE CONTENT

Performing and report writing on any two of the following;

1. Interaction with minimum 10 children from class or community regarding his/ her educational aspirations and problems.
2. Dreams, problems and aspirations of a group.
3. Debate on important educational/ social/ local issues to understand the hidden beliefs and prejudices.
4. Presentation/ narration of life stories of the students/ children in group
5. Organizing minimum five activities of Yoga/ physical exercise/ warm up exercises/ cool down exercises.
6. Self-written poems/stories and anecdotes.
7. Sharing of childhood experiences in peer group.

PRACTICAL ACTIVITIES

(D): DRAMA, ART AND MUSIC IN EDUCATION

COURSE OBJECTS: To enable the pupil teachers to;

1. Give message to the society regarding educational and social problems
2. Understand the functioning of informal agents of education.
3. Organize different types of educational activities.

COURSE CONTENT

Performing and report writing on any two of the following;

1. Dramatization on educational/ social problems
2. Street Play on educational/ social problems
3. Organizing Quiz / Educational Exhibitions
4. Visit to places of Arts/ Crafts and educational importance
5. Role of Movies and Media in addressing on educational/ social problems
6. Understanding the Development of child in diverse social contexts like caste, religion etc.
7. Study of regional Art, Music, Dance and Theatre
8. Understanding of self, peers and surrounding

B. Ed. SECOND YEAR

COURSE-V: *PRINCIPLES AND METHODS OF TEACHING*

COURSE OBJECTIVES: To enable student teachers to;

1. Acquire the knowledge of principles and stages of teaching.
2. Develop understanding of process of communication and micro teaching.
3. Understand the learner and teacher centered approaches of classroom teaching.
4. Identify exceptional children and understand different techniques of teaching.
5. Understand the teaching as a profession.
6. Develop understanding of various approaches of teaching.

COURSE CONTENT

Unit-I: Teaching as a Complex Activity;

- Concept and Principles of Teaching
- Theories of teaching,
- Stages of teaching
- Levels of teaching- Memory, Understanding and Reflective

Unit-II: Teaching as a Communication Process;

- Process of communication
- Classroom approach
- Basic Teaching Model
- Auto instructional approach: *Programmed Instruction, Linear and Branching.*
- Basic Teaching Model: *Feedback, Devices of Teaching, FIACS, Micro teaching, SSST.*

Unit-III: Teaching in Diverse Classroom;

- Teaching learning relationship
- Learner centered approaches of teaching
- Teacher centered approaches of teaching
- *Monitorial system of teaching and training, Distance Education, Open Learning System.*

Unit-IV: *Methods of Teaching and Lesson Planning:*

- *Brain Storming, Dialogue Method, Participatory Method, Project Method, Problem Solving, Team Teaching and Multimedia Approach.*
- *Lesson Planning.*

Unit-V: Teaching as a Profession:

- Concept of teaching profession.
- Qualities of a good teacher.

- Professional growth of teachers.

ASSIGNMENTS: Students are required do any two of the following assignments;

1. A study of teacher's behavior towards Dalit students of his/ her class.
2. Construct minimum twenty frames of linear programmes.
3. Prepare attendance register, one report card and result sheet of a class of minimum ten students.

BOOKS RECOMMENDED:

1. Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay
2. Dececco, J.P.: The Psychology of Learning and Instruction Prentice Hall of India, Pvt. Ltd. New Dehli. 1977
3. Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.
4. Lortan, J.W. & B.L. Walley Introduction To Early Childhood Education D.Van Nor stand Co. New York.
5. Mortuza, V.R. Appling Norm- And Criterion Referenced Measurement In Education Allyn And Bacon, Inc, London
6. Oven, Steven Etal Educational Psychology: An Introduction. Little, Brown & Co. Boston
7. Thorndike, R.L. & E.P. Hagan Measurement and Evaluation In Psychology. And Education, (III ed) Wiley Eastern Ltd. New Delhi
8. Tripathi, S.N. Cognitive Development,
9. Yelon, Stephen, L. Etal A Teachers World- Psychological In The Classroom McGraw Hill Kogakusha Ltd, Tokyo

COURSE-VI/ VII: PEDAGOGY OF TEACHING SCIENCES

(A). COURSE-VII/ VIII: METHOD OF TEACHING *SCIENCES*:

PHYSICAL SCIENCE

COURSE OBJECTIVES

Student teacher shall be able to;

- Develop a broad understanding of the principles and procedures used in modern science education.
- Develop their essential skills for practicing modern Science Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

COURSE CONTENT

UNIT – I

- Nature of physical sciences – Thrust areas of physics and chemistry – Impact of science on modern life, globalization and science. Path tracking discoveries and landmark development in science; Professions in the area of sciences.

