



**iase**  
deemed  
university

# SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

B.Ed. (ONE YEAR COURSE)

Bachelor of Education Examination  
(Session – 2010-2011)

Institute of Advanced Studies in Education Deemed  
University

**Gandhi Vidya Mandir, Sardarshahr – 331401**

**Phone – 01564 – 220025, 223642, 223054**

## Rules for Admission in B. Ed. (One Year Course)

### A. Minimum Educational Qualification

- Graduation in Science, Arts and Commerce with at least two school teaching subjects. (Minimum 50 % for General Candidates, 45 % for OBC and SC/ST Candidates marks are required)

### B. Reservation

- Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Rajasthan Govt. /Central Govt. /University rules.

### C. Admission Procedure for B. Ed.

- In B. Ed., admission will be made strictly on the basis of merit of entrance test organized by any university of Rajasthan.

### D. Objectives of B. Ed.

- The objectives of this Secondary stage pre-service teacher education program are to enable the prospective teacher to –
- Understand various educational issues in the context of Emerging Indian Society.
- Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues.
- Describe teaching learning process in the classroom and the various factors that influence it.
- Understand adolescent learners, their needs, and interest and peculiar problems and motivate them for learning.
- Plan and organize classroom through learner's centred techniques of instruction and inclusive education.
- Organize effective whole classroom instruction and justify it.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Use Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious.
- Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive.
- Adept and develop additional learning, instructional material in subject areas.
- Resolve classroom and school problems through action research.
- Develop concern for fellow learners, the society and environment among students and encourage them to become responsible citizens.
- Foster skills and attitude for involving the Community as an educational partner and use Community resources in education.
- Become self-regulated learners; develop professional commitment and work as responsible professionals.

### E. Course Design:

The syllabus of this course comprises the following –

**(a) Theory: Consists of following papers –**

1. Education and Emerging Indian Society.
2. Psycho- Social bases of Learning and Teaching.
3. Educational Management and School Organisation.
4. Educational Technology & Computer Application.
5. Environmental Education.
6. First Teaching Paper
7. Second Teaching Paper
8. Specialisation Paper – One Specialisation paper to be decided by considering the following :
  - Distance Education
  - School Library Organisation
  - Educational and Vocational Guidance
  - Measurement and Evaluation
  - Population Education.
  - Elementary Education
  - Physical Education
  - Value Education
  - Educational aspects of Geeta
  - Gandhian thoughts of Education

**(b) Pre-Practice Teaching – Micro Lessons (Any five Skills)**

**(c) Practical Work and Continuous & Comprehensive Evaluation: Comprising of –Tutorial Assignment, Seminars, Discussions etc.**

- i. Preparation of Teaching Aids (Charts, Models etc. minimum 2 in each subject)
- ii. Practical of Science, Psychology & Educational Technology.
- iii. Assignments, Term Papers, Reports.
- iv. Participation in Co-curricular Activities.
- v. Community Work Campaign.
- vi. Sessional Work in each paper.
- vii. Exhibition.
- viii. Block Teaching

**(d) Work Experience**

- i. Gardening
- ii. Tie and Dye
- iii. Paper and Cardboard Work
- i. Soft Toy and Doll Making
- ii. Woodwork
- iii. Interior Decoration
- iv. Photography
- v. Maintenance of Electronics and Electrical Instruments
- vi. Food Processing and Preservation

- vii. Embroidery & Knitting Work
- viii. Agriculture/Animal Husbandry.

F. 1. (i) Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.

Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. prescribed for the first year T.D.C. course or a subject dropped by a candidate at the Part I stage of the degree course shall not treated as Teaching Subject. In case of Honours Graduates, beside the Honours Subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic and also took university examination each year.

- (ii) Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
  - (iii) A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
  - (iv) A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.
2. A candidate who fails in internal evaluation of any theory paper(s) and/or practical of environmental education and/or external practical of computer literacy and educational application paper he/she shall be declared fail in that theory paper(s).
  3. If a candidate fails in any theory paper(s), he/she will be declared failed in all theory paper. Candidate who fails in theory papers may present themselves for reexamination therein at a subsequent examination as an ex-student. He/She shall be required to attend 1/3 duration of the regular course and have to complete all internal evaluation activities related to theory papers. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.
  4. Candidate who fails in practical examination (practice of teaching) may present themselves for re-examination therein at a subsequent examination. He/she shall be required to teach 40 lessons in all and complete internal evaluation activities related to practical (practice of teaching). He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.
  5. If a candidate who fails in theory paper as well as practical examination (practice of teaching) shall be required to re-appear in all theory papers of as well as practical examination(practice of teaching) as an ex-student in subsequent examination. He/She shall be required to teach 40 lessons in all and complete internal evaluation activities related to practical (practice of

- teaching) and theory papers. He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.
6. Candidate shall not be permitted to appear as an ex-student at more than one subsequent examination.
  7. A candidate who does not meet minimum 75% attendance he/she will not be allowed to appear in theory and practical examination. He/She may present themselves for re-examination therein at a subsequent examination as an ex-student without attending the full course. He/She shall be required to attend the regular course to meet minimum percentage of attendance and have to complete all internal evaluation activities related to practical (practice of teaching) and theory paper and required to teach 40 lessons in all. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.
  8. Candidate reappearing in a subsequent Examination shall be examined in accordance with the scheme and syllabus in force.
  9. It will be necessary for a candidate to pass separately in Internal and External Examinations.
  10. A candidate who has already B.Ed. Examination of the university or some other university recognized for the purpose by the Board of Management may be permitted to take any one paper of Teaching Methodology and other teaching subject which he or she has not offer at his/her B.Ed. examination provided –
    - a. He/she is eligible to offer that teaching subject under provision F.1.
    - b. He/she studied at a college/ Department of Education of the university, for the purpose for at least 1/3 duration of the semester, and
    - c. He/she completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers at least 20 lessons in a recognized school under the supervision of the staff of the college/Dept. of Education of the University.
  11. It is mandatory for every candidate to deliver 40 lessons (20 in each subject) under the supervision of the subject teacher. If a candidate who does not deliver 40 lessons and/or criticism lesson and/or any other activities related to teaching practice and practical work will not be allowed to appear in external assessment of practice teaching (i.e. final practical examination).

## G. Courses of Study and Scheme of Evaluation

PAPER NO.	PAPER NAME	Paper Code	Max. Marks				Min. Marks			
			Ext.	Int.	Prac.	Total	Ext.	Int.	Prac.	Total
PAPER – I	Education and Emerging Indian Society.	BED-110	80	20	-	<b>100</b>	29	07	-	<b>36</b>
PAPER – II	Psycho- Social bases of Learning and Teaching.	BED-120	80	20	-	<b>100</b>	29	07	-	<b>36</b>
PAPER – III	Educational Management and School Organization.	BED-130	80	20	-	<b>100</b>	29	07	-	<b>36</b>
PAPER – IV	Educational Technology & Computer Application	BED-140	50	20	30	<b>100</b>	18	07	11	<b>36</b>
PAPER – V	Environmental Education.	BED-150	50	20	30	<b>100</b>	18	07	11	<b>36</b>
PAPER – VI & VII	<b>Methodology of Teaching</b> (Any two from the following Teaching Subjects)	BED-160	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	a) Hindi	BED-160-I	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	b) Sanskrit	BED-160-II	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	c) English	BED-160-III	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	d) Social Studies	BED-160-IV	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	e) Civics	BED-160-V	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	f) History	BED-160-VI	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	g) Economics	BED-160-VII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	h) Geography	BED-160-VIII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	i) Business Organization	BED-160-IX	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	j) Financial Accounting	BED-160-X	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	k) Mathematics	BED-160-XI	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	l) Home Science	BED-160-XII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	m) General Science	BED-160-XIII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	n) Chemistry	BED-160-XIV	80	20	-	<b>100</b>	29	07	-	<b>36</b>

	o) Biology	BED-160- XV	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	p) Physics	BED-160- XVI	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	q) Arts	BED-160- XVII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	r) Computer Science	BED-160- XVIII	80	20	-	<b>100</b>	29	07	-	<b>36</b>

<b>PAPER – VIII</b>	<b>Specialization Paper</b> (Any one from the following)	BED-170	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Distance Education	BED-170- I	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	School Library Organization	BED-170- II	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Educational and Vocational Guidance	BED-170- III	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Measurement and Evaluation	BED-170- IV	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Population Education.	BED-170- V	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Elementary Education	BED-170- VI	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Physical Education	BED-170- VII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Value Education	BED-170- VIII	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Educational aspects of Geeta	BED-170- IX	80	20	-	<b>100</b>	29	07	-	<b>36</b>
	Gandhian thoughts of Education	BED-170- X	80	20	-	<b>100</b>	29	07	-	<b>36</b>

