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**PANJAB UNIVERSITY**

**CHANDIGARH**



**FACULTY OF EDUCATION**

**SYLLABI**

**AND THE**

**REGULATIONS**

*FOR*

**BACHELOR OF EDUCATION (B.Ed.)**

**Examination, 1979**

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APPLICABILITY OF REGULATIONS FOR THE TIME  
BEING IN FORCE

Notwithstanding the integrated nature of a course spread over more than one academic year, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old, or new.

Sub. National Systems Unit.  
National Institute of Educational  
Planning and Administration  
17-B, Sitapuri, New Delhi-110014  
DOC. No. 3904  
Date 13/9/87

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**REGULATIONS FOR BACHELOR OF EDUCATION  
(B.Ed.) EXAMINATION**

1.1. The duration of the course for the degree of Bachelor of Education (B.Ed.) shall be one year.

1.2. The examination shall be held once a year ordinarily in the month of April, on such dates as may be fixed by Syndicate.

1.3. A supplementary examination shall be held ordinarily in the month of September, on such dates as may be fixed by Syndicate, for compartment and failed candidates.

1.4. The last date for receipt of admission form and fee, with and without late fee, shall be :

- |                               |    |  |
|-------------------------------|----|--|
| (i) without late fee          | }  | as fixed by Syndicate.   |
| (ii) with the fee of Rs. 5    |    |  |
| (iii) with late fee of Rs. 30 | .. | for 10 days after the date in (ii).  |
| (iv) with late fee of Rs. 105 | .. | up to two weeks before the commencement of examination only if allowed by the Registrar. |

The Schedule of dates fixed in accordance with Regulation 1.4 shall be notified by the Registrar to all the affiliated colleges.

2.1. A person who possesses one of the following qualifications shall be eligible to join the course :

- (a) a degree in any Faculty of this University obtaining not less than 45 per cent marks in the aggregate of the degree examination;
- (b) M.A. or M.Sc. or M.Sc. Honours School degree of this University;
- (c) B.A. degree of this University through Modern Indian Languages and English only examinations, in which case the aggregate of 45 per cent marks shall be calculated by taking into account the marks obtained in English and the elective subjects taken together;
- (d) Diploma in Rural Services (3-Year Course) awarded by the National Council for Rural Higher Education, Ministry of Education, with not less than 45 per cent marks in the aggregate;
- (e) a pass in additional subject or subjects, subsequent to obtaining B.A./B.Sc. degree, in which case the aggregate of 45 per cent marks shall be calculated by taking into account the marks obtained in English and any other two elective or additional subjects;

REGULATIONS FOR BACHELOR OF EDUCATION (B.ED.) EXAMINATION (iii)

- (f) any other qualification recognised as equivalent to either of (a) to (e) above, with not less than 45 per cent marks in the aggregate.

*Exception*—1. In the case of students belonging to Scheduled Castes/Tribes and Backward Classes (excluding economically backward classes) the requirement of 45 per cent marks shall be reduced by 5 per cent provided they have obtained minimum pass marks prescribed by regulations.

2. A person who passed B.A./B.Sc. examination from the Panjab University, Lahore, before 1948, shall be exempted from the requirement of 45 per cent marks.

2.2. A person who has passed B.A. examination and J.B.T. or equivalent Teachers Training Course, with 40% marks and has been actually working as a teacher in a recognised school for at least 3 years shall be eligible to join B.Ed. course.

2.3. No one who is in employment (whole-time, part-time, or honorary service) shall be allowed to join B.Ed. course without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his examination in Student Teaching.

3.1. A person who possesses the qualification laid down in Regulation 2, has been on the rolls of a college affiliated for the course for B.Ed. degree during the academic year preceding the examination, and produces the following certificates signed by the Principal of the college shall be eligible to appear in the examination :

- (i) of good character;
- (ii) of having undergone the course of training for the degree of Bachelor of Education for one academic year at a college affiliated for this examination; and
- (iii) of having attended not less than 75 per cent of the lectures delivered in each subject.

3.2. The Principal of a college may condone shortage up to 5 lectures in a subject.

3.3. A student who has completed the prescribed course, but does not appear in the examination, or, having appeared in the examination, has failed, may be allowed to appear in the examination as a late college student for two consecutive years without attending a fresh course of instruction.

4. The amount of examination fee to be paid by a candidate shall be Rs. 56.

5.1. The Examination shall consist of four parts as under :

Part I	.. Theory Papers
Part II	.. Student Teaching
Part III	.. Art and Craft Practicals
Part IV	.. Sessional Work (based on Internal Assessment only).

(iv) REGULATIONS FOR BACHELOR OF EDUCATION (B.ED.) EXAMINATION

Provided that—

1. One of the teaching subjects selected shall be the same as offered for B.A./B.Sc. degree.
2. A candidate who has passed in an optional subject in the B.A. examination may offer the said subject as one of the teaching subjects.
3. A candidate who took up Public Administration as one of the subjects in B.A. examination may be permitted to take up Social Studies as one of the teaching subjects.
4. The subject of Art may be offered by a candidate who had taken up Fine Arts at the B.A. examination or possesses B.A. degree and Diploma in Drawing and Painting.
5. A candidate may offer Scouts and Guides training as an optional subject.

5.2. The total number of marks for each theory paper shall be distributed as under :

- |   |     |             |
|---|-----|-------------|
| (i) Internal Assessment based on periodic tests and written work. | ..  | 25 per cent |
| (ii) External Assessment  | ... | 75 per cent |

5.3. The syllabus for each Part shall be as prescribed by the Senate from time to time.

6.1. Internal assessment awards in respect of Parts I, III and IV shall be recorded by the Principal of the college on the recommendation of the teacher-in-charge during the training. The marks thus awarded shall be forwarded by the Principal to the University office ten days before the commencement of the examination in theory papers.

6.2. If a candidate absents himself from any of the house tests held by the college for purposes of internal assessment, the Principal will have the authority to withhold or withdraw his name from the University examination.

6.3. The University may appoint an Inspector to inspect the records, etc., of the internal assessment maintained in the various colleges for ensuring uniformity of standards.

6.4. The marks awarded to a candidate in Internal Assessment shall be carried forward, at his option, when he is permitted under Regulation 9.1 to reappear in a part or parts at a subsequent examination.

The marks obtained by a candidate in Internal Assessment shall remain valid, even if he remains absent in the external examination.

7. The medium of examination shall be as under :

- (a) The question papers shall be set in English except for Languages and Music in which they shall be set as under :
  - (i) For Sanskrit .. Hindi.
  - (ii) For Hindi, Panjabi and Urdu .. Hindi, Panjabi and Urdu respectively.

(iii) For teaching of Music -- Hindi, Panjabi or English.

(a) The candidates shall write their answers—

- (i) in English in the subject of English;
- (ii) in English, Hindi, Panjabi or Urdu in the case of other subjects.

8. The minimum number of marks required to pass the examination shall be—

- (i) Part I (Theory Papers) .. 40 per cent in internal assessment and external examination separately in each paper. In case of failure in the internal assessment in any paper/papers the candidate shall have to rejoin the college from which he appeared for a period to be determined by the Principal subject to a minimum of one month, in order to qualify in the internal assessment of Paper/Papers. If he passes in the internal assessment he shall be deemed to have passed the examination in Part I.
- (ii) Part II (Student Teaching) . . 40 per cent.
- (iii) Part III (Arts and Craft) . . 40 per cent in internal assessment and external examination separately.
- (iv) Part IV (Sessional work) . . 40 per cent (This Part has only internal assessment).

9.1. A candidate who fails may be permitted to take the examination in the Part or Parts in which he fails. He shall pay a fee of Rs. 56 on each occasion. The permission shall be subject to the following conditions :

- (i) (a) If he fails in Part IV (Sessional Work) he will rejoin the college for a period to be determined by the Principal subject to a minimum of one month. He may, however, be allowed to take the examination in other Parts. He shall have to pass in all the Parts of the examination, including the Sessional Work, in order to qualify for the degree.
- (b) If the candidate fails in the internal assessment of Part III, he shall have to rejoin the college for a period to be determined by the Principal, subject to a minimum of one month, in order to qualify in the internal assessment of Part III. If he passes in the internal assessment, he shall be deemed to have passed the examination in Part III.

(vi) REGULATIONS FOR BACHELOR OF EDUCATION (B.ED.) EXAMINATION

- (ii) If he fails only in one paper of Part I, he may be permitted to re-appear in that paper at the supplementary examination and the next annual examination, provided he has obtained at least 20 per cent marks in the paper in which he has failed and 40 per cent in the aggregate of all the papers. Such a candidate shall pay a fee of Rs. 56 on each occasion. If he passes in that paper in either of those examinations, he shall be deemed to have passed the examination in Part I.

**9.2.** A candidate who passes in Part II (Student Teaching) and/or Part IV (Sessional Work) but fails in other Part or Parts, shall not be required to reappear in Part II and/or Part IV, as the case may be.

**10.1.** The Registrar shall publish the result of the examination four weeks after the termination of the examination, or as soon as is possible. Merit list shall be prepared on the basis of marks obtained in Part I (External), Part II and Part III (External) taken together. In the case of successful candidates the result shall indicate the division in each Part separately in internal and external assessment.

**10.2.** Successful candidates shall be classified in each Part as under :

- (a) 60 per cent marks and above .. First Division.  
of the aggregate number of marks
- (b) 50 per cent marks and above .. Second Division.  
but below 60 per cent of the aggregate number of marks
- (c) Below 50 per cent of the aggregate .. Third Division.  
number of marks

**10.3.** Each successful candidate shall be awarded a degree stating the division obtained in each Part.

**11.1.** A person who has already passed the examination for the degree of Bachelor of Teaching or Bachelor of Education (Basic) or Bachelor of Education, may offer, as an additional subject, any of the subjects or a Craft other than those in which he has already passed. He may be admitted to the examination on submission of application on the prescribed form and payment of Rs. 25 as admission fee.

Provided that—

- (i) in the case of a teaching subject, he must have already passed the degree examination in that subject;
- (ii) in addition to the written paper of the teaching subject the candidate shall undergo a practical test in the teaching of the additional subject taken by him;
- (iii) in the case of craft, he shall join an affiliated college for training in the craft for one term and the college shall supply internal assessment awards to the University in accordance with the prescribed rules;
- (iv) for private candidates there shall be no internal assessment and the paper shall carry full marks.

**11.2** The minimum number of marks required to pass in the additional subject shall be 40 per cent.



## PANJAB UNIVERSITY (CHANDIGARH)

Scheme of Examination, Syllabi and courses of reading for the Degree of Bachelor of Education (B.Ed.) :

The examination shall consist of four parts as under :

Part I	<i>General Professional Courses or Theory Papers</i>	<i>Marks</i>		
		Internal Assessment	External Assessment	Total Marks
<b>Paper-I</b>	Principles & Techniques of Education	25	75	100
<b>Paper-II</b>	Educational Psychology (including elementary statistics)	25	75	100
<b>Paper-III</b>	Modern Indian Education & its Problems	25	75	100
<b>Paper-IV(A)</b>	School Organisation	15	45	100
<b>(B)</b>	Specialisation in an area	10	30	
<b>Paper-V &amp; VI</b>	Methodology of Teaching of any two of the School Subjects	25+25	75+75	200
			<b>Grand Total</b>	<b>600</b>

The two school subjects are to be chosen out of the following :—

- (1) Teaching of English,
- (2) Teaching of Mother Tongue (Hindi/Punjabi/Urdu),
- (3) Teaching of Sanskrit,
- (4) Teaching of History and Geography,
- (5) Teaching of Economics,
- (6) Teaching of Mathematics,
- (7) Teaching of Science,
- (8) Teaching of Home Science,
- (9) Teaching of Art,
- (10) Teaching of Music.

Provided that—

- (i) (a) One of the subjects selected shall be the same as offered for B.A. degree.
- (b) Music be added to the list of Arts subjects.
- (ii) the subjects of Art shall be offered by a candidate who had taken up Fine Arts at his B.A. examination or possesses B.A. degree and Diploma in Drawing and Painting; or Art and Craft Teachers' Course from a recognised institution.

(viii)

SYLLABUS FOR B.ED. EXAMINATION

The total number of marks for each Professional Course shall be distributed as under :

- |   |        |
|---|--------|
| (i) Internal Assessment based on periodic tests and written work. | .. 25% |
| (ii) External Assessment  | .. 75% |

The Examination in the Teaching of Art/Music shall be in two parts viz. Theory and Practical carrying 50 marks each. There shall be no internal assessment in the theory, but in practical there shall be 50% internal assessment and 50% external assessment.