UNIT – II

- Justification for including physical sciences as a subject of study in the school curriculum. Objective of Teaching Physical Sciences at the secondary level of

schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioral developers of education. Concept of entering and terminal behavior. Organization of learning experiences for achieving specified behavioral outcomes.

UNIT – III

- Major methods used for physical science instruction: Lecture, Discussion, Demonstration, Project, Heuristic etc.
- Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.

UNIT – IV

- Co-curricular and non-formal approaches: Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions.

UNIT – V

- Planning for teaching and developing year plans, unit plans, lesson plans, content analysis, and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.
- Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching physical sciences.

UNIT – VI

- Curriculum and resource utilization: Principles for designing a Physical Science curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resources. Practical work in science teaching; record writing for science projects.

UNIT – VII

- Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching physical science.

UNIT – VIII

- Evaluating outcomes of physical science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

BOOKS RECOMMENDED:

- 1 Bally, I. II. : The Nature study Idea.
- 2 Blough & Back wood : Teaching of Elementary Science.
- 3 Dass G. : Teaching of Physics and chemistry in India.
- 4 John Brown : Teaching of Science in Schools.
- 5 Joseph E.D. : Teaching of Science in Tropical Primary Schools.
- 6 Science Master's Association : The Teaching of General Science.

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|----|----------------|---|---|
| 7 | Summer | : | The Teaching of Science. |
| 8 | Twiss | : | Textbook on the principles of Science Teaching. |
| 9 | Teipathi, S.N. | : | Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994) |
| 10 | Waste way | : | Science Teaching |

(B). COURSE-VI/ VII: METHOD OF TEACHING BIOLOGICAL SCIENCES:

BIOLOGICAL SCIENCE

COURSE OBJECTIVES: Student teacher shall be able to:

- Develop a broad understanding of the principles and procedures used in modern biology education.
- Develop their essential skills for practicing modern Biology Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

COURSE CONTENT

UNIT – I

- **Nature of biological sciences** – Thrust areas of biology and their impact on modern life, globalization and biology. Path tracking discoveries and land mark development in biology; Professions in the area of biological sciences.

UNIT – II

- Justification for including biology as a subject of study in the school curriculum. Objective of Teaching Biology at the secondary level of schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioral developers of education. Concept of entering and terminal behavior. Organization of learning experiences for achieving specified behavioral outcomes.

UNIT – III

- Major methods used for biology instruction: lecture, Discussion, Demonstration, Project, and Heuristic etc.
- Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.

UNIT – IV

- Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Biology teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.

UNIT – V

- Planning for teaching Biology: developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.
- Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching biology.

UNIT – VI

- Curriculum and resource utilization: Principles for designing a Biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Biology; record writing for Biology projects.

UNIT – VII

- Curricular accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio-video support material, etc. – their critical evaluation from the point of view of teaching biology.

UNIT – VIII

- Evaluating outcomes of biology teaching: Merits and limitations of different item formats for assessing learning outcomes of biology teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try-out, item analysis and selection of items suitable for formative and summative evaluation.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

BOOKS RECOMMENDED:

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|----|------------------------------|---|
| 1 | Bally. I. II. | : The Nature study Idea. |
| 2 | Blough & Backwoods | : Teaching of Elementary Science. |
| 3 | Dass G. | : Teaching of Physics and Chemistry in India. |
| 4 | John Brown | : Teaching of Science in Schools. |
| 5 | Joseph E.D. | : Teaching of Science in Tropical Primary Schools. |
| 6 | Science Master's Association | : The Teaching of General Science. |
| 7 | Summer | : The Teaching of Science. |
| 8 | Tripathi, S.N. | : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994) |
| 9 | Twiss | : Text-book on the principles of Science Teaching. |
| 10 | Waste way | : Science Teaching. |

(C). COURSE-VI/ VII: METHODS OF TEACHING *SCIENCES*:

AGRICULTURAL SCIENCE

COURSE OBJECTIVES

To enable the pupil teachers to;

1. Acquire the ability to develop instructional Support material.
2. Develop the classroom skills needed for teaching of Agricultural Science using modern methodology.
3. Develop knowledge about the basic principles governing the construction of Agricultural Science curriculum.
4. Develop the ability to organize co-curricular activities and community resource for Promoting Agricultural Science learning.
5. Acquire the ability to complete the plan for instruction.

COURSE CONTENT

UNIT – I

- Concept/Nature of Agricultural Science.
- Correlation of Agricultural Science with other Subjects.
- Objectives of teaching Agricultural Science at Secondary level.

UNIT – II

- Principles of Agriculture Curriculum construction.

UNIT – III

- Methods of teaching Agricultural Science – Lecture, Discussion, Project, Demonstration, Heuristic method of Practicals.

UNIT – IV

- Co-curricular and non-formal approaches – Activities approach and non-formal methods of teaching such as. Field trips, gardening, visit to Agricultural Research center, Dairy farm, maintenance of herbariums, taking up of Project work.