## **PART - II**

### **TEACHING PRACTICE AND PRACTICAL WORK**

External Assessment	<b>150</b>
Internal Assessment	<b>150</b>
Internal Assessment is based on the following activities –	
a) Micro Teaching (5 Skills) ( Both Teaching Subjects) (Each Skill of 1 Marks)	5+5=10
b) Criticism Lesson Plan in both teaching subject (Each Subject of 25 Marks)	25+25=50
c) Observation (5 in each subject)	05+05=10
d) Practical in Audio Visual equipments-five	10

e) Open air session / SUPW Camp and Community service i) Beautification and shramdan ii) Community Participation iii) Studies (work experience related with some theory course)	10
f) Practical in Science (5 Practicals)	10
g) Evaluation of 5 Lesson plan in Each Subject	10+10=20
h) Lesson Diary (Each Subject)	5+5=10
i) <b>Attendance</b>	
<b>Theory Classes</b>	<b>10</b>
76%-80%	2
81%-85%	4
86%-90%	6
91%-95%	8
96%-100%	10
<b>Co-curriculum Activities</b>	<b>10</b>
76%-80%	2
81%-85%	4
86%-90%	6
91%-95%	8
96%-100%	10
<b>TOTAL MARKS</b>	<b>300</b>

## H. Notes -

- Evaluation of co-curricular activities and other internal evaluation will be completed by the related faculty members. Minimum 75% attendance will be must for appearing in the final examination to each student.
- In each theory paper except the paper of computer education, evaluation process will be as follows -
  - External Evaluation = 80%
  - Internal Evaluation = 20%
- Candidate cannot appear in the final practical examination without completing all activities related to practical work and practice teaching.
- Those successful candidates who obtained 60% or above of the aggregate marks will be awarded "First Division" and who obtained 48% and less than 60% will be awarded "Second Division". The minimum pass marks in each paper shall be 36% in external as well as in internal assessments and 40% in the aggregate of all the theory papers including internal assessment marks.
- Each question paper will be divided into five UNITS. Each UNIT will have questions – one essay type and two short answer type (with 2 to 3 parts) having 16 marks in total.

But in the paper of IV and V each question will be of 10 Marks.

## Paper-I

### EDUCATION AND EMERGING INDIAN SOCIETY

#### Objective:

To enable the student teacher to understand –

1. The relationship between philosophy and education, how different philosophical systems have influenced the education.
2. The context in which various educational approaches have evolved in India.
3. The provisions regarding education in the Indian constitution.
4. The need to study education in a sociological perspective. The Process of social change influencing the education and the role of education in social change.
5. The role and commitment of the teachers and learners about the challenges faced in evolving new education order.
6. Role of education in changing Indian Society towards a new social order.

#### Course Content

##### UNIT I:

1. Concept, nature and Meaning, aims and objectives of education.
2. Forms of Education: - Formal, informal, non-formal.
3. Values and aspiration of the present Indian Society.
4. Cultural heritage and its relevance in the modern Indian education

##### UNIT II:

Educational implications of the following.

1. Idealism
2. Naturalism
3. Pragmatism.

Educational contribution of the following:

1. Jainism
2. Geeta
3. Buddhism
4. Ravindra Nath Tagore
5. M.K. Gandhi
6. Swami Vivekanand
7. Sri Aurobindo Ghosh

##### UNIT III:

Indian Constitution and the status of education with reference to the following:

1. Universalization of education
2. Equality of opportunities in education
3. Education and Fundamental Rights and Duties.
4. Relationship between education and democracy
5. Role of education in developing Socialistic patterns and national integration.

**UNIT IV:**

Education as a Social System

Education as an agent of social change, social change influencing the trend of education and Social disparities

Social Mobility, Cultural Lag, Gender disparities

Regional disparities

The role of educational institution for creating new social orders

**UNIT V:**

Emerging Indian Concerns and their educational implications;

Population education – Meaning, Scope, Importance, Population Explosion

Globalisation - Meaning, Scope, Importance, Role of teacher education

Human rights - Meaning, Scope, Importance.

National Security.

**Sessional Work**

Sessional work : Any two of the following:-

1. Role of teacher to prepare students for responsible citizenship
2. Inculcation of values in the present system of education
3. Education and democracy
4. Educational opportunities
5. Universalization of Education
6. Education and Culture
7. Surveying the Educational need of the community from the prospective of equalisation of educational opportunities

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)

External Evaluation

**Total Marks - 100**

10+10 = 20 Marks

80 Marks

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- Ruhela Satyapal Sociology of Education (1992)

## Paper-II

### PSYCHO-SOCIAL BASES OF LEARNING AND TEACHING

#### Objective:

1. To develop an understanding *of* the basic concepts, methods and principles of Psychology and *of* Educational Psychology with reference to learning and teaching.
2. To develop an understanding of the nature and process of learning in the Context of various learning theories and factors.
3. To develop an understanding about the various factors that affect learner like Personality, intelligence, creativity and motivation.
4. To develop an understanding of the impact of social and psychological factors responsible *for* a balance development *of* personality *of* the learners.
5. To develop effective teaching skills in the teacher- in the making.
6. To acquaint them with various aspects of teaching such as factors that affect it, teaching models and various teaching theories.
7. To develop necessary skills to evaluate and interpret the learning outcomes.
8. To develop skill of computation and use of elementary statistics.

#### Course Contents

##### UNIT-I

1. Educational Psychology - meaning, methods, scope, Functions and applications.
2. Implications of Educational Psychology for a Teacher, Curricula, Classroom situations and learner development.
3. Growth and Development of the learner- meaning, Principles.
4. Physical, social, mental and Emotional Development and their Implications for learning.

##### UNIT-II

1. Learning - meaning, factors effecting learning and types of learning (Gagne)
2. Theories of learning- Trial and Error, Classical, Conditioning, Operant Conditioning, Gestalt, Piaget and Burner, Social learning.
3. Transfer of learning, factors, theories, and its Implications *for* teacher.
4. Motivation-meaning and role in the process of learning.

##### UNIT-III

1. Personality-meaning, types, factors responsible for shaping it, objective and Projective methods of assessment personality.
2. Intelligence-meaning, Theories, measurement and role in learning.
3. Creativity- meaning; components, development and measurement.

4. Self Concept, Development and factors effecting.

#### UNIT-IV

1. Adjustment-concept, mechanism.
2. Identification and education of maladjusted children.
3. Individual differences-meaning, causes and their educational Implications (with special reference to the slow learner, gifted, delinquents, physically disabled and socially deprived children).
4. Group Dynamics and Child learning.

#### UNIT -V:

1. Importance and uses of Educational Statistics.
2. Frequency distribution.
3. Graphical presentation: Histogram, Frequency Polygon, Ogive Curve.
4. Measures of Central Tendency - Mean, Median and Mode.
5. Measures of dispersion - Standard Deviation, Mean Deviation, Quartile Deviation.
6. Correlation and its interpretation - Calculation of correlation by Rank Difference Method.

#### Sessional Work (10 Marks)

- a) Administration of any five Psychological test, scoring, interpretations and presentation of the result.

#### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### Total Marks - 100

10+10 = 20 Marks  
80 Marks

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माथुर एस. एस.	शिक्षा मनेविज्ञान
सिंह उपाध्याय	विकास एवं अधिगम के मनो सामाजिक आधार
रामपाल सिंह	शिक्षा में नवचिन्तन

## Paper-III

# EDUCATIONAL MANAGEMENT AND SCHOOL ORGANIZATION

### Objectives:

To enable student teacher to

1. Acquire knowledge of the concept of Educational Administration and Management.
2. Understand the role of centre, state and local agencies in managing education.
3. Acquire knowledge of administration and supervision of education in Rajasthan.
4. Develop an understanding of the principles and practices of school organization. .
5. Develop an understanding of the main issues related to Indian educationa1 system.

### Course Contents

#### UNIT-I

Concept, need, characteristics, principles of Educational Administration and Educational Management.

Concept of authority, delegation of power, centralization and decentralization, direction, communication, UNITY of command, TQM.

#### UNIT-II

Concept, types, principles, styles, need, problems of Leadership.

Leadership role of school HM in institutional planning

Concept, type, aims, need of Educational planning and financial management.

School budget, nature, process of preparation, problems and solutions.

#### UNIT-III

Meaning, old and modern concept, types, differences, objectives, Principles, nature, problem, remedies of Supervision and inspection, role of school Headmaster in Supervision and Inspection:

Concept, type, objectives, Principles, nature, problem, remedies of following:

Development and maintenance of infrastructure

Time Table

Planning co-curricular activities School records Student discipline Overall school climate and tone

#### UNIT –IV

A brief survey of growth and development of education in India.

- (A) Pre-Independence era-
- i). Education during Vedic, Buddhist and Medieval period
  - ii) Developments during British period-Macaulay's minutes Woods Dispatch -1854.
- (B) Post independence era Salient features of Secondary Education Commission 1952-53. Education Commission 1964 and National Policy on Education 1986.
- (C) Major recommendations of Education Commission (1964) and NEP 1986 for educational administration.
- (D) Right to Educational Act 2009.

### UNIT – V

- a) Role of central and State agencies of education.
- MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA.
  - State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET.