**PART II**

*Practical work in the Student Teaching* .. 200 marks  
(100 marks for each of the two lessons)

Student Teaching should include the following :

1. General Lectures on Pedagogy and Student Teaching before the start of school teaching.
2. Demonstration lessons by staff.
3. Observation of Demonstration lesson.
4. Preparation of Practice Teaching :
  - (i) Study of lesson plans.
  - (ii) Preparation of lesson plans.
  - (iii) Black-board writing practice.
5. Delivering Discussion Lessons, two by pupil teacher.
6. Observation and evaluation of 10 discussion lessons.
7. Practice Teaching :
  - (a) short term : 16 lessons (8 working days)
  - (b) long term : 34 lessons (17 working days)Total lessons=50
8. Participation in all aspects of school life.
9. Completing allied projects :
  - (i) report regarding the school plant.

OR

making a case-study or any study regarding the school life or any action research.

- (ii) preparation of a test, scoring and administering the same.
  - (iii) preparation of two charts and one model.
  - (iv) familiarising with school records and registers.
10. Internal Assessment by the supervisors.
  11. External Assessment by Team of Examiners.

*Evaluation*                      *Internal Assessment*

It should include :

- |                                 |          |
|---------------------------------|----------|
| 1. Two discussion lessons       | 15 marks |
| 2. Observation of 10 discussion | 5 marks  |
| 3. Short term practice teaching | 20 marks |
| 4. Long term practice teaching  | 40 marks |
| 5. Completing allied Projects   | 20 marks |

Total : 100 marks

Each candidate must get not less than 40 marks in Internal Assessment in order to qualify for giving final lessons.

**ASPECTS OF EVALUATION FOR FINAL UNIVERSITY EXAMINATIONS**

- |   |           |
|---|-----------|
| 1. Written Lesson Plan                    | 15 marks. |
| 2. Presentation :                         |           |
| (a) method.                               |           |
| (b) questioning.                          |           |
| (c) class management.                     |           |
| (d) class activity and students response. |           |
| (e) recapitulation, assignments           | 45 marks. |
| 3. Use of aids                            | 10 marks. |
| 4. Teacher traits :                       |           |
| (i) expression.                           |           |
| (ii) voice.                               |           |
| (iii) class-control.                      |           |
| (iv) impression.                          |           |
| (v) Self-confidence.                      |           |
| (vi) appearance and manners.              | 20 marks. |
| 5. Lesson Note Book.                      | 10 marks. |

Total : 100 marks

Every candidate shall keep a record of his observations which will be duly checked by the college staff. At least 50% of the lessons delivered by the candidate shall be properly supervised by the college staff who shall be a trained B.A./B.Ed. The Supervisors will be expected to record their comments on them.

A record of the lessons and awards shall be maintained. The Final lessons shall be assessed jointly by the internal and external examiners who will, at the time of the evaluation, give due consideration to the record maintained by the candidate.

The examiners will also take into consideration the skill of candidates in Blackboard writing and drawing work as shown in the course of the lessons.

(x)

SYLLABUS FOR B.ED. EXAMINATION

**PART III—Work-Experience—Arts and Craft (only Practical)**

*Part A* : *Art—Drawing, Sketching and Colouring* ; Int. : 25 marks  
(Compulsory for all B.Ed. candidates) : Ext. : 25 marks

*Part B* : Every candidate shall select only one of the following :  
: Int. : 25 marks  
: Ext. : 25 marks

**Total Part III 100 marks**

1. Cotton Wool/Craft.
2. Gardening.
3. Wood-work.
4. Home Craft.
5. Leather Work.
6. Cane Work (Practical only)

**for blind candidates :**

Internal marks	50 %	}	Combined
External marks	50 %		
Total		100 marks	

*N.B.*—No University examination in theory. The theory to be correlated with the practical work.

**PART IV**

Sessional Work	.. 100 marks
(This is non-examination paper)	
Total	1000 marks

Internal assessment awards in respect of the various parts indicated above, shall, as approved by the Principal, be submitted to the University office before commencement of examination in Part I.

If a candidate absents himself from any of the house tests held by the College for purposes of internal assessment, the Principal will have the authority to withhold or withdraw his name from the University Examination.

The University may appoint an Inspector to inspect the record, etc., of the internal assessments maintained in the various colleges with a view to ensuring uniformity of their standards.

## SYLLABUS FOR B.ED. EXAMINATION

### PART I

#### *Courses of Study*

1. Principles and Techniques of Education.
2. Educational Psychology.
3. Modern Indian Education and its Problems.
4. School Organisation and an Area of specialisation in one of the following :
  - i. Educational and Vocational Guidance.
  - ii. Comparative Education.
  - iii. Audio-Visual Education.
  - iv. Social Education.
  - v. Yoga Education.
  - vi. Health and Physical Education.
  - vii. Educational Planning and Financing.
  - viii. Curriculum and Text-books.
  - ix. School Library Organization.
  - x. Mental Hygiene and Education.
- 5 & 6. Methodology of Teaching of any two school subjects.

### PAPER I: PRINCIPLES AND TECHNIQUES OF EDUCATION

1. Meaning and scope of education.
2. Philosophy and Education.
3. Aims of education in relation to National needs and aspirations.
4. Contribution of the following to educational thought and practice.
  - (a) Gandhi
  - (b) Tagore,
  - (c) Dewey.
5. Education and Sociology :
  - (a) Education for citizenship and democracy.
  - (b) Education for Socialistic pattern of society, and Economic Growth.
  - (c) Education for national integration.
  - (d) Education for international understanding.
  - (e) Education for Culture.
  - (f) Moral and religious education.
6. Agencies of Socialisation Education—home, school society.



7. Curriculum—formulation of objectives of school education, principles of curriculum construction.
8. Techniques of, and innovations in Teaching, Questioning, Programmed Learning, Team Teaching.

*Books suggested*

1. Kabir, H. *Education in New India*, London : Green Allen & Unwin, 1956.
2. Verma, K. K. *A first Course in Teacher Education*.
3. Verma, M. *The Philosophy of Indian Education*. Meerut : Meenakshi Prakashan.
4. Duggal, S. P. *Principels of Education*.
5. Ranganathan, G. *Education from Dewey to Gandhi*, Bombay : Asia Publishing House, 1962.
6. Saiyidin, K. G. *Humanist Tradition in Indian Education! Thoughts* : Bombay : Asia Publishing House, 1966.
7. Bloom Benjamin. *Taxonomy of Educational Objectives*. New York : Longmans Green, 1956.
8. Jaiswal, Sita Ram, *Principles of Education : A Sociological Approach*, Bombay, Vora, 1966.
9. Bhatia and Narang. *Theory and Principles of Education*.
10. Shrimali, J. D. *Education in Changing India*. New Delhi : Asia Publishing House, 1965.
11. Lal D. I. *Changing Concepts in Education*.
12. Dewey, John, *School and Society*.
13. Rusk, Robert R. *Philosophical Bases of Education*, London, Univ. of London, 1956.
14. Rusk, Robert, R. *Dactrines of the Great Educators*. London MacMillan, 1962.
15. Curtis S. J. *An Introduction to the Philosophy of Education* 1958.
16. Ramont, T. *Modern Education : Its aimes and Methods*. London, Longmans, Green & Co. 1953.
17. Nunn, T. Percy. *Education, Its Data and First Principles*. London, Edwin, Arnold, 1963.
18. Dewey, John, *Experience and Education*. New York : MacMillan 1938.
19. Dewey, John : *Democracy and Education* : New York : MacMillan 1963.
20. Christopher, J. Lucas : *What is the Philosophy of Education ?* The MacMillan Company, Collier MacMillan Ltd. London, 1969.
21. *Adhyapan-Vidhi-ke- Sidhant* Haryana Hindi Granth Akademi, Chandigarh.
22. Singh, R. P. *Dynamics of Indigenous Education*. Sterling Publishers Delhi-6, 1969.
23. Mani, R. S. : *Educational Ideas and Ideals of Eminent Indians*. New Delhi, New Book Society of India, 1965.
24. Mujeeb M. : *Traditional Values* : Meerut, Meenakshi, 1960.
25. Prem Nath : *The Vision of Education*. Delhi, University Publishers Delhi, 1964.

26. R. N. Safaya & B. D. Shaida : *Principles and Techniques of Education*. Dhanpat Rai and Sons, New Delhi.

**PAPER II : EDUCATIONAL PSYCHOLOGY** (including elementary statistics)

1. Nature and scope of Educational Psychology.
2. Impact of humanistic trends in Education Psychology.
3. Various stages of Human growth and development with special emphasis on the adolescent period.
  - (a) Relative role of heredity and environment in growth and development.
  - (b) Emotional development, emotions, emotional maturity, sentiments and character development, mental development.
  - (c) Social development—Socialization dynamics of group behaviour factors affecting group behaviour, leadership.
  - (d) Intellectual development, nature and measurement of intelligence creativity and aptitude.
  - (e) Personality—Nature and assessment.
4. (a) Motivation : achievement motivation.
  - (b) Learning—nature of learning and maturation, method of effective learning, habit formation and transfer of training.
  - (c) Memory, Memorising and forgetting.
5. **Guidance and Adjustment**  
Educational guidance, vocational guidance, Identification and guidance of exceptional children, under achievers, slow learners, gifted and behaviour deviants.
6. Elementary educational statistics—measures of central tendency, standard deviation, Rank order correlation.

*Books suggested*

1. Crow and Crow, *Educational Psychology*. New Delhi : Eurasia Publishing House, 1964.
2. Soranson, Herbert, *Psychology in Education*. New York : 1954.
3. Mathur, S. S. *Educational Psychology*, Agra : Vinod Pustak Mandir, 1965.
4. Dosajh, *Advanced Educational Psychology*, Jullundur City : Orient Publishers.
5. *Shiksha Manovigyan*, Haryana Hindi Granth Akademi, Chandigarh.
6. Traxler A. E. *Guidance Services*, Chicago : Science Research Associates, 1954.
7. Taneja, *First Course in Guidance & Councelling*, Chandigarh : Mohindra Capital Publishers.
8. Dosajh, *Guidance Service in India*, New Delhi : Arya Book Depot.
9. Dutt, S. *Learning Process*, New Delhi, NCERT, 1963
10. *Guidance Services in Schools*, New Delhi : NCERT, 1964.
11. Wadia, Khorshed A. *Guidance of the Gifted*, New Delhi : NCERT. 1967.



12. Ohlsen, Merle M. *Guidance, An Introduction*. New York, Harcourt Brace Co., 1965.
13. Duggal, S. P. *Psychology in Education*.
14. Kuppaswamy, B. *Advanced Educational Psychology*, Delhi : University Publishers, 1964.
15. Khan, Abdul Haq. *Educating the Gifted*. New Delhi : Arya Book Depot, 1967.
16. Biggs, Morris L. *Learning Theories for Teachers*. New York : Harpers & Row, 1964.
17. Biggs, Morris L, & Hunt Maurice P : *Psychological Foundations of Education*, 2nd Ed. New York, Harper & Row, 1968.
18. Ausubel, David P. & Bhinson, Tloyed G : *School Learning*. Holt Rinehart & Winston, 1969.
19. Mouly, George, J : *Psychology for Effective Teaching*. 2nd Ed. Holt, Rinehart & Winston, London, 1968.
20. Geaco, John P. De. *Educational Psychology*, Prentice Hall, 1968.
21. Derville, Seenore M. T. : *The Use of Psychology Teaching*, Longmans, Green & Co., 1966.
22. Blair, Glern Myers, Jones, R., Stawart & Sempson, Roy, *Educational Psychology*, MacMillan, 2nd Ed., 1968.
23. Drekurs, Rudol of : *Psychology in the classroom*, Harper & Row, 2nd Ed., 1968.
24. Cronbach, Lee J. *Educational Psychology*, 2nd Ed. Harcourt, Brace & World, Inc , 1962.
25. Stephens, John M. *Psychology of Classroom Learning*, Holt. Rinehart & Winston, 1965.
26. *Samasya Balak*, Haryana Hindi Granth Akademi, Chandigarh.
27. Dutt, N. K. *Psychological Foundations of Education*, Doaba House, Delhi.
28. Safaya, R. N. & Bhatia, B. D. *Educational Psychology & guidance*, Dhanpat Rai & Sons, New Delhi.

### PAPER III : MODERN INDIAN EDUCATION AND ITS PROBLEMS

1. Constitutional Provisions for Education in India, Implications of Education on the concurrent list.
2. Pre-School Education, Present Position, Progress and Problem.
3. Primary Education, need for improvement in quality, single teacher schools, wastage and stagnation.
4. Secondary education—Curriculum, text-books, methods of teaching supervision, evaluation, New structure (10+2).
5. Social Education, Concept Problems and need of Education for Expansion.
6. Teacher-Education at Secondary levels—in-service education.
7. Some current issues—  
Future of Public Schools, Language Problem, Vocationalisation of Education and work Experience. Education of Women, Population Education.
8. Emerging Pattern of Education (10+2+3), Historical Background, Structure and implications.

*Note.*—The topics are to be studied in the light of recommendations of the Mudaliar & Kothari Commissions, and the 4th and 5th Five Year Plan.