UNIT – V

- Evaluating outcomes of Agricultural Science teaching: merits and limitations of different item formats for assessing learning outcomes of Agricultural Science teaching writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and Psychomotor domain.

BOOKS RECOMMENDED

- 1 Summer : The Teaching of Science.
- 2 Singh, Kedar Nath : Horticulture Science Teaching.

(D). COURSE-VI/ VII: METHODS OF TEACHING *SCIENCES*: HOME SCIENCE

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- 3 Dantyogi, S : Fundamentals of Textiles and their Care.
- 4 Strong : Teaching of Domestic Science I & II.
- 5 William & Lyle : Home Making Education in High School; Appleton Century Croft, Inc.

COURSE-VI/ VII: METHODS OF TEACHING MATHEMATICS

COURSE OBJECTIVES: To enable the pupil teacher to:

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

COURSE CONTENT

UNIT – I

- Meaning of mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavathi, Ramanujam and contribution of Euclid, Pythagoras, Rene Descarte.

UNIT – II

- Objectives of teaching mathematics in terms of instruction and 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, Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan, purpose of an yearly 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

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

UNIT – V

- Using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a math's laboratory; learning about the short cuts mentioned in Vedic mathematics.

BOOKS RECOMMENDED

- 1 Aggarwal, S.M. : A course in Teaching of Modern Mathematics.
- 2 Bell : Men of Mathematics.
- 3 Butler, C.H. and Wren, F.L. : Teaching of Secondary Math.
- 4 Durel : Teaching of Arithmetic.
- 5 Godfry and Siddons : The Teaching of Mathematics.
- 6 kuppaswami Ailanger, N.K. : Teaching of Mathematics in the New Education.
- 7 Schulze : Teaching of Mathematics in Secondary School.
- 8 Smith, B.E. : History of Elementary Mathematics, Vols I & II.
- 9 Young, J.W.A. : The Teaching of Mathematics.
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COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(A). COURSE-VI/ VII: CIVICS TEACHING

COURSE OBJECTIVES: Student teacher will have the ability to:

1. Know the concept and significance of civics.
2. Propagate the social ideals through teaching of civics.
3. Know the methods of planning instruction for the classroom.
4. Know the principles and maxims of teaching the subject.
5. Learn successfully various methods of teaching civics.
6. Develop instructional support materials.

UNIT – I

- Meaning, nature and scope of civics, place and importance of civics in school curriculum, Importance of civics in the development of International Understanding correlation of civics with other subjects.

UNIT – II

- Objectives of teaching civics in democratic India, objectives of teaching the subject at different stages, Instructional objectives, Microteaching, lesson plans for developing the skills of introduction.

UNIT – III

- General principles and maxims of teaching civics, Presentation of subject matter of civics at different stages, Teaching techniques of civics, Evaluation of text book of civics.

UNIT – IV

- Considerations for the selection of methods of teaching, methods of teaching civics: Lecture, Textbook, Project, Discussion Supervised study and Problem solving.

UNIT – V

- Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.
- Evaluation of attainment in civics. Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test; Lesson planning in civics.

BOOKS RECOMMENDED

- 1 Bining, A.C. and D.H. Bining : Teaching of Social Studies In Secondary Schools, New York: McGraw Hill Book Company, 1952
- 2 Forrester, J.F. : Introducing Social Studies, Bombay: Orient Longmans, 1956
- 3 Kochar, S.K. : The Teaching of Social Studies, Delhi: University Publisher, 1963
- 4 Nasiali, K. : Social Studies in The School, Madras: Oxford University Press, 1964
- 5 Samford, C.D. : Social Studies in The Secondary School, New York: McGraw Hill, 1952
- 6 Taneja, V.R. : Teaching of Social Studies, Chadigarh: Mohindra Capital Publisher, 1958.

COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(B). COURSE-VI/ VII: HISTORY TEACHING

COURSE OBJECTIVE: To enable the pupil teacher to;

To enable the pupil teacher to;

1. Appreciate the need for learning history.
2. Develop knowledge about the basic principles governing the construction of history curriculum.
3. Develop the classroom skills needed for teaching history using modern methodologies.
4. Acquire the ability to complete the plan for institution.
5. Develop the ability to organize co-curricular activities and community resource for promoting history learning.
6. Acquire the ability to develop instructional support materials.

UNIT – I

Need and significance of teaching history in schools

- Concept of history.
- Correlation and differentiation of history with Geography, Political Science, Economics and Literature.
- Objectives of teaching history at secondary level.

UNIT – II: Principles of History curriculum construction

- Approaches to organize history curriculum in terms of Concentric, Spiral, Chronological and Correlation approaches.

UNIT – III: Importance of instructional strategies in teaching history

Methods of teaching history – Lecture, Lecture-cum-discussion, Source method, Project, Social Recitation, Supervised Study, Story Telling, Chronological and Team Teaching.