### Sessional Work

Any two of the following:

1. A detailed essay on any aspect of educational administration in India.
2. Detailed essay on any aspect of school organization.
3. Preparation of an outline of an institutional planning on any aspect of school organization.
4. A case study of a secondary school with reference to the leadership role of School Headmaster.
5. A Survey Report

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

**Reference:**

- |     |   |  |         |  |
|-----|---|--|---------|--|
| 1   | भटनागर सुरेश  | शैक्षिक प्रबंध और शिक्षा की समस्याओं         | 1996    | सुर्या पब्लिकेशन, मेरठ                         |
| 2.  | गुप्ता एल. डी.  | उच्च शैक्षिक प्रशासन                         | 1990    | हरियणा साहित्य अकादमी चण्डीगढ                  |
| 3.  | सुखिया एस. पी.  | विद्यालय प्रशासन एवं संगठन                   | 1965    | विनोद पुस्तक मन्दिर, आगरा                      |
| 4.  | वशिष्ठ के. के.  | विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएं | 1985    | लायल बुक डपो मेरठ                              |
| 5.  | देव आचार्य महेन्द्र                                   | विद्यालय प्रबंध                              | 1998    | राष्ट्रवाणी प्रकाशन, दिल्ली                    |
| 6.  | शर्मा आर. ए.  | विद्यालय संगठन एवं शिक्षा प्रशासन            | 1995    | सुर्या पब्लिकेशन, मेरठ                         |
| 7.  | व्यास हरिशचन्द्र शैक्षिक प्रबंध और शिक्षा की समस्याएं |  | 1996    | सुखपाल गुप्त आर्य बुक डिपो दिल्ली              |
| 8.  | अग्रवाल जे.सी.  | विद्यालय प्रशासन                             | 1972    | आर्य बुक डिपो करोल बाग, नई दिल्ली              |
| 9.  | योगन्द्र जीत भाई                                      | शैक्षिक एवं विद्यालय प्रशासन                 | 1977    | विनोद पुस्तक मन्दिर, आगरा                      |
| 10. | Kochhar, S.K.   | Secondary School Administration              | 1970    | Sterling publishers New Delhi.                 |
| 11. | Mukerji, S.N.   | Secondary School Administration              | 1953    | Acharya Book Depot, Baroda.                    |
| 12. | Mukerji, S.N.   | Administration of Education in India         | 1962    | Acharya Book Depot, Baroda.                    |
| 13. | Mohiyuddin, M.S.                                      | School organization and Management           | 1944    | Govt. of Mysore Banglore                       |
| 14. | Sharma, R.C.  | School Administration                        | 1970    | Kendriya Vidyalaya Sangathan, Delhi            |
| 15. | Kabir, Humayan  | Student Indiscipline                         | 1955    | Ministry of Education, Delhi.                  |
| 16. | Bhatnagar, R.P.                                       | Educational Administration                   | 1995    | Surya Publication, Meerut.                     |
| 17. | Mahajan, Baldev                                       | Educational Administration in Rajasthan.     | 1996    | Vikash Publishing House, Pvt. Ltd., New Delhi. |
| 18. | Mukhopadhyay,   | Total quality Management in Education        | 2001    | NIEPA, Delhi. Murmer                           |
| 19. | Mathur, S.S.  | Educational Administration                   | 1969    | Krishna Brothers, Jullundur                    |
| 20. |   | The Report of Education Commission           | 1964-66 | Govt. of India Ministry of Education           |
| 21. |   | The Report of Secondary Education            | 1952-53 | Govt. of India Ministry of Education           |
| 22. | Shukla, P.D.  | Administration of Education in India.        | 1983    | Vikash Publishing House, Pvt., Ltd., Delhi     |
| 23. | Agarwal, J.C.   | School Administration                        | 1972    | Arya Book Depot Karol Bagh, New Delhi.         |
| 24. | Khan Mohd. Sarif                                      | Educational Administration                   | 1979    | Ashish Publishing                              |

# **EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION**

## **Paper IV**

### **Objectives:**

After completing this course the students and teachers will be able to:-

1. Explain the concept of ET, its types, scope and role in educational practice
2. Make use of modern Information and Communication Technology to improve teaching-learning process.
3. Differentiate the concept of teaching, learning, training and instruction.
4. Distinguish approaches, strategies and methods of teaching and there by plan and select the most appropriate method/strategy/communication strategies/teaching aids to the context of classroom situation.
5. Explain the concept and significance of different teaching models in relation to instructional objectives.
6. Realize the importance of feed-back devices in teacher education and develop the competency to provide feed-back through different procedures.
7. The student Teachers will have understanding of Computer system and its working.
8. The student teacher- will be able to understand and operate 'Windows'.
9. The student will be able to understand the Educational Applications of Computer.
10. The student will develop skill in the use of Internet.

### **UNIT – I : Basic of Educational Technology :**

1. Concept of Educational Technology – meaning, scope and role in Educational Practices.
2. Types of ET - Teaching Technology, Instructional Technology and Behavior Technology (meaning, characteristics, basic assumptions and content).
3. Educational Communication - Elements of communication, Communication Skills, Teaching Learning process as the process of communication.
4. System Approach in Education.
5. Programmed Instruction (concept, organization, merits, and limitations) types of programmed Instruction – Linear and Branching.

### **UNIT – II : Teaching and Strategies**

1. Concept -Teaching, Instruction, Training and learning, Relationship between teaching and training.
2. Maxims of teaching.
3. Classification and Specification of Instructional Behavior.
4. Concept of Feed Back in teacher education – Flander's class room interaction analysis category system.
5. Group discussion, Brain-storming, Panel discussion & Team teaching, Simulated teaching.

6. Levels of teaching (Memory, understanding and reflective)

### **UNIT – III : Computer and Operating System**

1. Concept and Classification of Computers.
2. Memory of Computer and its types.
3. INPUT/OUTPUT devices.
4. Computer Software and its types.
5. Operating System – Concept functions and types.
6. Windows and its management.

### **UNIT –IV : MS-Office and its educational Implications**

1. MS-Word – Text Management.
2. MS-Excel – Database and Graphics.
3. MS-Power Point – Educational slide Presentation, Preparation and Teaching.

### **UNIT –V : Computer Network, Internet, Multimedia and CAI**

1. Computer Network – Concept, types and Topologies.
2. Internet – Concept, Modem, types of Connections, Services, Application and Internet surfing for educational purpose.
3. Concept of multimedia and its educational uses.
4. Computer Assisted Instruction (CAI)

#### **Evaluation :-**

- |  |            |
|--|------------|
| 1. Theory Paper (University Examination)       | : 50 Marks |
| 2. Practical Evaluation :                      |            |
| (a) External Practical Exam (Computer)         | : 30 Marks |
| (b) Internal Tests (2 tests) Theory            | : 10 Marks |
| (c) Sessional – One from each following groups | : 10 Marks |

#### **Group – I : - 5 Marks**

- (1) Preparation, tryout and reporting of an Instructional Plan base on Teaching strategies- Group Discussion, Panel Discussion and Team Teaching.
- (2) Preparation, try and reporting of an Instructional plan Based on program instruction.
- (3) Observation of a lesson of peer. Group for encoding and decoding on the bases of FIACS.

#### **Group – II : - 5 Marks**

Preparation a complete teaching lesson plan using power point presentation in MS-Power Point.

#### **REFERENCES:**

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- शर्मा आर. ए. : शिक्षण तकनीक मॉडर्न पब्लिकेशन, मेरठ, 1989
- वघेला हेतसिंह : शैक्षिक प्राद्यौगिक राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1996 ।
- मित्तल, सन्तोष : शैक्षिक तकनीकि ।
- पुरोहित जगदिश नारायण, भावी शिक्षकों के लिए आधारभूत कार्य, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर ।
- कथूरिया रामदेव, पी. सूक्ष्म अध्यापन, विनोद पुस्तक मन्दिर, आगरा, 1996 ।
- कपूर उर्मिला : शैक्षिक तकनीकि ।
- वेणुगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर ।

**Paper-V****ENVIRONMENTAL EDUCATION****COURSE OBJECTIVES:**

1. To enable the pupil teachers understand about the concept of environmental education.
2. To develop in the pupil teachers a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

**COURSE CONTENTS:****UNIT I: Nature of Environmental Education and its Resources**

1. Definition, Scope and Importance.
2. Need for Public Awareness.
3. Natural Resources and Associated Problems –  
Forest, water, mineral, food energy and land

**UNIT II: Eco-systems:**

1. Concept of an ecosystem.
2. Structure and function of an ecosystem.
3. Ecological Succession.
4. Food Chain, Food webs and ecological pyramids.
5. Introduction, types, characteristic features, structure and function of the following ecosystem
  - a). Forest ecosystem.
  - b). Grassland ecosystem.
  - c). Desert ecosystem.
  - d). Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)

**UNIT III: Bio- diversity and Its Conservation:**

1. Introduction – Definition and Concept of Bio- Diversity, genetic, species and ecosystem diversity. Its importance and conservation.
2. Bio –Diversity hotspot
3. Climate change, global warming, acid rain, ozone layer depletion.