*Books suggested*

1. Aggarwala, J. C. *Progress of Education in Free India*, Arya Book Depot, New Delhi, 1966.
2. Bedi, J. S. *Current Problems of Indian Education.*
3. Duggal P. V. *Problems of Education in Modern India.*
4. Kohli, V. K. *Current Problems of Indian Education.*
5. Mathur, V. S. *Education and Future of India.* Ambala Cantt. Indian Publications.
6. Mukerjee, S. N. *Administration of Education in India*, Acharya Book Depot, Baroda, 1962
7. Mukerjee, S. N. *Education in India, Today & Tomorrow*, Baroda, Acharya Book Depot, 1964
8. Safaya, Raghunath *Current Problems in Indian Education*
9. A. R. Sharma *Bhartiya Shikshka-Ki-Vartman Samasyain.*
10. Shrimali, K. L. *Education in Changing India*, Asia Publishing House, Bombay, 1960.
11. *National Education Commission (64-66)*, New Delhi.
12. *First Indian Year Book of Education.* Vol. I, NCERT, 1964.
13. *Secondary Education Commission Report.* Delhi Publications Division, 1954.
14. *Unesco Commission, Learning To be* (Report of the International Commission for Educational Development).
15. Safaya, R. N. *Development, Planning and Problems of Indian Education.*

**Paper IV : SCHOOL ORGANISATION AND SPECIALISATION  
IN AN AREA**

**A. School Organisation & Administration**

1. School Plant.
2. Institutional planning.
3. Teacher and Headmaster, Selection and appointment of teachers.
4. Organisation of Co-curricular Activities.
5. Time-table.
6. School Discipline—means and measures.
7. Supervision and Inspection.
8. Evaluation and Cumulative Records.
9. Concept and Importance of Health Education and Physical Education.
10. Personal Hygiene, medical examinations & follow-up, nutrition, postures and first aid.
11. Nature and functions of Organisation.

*Books Suggested*

1. Aggarwala, J. C. & Sharma, K. R., *Basic School Organisation*.
2. Anderson, L. W. & Van Dyke L., *School Administration*.
3. Duggal, S. P. *Secondary School Administration*.
4. Gaiind, D. N. & Sharma, R. P., *Education and Secondary School Administration*, Ram Prasad & Sons, Agra, 1966.
5. Gaiind, D. N. & Sharma, R. P., *School Administration*, Agra, Bharat Publications, 1958.
6. Singh, Jaswant, *How to be a successful Headmaster*.
7. Kochhar, S. K., *Secondary School Administration*, University Publishers, Delhi, 1964.
8. Kochhar, S. K., *School Organisation*.
9. Mohiyaddin, M. S., *School Organisation and Management*.
10. Safaya, Raghunath & Shaida, B. D., *School Administration and Organisation*, Jullundur, Dhanpat Rai & Sons, 1974.
11. Sharma, A. R. & Garg, B. R., *School Organisation*, Ambala Cantt., The Indian Publication Bureau, 3.
12. Dr. S. S. Mathur & Dr. V. K. Kohli, *School Organisation & Administration*.

**B. Area of Specialisation in one of the following :****1. Educational and Vocational Guidance.**

- (a) Nature and need of Guidance.
- (b) Educational Guidance, Vocational Guidance and Personal Guidance.
- (c) Organising Guidance Services and role of teacher in the Guidance Programme, elementary techniques of counselling.
- (d) Techniques of collecting information about the child—Cumulative Record Card—Filling of the C. R. Card of a Child.
- (e) Techniques of collecting and disseminating educational and vocational information, setting up of an occupational information room.
- (f) Introduction to—achievement tests, interest inventories, aptitude tests and personality inventories and their administration.

Techniques of disseminating educational and occupational information.

1. Filling the Cum. R. C. of a child.
2. Administration of an interest and a personality inventory.
3. Setting up of an occupational information corner.

*Books recommended*

1. Ohlsen, Merle M. *Guidance and Introduction*.  
New York : Harcourt Brace, 1953.
2. Traxler, A. E. *Technique of Guidance*.  
New York : Harper, 1966.
3. Wariens, Jane *Techniques of Counselling*.  
New York ; Mac Graw-Hill Book Co., 1954.

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| 4. Mehta, Perin, H. Wadia,<br>Korshed A., Edgers, J. G. | <i>Handbook for Counsellors.</i><br>NCERT, 1964. |
| 5. Nirdeshan Aur Prammarsh                              | Haryana Hindi Granth Academy.                    |
| 6. Dr. Y. B. Taneja                                     | <i>Educational Guidance &amp; Counselling.</i>   |

## ii. Comparative Education

'A brief study of Educational Systems of U.S.A., U.K., U.S.S.R. and Japan with special reference to Elementary Education and Secondary Education' only.

### *Books recommended*

1. Hans : *Comparative Education* (Kegan Paul).
2. Kandel : *The New Era in Education : A Comparative study* (Harper).
3. Dr. T. S. Sodhi, *Comparative Education*.

## iii. Audio-Visual Education

1. Need and importance of audio-visual education Cone of experience.
2. Types of Audio-visual Media. Graphic Three-dimensional Activity, Television.
3. Preparation of audio-visual aids.
4. Equipping an audio-visual library.
5. Educational use of some specific aids viz. tape-recorder, film-strip, radio, television, teaching machine, diascope, epidiascope, photography.
6. Organising a museum and an exhibition.

### *Practical Work*

1. Handling the audio-visual aids.
2. Petty repairing of the aids.
3. Preparation of charts, models, graphs, etc.
4. Organising a wall magazine.
5. Sketching on blackboard and bulletin boards.
6. Developing and printing snaps.

### *Books recommended*

1. Dale, Edgar, *Audio-Visual Methods in Teaching*, New York, Dryden Press, 1964.
2. Dale, East Marjorie. *Display for Learning*, U.S.A., Henry Holt, 1953.
3. Brown, James W. A. V., *Instructions Materials and Methods*, 1964.
4. Hass L. B. and Packer, H. Q., *Preparation and use of Audio-Visual Aids*, New York, Prentice Hall, 1953.
5. Wittich, W. A. and Schuller G. F., *Audio-Visual Materials. Their Nature and Use*, New York, D. Nostrand Co., 1963.
6. Pula, Fred John "Application and Operation of Audio-Visual Equipment in Education, New York, London, Sydney : John Wiley and Sons Inc., 1968."

7. Bhola, H. S., *Effective Use of Display Material in Schools*, NCERT, 1963.
8. Ahluwalia S. L., *Preparing Graphic Aids*, NCERT, 1965.
9. Evion, *Audio-Visual to Instruction*, McGraw Hill.
10. McKown & Roberts, *Audio Visual Aids to Instruction*, McGraw Hill.

**(iv) Social Education**

1. The Concept of social education—Continuing Education.
2. Scope of Social Education : Literacy, Vocational Education, Population Education, Recreation.
3. Historical background and progress of social education after independence.
4. Methods of imparting social education, and needed equipment.
5. Organisation of Social Education work with special reference to ones state.
6. Training of Social Education Teachers.
7. Agencies of social Education—Government and Voluntary.
8. An over-all assessment of the work in social education in the country.
9. Social Education in Denmark and Russia.

*Books recommended*

1. *Teacher's Handbook of social Education*, New Delhi, Govt. of India, 1955.
2. Saiyidin, K. G., *National Service Scheme*, A Report Delhi, Govt. of India, 1961.
3. Saiyidin K. G., *Problems of Educational Reconstruction*, Bombay Asia Publishing House, 1962.
4. Singh, S., *Social Education in India*, New Delhi, Govt. of India, 1956.
5. Sherman, H. C., *Adult Education for Democracy*, London, W.E.A. 1944.
6. *International Director of Adult Education*, Paris, Unesco, 1952.
7. Marriche Living, *Democracy in Denmark*, Copenhagen, G. E. E.
8. Indian Adult Education Association, Reports of the National Seminars, Delhi.

**(v) Yoga Education**

**1. Philosophy of Yoga**

Individual and the Universal : the Prakriti, the Purusa (Spirit)—The Ishvara (God); Goals of Life and Yoga.

**2. Psychology of Yoga**

Chitta and its vritis; Methods of Chitta control; Pratyahara, Dharana; Dhyana and Samadhi.

**3. Physiology of Yoga**

Yoga Asanas; Yogic Kriyas—Neti, Dhauti, Nauli, Basti, Trataka  
Pranayama—Rechaka, Puraka, Kaumbhaka.

**4. Classification of Yoga**

Raja Yoga, Hatha Yoga, Sankhya Yoga and Bhakti Yoga.

**5. Yoga and Mental Health***Books recommended*

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| 1. Hatha Yoga Simplified                             | Yoga Institute, Bombay.                         |
| 2. Yoga for Women                                    | Yoga Institute, Bombay.                         |
| 3. Yoga Hygiene simplified                           | Yoga Institute, Bombay.                         |
| 4. Yoga asanaa                                       | Yoga Sadhana Ashram, 3, Model Town, Hoshiarpur. |
| 5. What is Yoga                                      | —ditto—   |
| 6. Yogic cure of colds, cattarrh and Allied Diseases | —ditto—   |
| 7. Yoga Asanaa                                       | Pt. Satvalekar.                                 |
| 8. Raj Yoga, Bhakti Yoga, Karma Yoga.                | S. Vivekanand.                                  |
| 9. Netra Joyti Prakashini Neti                       | Swami Mulk Raj.                                 |
| 10. Yoga Part I, II, III                             | Prakash Dev.                                    |
| 11. Gandhi Yoga                                      | Yog Sadhan Ashrama, Simla-1.                    |
| 12. Yoga in Modern Life                              | Yoga Institute, Bombay.                         |
| 13. Yoga Physical Education                          | Yoga Institute, Bombay.                         |

*Books suggested*

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|---|-----------------------------------|
| 1. Dhyana Yoga                                  | Dr. Mohan Singh Uberoi.           |
| 2. Practical Yoga, Ancient Modern               | Earnest E. Wood.                  |
| 3. Hatha Yoga                                   | Barnard.                          |
| 4. Mysterious Kundalini                         | V. C. Rele.                       |
| 5. Yogic Asanna                                 | —do—                              |
| 6. Yogasana Path Pradarshika                    | Dhirendra Brahamachari.           |
| 7. Yoga and Education (Hindi English Education) | C. L. Kapur.                      |
| 8. Vyasa Deva                                   | Atma Vinov : The Science of Soul. |

**vi. Health and Physical Education**

1. Aims and objective of Health Education and Physical Education.
2. Types of Physical and Recreational Activities—Athletics, indoor and outdoor games, gymnastic, indigenous games and recreational activities.
3. 3 games of the candidates' choice out of Hockey, Football, Volleyball, Basketball, Badminton, Cricket and Kho-Kho.
4. Health Education.
  - (a) Health instructions—elementary human physiology, control of communicable diseases, their prevention and control; postural

- fitness, rest, relaxation, sleep; fatigue, personal hygiene, mental health; nutrition; effect of drugs; alcohol and smoking.
- (b) Health Supervision—School hygiene, pupils cleanliness (Health-day).
  - (c) Health Service—Physico-medical examination and its follow up and maintenance of record; Immunisation.

*Recommended Books*

1. *National Plan of Physical Education and Recreation*, Ministry of Education, Govt. of India.
2. *Buchers : Foundations of Physical Education*, Text Book for Training College Students.
3. *Barma Introduction to Physical Education*, Bares.
4. *Thomas, J. P. Organisation of Physical Education*, Text-books for Training College Students Madras YMCA-1954.
5. *Woods Rowel Health Supervision and Medical Inspection of School*.
6. *Robert Nutrition and Physical Fitness*. Saundirs Co., 1947.
7. *Rath Bae, J. L. Corrective Physical Education*, London Saundirs Co., 1949.
8. *Davies M. B. Physical Training, Games and Athletics in Schools*, Lord Allen Unwin, 1947.
9. *Safaya R. N. and B. D. Shaida—Health and Physical Education*.

**vii. Educational Planning and Financing**

1. Assessment of the four five-year plans, in the field of education. Aims & objectives of Planning.
2. A study of the IV Five-year plan in the field of education.
3. Institutional planning.
4. Scope and General Principles of financing education. Short-term and long-term planning and financing.
5. The sources of educational finance—state sector, public sector. The system of grant-in-aid. Role of voluntary organisation and local bodies.
6. Concept of cost benefit analysis of educational institutions.

*Recommended Books*

1. *Pandit H. N. (Ed.) Measurement of Cost Productivity and Efficiency of Education*, NCERT, 1969.
2. *Burgess, T. et. al. Manpower and Educational Development in India. 1961-86*. London : Oliver and Boyd, 1968.
3. *Coombs, H. P. The World Educational Crisis : A Systems Analysis* London : Oxford University Press, 1968.
4. *Myrdal, G. Asian Drama, Vol. III*. London : Penguin Books Ltd. 1968.
5. *Naik, J. P. Educational Planning in India*, Bombay : Allied Publishers 1965.
6. *Naik, J. P. Education in the Fourth-Five year plans*.
7. *Govt. of India, Education in Fifth Plan*.