UNIT – IV

- Content analysis and formulation of instruction objectives
- Lesson plan and unit plan.
- Micro planning with reference to following skills: Introduction, Questioning, Explanation, Similes-variation, Black board, using of audio-visual aids. (Illustration).
- Arranging, organizing, planning, executing and reporting of
 - Field trips.
 - History room.
 - Role-playing.

UNIT – V

- Purpose of evaluating history learning.
- Salient features of summative and formative evaluation in history.
- Remedial teaching.
- Question preparation in objective and essay type tests.
- Preparation of Achievement test in History.

BOOKS RECOMMENDED

- 1 Ghatе, V.D. (1989) : history Teaching, Chandigarh, Haryana Hindi Granth Acadey.
- 2 Tyagi, Gursaran Das (1995) : Teaching of History, Agra, Vinod Pustak Mandir
- 3 Sharma, R.A., (1994) : *ITIHAS SHIKSHAN*, Meerut, Loyal Book Depot.
- 4 Dixit, Upendranath And : *ITIHAS SHIKSHAN*, Jaipur, Rajsthan Hindi Granth Hestingh Baghela, (1990) Academy.
- 5 Kochar, S.K., (1994) : The Teaching Of History, Delhi, Vikas Publishing House.
- 6 Carr, E.H., (1952) : What Is History, Oxford University, Press.

COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(C). COURSE-VI/ VII: GEOGRAPHY TEACHING

COURSE OBJECTIVES: To enable the pupil teacher to:

1. Develop an understanding of teaching Geography.
2. Develop the classroom skills needed for teaching Geography.
3. Develop geographical sense, critical thinking and scientific outlook.
4. Acquire the ability to develop instructional support materials.

UNIT – I

- The modern conception of Geography.
- Scope of Geography.
- Importance of Geography in the school curriculum.
- Aims and objectives of teaching Geography at various levels.

UNIT – II

- Correlation of Geography with other school subjects.
- Principles of curriculum construction.
- Presentation of subject matter of Geography at different stages.

UNIT – III

- Microteaching Concept, steps, skills, advantages and limitations.
- Microteaching: Lesson plans for developing the skills.

UNIT – IV

Methods of teaching Geography

- Lecture method.
- Discussion method.
- Regional method.
- Excursion method.
- Project method.

UNIT – V

Need and importance of Geography room, equipments and museum

- Evaluation in Geography: Traditional and modern concepts of evaluation.
- Different types of tests-essay type, short answer type and objective type, their merits and demerits.
- Writing of lesson plans in Geography.

BOOKS RECOMMENDED

- 1 Arora, K.L. : Teaching of Geography.
- 2 Gopsil, G.H. : The Teaching of Geography.
- 3 Grieve, J.S. : Geography in School.
- 4 Kaul, A.K. : Teaching of Geography.
- 5 Maenee, E.A. : The Teaching of Geography.
- 6 Shaida, B.D. and J.C. Sharma : Teaching of Geography.
- 7 Singh, H.N. : Teaching of Geography.
- 8 The rall, Z.A. : Teaching of Geography.
- 9 Verma, J.P. : Teaching of Geography.

COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(D). COURSE-VI/ VII: ECONOMICS TEACHING

COURSE OBJECTIVES: To enable the pupil teacher to:

1. Appreciate the need for learning economics.
2. Develop knowledge about the basic principles governing the construction of economics curriculum.
3. Develop the classroom skills needed for teaching of economics using modern methodologies.
4. Acquire the ability to complete the plan for instruction.
5. Develop the ability to organize co-curricular activities and community for promoting economics learning.
6. Acquire the ability to develop instructional support materials.

COURSE CONTENT

UNIT – I

- Need & Significance of teaching economics.
- Concept/Nature of teaching Economics.
- Correlation and differentiation of Economics with other Social Science subjects- Geography, History, Political science.

UNIT –II

- Principles of Economics curriculum construction.
- Approaches to organize Economics curriculum in terms of Concentric, Correlation, and Integration approaches.

UNIT – III

- Importance of instructional strategies in teaching economics.

- Strategies in teaching economics.
- Methods of teaching economics – Lecture, Lecture-cum-discussion, Projects, Source method & Team-teaching.

UNIT – IV

- Objectives of teaching economics for:
Lesson Planning
Unit Planning
- Microteaching for developing the skills of Introduction, Explanation, questioning, Stimulus variation and providing illustrations with relevant examples.

UNIT – V

- Arranging, organizing, planning, executing and reporting of field trips.
- Organizing economic clubs and thought provoking programmes like quizzes.

UNIT – VI

- Purpose of evaluation in economics.
- Salient features of summative and formative evaluation.
- Question preparation for objective and essay type examinations.