**UNIT IV : Environmental Pollution :**

1. Environmental Pollution- Concept Causes, effects and control measures of
  - a). Air Pollution.
  - b). Water Pollution.
  - c). Soil Pollution.
  - d). Noise Pollution.
  - e). Plastic Pollution
2. Environment Protection Act.

**UNIT – V: Social issues and Human Population:**

1. Population Growth, variation among nation.
2. Population explosion – Family Welfare programme.
3. HIV/AIDS
4. Disaster Management: Floods, Earthquake, Cyclone and Land Slides.
5. Water conservation, rain water harvesting, watershed management
6. Solid Waste Management : Causes, effects and control measures of Urban

**Sessional Work:**

1. Two seminar/ discussion or workshop on environmental education  
5+5=10
2. Environmental practicals  
10 Mark
  - (A) Diagnostic test – Ph, soil testing, water testing etc.  
5 Mark
  - (B) preparation of composting, pesticides, manures etc.  
5 Mark  
( Through organic or local methods.)
3. Conservation and maintaining of plants in current session  
10 Mark
4. Awareness programmes  
10 Mark  
( as diagrams, reports of seminar or conference, cutting of News paper  
Slogan, quotation etc.)

**Evaluation Procedure**

- (a) Sessional work & Two tests ( Covering UNIT I – V)
- (b) External Evaluation

Total Marks - 100  
40+10 = 50 Marks

50 Marks

### **REFERENCES:**

1. Center, E.W. (1977) : Environmental Impact Assessment, MC Graw Hill Co., New York
2. Fedron, E. (1980) Man and Nature, Progress Publishers, Moscow.
3. Gupta, V.K. (1988) : Environmental Education, New Academic Publishing House, Mai Hiran Gate, Jalandhar.
4. Kormondy, E. (1991) : Concept of Ecology, Prentice Hall of India, New Delhi.
5. Odem, E.P. (1975) : Ecology, oxford and IBH Publishing Co. New Delhi.
6. पर्यावरण विज्ञान, डा. सी.एस. शुक्ला – धनपतराय पब्लिशिंग कम्पनी (प्रा.लि.) नई दिल्ली-110002
7. परिचयात्मक पर्यावरण प्रदूषण एवं नियंत्रण – दलीप कुमार मार्कण्डेय, नीलिमा राजवैद्य स्टेण्डर्ड पब्लिशर्स डिस्ट्रीब्यूटर्स, 1705-बी, नई सड़क दिल्ली – 110006
8. पर्यावरण अध्ययन – डा. मन्जू सिंह, डिस्कवरी पब्लिशिंग हाउस, नई दिल्ली – 110002
9. पर्यावरण भूगोल, राजेश शुक्ला, रश्मि शुक्ला, अजुर्न पब्लिशिंग हाउस, दिल्ली – 53
10. पर्यावरण शिक्षा, डा. मंजु शर्मा, डा. राजेश कुमार चौहान
11. पर्यावरण अध्ययन – डा.एस.सी. शर्मा एवं एलीन श्योराण, आर्य पब्लिशिंग कम्पनी
12. पर्यावरण शिक्षा, डा. एम. के. गोयल – विनोद पुस्तक मन्दिर, आगरा-2
13. पर्यावरण और मानव मूल्यों के लिए शिक्षा – डा.बी.एल.शर्मा, डा.वी.के. माहेश्वरी- आर.लाल. बुक डिपो, मेरठ (यु.पी.)
14. पर्यावरण शिक्षा- डा.बी.एल.शर्मा, कविता प्रकाशन, जयपुर।
15. पर्यावरण शिक्षा – डा.ए.बी.सक्सेना, आर्य बुक डिपो, मेरठ (यु.पी.)

## प्रश्न पत्र – VI & VII हिन्दी शिक्षण

### उद्देश्य :-

1. भाषा संरचना में हिन्दी तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
3. ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिन्दी की विद्याओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
6. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परिक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

### Unit – I

#### (अ) हिन्दी शिक्षण के आधार

- हिन्दी शिक्षण का अर्थ, प्रकृति एवं क्षेत्र
- हिन्दी भाषा का वैज्ञानिक स्वरूप (ध्वनि, शब्द, वाक्य की दृष्टि से)

#### (ब) हिन्दी भाषा का विकास एवं योगदान

- मातृभाषा, उसका महत्व तथा ऐतिहासिक स्वरूप
- भारत में भाषा नीति एवं हिन्दी की स्थिति
- मातृभाषा को लोकप्रिय बनाने हेतु प्रयास

#### (स) हिन्दी शिक्षण का लक्ष्य एवं उद्देश्य

- मातृभाषा की दृष्टि से
- राष्ट्रभाषा की दृष्टि से

#### (द) पत्र पत्रिकाओं एवं सदर्थ ग्रन्थ के रूप में अन्य विषयों से इसका सम्बन्ध

- साहित्यिक, वैज्ञानिक एवं भाषीय महत्व

**Unit – II****(अ) हिन्दी भाषा के निर्देशात्मक उद्देश्य एवं शिक्षण विधियां**

- हिन्दी शिक्षण के बौद्धिक, क्रियात्मक एवं भावात्मक पक्ष (वी.एस.ब्लुम द्वारा निर्धारित)
- छात्राध्यापकों हेतु अपेक्षित व्यवहारगत परिवर्तन
- अभिक्रमित अनुदेशन एवं भाषा प्रयोगशाला

**(ब) हिन्दी शिक्षण की विधियां**

- हिन्दी शिक्षण के सिद्धान्त
- हिन्दी शिक्षण के सूत्र
- पाठयोजनाएँ, पर्यवेक्षित अध्ययन एवं सूक्ष्म शिक्षण विधि

**(स) हिन्दी शिक्षण की तकनीकियां**

- हिन्दी शिक्षण के उपागम – लिखित, मौखिक एवं शब्द उपागम
- क्षेत्रीय भ्रमण, दूरदर्शन एवं कम्प्यूटर तकनीकी

**Unit – III****(अ) हिन्दी शिक्षण की पाठयोजना, संप्रत्यय, अर्थ और उद्देश्य**

- दैनिक इकाई तथा वार्षिक पाठ योजना
- हिन्दी पाठ योजना का महत्व
- पाठ योजना के प्रकार एवं विविध सोपान

**(ब) हिन्दी कौशल का संप्रत्यय एवं अर्थ तथा कौशल**

- लिखित, मौखिक (वाचन एवं अभिव्यक्ति)
- गद्य, पद्य, नाटक, निबन्ध एवं व्याकरण शिक्षण
- कहानी तथा रचना शिक्षण

**(स) सूक्ष्म शिक्षण का अर्थ, संप्रत्यय एवं सूक्ष्म शिक्षण चक्र तथा भारतीय प्रतिमान**

- सूक्ष्म शिक्षण का उपयोगिता तथा अनुसूचित शिक्षण
- सूक्ष्म शिक्षण की संरचना
- हिन्दी के सूक्ष्म शिक्षण कौशल

**(द) हिन्दी पाठ्यक्रम का संप्रत्यय, अर्थ, सिद्धान्त एवं औचित्य**

- वर्तमान पाठ्यक्रम का स्वरूप एवं सीमाएं
- राजस्थान की हिन्दी भाषा पाठ्यक्रम की विशेषताएं
- पाठ्यक्रम निर्माण में सावधानियां

## Unit – IV

### शिक्षण सहायक सामग्री

- दृश्य-श्रव्य उपकरण – अर्थ, उद्देश्य, क्षेत्र, विशेषताएं, प्रकार, तथा संरचना प्रस्तुतीकरण और महत्व
- दृश्य-श्रव्य उपकरणों का निर्माण, प्रकार, रख-रखाव व उपयोगिता
- डेल्स कोन का अनुभव प्रतिमान
- भाषायी प्रयोगशाला और सामुदायिक संसाधन
- हिन्दी पाठ्य पुस्तक – गुणवत्ता
- हिन्दी शिक्षक – हिन्दी शिक्षक की विशेषताएं, कक्षा शिक्षण के समय सावधानियां

## Unit – V

### हिन्दी शिक्षण में मूल्यांकन

- मूल्यांकन – अर्थ, सम्प्रत्य
- हिन्दी परीक्षण की संरचना एवं परीक्षण पदों की संरचना
- पाठ्य वस्तु विश्लेषण
- नील पत्र का निर्माण एवं उपलब्धि परीक्षण
- एक अच्छे परीक्षण की विशेषताएं
- हिन्दी में निदानात्मक परीक्षण का संप्रत्यय एवं संरचना, उपचारात्मक शिक्षण और विकासोन्मुख कार्य योजना

### सत्रीय कार्य

निम्नांकित में से कोई दो सत्रीय कार्य होंगे—

1. किन्ही दो शिक्षण कौशलों के लिए सूक्ष्म पाठ निर्माण करना।
2. व्याकरण के किसी एक विषय पर श्रृंखला अभिक्रम का निर्माण करना।
3. ईकाई या वार्षिक प्रश्न पत्र का निर्माण।
4. एक पुस्तक की समीक्षा।
5. सहायक सामग्री के रूप में सामग्री तैयार करना।
6. व्याकरण शिक्षा से संबंधित चार्ट तैयार करना।
7. शैक्षिक प्रदर्शनी की रिपोर्ट