8. Safaya R. N. : Development, Planning and Problems of Indian Education.

#### viii. Curriculum and Textbook

1. Old and new concept of Curriculum.
2. General principles of curriculum construction.
3. Various types of curriculum—activity curriculum, book based curriculum, experience curriculum, child-centered, work-centered curriculum.
4. Objectives of teaching various core subjects and their specifications.
5. Importance and use of Textbooks.
6. Qualities of a good textbook, subject-matter, Language, style format, printing get up etc.
7. Preparation of good textbooks for each class, various systems in vogue.

#### ix. School Library Organisation

1. Aims and objectives of Library Science.
2. Special Library Service :  
classification, cataloguing and circulation of books. Periodicals and reference materials.
3. Library equipment in an educational institution.
4. Role and function of the school librarian
5. Organising a school library.

#### *Recommended Books*

1. Grimshaw, E. *The Teacher Librarian* Arnold and Sons.
2. Ralph, R. G. *The Library in Education* Turnstile Press, London.
3. Ranganathan, S. S. *School and College Libraries*, Madras Library Association.
4. Ranganathan *Suggestions for the Organisation of the Libraries in India* (O. U. P.)
5. Scoot, C. A. *School Libraries A Short Manual* Cambridge University Press.
6. Walraven & Hall Quest : *Library Guidance for Teachers* (John Willey & Sons).
7. Ranganathan S. S. *Elements of Library Classification* 2nd Edition Asia, 1959.

#### x. Mental Hygiene and Education

1. Mental Hygiene—its meaning, aims, need and importance in Indian Schools.
2. (a) Factors influencing the mental Hygiene—Need for Physical, emotional and social security.  
(b) Causes of Mental illness in children up to the age of 6 years, 7-12 years and adolescents in Home, School and community.



3. (a) Symptoms of mental illness and behaviour deviation—criminal behaviour and Juvenile delinquency.
- (b) Brief study of inferiority, depression, worries, neurotic and psychotic behaviour.
- (c) Frustrations and ways of adjustment.
4. Mental Hygiene and Role of the teacher.
  - (a) Roll of the Teacher.
    - (i) preserving the Mental Health.
    - (ii) preventing the mental illness.
  - (b) Rules of mental health.

*Books :*

Dr Vidya Sagar : Mental Hygiene.

**Paper V & VI—METHODOLOGY OF TEACHING OF ANY TWO OF THE FOLLOWING SCHOOL SUBJECTS**

**(I) TEACHING OF ENGLISH**

1. The emphasis is on practical training for class room teaching rather than knowledge of linguistics and pedagogical theory. The effectiveness of the syllabus depends on its being implemented in practice teaching and to this end lecturer should demonstrate, rather than merely talk about, techniques and procedures.
2. The syllabus can be easily covered within the present time allotment. Because many lecturers are not clear what has to be covered under the headings in the present syllabus, this revised syllabus lists in some detail the points to be covered so that lecturers and students know exactly what they are expected to do. More detailed notes on the syllabus were prepared by the staff of the Regional Institute of English, Chandigarh.
3. The reading list has been brought up to date. Those references in the present syllabus which have been found to be too theoretical have been omitted. The bibliography for students concentrates on books relevant to the improvement of teaching skills, rather than more information about language teaching, phonetics etc. It is essential that college libraries have multiple copies of these books and students should be encouraged to buy them. The college libraries should have copies of all the books recommended for lecturers.
4. In view of the declining standards of graduates, many college feel an intensive remedial course is needed. However, to be fully effective this would require 4/5 periods per week in tutorial groups. Topic 18 provides some practice in some features in English presenting particular learning and teaching problems. Preferably at least one period a week over and above 4/5 periods should be spent on this Topic. If extra tutorials can be arranged for the improvement of Students' English, Topic 18 should provide a suitable frame work.

*Topic 1. English in India Today.*

*Topic 2. What Language is and How It is Learnt.*

*Topic 3. General Principles of Language Learning and Teaching.*

- Topic 4. A Brief Outline of English Pronunciation.*
- Topic 5. Teaching English Pronunciation.*
- Topic 6. General Introduction to Learning and Teaching English Grammar.*
- Topic 7. Teaching English Vocabulary.*
- Topic 8. Teaching the Mechanics of Reading and Writing.*
- Topic 9. Teaching Silent Reading for Comprehension.*
- Topic 10. Teaching Composition.*
- Topic 11. Use of the Mother Tongue and Teaching of Translation.*
- Topic 12. Audio Visual Aids to English Teaching.*
- Topic 13. Tests and Examinations.*
- Topic 14. Teaching Poetry.*
- Topic 15. Planning Schemes of Work.*
- Topic 16. What to look for in a Textbook,*
- Topic 17. General Advice on Techniques and Procedures. Role of the English Teacher in the School.*
- Topic 18. Detailed Examination and Intensive Practice of Some Important Aspects of English.*

*Topic 1. English in India Today.*

- (i) Role of English in India—international language—window on the world—library language—link language.
- (ii) Conditions under which English is learnt and taught—changing conditions—declining standards—need for new approaches.

*Topic 2. What Language is and How It is Learnt.*

Its nature : Basic Linguistic Principles (1-10).

*Topic 3. General Principles of Language Learning and Teaching.*

- (i) Knowing a language : mastery of basic speech and grammatical patterns and essential vocabulary through the four basic skills; (No-one knows the whole of languages; importance of selection and precise aims for the school course).
- (ii) Difference between knowing a language and about a language; Language as habit formation ;an 'overlearned' skill not a content subject; with (i) above.
- (iii) Differences between learning the mother tongue and the foreign language at school; lessons to be learnt from mother tongue learning; importance of motivation, exposure; learning by imitation rather than rules, language learnt in contexts and situations etc.
- (iv) What is a method ? Very brief examination of important characteristics of some main 'methods' used in India; traditional. Grammar—Translation; Direct, Structural Approach; Bilingual Importance of eclectic, pragmatic, approach; selecting features of any method effective in particular circumstances. The teacher should not limit himself to one method. Factors affecting choice of materials and techniques.
- (v) Selection and Grading; general principles of selection and grading (frequency teachability, range etc.) structures and vocabulary; recommended structural syllabus and word lists.

- (vi) Language skills : the order in which to be introduced; sequence in introducing new items; change of emphasis at different levels; importance of balanced, multi-skill approach.
- (vii) Techniques and procedures. Basic Principles of effective language practice; controlled; intensive, meaningful contextualised (situational); varied and interesting; allowing for memory span; maximum exposure, mother tongue only when necessary; practice through all four skills.

*Topic 4. A brief outline of English Pronunciation.*

- (i) Choosing a teaching model; Standard and substandard accents; R. P. (Southern British). Is there a standard Indian pronunciation?  
Criteria for a teaching model; intelligibility, social acceptability, teachability etc.
- (ii) The value of phonetic script and pronouncing dictionaries (English Pronouncing—Dictionary and Advanced Learners Dictionary) : the IPA symbols for English (as used in E. P. D.)
- (iii) Organs of Speech, Describing and Classifying (a) consonants, (b) vowels and diphthongs.
- (iv) The English consonants vowels and diphthongs.
- (v) Words Stress is the most important aspect of pronunciation from the point of view of intelligibility; some important stress patterns, with examples from EPD or ALD.
- (vi) Sentence stress; which words are normally stressed; Common function words, weak and strong forms; sentence rhythm.
- (vii) Some basic intonation patterns; final fall (Tune 1) or rise (Tune 2) intonation of questions and question tags. importance of correct placing of nuclear stress; how stress and intonation effect meaning.
- (viii) Other characteristics of good classroom speech; speed, pausing, audibility; looking at the person addressed etc.

*Topic 5. Teaching English Pronunciation.*

- (i) Importance of the teacher's model.
- (ii) Degree of emphasis to be given to pronunciation; great in initial stages; Pronunciation exercises in isolation less effective than integrated with structure practice.
- (iii) Teaching the production of difficult sounds.
- (iv) Examples of pronunciation drills; recognition and production mimicry; minimal pairs etc. Choral and individual drills.
- (v) Reading aloud; techniques.

*Topic 6. General Introduction to Learning and Teaching English Grammar.*

- (i) Distinction between—  
Functional grammar (G1) and formal grammar (G2) G1. ability to speak and grammatically. G2. ability to describe the language.
- (ii) Teaching the Grammatical structure and usages of English (G1).  
(a) Distinction between presentation and practice. Presenting new structures; criteria for good presentation—clear, quick,

memorable, Presentation techniques; situational; visual; verbal; mother tongue.

- (b) Practising structures and usages, pattern practice. The distinction between drill and application stages.
  - (c) Drills and exercises, Relative merits of oral and written practice. Oral drills; repetition; substitutions (simple, multiple; cumulative, concordance etc.); transformation drills for reinforcement etc. Written exercises. Uses and dangers of substitution, tables; use of structure tables.
  - (d) Application stage; using items in oral and written compositions etc.
  - (e) How much formal grammar (G2) does the school child need ?, text oriented/based.
- (iii) *Some Important Aspects of English Grammar.*
- (a) The ways in which English signals grammatical meaning; word order; function words; word endings, stress and intonation.
  - (b) Very brief examination of some important features of English syntax; the basic verb patterns; the question forms, distinction between questions and dependent clauses with 'where' 'how' etc.
  - (c) Very brief examination of some important features of English Morphology (word formation); plural and past suffixes; some important derivational affixes.

*Topic 7. Teaching English Vocabulary.*

- (i) Importance of vocabulary teaching; inadequate vocabulary the commonest cause of failure in college English. Foundation vocabulary; active and passive vocabulary. Changing emphasis; early stages require emphasis on structure practice with limited vocabulary; higher classes require more reading, writing practice, greater emphasis on vocabulary—especially recognition vocabulary.
- (ii) A few important facts about words; meaning comes from context and situation; difficult to define meaning, Different meanings of Individual words to be taught as new words. Function and content vocabulary—function words normally taught as part of grammar.
- (iii) Distinction between (a) presenting new words; (b) practising words for active use, (c) passive vocabulary and (d) Vocabulary expansion.
  - (a) Ways of presenting new words; use of the mother tongue, visuals, situations, verbal contexts. Use ALD for teaching definitions.
  - (b) Practising words for active use; importance of integrating vocabulary practice with oral and written pattern practice, composition.
  - (c) Teaching recognition (Passive) vocabulary.
  - (d) Vocabulary expansion: (a) words grammatically derived from known words (b) words associated with known words.
- (iv) The vocabulary note-book; not list of isolated words with mother tongue equivalents; words in context, preferably self-defining contexts.

*Topic 8. Teaching the Mechanics of Reading and Writing**I. Teaching the mechanics of reading.*

- (i) Word recognition, association between spoken sounds and written representation; developing correct eye movements.
- (ii) the problem of English spelling.
- (iii) 'look-say' and phonic methods; both required. Reading aloud rather than silent reading in early stages.
- (iv) Advantages of beginning word-recognition exercises as soon as oral mastery of 2-3 basic structures is achieved; visual re-inforcement, variety, motivation.
- (v) Importance of only reading material previously practised orally; emphasis on sentence and words rather than individual letters.
- (vi) Materials and techniques; flashcards, blackboard, substitution exercises, reading primers etc.

*II. Teaching the Mechanics of Writing.*

- (i) Aim to write accurately items previously practised orally and read in word recognition exercises.
- (ii) Advantages of beginning writing just after word recognition. Reinforces oral and reading work; provides change of activity.
- (iii) Advantages of gradual transition over 2-3 years from print script to cursive; characteristics of good handwriting; neatness, spacing, clarity speed etc.
- (iv) Materials and techniques; value of copying; blackboard, flash-cards, copybooks, structure and substitution tables. Practice in individual letters. Letters causing particular problems.
- (v) Dictation : value at all levels for aural comprehension, reinforcement of structure and vocabulary; spelling, punctuation, first-step to note-taking, words and structures contained in dictation should already be learned.
- (vi) Spelling : mental picture of the word rather than letter-by-letter recitation. Techniques of teaching spelling.

*Topic 9. Teaching Silent Reading for Comprehension.*

- (i) Reading comprehension involves understanding meaning of content vocabulary, grammatical structures, concepts, relationship to ideas etc.
- (ii) Intensive and extensive reading both important; excessive concentration on intensive reading in Indian schools.
- (iii) Reading materials; importance of careful selection and grading, suitable themes. If books are too difficult the word for word approach or mental translation will take place. First 3-4 years all language items to be practised before reading.
- (iv) Procedures for teaching passages for intensive reading in first 3-4 years; oral preparation, model reading, silent reading; comprehension questions, reading aloud by pupils, exercises etc. Higher classes; homework preparation, no model reading.