BOOKS RECOMMENDED:

- 1 Chakravarty, Sakhomy : Teaching of Economics in India, Bombay, 1987.
- 2 Kanwar, B.S. : Teaching of Economics, Ludhiyana, Prakash Educational Publishers, 1970.
- 3 Norman, L.C. (Ed.) : Teaching of Economics, London Educational Books, 1975;
- 4 N.C.E.R.T. : Teaching Units In Economics For High And Higher Secondary Stage, New Delhi, 1974.
- 5 Siddiqui, M.H. : Teaching Of Economics, Delhi, Ashish Publishing House, Daryaganj.
- 6 oekZ] jkeiky flag % vFkZ'kkL= f'k{k.k] esjB] vkj0 yky cq d fMiKS A
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COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(E). COURSE-VI/ VII: COMMERCE TEACHING

COURSE OBJECTIVES: To enable the pupil teacher to

1. Appreciate the need for learning Commerce.
2. Develop the understanding of principles of developing commerce curriculum.
3. Develop the skills needed for classroom teaching of commerce and using its teaching methodology.
4. Acquire the ability to prepare and teach the lesson plans for classroom instructions.
5. Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
6. Acquire the ability to develop instructional support material for commerce teaching.

COURSE CONTENT

UNIT – I

- Concept and nature of commerce teaching.
- Need and significance of teaching commerce.
- Correlation and differentiation of commerce with other subjects like economics, statistics and accountancy.
- Aims and objectives of teaching commerce at different levels.

UNIT – II

- Principles of curriculum construction in commerce.

- Approaches to organize commerce curriculum in terms of concentric correlation and integration approaches.

UNIT – III

- Importance of instructional strategies in teaching commerce.
- Strategies of teaching commerce.
- Methods of teaching commerce – Lecture, Lecture cum Discussion, Project method and Team teaching.

UNIT – IV

- Teaching commerce with reference to lesson planning.
 - a. Lesson planning.
 - b. Unit planning.
- Microteaching of developing the skills of Introduction, Explanation, Questioning, Stimulus variation and providing illustration with examples.

UNIT – V

- Arranging, organizing, planning, executing and reporting of field trips in commerce teaching.
- Organizing commerce clubs and thought provoking programmes like quizzes.

UNIT – VI

- Purpose of Evaluation in Commerce.
- Salient feature of summative and formative evaluation.
- Question preparation and objectivity in essay type examinations of commerce.
- Preparation of unit tests.

BOOKS RECOMMENDED

- 1 Dame, J.F. & A.R. Brinknan : Guidance in Business Education, South Western Pub. Co.
- 2 NCERT : Teacher's Guide in Book Keeping and Accounting, New Delhi.
- 3 Rai, B.C. : Commerce Teaching, Lucknow Prakashan Kendra.
- 4 Singh, Rampal & Prithvi Singh : *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.

COURSE-VI/ VII: PEDAGOGY OF TEACHING SOCIAL STUDIES:

(F). COURSE-VI/ VII: ART/HANDICRAFTS TEACHING

COURSE OBJECTIVES: The study of this paper will enable the students

- To know the historical development to Art/handicraft in India.
- To understand the problems of Art/handicraft in various sections.

COURSE CONTENT

UNIT - I

- The place and importance of Art/handicraft in school curriculum.
- Aims and importance of teaching of Art/handicraft.

UNIT - II

- Correlation of Art/handicraft with other school subjects.
- History of the development of Indian Art and Crafts-Buddhist period, Mughal period, Rajput Art and Modern Art.

UNIT - III

- Colour study and its educational importance,
- Type of Design,
- Basic Elements of Paper - Decoration,
- Self - Expression,
- Object - Drawing,

- Memory - Drawing,
- Natural - Drawing,
- Stencil - Work,
- Letter - Writing,
- Spray - Work.

UNIT - IV

- Methods of teaching Art and Craft.
- Traditional and Structural approaches in teaching of Art and Craft.

UNIT - V

- Teaching aids in Art/handicraft, lesson planning.
- Evaluation in Art and Craft teaching.

BOOKS RECOMMENDED

- 1 Archer, W.G. : India and Modern Art, London, 1959.
- 2 Arnoson, H.H. : History of Modern Art, London, 1969.
- 3 Barr, A.H. : Masters of Modern Art, New York, 1954.
- 4 Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta.
- 5 vk;Z] t;nso % f'kYi dk v/;kiu] izdk'kd y{eh ukjk;.k vxzoky] vkxjk]1969-
- 6 vk;] t;nso % dyk f'k{k.k] fctukSj] 1974-
- 7 vfer dqekj gkYnkj % Hkkjrh; fp=dyk] pUnzyksd izdk'kd] bykgkckn] 1969-
- 8 ikyhoky] cztHkw" k.k % dyk ds fl)kUr] izdk'kd jktLFkku fgUnh xzaFk vdkneh] t;iqj] 1972-
- 9 lkjoydj] j0fo0 % vk/kqfud fp=dyk dk bfrgkl] jktLFkku fgUnh vdkneh] t;iqj] 1971-