### मूल्यांकन प्रक्रिया

अंक

आन्तरिक मूल्यांकन प्रक्रिया – सत्रीय कार्य एवं दो जांच  
बाह्य मूल्यांकन प्रक्रिया –

10 +10 = 20 अंक  
= 80 अंक

## सन्दर्भ पुस्तकें

- |     |   |                                       |
|-----|---|---------------------------------------|
| 1.  | हिन्दी शिक्षण                                 | रमन बिहारी लाल                        |
| 2.  | हिन्दी भाषा शिक्षण                            | भाई योगेन्द्रजीत                      |
| 3.  | माध्यमिक विद्यालयों में हिन्दी शिक्षण         | निरंजन कुमार सिंह                     |
| 4.  | हिन्दी भाषा शिक्षण                            | भोलानाथ तिवारी तथा कैलाशचंद<br>भाटिया |
| 5.  | भाषा शिक्षण                                   | रविन्द्रनाथ श्रीवास्तव                |
| 6.  | हिन्दी शिक्षण                                 | राजेन्द्र प्रसाद श्रीवास्तव           |
| 7.  | हिन्दी शिक्षण पद्धति                          | बैद्यनाथ प्रसाद वर्मा                 |
| 8.  | हिन्दी शिक्षण                                 | वी. एन. शर्मा                         |
| 9.  | हिन्दी शिक्षण                                 | डॉ. रमनलाल मांडेय                     |
| 10. | मानक हिन्दी व्याकरण                           | आचार्य रामचन्द्र वर्मा                |
| 11. | भाषा  | ब्लूम होल्ड                           |
| 12. | राष्ट्रभाषा हिन्दी की समस्यायें<br>एवं समाधान | डॉ. देवेन्द्रनाथ                      |
| 13. | शुद्ध हिन्दी                                  | डॉ. मुरारी लाल                        |
| 14. | हिन्दी शब्दानुशासन                            | किशोरीदास वाजपेयी                     |
| 15. | हिन्दी प्रत्यय विचार                          | भगवती प्रसाद शुक्ल                    |
| 16. | शब्दार्थ दर्शन                                | रामचन्द्र वर्मा                       |
| 17. | हिन्दी उच्चारण व वर्तनी                       | भगवती प्रसाद शुक्ल                    |
| 18. | हिन्दी ध्वनियां और उनका शिक्षण                | के. के. सुखिया                        |
| 19. | गागरी लिपि और हिन्दी वर्तनी                   | अनन्त चौधरी                           |
| 20. | अभिव्यक्ति ज्ञान                              | भोलानाथ तिवारी तथा कृष्ण शर्मा        |
| 21. | भाषा सम्प्राप्ति मूल्यांकन                    | के. जी. रस्तोगी                       |
| 22. | व्यवहारिक हिन्दी व्याकरण                      | हरदेव बाहरी                           |

## संस्कृत शिक्षण

### उद्देश्यम्

1. भाषा कौशल एवं च तृतीय भाषा शिक्षणस्य आधारभूत सिद्धान्तानाम् एवं उद्देश्यानाम् ज्ञास्यन्ति ।
2. संस्कृत भाषायाः विभिन्न कौशलानाम् प्रथक एवं च समन्वित शिक्षणम् करिष्यन्ति ।
3. विभिन्न विद्यानाम् सफल अध्ययनाम् विभिन्न विधानाम् उपागमानाम् च प्रयोग करिष्यन्ति ।
4. संस्कृत भाषा शिक्षणेषु दृश्य श्रव्य सामग्रीणाम् निर्माणम् प्रयोगम् च करिष्यन्ति ।
5. संस्कृत शिक्षणे मूल्यांकनाय प्रश्नपत्र निर्माणम् कृत्वा कौशलाधारित परीक्षणम् करिष्यन्ति ।
6. छात्राणाम् अशुद्धिनाम् कौशलानुसारेण निदानां उपचारं च अध्यापनम् करिष्यन्ति ।

### Unit – I

- (क) संस्कृतभाषायाः अर्थः क्षेत्रम् प्रकृतिश्च ।
- (ख) संस्कृत साहित्यशिक्षणस्य इतिहास त्रिभाषा सूत्र च
- (ग) (1) अनिवार्य एवं वैकल्पिक संस्कृत भाषायाः शिक्षण उद्देश्यानि तथा च व्यवहारगत परिवर्तनानि ।
- (2) संस्कृत भाषा शिक्षणस्य महत्वम् उपयोगिता च ।
- (घ) (1) तृतीय भाषा रूपेण संस्कृत शिक्षणस्य विभिन्न स्तरेषु उद्देश्यान्ति ।
- (2) संस्कृत भाषा शिक्षणस्य सूत्राणि, सिद्धान्ताः च ।

### Unit – II

- (क) ब्लूम टैक्सनोमी (संज्ञानात्मकम् क्रियात्मक एवं भावात्मकम्)
- (ख) विधयः संस्कृत शिक्षणस्य **विधयः/प्रविधयः**
- (1) प्रत्यक्ष विधि (2) आगमन-निगमन विधि (3) व्याकरण अनुवाद पद्धित
- (4) कष्टस्थीकरण विधि (5) सूत्र विधि

### प्रविधयः

- (1) प्रश्नोत्तर (2) कथाकथन (3) व्याख्या
- (4) संश्लेषण-विश्लेषण (5) भाषा कौशल अभ्यास विधि (6) श्याम पट्ट कार्यक्रम
- (7) संग्रन्थन उपागम विधि (8) पाठ्य-पुस्तक विधि

### Unit – III

- (क) (1) दैनिक पाठ योजना
- (2) इकाई पाठ योजना
- (3) वार्षिक पाठ योजना
- (ख) (1) शिक्षण कौशलस्य अर्थः, सम्प्रत्यश्च
- (ग) (1) सूक्ष्म शिक्षणस्य अर्थ, अवधारणा आवश्यकता च
- (2) सूक्ष्म शिक्षणस्य स्वरूपम्
- (3) सूक्ष्म शिक्षणस्य चक्रम्

- (घ) (1) पाठ्यक्रमस्य अर्थः अवधारणा, सार्थकता च ।  
 (2) पाठ्यक्रम निर्माणस्य सिद्धान्ताः ।

#### Unit – IV

- (क) (1) शिक्षण अधिगम सामग्रीनाम् अर्थः उद्देश्यानि क्षेत्रम्च ।  
 (2) शिक्षण अधिगम सामग्रीनाम् विशेषताः प्रकाराः प्रस्तुतीकरणम् महत्वम् च ।

(ख)

- (ग) (1) भाषाप्रयोगशाला एवम् सामुदायिक स्रोतानि ।  
 (घ) (1) उत्तम-पाठ्यपुस्तकस्य विशेषताः  
 (ङ) (1) संस्कृतअध्यापकस्य गुणाः ।

#### Unit – V

- (क) (1) मूल्यांकनस्य अर्थः  
 (2) परीक्षणस्य पदानि एवम् तस्य निर्माणस्य प्रकाराः  
 (3) नीलपत्रमः उपलब्धि परीक्षणयोः निर्माणम् ।  
 (4) उत्तम परीक्षणस्य विशेषताः ।  
 (5) नैदानिक परीक्षण एवं उपचारात्मक परीक्षणयोः संवर्धन कार्यक्रम ।

#### निम्नाकितेषु कस्य द्वय सत्रीय कार्य (Sessional Work)

1. भाषायाः चर्तुषुः कौशलेषु दक्षता सम्पादनाय अभ्यास कार्याणि ।
2. पाठ्यक्रमात् विशिष्ट बिन्दु आधारिकृत्य लेखनम् ।
3. वस्तु प्रदर्शनीयाः आयोजनम् प्रतिवेदन लेखनम् च सूक्ष्म शिक्षणस्य ।
4. विभिन्न कौशलेषु आधारिताः प्रश्नानाम् निर्माणम् ।

## सन्दर्भ ग्रन्थ सूची

1. संस्कृत शिक्षणम् – श्रीमती सन्तोष मितल
2. संस्कृत शिक्षणम् – श्री केशाम्बशिव मूर्ति
3. संस्कृत शिक्षणम् – श्री सांवरमल भूषण
4. संस्कृत शिक्षणम् – श्री माता प्रसाद
5. अभ्यास दर्शिनी – संस्कृत भारती (प्रकाशन)
6. सम्भाषण संदेश – मासिक पत्रिका (संस्कृत भारती)
7. कौशल बोधिनी – संस्कृत भारती (प्रकाशन)
8. विभक्ति वल्लरी – संस्कृत भारती
9. संभाषण-सोपनम् – "....." प्रकाशन
10. शुद्धि-कौमुदी भाषा पाक – "....." प्रकाशन
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## **METHODOLOGY OF ENGLISH TEACHING**

### **Objectives:**

To enable the student teacher to-

1. Develop a good understanding of the basic concepts in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for Communicative purpose.
3. Critically review and use appropriately different approaches to and methods of teaching English as second language.
4. Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.