- (v) **Comprehension questions; Yes-No. and question-word questions; to elicit inferred answers, not direct quotation; questions relating the reading text to own experience etc. Importance of questions which really test understanding.**
- (vi) **Developing skill of extensive reading; importance of carefully selected and graded, interesting materials. Necessity of Library periods and reading assignments; suggestions for suitable series of supplementary readers.**

*Topic 10. Teaching Composition.*

- (i) **What is involved ? Mastery of mechanics, recall of necessary structures and vocabulary, spelling, punctuation and organisation of ideas.**
- (ii) **Dangers of free composition in early stages ; composing in mother tongue and literal translation ; fixing of errors, not practising specific structures and vocabulary ; memorizing model composition ; heavy load of correction ; Importance of gradual transition from carefully controlled writing (guided composition to free composition. Classroom preparation essential at all stages.**
- (iii) **Elementary and intermediate guided composition.**
  - (a) **Initially little more than elaborate form of written structure or vocabulary practice e.g. a series of sentences from structure tables, conversion exercises based on reader, parallel sentences ; expansion, filling blanks, question-answer etc. in higher classes more elaborate exercises.**
- (iv) **Picture composition : the use of same picture at different levels, for different purposes.**
- (v) **Reproduction exercises ; telling a story which pupils write down, reproduction with expansion or conversion.**
- (vi) **Stories, dialogues around a given situation.**
- (vii) **More advanced composition, towards free composition. Importance of classroom preparation to ensure effective practice. Choice of topics ; requiring use of important structures and vocabulary previously practised ; specific rather than general ; related to needs and interests. Techniques, e.g. giving paragraph headings and asking pupils to suggest content of each, noted on b. b., written for homework ; giving title and list of words, structures. Advantages of writing rough drafts in class.**
- (viii) **Letter writing ; more emphasis on formal letters, formulas and style.**
- (ix) **Summarising and note taking ; based on intensive and extensive reading.**
- (x) **Importance of instilling the habit of self-correction. Value of check list of common errors.**
- (xi) **Correction and remedial written English. Aims of Correction ; diagnosis of weakness and strength ; indicating how to improve— not merely negative. Most correction a waste of time without follow-up. Reducing errors by classroom preparation and self correction, use of abbreviations ; teacher writing correct forms where many are possible. Correction only of value if followed by remedial exercise.**

*Topic 11. Use of the Mother Tongue and Teaching of Translation.*

- (i) Dangers of excessive use of mother tongue and excessive and inaccurate translation exercises, especially into English. But mother tongue is a valuable teaching aid, and translation often a necessary skill.
- (ii) Distinction between use of mother tongue as a teaching technique and translation as a skill.
- (iii) The value of mother tongue as a teaching device; direct method wasteful and confusing; use of mother tongue for presenting difficult grammar and vocabulary, testing comprehension; giving complicated instructions and explanations, etc.
- (iv) Traditional translation exercises to practise structure and vocabulary are unsuitable materials encouraging literal translation, excessive use of mother tongue. Value of properly controlled translation pattern practice.
- (v) Proper translation; translation as a skill; a complex skill involving high level understanding of one language and good command of the other; sentence not word-based. Translation from English easier, safer, and of more practical value than into English.
- (vi) Formal translation exercises are better delayed until 3rd/4th year. Emphasis on translation into English. Materials for translation into English; initially no new structures or vocabulary. New words at later stages to be translated with the help of a dictionary. Materials for translation into English should never contain items not practised previously.

*Topic 12. Audio visual Aids to English Teaching.*

- (i) Simple visual aids essential for effective teaching; creating situations for presentation and practice, making languages practice lively; avoiding dependence on mother tongue; visual reinforcement etc.
- (ii) Blackboard; most essential teaching aid. Blackboard drawing for presentation and practice of structure and vocabulary. Picture composition etc. Blackboard writing; clear; legible; quick; good model. Blackboard layout; clear visual reinforcement, focusing attention on what is important.
- (iii) Charts and pictures; for practising structures, vocabulary, composition etc. Criteria; suitable for language practice, describable with necessary structures and vocabulary, size, clarity etc. Commercially prepared charts. Making own charts. A picture file.
- (iv) Flashcards : for words and sentence recognition etc. Preparation of flashcards; commercially available prepared cards.
- (v) Beginner's bag; a collection of objects to bring more variety into initial teaching.
- (vi) Brief mention of more expensive aids; tape recorders, radio films, records, though these are valuable they are not normally available in schools; therefore use is not to be emphasised.

*Topic 13. Tests and Examinations.*

- (i) Importance of directing learner's attention to what is important; incentive; feedback. Good tests and exams. usually means good teaching.
- (ii) A good test lists only what has been taught; gives due emphasis to various skills, each question listing particular item or skill; caters for weak, average and good students; can be done once and revised by average pupil; instructions clear; eliminates guesswork; easily scored.
- (iii) Objective and free (essay type) examinations. Objective questions (multiple choice, yes/no, matching etc.); difficult to frame so adequate context necessary to reduce possible correct answers to one and eliminate guesswork, should test recognition not production.
- (iv) Testing aural comprehension, speech, reading comprehension, composition, translation, grammar (structures), vocabulary, etc. (illustrated by RIE Model Question Papers and Board Q. Papers set on the lines indicated in RIE model papers).

*Topic 14. Teaching Poetry*

- (i) Arguments for and against including poetry in the school English course; unusual language etc. The main justification is to teach for pleasure, not suitable as basis for language practice.
- (ii) Simple rhymes for beginners; for pleasure, practice of rhythm and pronunciation. Choice; recommended selections.
- (iii) Teaching poetry in higher classes; choice of poems; simple language, interest themes, recommended anthologies. Techniques of teachings; avoiding lengthy explanations, importance of model reading; plenty of choral repetition; over-questioning to be avoided.

*Topic 15. Planning Schemes of Work.*

- (i) Planning to ensure items and skills not neglected or over-emphasised; leading to precise aims, importance of knowing what is to be achieved each week, lesson etc., as record of progress from year to year.
- (ii) Usual lesson plans too detailed and elaborate; in the reaction many don't plan at all.

Scheme or feasible, useful planning; avoiding elaborate statements of aims and accounts of procedure; main points only as reminder at a glance; important sketches, substitution tables, written exercises, comprehension questions etc. The advantages of planning series of lessons at a time e.g. centred around a lesson in the reader.

- (iii) Importance of ensuring suitable balance between skills, with adequate revision; each lesson having at least two kinds of activity etc.

*Topic 16. What to look for in a Textbook.*

- (i) Teacher must be able to evaluate books he has to use.



- (ii) Some criteria of good course textbook (a) specific aims for each stage; teacher must know which skills, items he has to teach; (b) basis for practice in all skills (c) appropriate selection and grading of structures and vocabulary (d) reading passages; suitable themes-interesting; language items in natural context; suitable basis for language practice (e) illustrations suitable for language practice, attractive etc. (f) exercises, both practice and test, varied, testing language skills not knowledge of theme, based on situations, ample revision etc.

Examination of one of the English Readers book III and IV and one of the Traditional textbooks.

*Topic 17. General Advice on Techniques and Procedures. Role of the English Teacher in the School.*

- (i) Procedures for giving oral practice specially in large classes; group and choral repetition, chain drills etc.
- (ii) Importance of pace; the brisker the teacher, the quicker the responses; greater interest, fewer discipline problems, frequent changes of activity are desirable.
- (iii) Questioning technique, asking question before naming student, not asking in set order.
- (iv) Seating arrangements—how to arrange a large class for maximum control; pupils must see the blackboard, be near teacher. Grouping pupils.
- (v) Importance of right number of note books, regular homework.
- (vi) The English teacher and the school library; ensuring library has an adequate collection of supplementary readers and reference books; regular library periods; training pupils in library skills.
- (vii) Encouraging use of English in Schools; debates, declamation contests, English—by Radio lessons, essay competitions etc.

*Topic 18. Detailed Examination and Intensive Practice of Some Important Aspects of English.*

All major points of English structure and usage; including tense usage; question forms and subordinate clauses; the passive; auxiliaries.

Written English; regular written practice, to cultivate an adequate level of accomplishment on the part of the teacher.

N.B.—This topic is better taught once a week over most of the course rather than being left until the end.

### BIBLIOGRAPHY

1. Teaching English : Notes for Teachers in Training—Regional Institute of English, Chandigarh : O.U.P.
2. Hornby A. S. : Teaching Structural Words and Sentence Patterns I-IV, O. U. P.
3. Bhandari, C. S. : Teaching English, Orient Longmans, New Delhi.
4. Hornby A. S. : A Guide to Patterns and Usage in English, O. U. P.

5. Lee and Coppen : The Production of Simple Visual Aids.
6. Christopherson : An English Phonetic Course, Longmans.
7. French, F. G. : Teaching English Abroad, I-III, O. U. P.
8. Horsburgh ; How to Use the Blackboard in Teaching English.
9. Chapman : English Composition Lessons—O. U. P.
10. Cyclostyled notes for Teachers of English produced by the Regional Institute of English, Chandigarh.
11. Billows : Techniques of Language Teaching, Longmans.
12. Kohli, A. L. : Techniques of Teaching English, Dhanpat Rai & Sons, Jullundur.
13. Bhatia, K. K. : New Techniques of teaching English as a foreign Language, Rohit Publishing House, Ludhiana.
14. English Language Teaching (Quarterly)—O. U. P.
15. Bulletin of the C. L. E. & F. L., Hyderabad.
16. Focus—Newsletter of the Regional Institute of English, Chandigarh.
17. French : English Through Tables.
18. F. T. Wood : A Remedial English Grammar for foreign Students.
19. W. S. Allen : Living English Structure, Longmans.

## (2) TEACHING OF MOTHER TONGUE (HINDI/PANJABI/URDU)

1. (a) The nature of language, its origin and development.  
(b) Origin and Development of Mother-Tongue—Hindi/Panjabi/Urdu.
2. The role of the mother tongue in the education of a child.
3. Mental development and its relationship to language.
4. Objectives of teaching mother tongue in terms of specifications.
5. The syllabus of the mother-tongue—general principles of teaching.
6. The textbook-principles governing the construction of the textbook, aspects of content and language.
7. Development of listening and speaking—
  - (a) Listening, conditions for effective listening.
  - (b) Speaking the vocal mechanism of the child, phonetics of the mother tongue, speech training, development of oral ability through activities.
8. Teaching of Reading.
  - (a) Mechanics of Reading Skill.
  - (b) Intensive Reading; explanation of words and phrases.
  - (c) Silent reading for speed, comprehension and thinking.
  - (d) Supplementary & Library Reading.
  - (e) Teaching of Poetry.

9. Development of writing skill.
  - (a) The script of the mother tongue, its historical development and special characteristics.
  - (b) Mechanics of the writing skill.
  - (c) Various writing exercises.
  - (d) Composition, Teaching of spelling methods of teaching at various stages, creative writing.
  - (e) Correction of written work.
10. Teaching of grammar.
  - (a) Importance and scope, theoretical and applied grammar.
  - (b) Various methods.
11. Modern methods of language teaching, Montessorie, Kindergarten, project, play-way and correlation.
12. Evaluation and Guidance.
  - (a) Modern concept of evaluation.
  - (b) Different types of tools and tests for evaluating different language skills.
  - (c) Construction and use of objective type tests.
  - (d) Diagnosis of deficiencies in language and remedial measures.
13. Language Activities—debates, recitation, story telling, symposium etc.
14. Library and Audio-visual aids.
15. Teaching of the language as a second language.

### *Teaching of Mother Tongue*

- Ballard : 1. Language and Thought.  
2. The Teaching of Mother Tongue.
- Gurrey : 1. Teaching the Mother Tongue in Secondary Schools, 1958, 14/6 Longman.  
2. The Teaching of Written English, 14/6 Longman, 1954.  
3. Teaching of Poetry.
- Herrick and Jacobs : Children and the Language Arts.
- Petty, W : The Language Arts in the Elementary Schools.
- Watts A. F. : Language and Mental Development of Children, 1960, Harrap.
- The Commission of the English Curriculum of the N. C. T. E. } Language Arts for Today's Children.
- Tidyman Willard F. and Marguerite Butterfield. Teaching the Language Arts, 2nd Ed. 1959 McGraw.
- I.A.A.M. : The Teaching of Modern Language, Verry.
- Hadow : On the Teaching of Poetry.
- Tomkinson : Teaching of Appreciation.

- Edited by Gray W. S. : The Teaching of Reading and Writing, Pub. Scott.  
 Schonell, F. J. : The Psychology and Teaching of Reading, Oliver, B.  
 Gurrey P. Appreciation of Poetry 1935, Oxford. Incorporated Association  
 of Assistant Masters.  
 UNESCO : Teaching of Modern Language. Meffer and Sons Ltd. Cambridge.  
 Palmer, H. E. ; 1. Oral Method of Teaching Languages.  
                   2. Principles of Language Study.  
                   3. Scientific Study and Teaching of Language, Harper.  
 Ryhmn : Suggestions for the Teaching of Mother Tongue in India.  
 Sampson : English for the English.  
 Langdon : Let the Children Write, Longmans.  
 Conrad : Teaching Creative Writing.  
 P. D. Sharma : Improving Examination.