COURSE-VI/ VII: PEDAGOGY OF TEACHING LANGUAGES:

(A). COURSE-VI/ VII: ENGLISH TEACHING

COURSE OBJECTIVES: To enable the student teacher to understand:

1. The nature and characteristics of a language and its use.
2. The required skills for mastering a language.
3. The various approaches to successful language teaching.
4. Approaches/Methods of teaching different aspects of language.
5. The importance teaching aids and other technological devices used for language teaching.
6. Evaluation and testing techniques for obtaining feedback.

COURSE CONTENT

UNIT – I: Teaching of English as a Second Language:

- General characteristics of a language.
- Principles of language teaching.
- Nature of English language.

UNIT – II: Role of English as second language in India:

- Its place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Teaching of English Vocabulary necessary for a second language learner.
- Developing skills of Aural Comprehension and Speaking.

- Teaching the mechanics of Reading and Writing.

UNIT –III: Methods of teaching English as a second language:

- Translation Method.
- Direct Method.
- Structural Approach.
- Bilingual Method.
- Communicative Approach.

UNIT – IV: Teaching and Lesson-Planning of various Aspects of English:

- Prose
- Poetry
- Grammar
- Composition
- Structures

UNIT – V: Audio - Visual and Technological Aids:

- Need and importance
- Types and purpose
- Technological aids as Language Laboratory, CAI

UNIT – VI: Testing and evaluation:

- Concept of Teaching and evaluation.
- Need and Importance of testing in English.
- Types of Tests - oral, Written and skill testing.

PRACTICAL WORK

- Five method based Lesson-Plans

BOOKS RECOMMENDED:

- 1 Allen B. Harold Campbell N Russel : Teaching English as a second language, Tata-Mac-graw Hill publishing Co. Ltd, Bombay-New Delhi (1972)
- 2 Bright, G.A.& McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
- 3 Brumgit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; Oxford University Press, Hong-Kong, 1979.
- 4 O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great Britain, 1977.
- 5 French, F.G. : Teaching English as an International Language; Oxford University Press, London, 1975.
- 6 Hornby, A.S. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
- 7 Jain, R.C. Sharma, C.K. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
- 8 Kohli, A.L. : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
- 9 Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York (1964).
- 10 Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.
- 11 Pandey, K.P. & Amita : The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).

(B). COURSE-VI/ VII: PEDAGOGY OF TEACHING LANGUAGES:

COURSE-VI/ VII: HINDI TEACHING

v/;;u ds m'ls';

bl ikB~;øe ds v/;;u ls Nk=ksa esa%

1- ekr`Hkk"kk dh egÜkk dk Kku fodflr gksxkA

- 2- ekr`Hkk"kk f'k{k.k ds m̀s';ksa dk Kku fodflr gksxkA
- 3- fgUnh ds f'k{k.k dh fof/k;ksa dh tkudkj fodflr gksxhA
- 4- Hkk"kk ds eqY;kadu dh {kerk dh fodkl gksxkA

bdkbZ & 1 Hkk'kk dk vFkZ ,oa Lo:i

- Hkk'kk dk vFkZ] ifjHkk'kk,a
- Hkk'kk dh fo"ks'krk;sa ,oa izd`fr
- vU; fo'k;ksa ds lFk lglECU/k
- ekr`Hkk'kk dk mn~Hko ,oa fodkl
- Hkk'kk ds fofo/k :i
- fodkl dh fofHkUu voLFkkvksa esa Hkk'kkf;d fodkl&fo"ks'krk;sa ,oa izd`fr

bdkbZ & 2 ekr`Hkk'kk f'k{k.k ds m̀s"; ,oa yf;

- ekr`Hkk'kk ds lkekU; m̀s";] fof"V m̀s";
- f'k{k.k m̀s";ksa dk oxhZdj.k & KkukRed] HkkokRed]
- m̀s";ksa dks O;ogkfd :i esa fy[kus dh fof/k;ki] vko";drk
- fodkl dh fofHkUu voLFkk;sa ,oa ekr`Hkk'kk f'k{k.k ds m̀s";
- fofHkUu Lrj dh f'k{k.k esa ekr`Hkk'kk dh eg`kk
- fofHkUu Lrj dh f'k{k.k ds ikB~;Øe esa bldk LFkku
- f=Hkk'kk lw=
- fgUnh Hkk'kk f'k{k.k dh leL;k;sa ,oa lek/kku