### **Unit – I Basics of English Teaching**

- (A) Meaning of Nature, Scope of English Teaching, Mother tongue, Second language, Difference between teaching and language teaching, Principle of Secondary language teaching, Scope of English in India.
- (B) History and Contribution of English Teaching, Importance of English in India.
- (C) Importance Aims and Objectives of English Teaching –  
(A) Skill based (B) Linguistic Competence. (LC)  
(C) Communication Competence (CC) in reference to LSRW skills
- (D) Co-relation with other subject.

### **Unit – II : Instructional objectives and methods**

- (A) Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional Behavior Teaching - Prose, Poetry, Composition, Grammar
- (B) Methods of Teaching English-  
1. Grammar Cum Translation method  
2. Direct method  
3. Structured Situational method.  
4. Bilingual method
- (C) Techniques of English Teaching.

### **Unit – III: Planning**

- (A) Concept, Meaning and objectives of English teaching plan (lesson plan, unit plan, and yearly plan)  
1. Procedure of lesson plan – Prose, Poetry, Composition Grammar.  
2. Importance and procedure of unit plan & yearly plan.
- (B) Concept, meaning & Skill of English teaching.  
1 Reinforcement Skill, questioning skill, Stimulus skill, Explaining skill, Development of Reading Skill.
- (C) Concept, Meaning & need of Micro-teaching and micro teaching cycle, features of Indian, Model of Micro Teaching.

- (D) Concept, meaning, Principles and rationale of curriculum.

#### **Unit – IV: Instructional Support System**

- (A) Meaning, objectives, scope, characteristics, type, Proportion, presentation and Importance of Teaching learning material.  
Audio-Visual Aids, Flannel Board, Charts, Black board, Over Head projector, flash card, News paper.
- (B) Dale’s cone of Experience
- (C) Lab. And Community resources.  
Language Laboratory.
- (D) Text Book - Qualities of a good text book.
- (E) Qualities and Characteristics of English teacher.

#### **Unit – V: Evaluation**

- (A) Evaluation.- Meaning, Purpose, function and Techniques.
- (B) Types of Test items and their construction.
- (C) Preparation of examination paper, blue-print and achievement test.
- (D) Characteristics of a good test.
- (E) Concept and preparation of diagnostic test, remedial teaching and enrichment programmer.

#### **Sessional Work**

The Student will be required to do any two of the following:

- a. Review of a text-book.
- b. Preparation of a list of structural items included in the text-book at the Secondary stage and its Critical analysis.
- c. Preparation of five (5) word-cards, five (5) picture cards and five (5) cross word puzzles.
- d. Preparation of twenty (20) test items in listening/Speaking/Reading/Writing Skill.
- e. Preparation of five (5) OHT for teaching Structures/composition exercises.
- f. Preparation of CALL material (five (5) pages).
- g. Preparation of CALT material (five (5) pages).
- h. Preparation of Language Lab. Material on Listening/Speaking skill. (Five (5) pages).
- i. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them.
- j. Report writing on exhibition/museum, subject room/Laboratory
- k. Preparation of Teaching aids.

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks - 100**

10+10 = 20 Marks  
80 Marks

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## **METHODOLOGY OF SOCIAL STUDIES TEACHING**

### **Objectives:**

To enable the student teacher to-

1. Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
2. Understand the aims and objectives of teaching Social Studies.
3. Prepare UNIT plans and Lesson plans for different classes.
4. Critically evaluate the existing school syllabus of Social Studies.
5. To enable the pupil teacher to review the Text-book of Social Studies (Secondary level).
6. Apply appropriate methods and techniques of teaching to particular topics at different levels.
7. Prepare; select and utilize different teaching aids.
8. Evaluate his pupils in Social Studies
9. Clarify particular concepts trends, principles, methods etc. with the help of Co-relation to similar Content or situation.

### **Unit - 1 :- Basics of Social Studies Teaching -**

- Nature, Scope, Meaning, Concept, Needs and Importance of Social Studies Teaching.
- History and Contribution of Social Studies Teaching.
- Aims and Objectives of Social Studies Teaching.
- Correlation of Social Studies with other School Subjects.

### **Unit - II :- Instructional Objectives and Methods -**

- Blooms' Taxonomy (Cognitive, Affective and Psychomotor Domains) in terms of Instructional Behavior.
- Methods of Social Studies Teaching - Lecture, Socialized Recitation, Discussion, Story-Telling, Project, Problem Solving; Characteristics of good Teaching Method.
- Field Trips - Meaning, Merits and Demerits.
- Meaning and Concepts of Teaching Techniques, Maxims of Teaching.

### **Unit - III :- Planning -**

- Concept, Meaning and Objectives of Social Studies Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Social Studies Syllabus at Secondary Level.

### **Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Social Studies Laboratories and Its uses.
- Qualities of good Social Studies Text Books at Secondary Level.
- Qualities and Characteristics of Social Studies Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Social Studies.
- Utilization of Community Recourses in the Teaching of Social Studies Teaching.

**Unit.- V :- Evaluation -**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

***Sessional Work***

**Any two of the following:**

1. Preparation of TV/Radio Script.
2. Study of anyone aspect of social issue and prepare report.
3. Collection of newspaper cutting related to Social Study's issues.
4. Construction of different objective types test items.
5. Report writing on exhibition/museum, subject room/Laboratory.
6. Construction of teaching aids related to social studies.

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**Reference Books**

1. Bining and Bining : Teaching of Social Studies
2. Brantom, F.K. : The teaching of Social Studies in a changing World.
3. Dray and David Jordon : A Hand Book of Social Studies.
4. Hamming, James : The teaching of Social Studies in Secondary School.
5. Wesley Edger Brose : Social Studies for schools
6. Taneja, V.R. : Teaching of Social Studies.
7. Horn. E. E. : Methods of instruction in the Social Studies.
8. Kochhar, S.K : Teaching of Social Studies. In Hindi Edition
9. Bhuwadeshwar Prasad : Social Studies teaching in Indian. Schools.
10. Sharma, M.B. : Method of Social Science teaching.
11. Jain Ameerchand : Social Science teaching.
12. Ram Pal Singh : Social Studies teaching.

## **METHODOLOGY OF CIVICS TEACHING**

### **Objectives:**

To enable the Student teachers to -

1. Refresh the knowledge of student teacher about the meaning and importance Civics.
2. Establish co-relation of Civics with other school subjects
3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of correlation to similar content or situation.
7. Prepare yearly, UNIT and daily Lesson plans,
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

### **Unit – I Basic of Civics Teaching**

- Meaning and Nature, Scope of Civics teaching utility and importance of Civics, Contatontion of Indian Political leaders and Thinkers such as B.G.Tilak, M.Gandhi, J.L.Nehru, Indira Gandhi, Subash Chander Boss, Vinoba Bhave, S.Vivekanand, Dr.Radhakrishana.
- Contribution Civics teaching for Society.
- Importance Aims and Objectives of Civics Teaching
- Co-relation with other subjects - environment, Public Admin., Economic, History, Socilogy etc.

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Congnative, effective and psychomotor), In terms of Instructional behaviour, Various method of teaching Civics as teaching techniques and devices.
- Methods of Civics Teaching Subject - Problem Solving, Discussion, project, lecture, supervised study, Socialised Recitation methods.
- Techniques of Civics Teaching Subjects.  
Techniques and Devices :- Questioning, Teaching aids, Visit excursion, Interview, illustration, Examples and explanation.

### **Unit - III :- Planning -**

- Concept, Meaning and Objectives of Civics Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Civics Syllabus at Secondary Level.

**Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Civics Laboratories and Its uses.
- Qualities of good Civics Text Books at Secondary Level.
- Qualities and Characteristics of Civics Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Civics.
- Utilization of Community Recourses in the Teaching of Civics Teaching.

**Unit.- V :- Evaluation -**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

***Sessional Work***

Any two of the following:

1. Content analysis and preparation of instructional material related to any UNIT of subject related to Civics.
2. Preparation of TV/Radio Script.
3. Study of anyone aspect of Indian Political issues.
4. Visit any local bodies as Panchayat, Municipality, Municipal Corporation and Nagar Nigam and prepare report about the functions of local bodies.
5. Prepare a plan of Civics Class room.
6. Preparation a plan for equipping a civics lab.
7. Prepare teaching aids related to Civics teaching contents at Secondary level.
8. Collection of news paper culling related to Civics issues.
9. Report writing on exhibition/museum, subject room/Laboratory

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

### Reference

1. Bining and Bining : Teaching of Social Studies in Secondary Schools. New York, Mc. Graw Hill Book Co. 1952.
2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
3. Cray Ryland, W. : Education for Democratic citizenship.
4. Michaelies : Social Studies for children in a Democracy, New York, Prentice Hall Inc. 1956.
5. Bourn, H.E. : Teaching of History and Civics, Bombay, Longmans 1972.
6. Tyagi, G.S.D. : Nagrik Shastra Ka Shikshan, Agra, Vinod Pustak Mandir.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.
8. Ram Pal Singh : Nagrik Shastra Ka Shikshan.