#### Books in Hindi & Panjabi

- Oad. I. K. Bhasha Shikshan Ki Naveen Pranaliyan.  
 Gulab Rai : 1. Kavya Ke Rup.  
                   2. Sidhahanta Aur Adhyayan.  
 Tiwari : Bhasha Vigyan. :  
 Bholanatha : 1. Paryayaavachi Shabdakosh.  
                   2. Shabdon Ka Jiwan. :  
                   3. Hindi Sahitya Ki Antarkathayan.  
                   4. Muhavara Kosh.  
 Verma, R. C. : 1. Shabdadhana.  
                   2. Archni Hindi.  
 Dikshit, T. N. : Bhasha Bharti.  
 Sur and Sharma : Hindi Kavita Pathan.  
 Yogendra Jeet : Hindi Shikshan.  
 Govt. of India, 1. Report of the Secondary Education Commission.  
 Ministry of Edu. 2. Report of the Official Language Commission.  
                   3. Report of the Commission on Education and  
                   National Development (Kothari Commission).  
 Deptt. of Ext. Report of the All India Seminar on Teaching of Indian  
 Services, P.S.M. Languages.  
 Jabalpur  
 Govt. Central Monograph on Hindi Spelling.  
 Pedagogical  
 Institute, Allahabad.

- Safaya, R. N. : Hindi Shikshan Vidhi, Punjab Kitab Ghar.  
 Mohinder Singh : Punjabi Keemay Parhai Jaya, Punjab Kitab Ghar.  
 Jaswant Singh : Punjabi De Sikhaya.  
 Jaswant  
 Safaya, R. N. : Punjabi Sikhaya Vidhi.  
 Harchand Singh : Teaching of Punjabi.  
 Brar

### (3) TEACHING OF SANSKRIT

1. Sanskrit and Indian languages—the historical background.
2. Importance of Sanskrit—historical, cultural, linguistic, scientific, literary, national, international and religious.
3. Aims and objectives of teaching Sanskrit.
4. Place of Sanskrit in the curriculum Sanskrit and the three language formula.
5. Principles of Sanskrit teaching.
6. Sanskrit Curriculum—general principle of constructing the curriculum. A comparative study of ancient and modern curricula in Sanskrit.
7. Methods of teaching Sanskrit, old and new.
8. The aims, objectives and characteristics of :
  - (a) the Pathshala Method.
  - (b) the Bhandarkar Method.
  - (c) the Text-book Method.
  - (d) Direct and oral Method.
  - (e) the structural approach.
9. Oral work in Sanskrit—questions, answers, conversation, story-telling, dramatisation, pronunciation.
10. Teaching of prose, its aims, objectives and techniques at different stages, explanation of words and phrases. Teaching of Poetry, aims and various Methods.
11. Teaching of Grammar—its place and peculiarity, aims, objectives and techniques.
12. Composition—nature and purpose. Oral and written, dictation, errors and their correction.
13. Translation, and retranslation.
14. The Sanskrit text-book.
15. Evaluation in Sanskrit—means of evaluation, construction and use of new type tests.
16. Lessons planning.

#### Books in Sanskrit

1. Boki, V. P. & Parasnis N. K. : A new approach to teaching of Sanskrit; Lokhsangarh Press, Poona.
2. Apte, D. G. : Teaching of Sanskrit, Padma Publications, Bombay.

- 3.. Huparikar : The Problems of Sanskrit Teaching; Bharat Book Stall, Kolhapur.
- 4.. Palmar, H. B. : The Principles of Language Study—Harrap.
5. Apte, D. G., & Dongre, P. K. : Teaching of Sanskrit in Secondary Schools, Acharya Book Depot, Baroda; 1961.
6. Sanskrit Shikshan : Haryana Hindi Granth Academy, Chandigarh.
7. Safaya, R. N. : Sanskrit Shikshan Vidhi.

#### 4. TEACHING OF HISTORY AND GEOGRAPHY

##### *Objectives*

##### **Knowledge :**

1. To enable the pupil teachers to develop an understanding of the aims and objectives of teaching History and Geography and different stages.
2. To enable them to establish the relationship between History and Geography.
3. To develop the power of analysis, reasoning judgement through different practical activities.
4. To develop the necessary skills in the use and preparation of the relevant teaching aids.
5. To initiate the pupil teachers to the various methods of teaching in History and Geography.
6. To develop proper understanding of nationalism and Internationalism.

##### **Skills:**

1. Location and collection of information from books of reference and standard books of History and Geography.
2. Preparation of Teaching Aids such as maps, models, specimens, charts, graphs, time-lines.
3. Organisation of discussions, tours, field trips, and other practical activities.
4. Planning of annual, monthly, weekly and daily scheme of work.
5. Interpretation of Historical and Geographical data.
6. Analysis of present day problems in the Historical perspective.
7. Establishment of cause and effect relationship among historical events and geographical phenomena.

##### **Attitudes :**

To promote among the pupil teachers :

1. Historical sense
- 2.. Geographical Sense.
- 3.. Critical thinking.
- 4.. Tolerance.
5. Scientific out-look.

**Syllabus :**

1. Nature of History and Geography. Importance of History and Geography in the school curriculum.
2. Aims and objectives of Teaching History and Geography at Secondary levels.
3. Methods of organisation of Materials of History and Geography, curriculum & organisation of materials (a) Periodic, (b) Concentric, (c) Topical, (d) Logical.
4. Co-relation between History and Geography.
5. Methods of Teaching : (a) Story telling, (b) Lecture narration, (c) Discussion, (d) Source Method, (e) Project Method, (f) Socialised Recitation, (g) Regional, (h) Comparative, (i) Experimental (Laboratory method), (j) Direct observation.
6. History-cum-Geography room—Equipment, Library, Museum, etc.
7. History and Geography Teacher, Text-books.
8. Evaluation in History and Geography—its importance, different types of tests.
9. (a) Cultivation of Time and Space Sense.  
(b) Local Geography and Local History—its meanings and importance.  
(c) Current historical and Geographical events and Phenomenon.
10. Role of History and Geography in developing national and international out-book.
11. Preparation and use of Teaching Aids—Maps, Charts, Globes, Models, Specimens, Time-Lines, Excursions, and field-trips.
12. Writing of lesson Notes in History and Geography.

**Practical Work**

1. Social, Economic, Historical and Geographical Survey of a small village in the vicinity of the institution.
2. Trip to places of Geographical and Historical importance.
3. Collection of specimens, Rocks, shells, minerals, etc.
4. Writing a review of one school text-book.
5. Preparing a Scrap Book or Source Book.

**Books in Teaching of History & Geography**

- |  |  |
|--|--|
| 1. Bining, A. L., and<br>Bining, D. H. :     | Teaching the Social Studies in Secondary<br>Schools, N. Y., McGraw Hill, 1952. |
| 2. Wesely, E. B. &<br>Wrenshi, Stanley, P. : | Teaching the Social Studies in High Schools<br>Boston D. C. Health, 1958.      |
| 3. Sampford and Cattle :                     | Social Studies in Secondary Schools.   |
| 4. K.'Nesiah :                               | Social Studies in the School.  |
| 5. Homming J. :                              | Teaching of Social Studies in the Sec. School.                                 |
| 6. Yajnik K. S. :                            | Teaching of Social Studies in India, N. Y.<br>Mac. 1956.                       |
| 7. Johnson Earl, S. :                        | Theory and Practice of Social Studies.   |

8. Michaelis John, U. : Social Studies for Children in a Democracy. Englewood Cliffs; Prentice Hall, 1963.
9. Bhattacharya, S. & Darji D. R. : Teaching Social Studies in Indian Schools, Baroda, Acharya Book Depot, 1966.
10. Kochar, S. K. : Teaching Social Studies.
11. Taneja, V. R. : Teaching of Social Studies, Chandigarh, Mohindra Cap. Pub.
12. Jonathon, C. : Mc London—Readings on Social Studies in Secondary Education. (Editor).
13. Bramwell, R. A. : Integrated Courses in Social Studies.
14. Brimble I.J.F. & May, F. J. : Social Studies & World Citizenship.
15. Jarolemicks : Social Studies in Elementary Schools.
16. B. D. Shaida : Teaching of Social Studies.
17. B. D. Shaida : Teachings of History.
18. Social Studies Teacher—Journal—Department of Extension Services—Faculty of Education and Psychology. M. S. University, Baroda.

#### Books in Geography

1. W. G. V. Balchin & A. W. Richard : A Practical & Experimental Geography, London; Methuen, 1951.
2. H. C. Barnard : Principle and Practice of Geography Teaching, London, University-Tutorial Press, 1948.
3. T. Bayley : The Craft of Model Making Leicester, Dryard Press, 1960.
4. E. W. H. Braiult & D. W. Share : Geography in & out of School (Suggestions for Teaching in Secondary School) London, Harrpp, 1960.
5. British Overseas Airways Corporation : Air Age Education Booklet Lond., 1960.
6. R. H. C. Carr-Gregg : Meteorology and Climatology in Schools Geog/Sheffield Vol. XLVI No. 213 Nov., 1961.
7. H. M. S. O. : Geography & Education—Pamphlet No. 39-1960. Schools & Country side—Pamphlet No. 35-1958.
8. Simpson, Charlottee : The study of Local Geography—(hand book for teachers) London, Methuen 1950.
9. Stamp, L. D. : Glossary of Geographical Terms London, Longmans—1961 (proposed by a Committee of the British Association for the Advancement of Science).
10. S. W. Woolridge & East W. G. : The Spirit and Purpose of a Geography, London Hutchinson University Library, 1951.
11. Woolridge, S. W. : The Geographer as Scientist—Essays on the Scope & Nature & Geography, Hutchinson University Library-1951.
12. Young J. V. : Form studies and the Teaching of Geography. London Association of Agriculture in Collaboration with the standing sub-committee in Geograpy—London University, 1959.
13. Gepsill, G. H. : The Teaching of Geography.



14. Grieve, J. N. : Geography in School.
15. Macree, G. A. : The Teaching of Geography.
16. Thrall, Zoe A. : Teaching of Geography.

#### Books in History

1. Walsh : Introduction to Philosophy of History.
2. Carr, E. H. : What is History ? Harmondsworth : Penguin Book, 1961.
3. Budh Prakash : Modern Approach to History. Jullundur : University Publishers, 1963.
4. Cooling Wood, R. G. : Idea of History. Oxford : The Clarendon Press.
5. Gooch : History and Historians in the XIX Century.
6. Kaushambi, D. D. : An Introduction to the Study of History.
7. Nilkanth Shashtri : Historical Method in Relation to Indian History.
8. Burston, W. H. : Principles of History Teaching, London : Methuen 1963.
9. Burston, W. H. & Green, C. W. : Handbook for History Teachers. London : Methuen, 1962.
10. Varjreshwari, R. : Handbook for history teachers in India.
11. I. A. A. M. : Teaching of History.
12. Hill, C. P. : Suggestions for the Teaching of History, Paris, Unesco, 1953.
13. Haryana Hindi Granth Akademi, Chandigarh : Itihas Shikshan.
14. Johnson, Henry : Teaching of History in Elementary and Secondary Schools, N. Y. MacMillan, 1950.
15. Ghate, V. D. : The Teaching of History.
16. Ghose, K. D. : Creative teaching in History.
17. Chowdhary, K. P. : Audio-Visual Aids in the Teaching in Indian History, 1952.
18. Barrif and Others : (Ed)—Source of Indian Tradition.
19. Dawies, C. C. : A Historical Atlas of the Indian Peninsula, London. Oxford University, 1959.
20. Walsh, W. : An Introduction to Philosophy of History.
21. Jasvir : Teaching of History.
22. Durmond : Teaching of History.
23. S. K. Kochar : Teaching of History.

#### (5) TEACHING OF ECONOMICS

1. Meaning and scope of Economics as a teaching subject.
2. Aims and objects of teaching Economics.  
General Economics, Indian Economics.
3. Its importance and place in education. Its correlation with other school subjects.

- 4.. Content of the syllabus.  
Principles of selection and organisation.
- 5.. (a) Methods and Teaching of all the parts of Economics as prescribed for the Higher Secondary examination.  
(b) Elementary Economics : Lecture method, topic method.
6. Preparation of plans of lessons.
7. Economics Teacher. Outlook and Training.
8. Aids in Teaching Economics—Radio, Charts, Films, Maps etc.
9. Textbook in Economics.
10. Evaluation in Economics with special reference to objective type tests.