bdkbZ & 3 fgUnh Hkk'kk dk f'k{k.k izfof/k

- fgUnh Hkk'kk dk f'k{k.k fl)kUr ,oa lw=
- Hkk'kkf;d dKS"kyksa dk f'k{k.k ¼Jo.k] okpu] iBu] ys[ku jpuk½
- Lkw{e f'k{k.k }kjk dKS"kyksa dk fodkl
- Ekkr`Hkk'kk f'k{k.k esa lG;d lkexzh dk vuqiz;ksx] izdkj ,oa eg`kk
- fgUnh Hkk'kk f'k{k.k & xq.k] n{kk;sa ,oa fo"ks'krk;sa
- fgUnh Hkk'kk f'k{k.k esa euksoSKkfud izfof/k;ki

bdkbZ & 4 fgUnh Hkk'kk dh fofo/k fo/kkvksa dk f'k{k.k ,oa ewY;kadu fo/kk

- x| f'k{k.k & m̀s";] egRo ,oa ikB;kstuk izk:iA
- i| f'k{k.k & m̀s";] egRo ,oa ikB~; ;kstuk izk:iA
- jpuk f'k{k.k & m̀s";] egRo ,oa ikB~; ;kstuk izk:iA
- O;kdj.k f'k{k.k & m̀s";] egRo ,oa ikB~; ;kstuk izk:iA
- fgUnh Hkk'kk esa ewY;kadu dh vko";drk] egRo] izdkj fof/k;ki iz"uksa dk fuekZ.k] miyC/k ijh{k.k dk fuekZ.kA

bdkbZ & 5 fgUnh Hkk'kk f'k{k.k esa uokpkj

- Hkk'kk f'k{k.k esa funkukRed f'k{k.k ,oa mipkjkRed f'k{k.k vko";drk ,oa fuekZ.k] vuqiz;ksx
- fgUnh Hkk'kk esa fØ;kRed vuqla/kku & vko";drk ,oa izfof/k
- Hkk'kk f'k{k.k esa f'k{k.k lk/kuksa dk iz;ksx ¼n"; ,oa HkO; lk/ku½
- Hkk'kk d{k ,oa iz;ksx"kkkyk
- fgUnh Hkk'kk f'k{k.k esa ikB~; lgHkkxh fØ;kdyki
- bdkbZ ijh{k.k fuekZ.k] vuqiz;ksx ,oa ewY;kadu

IUnHkZ iqLrdsa

- | | | |
|---|----------------------------|------------------------|
| 1 | Hkk"kk foKku | % HkksykukFk frokjh |
| 2 | 'kq) fgUnh | % MkWO gjnso fcgkj |
| 3 | fgUnh f'k{k.k | % MkWO jke'kdy ik.Ms; |
| 4 | fgUnh O;kdj.k | % MkWO dkerk izlkn xq; |
| 5 | fgUnh Hkk"kk f'k{k.k fof/k | % HkkbZ ;ksxsUnz thr |

6	fgUnh O;kdj.k jpuk	%MkW0 Hkksyk'kadj C;kl] MkW0 HkksykukFk frokj] MkW0 johUnz ukFk JhokLro
7	ek;/fed fo ky; esa fgUnh f'k{k.k	%MkW0 fujatu dqekj flag
8	fgUnh f'k{k.k fof/k	%MkW0 oS ukFk izlkn oekZ
9	lqcks/k fgUnh O;kdj.k ,oa jpuk	%ekukor ,oa tks'kh
10	ekud fgUnh dk ,sfrgkfld O;kdj.k%	%MkW0 ekrkcny tk;loky

(C). COURSE-VI/ VII: PEDAGOGY OF TEACHING LANGUAGES:

COURSE-VI/ VII: SANSKRIT TEACHING

v/;;u ds mîs';

bl ikB~;Øe ds v/;;u ls Nk=ksa esa%

- 1- laLd`r Hkk"kk dh egÙkk dk Kku fodflr gksxkA
- 2- laLd`r Hkk"kk f'k{k.k ds mîs';ksa dk Kku fodflr gkxkA
- 3- laLd`r f'k{k.k dh fof/k;ksa dh tkudkj dh fodflr gksxhA
- 4- laLd`r Hkk"kk ds ewY;kadu dh {kerk dk fodkl gksxkA