## **METHODOLOGY OF HISTORY TEACHING**

### **Objectives:**

To enable the student teachers to:

1. Understand the concept, nature and scope of History.
2. Understand the nature of history as continuous process of development and change.
3. Understand the aims objectives of teaching history at different levels of the secondary stage.
4. Prepare UNIT plans, lesson plan and its related teacher aids.
5. Develop the syllabus for teaching history for different classes and its critical calculation.
6. Review the text book of history at the secondary level.
7. Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
8. Evaluate his pupils methodically at the different levels of secondary stage.

### **Unit – I Nature and Scope of the Subject.**

- Meaning, Nature, Scope of History.
- Importance, Aims and Objectives of History at different levels.
- Importance of Studying local history, National history and world history in the context of national integration and international brotherhood and global citizenship
- Co-relation of history with other school Subjects

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour.
- Various Methods of history Teaching (story telling, Biographical, Dramatization, time teaching time Sense, Source, Project, problem solving, lectur, supervised study methods).
- Techniques of History Teaching.

### **Unit - III Planning**

- Concept, Meaning and Objectives of History Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of History Syllabus at Secondary Level.

### **Unit - IV :- Instructional Support System**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of History Laboratories and Its uses.
- Qualities of good History Text Books at Secondary Level.
- Qualities and Characteristics of History Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of History.
- Utilization of Community Recourses in the Teaching of History Teaching.

#### **Unit.- V :- Evaluation**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

#### ***Sessional Work***

Any two of the following:

1. Content analysis and preparation of instructional material related to any UNIT of subject related to History.
2. Study of anyone aspect of Historical issue and preparation of a report
3. Visit to any historical place and preparation of report.
4. Collection of news paper cutting related to History's issues.
5. Developing a lesson plan based on new methods/ technique in history.
6. Report writing on exhibition/museum, subject room/Laboratory
7. Prepare teaching aids related to history teaching contents at secondary level.

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks - 100**

10+10 = 20 Marks  
80 Marks

### Reference Books

1. Ghosh, K.D. : Creative teaching of History OUP 1951.
2. Ghatе, V.D. : Suggestions for the Teaching of History in India.
3. Hill, C.P. : Suggestions on the Teaching of History.
4. Johanson, H Macmillan. : Teaching of History in Elementary and Secondary Schools
5. Verjeshwary, R. : Handbook for History teacher in India.
6. NCERT : Handbook of History Teachers.
7. Choudhary, K.P. : Effective teaching of history in India, NCERT.
8. Gurusharan Tyagi : History Teaching, Vinod Publication, Agra.
9. Baghela, Dixit : History Teaching, Raj. Hindi Granth, Akadami, Jaipur
10. B.D. Ghatе : History Teaching, Hariyana Granth Akadami, Chandigarh.

## **METHODOLOGY OF ECONOMICS TEACHING**

### **Objectives-**

To enable student Teacher to:

1. Refresh the knowledge about the meaning, Importance, nature, scope and aims of Economics
2. Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
3. Develop ability to plan for suitable instructions in Economics.
4. Organize group-activities and projects and to use various instructional strategies and methods for Effective teaching of the subject.
5. Establish correlation of Economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.

### **Unit – I Basic of Economics Teaching**

- (A) Meaning, Nature, Scope of Economics Teaching
- (B) Importance of economics in School Curriculum.
- (C) Aims and Objectives of Economic Teaching at different level.
- (D) Co-relation of Economics with other Subjects

### **Unit – II Instructional objectives and methods**

- (A) Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional Behaviour,
- (B) Methods of Economics Teaching Subject (Project, problem solving, discussion analytic, synthetic and lecture methods)
- (C) Techniques of Economics Teaching Subject.

### **Unit - III Planning**

- Concept, Meaning and Objectives of Economics Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Economics Syllabus at Secondary Level.

### **Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Economics Laboratories and Its uses.
- Qualities of good Economics Text Books at Secondary Level.
- Qualities and Characteristics of Economics Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Economics.
- Utilization of Community Recourses in the Teaching of Economics Teaching.

#### **Unit.- V :- Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

#### ***Sessional Work***

1. Preparation of any two teaching Aids.
2. Report writing on exhibition/Economics room/museum.

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks – 100**

10+10 = 20 Marks  
80 Marks

#### **Reference Books :-**

1. Sharma, A.P. : Arthashastra Shikshan, Gyan Prasad & Sons, Agra.
2. Sukla, R.P. : Arthashastra Shikshan, Nand Kishore & Sons, Varanasi.
3. Tyagi, G.D. : Arthashastra Shikshan, Vinod Pustak Mandir, Agra.
4. Kanwar, S.S. : Teaching of Economics.
5. Rai B.C. : Methods of teaching Economics, Pub. Centre, Lucknow.

## **METHODOLOGY OF BUSINESS ORGANISATION TEACHING**

### **Objectives:**

The Student -teacher will be able to:

1. Help the students to acquire the basic understanding in the field of Commerce education.
2. Develop the ability to plan curriculum and instructions in Commerce at School Level.
3. Develop the ability to critically evaluate existing school syllabus and text book.
4. Impart knowledge about the methods and devices of teaching Commerce to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Commercial efficiency among students.

### **Unit – I Basic of Business Organisation Teaching.**

- Meaning, Nature and Scope of Business Organisation.
- History and Contribution Business Organisation Teaching .
- Importance, Aims and Objectives of Business Organisation Teaching.
- Co-relation with other Subjects as F.A., Economics.

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour.
- Modern Methods of Business Organisation lecture method, Discuss method, Project method, Problem Solving.
- Techniques of Business Organisation Teaching.
- Concept, meaning, principles and rationale Curriculum.

### **Unit - III Planning**

- Concept, Meaning and Objectives of Business Organisation Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Business Organisation Syllabus at Secondary Level.

**Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Business Organisation Laboratories and Its uses.
- Qualities of good Business Organisation Text Books at Secondary Level.
- Qualities and Characteristics of Business Organisation Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Business Organisation.
- Utilization of Community Recourses in the Teaching of Business Organisation Teaching.

**Unit.- V :- Evaluation**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

**Sessional Work:****Any two of the following-**

- (a) Preparation of teaching aids-two.
- (b) Preparation of one term paper.
- (c) Preparation of lesson plan based on any innovative method.
- (d) Report writing on exhibition/museum, subject room/Laboratory

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**Reference :-**

1. Roo, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.
2. Jain KCS : Vanyjaya Shikhan (Hindi) General Academy, Jaipur, 1986.
3. Gortside, L. : Teaching Business subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Letehworth, Hert Fordshire, year 1970.
4. Neeb, W.B. : Modern Business Practice, the Ryerson Press, Toronto, 1965.
5. Khan, M.S. : The Teaching of Commerce, Sterling Publishers (P) Ltd., Jullundar-3.
6. Singh, LB. : Vanijaya ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
7. Borali Devadas: Commerce Education in India, D.K. Publishers Distributors (P) Ltd., New Delhi, 1988.
8. Rai, D.C. : Method of Teaching Commerce, Prakashan Kendra, Lucknow, 1986.

## METHODOLOGY OF FINANCIAL ACCOUNTING TEACHING

### Objective

To enable the student teachers to

- a. Acquire the basic understanding of teaching of Financial Accounting.
- b. Develop the ability to plan curriculum and instruction in Financial Accounting at School level.
- c. Develop the ability to critically evaluate the existing school curriculum of Financial Accounting.
- d. Impart knowledge of the methods and devices of teaching Financial Accounting and to develop the skill of using the same.
- e. Apply appropriate methods in teaching particular topics for Financial Accounting.
- f. Prepare achievement and diagnostic tests.
- g. Develop necessary skills in preparation of using various teaching aids.

### Unit – I Basic of Financial Accounting Teaching.

- Meaning, Nature and Scope of Financial Accounting.
- History and Contribution Commerce Teaching .
- Importance Aims and Objectives of Financial Accounting Teaching. Values out comes through teaching financial Accounting.
- Co-relation with other Subjects as - B.O., Economics.

### Unit – II Instructional objectives and methods

- Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behaviour,
- Methods - lecture, Discussion, Problem Solving method.
- Techniques of Financial Accounting Teaching.
- Teaching Approaches of Financial Accounting
  1. Journal Approach
  2. Ledger Approach
  3. Cash Book Approach

### Unit - III Planning

- Concept, Meaning and Objectives of Financial Accounting Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Financial Accounting Syllabus at Secondary Level.

### Unit - IV :- Instructional Support System -

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Financial Accounting Laboratories and Its uses.
- Qualities of good Financial Accounting Text Books at Secondary Level.
- Qualities and Characteristics of Financial Accounting Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Financial Accounting.
- Utilization of Community Recourses in the Teaching of Financial Accounting Teaching.