### (6) TEACHING OF MATHEMATICS

1. Nature, scope and History of Mathematics.
  - (i) Historical review of the development of—
    - (a) Notation system. (b) Metric system of weights and measures, (c) Logarithms, (d) Computer mathematics.
  - (ii) Contributions of the following mathematicians—
    - (a) Brahmagupta (b) Bhaskara (c) Arya Bhatt
    - (d) Ramanujam (e) Gauss (f) Pythagoras (g) Euclid.
2. Objectives of teaching mathematics applications of Mathematics in life; co-relation of Mathematics with other subjects.
3. Curriculum in Mathematics.
  - (a) (i) Formulation of objectives.  
(ii) Selection of content and learning experiences.  
(iii) Evaluation.
  - (b) Critical study of syllabi in vogue in India and with special reference to syllabus in the respective State.
4. Methods and techniques of teaching.
  - (a) The following methods :  
Analytic, Synthetic, Heuristic Laboratory, Inductive, Deductive.
  - (b) The following techniques :  
Oral and written drills, assignments, self study; group work, review and supervised study.
  - (c) Arousing and maintaining interest in mathematics, principles of meaningful learning in Mathematics.  
The above should be discussed in relation to the important topics in arithmetic, geometry, algebra, graphs, statistics and trigonometry.
5. Evaluation in Mathematics.
  - (i) Defining learning outcomes, selecting appropriate evaluation tools, short answers and objective types.

- (ii) Backwardness in Mathematics, diagnosis and remedial work.
- (iii) Enrichment programmes for gifted.

6. Equipment for the teaching of Mathematics

- (i) Text-book—selection and evaluation.
- (ii) Teaching aids—charts, models, projective aids.
- (iii) Organising mathematic clubs and recreational activities.

**List of books**

- |                                     |  |
|-------------------------------------|--|
| 1. Young                            | <i>The Teaching of Mathematics.</i>                            |
| 2. Munn                             | <i>The Teaching of Algebra.</i>                                |
| 3. F. F. Pitter                     | <i>The Teaching of Mathematics.</i>                            |
| 4. D. E. Smith                      | <i>History of Elementary Mathematics Part I and II.</i>        |
| 5. Datta & Singh                    | <i>History of Hindu Mathematics Vols. I &amp; II.</i>          |
| 6. Bell                             | <i>Man of Mathematics.</i>                                     |
| 7. Davis R Don                      | <i>The Teaching of Mathematics.</i>                            |
| 8. Mathematics Association, England | <i>Report of the Teaching of Geometry.</i>                     |
| 9. Mathematics Association, England | <i>A Second Report.</i>  |
| 10. Shantinayakan and Mohan Lal     | <i>Modern Algebra Parts I &amp; II (NCERT).</i>                |
| 11. S. M. S. G.                     | <i>Units 1-16 (NCERT)</i>                                      |
| 12. Aggarwal S. N.                  | <i>Teaching of Mathematics, Dhanpat Rai &amp; Sons, Delhi,</i> |
| 13. Kulbir Singh                    | <i>Teaching of Mathematics, Sterling Publishers, Delhi.</i>    |

**(7) TEACHING OF SCIENCE**

**I. Introductory :**

1. Impact of Science and Technology on our modern living.
2. History of Teaching Science in India in the post-Independence period and the latest trends with special reference to the controversy existing between disciplinary and inter-disciplinary approaches of Teaching Science.
3. Aims and objectives of Teaching Sciences in the context of over-all educational and national goals.

**II. Science Curriculum :**

1. Place of Science in the school curriculum at the Primary, Middle and Secondary levels.
2. Principles of curriculum construction.
3. Planning at the unit, and topic levels : the new objective based approach in lesson.
4. Critical study of the existing school science curriculum in any one class.

**III. *Methods of Teaching Science :***

1. Traditional approach Vs the New Problem-solving approach.
2. Inductive and Deductive Approach.
3. Specific Methods of Teaching Science—Heuristic Method, Demonstration Method, Project Method, their comparative view.

**IV. *Instructional Material & Teaching Aids :***

1. Science Text-book, Reference books and Science Journals.
2. Use of Teaching Aids.

**V. *Physical Facilities in Teaching Science.***

1. Importance of Practical Work in Teaching Science.
2. Minimum Science Equipment and Apparatus for different types of Schools.
3. Need of Improvisation of Science Apparatus.
4. Science Kits and Mobile Laboratory.
5. Science Room and Science Laboratory.

**VI. *Evaluation :***

1. Examination Vs Evaluation.
2. Tools of Evaluation.
3. Evaluating Theory and Practical in Science.

**VII. *Miscellaneous :***

1. Special role of Science teacher in the school, his professional education and competency.
2. Science talent search.
3. Organisation of Science Club, Museum in the school and conducting various types of co-curricular activities pertaining to Science. (Excursions and trips, collection of materials for museum. Wall Magazine Contest Organising Science fair etc.).
4. Major problems of Science teaching in our schools.

***Some suggestions for Practical Work :***

1. Content Orientation may be achieved through the preparation of detailed Lesson Plans during the Teaching Practice.
2. Training in Basic skills, such as weighting, measuring, cutting, bending soldering, handling apparatus, and 10 usual equipment, etc. may be given to all the teacher-trainees.
3. Some items of improvised apparatus may be prepared by each teacher-trainee which may be preserved in the museum of the institution.
4. A Science Club may actually be organised in the college of education to conduct various Science activities.



5. Preferably tours for teacher-trainees to places of Scientific interest may be organised by the colleges of education.

*Books Suggested*

1. Science Teaching in Secondary Schools by John S. Richardson.
2. Source book for Science Teaching—UNESCO.
3. General Science Handbook of Activities—Classes VI-VIII (NCERT).
4. Problem solving in Science by Narendra Vaidya.
5. Teaching Science in our Schools, by C. P. S. Nair.
6. Teaching of Science by Sharma & Sharma.
7. Teaching of Science by V. K. Kohli.

**(8) TEACHING OF HOME SCIENCE**

*Syllabus :*

1. Meaning and Scope of Home Science.
2. Aims of teaching the subject and its place in the School Curriculum.
3. General Principles and methods of teaching, demonstration, practical work, group and individual work.
4. Various methods of approach :—Project, Assignment, correlation with other subjects of the school.
5. Study of the existing syllabus in the schools of the state. Construction of syllabi in needle work, laundry, child care, Home nursing, Cookery and Housewifery. Principles of selection in planning the Home Science course for schools.
6. Aids in teaching the subject. Visual aids, place of text books, and home task.
7. Organization of Home Science room, equipment, inexpensive and improvised to facilitate functional and economical class room and home activities.
8. Maintenance of records—Log books, stock books and accounts books.
9. Planning of lessons : lesson notes, time-table and organisation of the demonstration.

*Practical*

1. (a) Observation of
  - (i) Lessons in the subject given by school teachers.
  - (ii) Demonstration lessons given by the lecture concerned.
 (b) A course of twenty-five practical lessons by the pupil teacher in each of the following : Cooking laundry, Housewifery and any one of the following child care and Home Nursing.
2. Two charts and one model should be prepared by the pupil teacher.

**Books in Home Science**

1. Allgood, Mary Brown : Demonstration Techniques : (Prentice-Hall Inc.) 1955.

2. Army, Clara B. : Evaluation in Home Economics. (Appletion Century Crofts, Inc., 1955).
3. Devadas : Teaching Home Science in Secondary Schools, 1955. New Delhi. (All India Council for Secondary Education). 1955.
4. Hatcher, H. M. & Andrews, M. E. : The Teaching of Home Making (Houghton Mifflin Co.). N. Y.
5. Lady Irwin College : Report on the Workshop for Home Science Teachers in Higher Secondary and Multipurpose School in India. (All India Council for Secondary Education).
6. Spafford, I. Fundamentals in Teaching Home Economic (John Wiley & Sons). 1942.
7. Willamson & Xyie : Home Maling Education High School (Appleton—Century—Crofts Inc.) N. Y. 1954.

### (9) TEACHING OF ART

The subject of Art (Drawing and Painting) shall be offered by a student who has passed one of the following examinations.

1. Fine Art as a subject in his/her Degree Examination.
2. Art Diploma holder of a recognised Art School.
3. Art and Craft Teachers' Course from a recognised institution.

The examination in the teaching of Art (Drawing & Painting) shall be in two parts (Theory and Practical) carrying 50% each. There shall be no internal assessment in theory but in Practical there shall be 50% internal and 50% external assessment.

*Theory :*

*Part—I*

1. Art and Meaning of Visual Communication.
2. How Art began.
3. Appreciation of Art.
4. Art in Daily life.
5. Art in Education.
6. Art and Society.
7. Art and Aesthetics.
8. Meaning of the following terms in Art :
  - (a) Space, line, form, texture, colour and light and dark. (=value).
  - (b) Principles of Art—Design, Harmony, Balance Dominance, Rhythm, Opposition, Transition.
9. Brief History of Painting Sculpture and architecture in India from Mughal period to the Modern period.
10. Art material through the ages.

*Part—II*

Methods of teaching Art drawing (Drawing & Painting).

1. Qualities of an Art Teacher and his role in Education.

2. How to prepare lesson notes for Art Classes.
3. How to prepare an Art Syllabus for Art Classes.
4. How to teach
  - (a) Still life
  - (b) Design
  - (c) Nature Study and Composition
5. States of Development in children Art.
6. How to teach art to Primary, Middle, High and Higher Secondary Classes, the material required, amount of time necessary, and the size of the class.
7. Class-room decoration.
8. Correlation of Art and Craft with other school subjects, and the importance of Art and Craft exhibitions in Education.

### Part—III

#### *Practical*

##### (a) *Land Scape* from memory :

Simple composition in connection with common flowers, trees, mountains, sky water, huts, birds, animal and human figures in action etc. in any medium.

##### (b) *Decorative Designs* :

Pictorial composition in water colour or tempera colour.

##### (c) *Still life* :

Drawing and painting of a group of two or three simple objects with drapery in the background in any medium.

##### (d) *Poster* :

Poster will include writing of Block and script letters in English, Hindi and Panjabi, with nibs or brush, in ink or colour.

### Books of Teaching of Art

1. Jeswani, K. K. *Art in Education*. Atma Ram & Sons, Kashmere Gate, Delhi-6.
2. Read, H. *Education through Art*. Faber & Faber, London.
3. Iowen Feld. *V. Creative and Mental Growth*. MacMillan Co. New York.
4. Keswani, K. K. *Appreciation of Art*. Atma Ram & Sons, Kashmere Gate, Delhi-6.
5. Tolstoy. *What is Art And Essays on Art*. Oxford University Press, New York.
6. Nasib Singh, *Art And Education*, National Book Store.



**(10) TEACHING OF MUSIC**

(Indian Music)

*Examination :*

(a) There shall be one paper in Theory and one in practical. The latter will be conducted by a set of internal and external Examiners at the Centre concerned.

(b) skill in Teaching Music—Examination shall also be conducted jointly by a set of Internal and External examiners. The External examiner must be a music lecturer.

*Theory :*

1. Aims and objectives of including Music as a subject in the school curriculum.
2. A brief history of Indian Music.
3. Music and other Fine Arts.
4. Voice-culture—Important information about voice-culture and larynx.
5. Knowledge of Swaras, differences of Swaras and Sruty. Division of Swaras in measures of Sruty.
6. Folk-Music: Its role and significance in education. Folk and other light music, difference between classical, and folk and light music.
7. Knowledge of Notation and Rhythm (Timings).
8. The effect of Music on Behaviour, Activity and fatigue.
9. Methods of teaching music in a simple way at the different stages in schools.
10. Qualities and effective music-education of the following ;  
(a) Music Teacher (b) Singer (c) Vada Player (d) Vek-ghakar (composer).
11. Aids to the teaching of Music.
12. Evaluation in Music.
13. Suggestions for the popularisation of classical music in schools and colleges.

*Practical Work :*

1. Practice of Ragas, Talas and Swaras. Every pupil teacher is required to practise two Bara Khayal and five Chota Khayals or two Massatkhani Gat (Gat in Volambit Lava) Nine ragas, and Dhrupad in Chautal with Dvignun, Chaugun Laya. (This is mainly for the vocal music teacher).

*The nine Ragas—*

Bhupali, Bilawal, Eman, Kafi, Jaijaiwanti, Gaudsarang, Bhairava, Bhairvi, and Malkouns, Rajkhani Gat with Jhala and Tora (Tan). (This is for the Instrumental music).

2. The following Talas are required to be practised in Thah's and 'Dvignun' Lava on hand : Teen-Tal, Jhaptal, Ektal, Chaartal, Dadra and Kehra.

3. Tuning of the instrument for the instrument player and tuning of the Tanpura for the singer.

**Books of Teaching of Music**

1. Awasthi, S. S. : Teaching of Music, Dhanpat Rai & Sons.
2. Madan, P. L. : Teaching of Music, Panjab Kitab Ghar.

**PART III****WORK EXPERIENCE—ART AND CRAFT (ONLY PRACTICAL)****A. ART—DRAWING, SKETCHING, AND COLOURING**

<b>COMPULSORY</b>	Internal Marks ..	25 marks
	External Marks ..	25 marks

*Objectives*

1. To enable students to do free hand drawing.
2. To enable students to express their ideas through sketches.
3. To enable students to write artistically and prepare illustrations.
4. To develop aesthetic sense in the students.