ikB~; fooj.k

- 1- laLd`r Hkk"kk dh izd`fr] fo'ks"krk;sa] IEiUurk] iz;ksxA
- 2- ikB~;Øe esa LFkku egRo & laLd`r dh egRrk] vko';drkA
- 3- Hkk"kk gsrq visf{kr ;ksX;rk;sa &
lquuk] cksyuk] iBu IEcU/kh] ys[ku ,oa fpUru IEcU/khA
- 4- Hkk"kk f'k{k.k ds lkekU; ,oa fof'k"V mîs'; & izkFkfed] ek;/fed] mPp f'k{kk
Lrj ij ekr`Hkk"kk] f'k{k.k ds mîs';] lhek;saA
- 5- Hkk"kk f'k{k.k ds lkekU; fl)kUr &
LokHkkfodr] iz;Ru] ys[ku ls iwoZ ekSf[kd cksyus fy[kus esa lkeUtl;]
oS;fDrd fHkUurk ckydsfUnzr] fØ;k'khyrk] p;u] vuqdk.k] vH;kl] Lo;a
la'kks/kuA
- 6- laLd`r f'k{k.k gsrq okafNr dkS'ky &
izLrkouk] iz'u iwNuk] O;k;k';keiV~V ys[ku] iqucZyuA
- 7- laLd`r f'k{k.k dh fof/k;kj &
x|] i|] ukVd] dgkuh O;kdj.k jpuk] ekSf[kd Hkko izdk'ku] mPpkj.k] orZuh]
okpu f'k{k.kA
- 8- laLd`r Hkk"kk f'k{k.k gsrq mikxeA
- 9- Hkk"kk f'k{k.k gsrq vko';d lgk;d lkekzh dh tkudkj ,oa fuekZ.kA
- 10- ikB;kstuk cukuk &
x|] i|] O;kdj.k] dgkuhA
- 11- Hkk"kk esa ewY;kadu &
ijh{kk iz.kkyh ds nks"k] lq/kkj dh vko';drk] mik;] ewY;kadu dk vFkZ]
mi;ksfxrk] fo'ks"krk;sa] iz'uksa ds izdkjA

lanHkZ iqLrdsA

- 1 Apte, D.G. & Dongre, P.K. : Teaching of Sanskrit in Secondary Schools.
- 2 Report of the Sanskrit Commission : Govt. of India, 1955.

3	dq'kokgk] ds0,l0 [khjh	%	laLd`r f'k{k.k] xksfoUn izdk'ku] y[kheiqj
4	ik.Ms;] vkj0,l0	%	laLd`r f'k{k.k] fouksn iqLrd eafnj vkxj
5	pkScs] ch0,u0	%	laLd`r f'k{k.k] fof/k] m0iz0 fgUnh laLFkku] y[kuÅ
6	feÛky] larks"k	%	laLd`r f'k{k.k] vkj0 yky cq d fMiks] esjB

COURSE- VIII: POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

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

COURSE CONTENT

POPULATION EDUCATION

UNIT-I: Population Education: Meaning, Concept, Need, Scope and Objectives.

- Population Dynamics: distribution & density.
- Population Composition: Age, Sex, rural, urban, literacy,
- Factors affecting population growth fertility, mortality & emigration.

UNIT-II: Population and quality of life: health status, nutrition health services & education.

- Effect of unchecked growth of population on natural resources & environment.

UNIT-III: Population education in schools.

- Introduction of population education with the general school curriculum.
- Use of Mass-media: News Papers, Radio, T.V. & A.V. Aids in creating population awareness.
- Role of Teachers.

ENVIRONMENTAL EDUCATION

UNIT-IV: Environmental Education: Meaning, Scope & nature.

- Types of environmental pollution.
- Learning to live in harmony with nature.
- *Measures of environmental protection in Indian tradition.*

UNIT-V: Causes and effects of environmental hazard and educational remedies.

- Greenhouse effect.
- Ozone layer depletion - environmental threat, acid rain, rise of sea level.
- Salient features of environmental awareness through education.
- Programmes of environmental education for attitude changes among children.
- Role of school in environmental conservation and sustainable development.

ASSIGNMENTS: Students are required do any two of the following assignments;

1. Assess the awareness of people regarding population explosion.
2. Study the factors responsible for polluting local water resources.
3. Study the awareness of people regarding the need of conservation of natural resources.

BOOKS RECOMMENDED:

- 1 Agarwala, S.N: India's - Population, Asia Publishing House, New Delhi.
- 2 Ali, Syed Ashfaq: Population Problems in India and Abroad Jai Bharat Publishing House, Bhopal, 1983.
- 3 Bandhu, D. & N.L. Ramanathan : Education for environmental Planning & conservation. (ED) Indian Environmental Society, New Delhi, 1982.
- 4 Bose, Ashish (Ed): Pattern of population change in India, Allied publishers, New Delhi.
- 5 Bose, Ashish (et. al.): Population studies in India. Vikas Publishing House Pvt. Ltd. New Delhi.
- 6 NCERT: Population Education for Teachers, NCERT, New Delhi, 1974.
- 7 Pandey, K.P. & S. Pandey: Paryavaran shiksha avam Bhartiya Sandharbh, Bhartiya Paryavaran Siksha Parishad.
- 8 Report: Our Common future --- Report of the World Commission on Environment & Development, Oxford University Press, New Delhi.
- 9 Shan, B.K.: Population Education, Sterling Publications Pvt. Ltd., New Delhi.
- 10 Sharma, R.A.: Environmental Education R.Lall book Depot, Meerut.