*Theory*

Art and its place in Education.

The sense of beauty.

Elements of art.

Art appreciation.

Meaning of the following terms.

(i) Design, (ii) Harmony, (iii) perspective, (iv) balance, (v) rhythm, (vi) emphasis, (vii) warm and cool colours, (viii) Tones and textures.

*Practical*

1. Drawing of simple objects in pencil as well as in pastels, or water colours or poster colours.
2. Free hand sketches.
3. Lettering (English and mother tongue).
4. Blackboard writing and sketching.

B. Only one of the following to be taken :

**CRAFTS, COTTON/WOOL CRAFT, GARDENING, WOOD WORK, HOME CRAFT AND LEATHER WORK.**

Internal marks ..	25 marks
External marks ..	25 marks

*Objectives :*

1. To provide experience of some sort of manual productive and socially useful work.

2. To impart skills of fingers for coordinating head and heart with hands.
3. To inculcate the dignity of labour and a liking for hard work.
4. To provide opportunities to plan and work in cooperation with others to offer and accept healthy criticism while evaluating individual or group work.
5. To prepare the pupil teachers to fit in, rather create, the desired congenial atmosphere in schools, for converting them from bookish schools to centres of work and activities.

*Note.*—They are not at all being prepared to be the teachers for Art and Craft, though all of them are being made conversant with Art & Craft so as to understand and handle them sympathetically in the various administrative capacities when need be.

### *COTTON/WOOL CRAFT*

#### *Theory :*

1. Characteristics of cotton and woollen fibres.
2. Simple knowledge of preliminary processes before spinning.
3. Use of different implements of hand spinning.
4. Calculations regarding count, evenness, and strength of yarn.
5. Warp and cloth calculation.
6. Warping and Beaming.
7. Drawing and simple weaves.
8. Fitting, repairing and actual working at looms.
9. Maintaining of records.
10. Bleaching and dyeing of yarn/cloth.
11. Evaluation.
12. Importance of cotton/wool crafts in schools.

#### *Practical Work :*

- I. (a) Spinning on Takli 5 Latties.  
(b) Spinning on Charkhas 10 Latties.
- II. *Ginning and Silver making*
- III. Bleaching and dyeing.
- IV. Weaving 2 metre plain cloth, and 1 sq. metre table cloth.
- V. Preparation of Warp.
- VI. Threading the Warp.
- VII. Weaving.

Standard of attainment in different processes.

1. Winding 2 bobbins in 10 minutes.
2. Threading the warp—20 threads, each group of two students.
3. Weaving—5 to 20 cm. in 10 minutes on a fly shuttle loom.

4. Division of marks.
- |  |             |
|--|-------------|
| (a) Spinning and its allied activities | 10+10 marks |
| (b) Weaving and its allied activities  | 20+10 marks |

### GARDENING

*Theory :*

1. Plant life :  
Parts of typical flowering plant. Seed Germination, Pollination Dispersal and seeds Osmosis, Transpiration, Photosynthesis and Respiration.
2. Soil :  
Physical Properties of soils; soil Fertility; Soil and Plants.
3. Organic Matter :  
Sources of Organic Matter, Functions of organic matter and compost making. Green Manuring.
4. Fertilizers :  
Nitrogenous, Phosphatic and potassic Fertilizers and their affects on Plants. Method, Time and quantity of application of Fertilizers.
5. Irrigation :  
Methods of irrigation. Loss of water and its control.
6. Tillage :  
Objectives of Tillage, Seed bed preparation, Methods of sowing. Interculture. Mulch and Mulching.
7. Weeds :  
Important weeds of Kharif and Rabbi Crops. Characteristics of weeds. Damage done by weeds. Control of weeds.

*Practical*

To develop skills in :

1. Making and maintenance of a lawn.
2. Sowing seeds, raising nursery and transplanting seedlings.
3. Potting the plants.
4. Preparing charts, albums and herbaria.
5. Growing of important local vegetables, flowers, shrubs, climbers and hedges.
6. Identification of seeds, vegetable and flowers.
7. Preparing of practical note-books.

### WOOD WORK

*Theory:*

1. Aims and value of Wood work as a school craft.
2. Workshop equipment.

3. The timber for wood work—grain of wood, Defects in timber and their remedies—(i) Shisham, (ii) Teak, (iii) Devdar, (iv) Kail, (v) Ply wood.
4. Seasoning of wood.
5. Drawing and designing.
6. Tools of various kinds.
7. The glue and its preparation.
8. French and Wax Polish.
9. Varnish and paint.
10. Nail and screw joints, Glue joints, Halved Joints, Mortise and tenon joints, Dovetail joints, and Mitred joints.

#### *Practical*

1. Tools, their use and maintenance.
2. Sawing and Planing the wood.
3. Cutting, gluing and fitting of different types of joints.
4. Sanding and spirit polishing.
5. Articles to be prepared :
  1. A set of pegs.
  2. Soap case stand.
  3. Mirror stand.
  4. Tea Tray.

#### *HOME CRAFT*

##### *Food :*

##### *Theory :*

1. Classification of different foods.  
Daily requirements of food for different persons.
2. The art of cutting the vegetables, slicing, peeling, chopping, grounding, etc.
3. Principles of cooking—various methods of cooking boiling, steaming, frying, roasting and baking and their effects on foods.
4. The Balanced Diet—The planning of balanced diet for various age levels at different costs.
5. The planning of meals for invalids and convalescents.
6. Causes of food deterioration and principles of food preservation in home.
7. The kitchen, arrangements of well equipped kitchen, cooking utensils—different types of ovens and fuels.

##### *Practical Work in groups :*

1. Preparation of Breakfast, Lunch, Dinner and Tea for ordinary and special occasions keeping in view the principles of balanced diet for various age groups.
2. Serving of the food.

**Needle Work;****1. Elementary steps in sewing.**

- (a) Different kinds of basic stitches.
  - (i) Tacking (ii) Running (iii) Back stitch (iv) Humming.
- (b) Other basic skills.
  - (i) Fixing of buttons, hooks and eyes.
  - (ii) Mending including darning and patching.

**2. Fancy needle work.**

- (a) Decorative stitches.
  - (i) Herring bore (ii) Cross stitch (iii) Hem stitch (iv) Loop stitch
  - (v) Button hole stitch.
- (b) Process flat raised.
  - (i) French (ii) Run and fell Seam.

**Dress making.**

- (a) Suitability of various materials for various garments.
- (b) Cutting of pattern on material.
- (c) Methods of taking measures from body and tailored garments

**Practical Work.****1. Preparation of—**

- (i) Duchess set (ii) Table cloth (iii) Tea Cosy.

**2. Drafting of—**

- (i) Jangia (ii) Blouse (iii) Baby Frock.

**House Hold Management :**

1. Household furnishing and interior decoration. Selecting suitable furniture, fittings and simple articles for decoration-colour. Arrangements of pictures and flowers.
2. Selection care, cleaning methods, and storage of household equipment, brass, aluminium, copper, silver glass procelain and earthenware vessels.
2. Care of house, daily, weekly and seasonal cleaning.
4. The family budget, planning the use of income to meet the requirement for food, clothing, house rent, health and education.

**Practical.**

1. Cleaning of utensils.
2. Decoration of a room.
3. Preparation of a family budget.

*Laundry :*

1. Equipment necessary for laundrying.
2. The preliminary operations for washing clothes, sorting, mending and removal of stains.
3. Washing and finishing of garments in silk, cotton, woollen and rayons.
4. Soap and chemical and other compounds used in washing.
5. Simple home dry cleaning. Use of french chalk, fuller's earth, bran etc.

*Practical*

1. Removal of stains.
2. Washing of a woollen garment.
3. Washing and ironing of a silk garment.

*LEATHER WORK**Theory :*

Difference between hide and leather.

Different types of leathers and their uses.

Important tools for leather craft.

Explanation of the following terms.

1. Staining. 2. Thonging. 3. Tracing. 4. Over sewing thonging.
5. Double stitching thonging. 6. Criss-cross thonging. 7. Tanning—  
Colours suitable for leather craft.

Important centres of leather industry.

*Practical :*

1. Use of scissors, foot rule, leather punches, hand sewing needle, cutting knife and sewing machine for leather work.
2. Repairing chappals, shoes, purses etc.
3. Making simple designs for leather and transferring them in the materials to be used.
4. Practice in different models of leather decoration.
  1. Flat modelling. 2. Modelling. 3. Batik work. 4. Stencilling.
  5. Pierced. 6. Hind tooling. 7. Applique work.
5. Preparation of laces and handles for purses.
6. Following articles to be prepared.
  1. Comb case, or goggles case. 2. Book jacket. 3. Purse. (Ladies or gents) 4. Hand bag or portfolio.

*BOOKS FOR ARTS AND CRAFT*

1. Iowenfeld Victor & Brittain W. Lambert : *Creative and Mental Growth*, The MacMillan Company, New York Collier. Macmillan Limited.

2. De Francesco, Itale H. : *Art Education, Literatures means Ends*. New York : Harper & Row, Publishers, 1958.
3. Dewry, John : *Art as Experience*. New York, G. A. Putnau's Sons, 1934.
4. Read Herbert: *Education through Art*. New York : Pautheon Books : 1958.
5. Wickiser, Ralph L. : *Education through Art*.
6. Wickiser Ralph L. : *An Introduction to Art Education Yorkers*. New York, World Box Company.
7. *Educational Reconstruction*. Savagram, Wardha : Hindustan Talimi Sangh, 1937.
8. *Craft in Indian School System*, New Delhi : National Council of Educational Research and Training, 1965.
9. *Report of Education Commission 1964-65*. New Delhi : Ministry of Education, Government of India, New Delhi.
10. *Concept of Work Experience*, New Delhi : National Council of Educational Research and Training, 1970.
11. Bhatia, H. R. : *Craft in Schools*. Bombay Asia Publishing House.

#### PART IV

#### SESSIONAL WORK

(Only internal assessment)

100 marks

#### A. Seminars and Tutorials

20 marks

Seminars and tutorials will be arranged alternatively once a fortnight. The seminar groups will be of approximately thirty students each. It is desirable for the tutorial groups to be smaller. In the seminar every student will be required to present only one paper during the entire session, on a topic assigned to him. The topic and the references for consultation should be notified to all the participants a week in advance.

#### B. Physical Education

.. 15 marks

- (i) Knowledge of minor games.
- (ii) Skills in running, jumping, throwing, and participation in any one of the following games.

Hockey, Foot ball, Volley ball, Basket ball, Net ball, Cricket,  
Kabbaddi, Badminton, Kho-Kho, Skating.

#### C. Work in the Practising School

... 15 marks

- (a) Study of either of the following aspects.
  - (i) Site, Sanitation, Building and accommodation.
  - (ii) Discipline, Time Table, records and Registers.
- (b) Organisation of one co-curricular activity such as Wall magazine, Literary Club, News Bulletin, Library Service, Hobbies etc.



**D. Community Living**

.. 20 marks

- (a) One of the following activities.
  - (i) Cleanliness and beautification of the campus.
  - (ii) First Aid/Girl Guiding/Scouting.
  - (iii) Cooking and serving.
  - (iv) Social service in college functions.
- (b) Conduct and Behaviour.
- (c) Participation in college clubs and societies.

**E. Hobbies**

.. 15 marks

Only practical work connected with one of the following—

Music, Cane work, Fret work, and wood work, card board and clay modelling, Toy making, Paper Machie, Poultry Farming, Floriculture, Kitchen gardening, Home Craft, one scientific Hobby, cotton craft, wool craft, Elementary knowledge of any one Indian language other than the National language and the language of the State or Region.

**F. Audio-visual Aids**

.. 15 marks

Making of two different types of aids in each Teaching subjects such as Charts, models, slides, Albums, Scrap Book.

**Note.**—Assessment of performance in all the areas A to F will be made separately on a five point scale—i.e. Excellent, Very Good, Good, Satisfactory, Below satisfactory— by the staff members concerned. The Principal will be in over all incharge of the assessment work, and will have the authority to modify the same where necessary, The result of a candidate whose performance in any of the above mentioned areas is graded as 'Below satisfactory' will not be declared till he makes up the deficiency in the next session, the period depending on the discretion of the Principal.

Finally this grading will be converted into numerical series as indicated below, added up and sent to the University giving the marks in each area :

Excellent	..	80%
Very Good	..	70%
Good	..	60%
Satisfactory	..	50%
Below Satisfactory	..	35%

**Sub. National Systems Unit,**  
**National Institute of Educational**  
**Planning and Administration**  
 17-B, Sri Aurobindo Marg, New Delhi-110016  
 DOC. No. 390 H  
 Date 13/8/82

The records of Sessional work assessment will be open to inspection and modification by the University.