#### **Unit.- V :- Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

#### **Sessional Work**

#### **Any two of the following-**

- 1) Preparation of teaching aids- two.
- 2) Preparation of one term paper.
- 3) Preparation of a lesson plan based on any innovative method.
- 4) Report writing on exhibition/museum, subject room/Laboratory

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**Reference :-**

1. Verman A Musselma and J. Mershall Hanna: Teaching Book – Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book-keeping and Accounts. Sir Isaac Pitman, London.
3. Selby: The teaching of Book-keeping
4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg PubDir., Me Graw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book-keeping and accounting.
6. Boynton Lewis D: Methods of teaching Book-keeping, South Western Publication Co. Cincinnanti, Ohio.
7. Aggarwal, J. C. : Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
9. J. N. Vaish: Book-keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer

## **METHODOLOGY OF MATHEMATICS TEACHING**

### **Objectives:**

To enable the pupil teacher to:

- 1) Understand and appreciate the uses and significance of Mathematics in daily life.
- 2) Learn various approaches of teaching Mathematics and to use them judiciously.
- 3) Learn the methods of providing instruction for the classroom.
- 4) Organise curricular activities.
- 5) Appreciate activities to develop aesthetics of Mathematics.
- 6) Update their knowledge of content in mathematics.
- 7) Develop competence in teaching different topics.

### **Unit – I Basic of Mathematics Teaching.**

- Meaning, Nature and Scope of Mathematics teaching.
- History of mathematics teaching and Contribution of mathematician with reference to Bhaskaracharya, Aryabhata, Ramanujan, Euclid, Pythagoras etc.
- Importance Aims and Objectives of mathematics Teaching.
- Co-relation with other Subjects Journal and Referenced Book.

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour,
- Methods of mathematics teaching Inclusive – Deductive analytic – Synthetic, heuristic, project problem Solving.
- Techniques of Mathematics Teaching Subjects.

### **Unit - III Planning**

- Concept, Meaning and Objectives of Mathematics Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Mathematics Syllabus at Secondary Level.

### Unit - IV Instructional Support System -

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Mathematics Laboratories and Its uses.
- Qualities of good Mathematics Text Books at Secondary Level.
- Qualities and Characteristics Mathematics Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Mathematics.
- Utilization of Community Recourses in the Teaching of Mathematics Teaching.

### Unit.- V :- Evaluation

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

### Sessional Work:

Any two of the following

1. Preparation of detailed plan about (i) Development of Mathematics lab or (ii) Mathematics Club.
2. Preparation of an article related to any mathematical topic (student should select those types of topic which may be useful for creating mathematical interest such as mathematical Puzzles, Magic, Square, Vedic mathematics etc.)
3. Preparation of a Brief History and contributions of two mathematicians.
4. Presentation of a case study of slow learner in mathematics.
5. Presentation of a case study of gifted child in mathematics.
6. Observation of mathematics class room teaching in any secondary school and preparation of a list of errors committed by student.
7. Preparation of any two teaching aids.
8. Prepare a term paper on any aspect of mathematics Education.
9. Report writing on exhibition/subject room/Laboratory

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

**Reference :-**

1. Aggarwal, S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons. Delhi.
2. Aiyangar and Kuppaswami, N. A : Teaching of mathematics in the new education universal Publication
3. Butler and Wren: The teaching of Secondary mathematics, McGraw Hill Book Company
4. Jagadguru Swami: Sri Bharti Krishna Tirthji Vedic mathematics, Moti lal Banarsidas Publisher Delhi.
5. Kapur, J. N.: Modern mathematics for teachers, Arya Book Depot, New Delhi
6. Mangal, S.K.: Teaching of mathematics Prakash Brothers Ludhiana.
7. श्रीवास्तव एवं भटनागर, गणित शिक्षण, रमेश बुक डिपो, जयपुर
8. Sidhu, K.S.: Teaching of mathematics Sterling Pub. Pvt. Ltd. New Delhi
9. Shanti Narayan : Modern Abstract Algebra, S Chand & Co. New Delhi.
10. Kapoor and Saxena : (Mention year of Publication) Mathematical Statistic, S. Chand & Co. New Delhi.

## METHODOLOGY OF HOME-SCIENCE TEACHING

### Objectives.

To enable the pupil teacher to

1. Understand the nature and importance of Home Science and its correlation with other subjects
2. Understand aims and objectives of the subject.
3. Realise the essential UNITY between laboratory work and theoretical background of the subject.
4. Analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching Home Science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in Home Science and to provide Suitable remedial individual instructions to them.

### Course Content

#### UNIT-I

- Nature and meaning of Home Science
- Values and importance of Home Science for students' of higher secondary stage
- Correlation of Home - Science with other subjects.
- Aims and objectives of Home-Science (Bloom's approach to specify the outcomes)

#### UNIT – II

- Problem Solving Method
- Demonstration Method
- Experimental Method
- Project Method
- Lecture-Cum-demonstration Method
- Question-Answer Techniques
- Text Book
- Dramatization and Field Trips

#### UNIT - III

- Concept of Planning for Home Science Teaching
- Various steps of Planning - Unit and lesson Planning
- Importance and advantage for Planning of Unit and Lesson Plan
- Qualities of a good Home - Science teacher
- Role of Home - Science teacher.

#### UNIT –IV

- Specific use of the following: - Audio Visual aids in teaching or Home - Science
- Laboratory (Location, Building)
- Charts
- Diagrams
- Black Board
- Reference books
- Graphs
- Radio
- T.V.
- Magazines
- Computer

### UNIT-V

- Concept, principles, basis and measures to improve a syllabus
- Curriculum in Home-Science for different stages of school instruction
- Concept of measurement and evaluation
- Criteria of good evaluation
- Merits and limitation of evaluation
- Preparation of Blue-Prints of Unit Test.

### Sessional Work

Any two the following-

- (a) Writing of any Essay on any topic- based on the contents of the- above Unit
- (b) Preparation of Visual-aid for solving Community nutrition problem.
- (c) Report writing on exhibition/museum, subject room/Laboratory

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

### References:

1. शैरी, जी. पी. एवं सरन, डी.पी., गृह विज्ञान शिक्षण विनोद पुस्तक मन्दिर, आगरा।
2. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा
3. Dass, R.R. and Ray, Binita, Teaching of Home Science, Sterling-Publisher Pvt.Ltd, New Delhi.
4. सुखिया, एस.पी. एवं महरोत्रा, गृह विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
5. शैरी, जी.पी., गृह प्रबंध व व्यवस्था।
6. अग्रवाल, लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।

## **METHODOLOGY OF GENERAL SCIENCE TEACHING**

### **Objectives:**

To enable the student teacher to:

1. Understand the nature, scope values and objectives of teaching Science at Secondary level.
2. Develop competence in teaching different topics of Science effectively.
3. Develop scientific temper & provide teaching in scientific method to their student.
4. Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
5. Utilize the instructional materials effectively in the teaching of Science.
6. Organize Co-curricular activities & practical work in Science.
7. Use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose.
8. Diagnose the gaps and misconception in learning Science and evolve remedial measures.

### **Unit – I Basic of General Science Teaching.**

- Meaning, Nature and Scope of General Science teaching. Values of Teaching Science at school level.
- History of Contribution of General Science teaching. Life history, research and contribution of Indian Scientist :- Hargovind Khurana, J.C.Boss, Salimali, C.V. Raman, Chander Shekhar, A.B.J.Kalam.
- Importance Aims and Objectives of General Science Teaching.
- Co-relation with other Subjects Journal and Referenced Book, and daily routine.

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional Behaviour, qualities and responsibilities of Science teacher.
- Methods of General Science teaching Subject- lecture method, Demonstration, lab Method, Problem Solving, Heuristics Project Method, Inductive and deductive Method.
- Techniques of General Science Teaching.

### **Unit - III Planning -**

- Concept, Meaning and Objectives of General Science Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of General Science Syllabus at Secondary Level.

**Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of General Science Laboratories and Its uses.
- Qualities of good General Science Text Books at Secondary Level.
- Qualities and Characteristics General Science Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of General Science.
- Utilization of Community Recourses in the Teaching of General Science Teaching.

**Unit.- V :- Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

**Sessional Work**

1. Preparation of two teaching aids i.e. charts/models /stuff/ specimen/ skeleton.
2. Report Writing on exhibition, Science room, Science laboratory

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**References:**

1. Sood, J.K. Teaching Life Sciences Kohli Publishers, Chandigarh, 1987
2. Sharma, L.M. Teaching of Sviences & Life Sciences Dhanpat Rai & Sons, Delhi, 1977
3. Kulsherstha, S.P. Teaching of Biology, Loyal Book Depot, Meerut, 1988
4. Yadav.k Teaching of Life Sciences, Anmol Publishers, daryagaj, Delhi, 1993
5. Yadav M.S. Modern Methods of Teaching Sciences Anmol Publisher Delhi, 2000
6. Singh U.K. & Science Education Common Wealth Publishers Darayaganj, Nayab, A.K. New Delhi, 2003
7. Venkataih.S Science Education in 21<sup>st</sup> Century Anmol Publishers, Delhi, 2001
8. Yadav, M.S. (Ed.) Teaching Science at High Level Anmol Publishers, Delhi, 2000
9. Edger, Marlow & Rao D.B. Teaching Scioence Successfully, Discovery Publishing House, New Delhi, 2003
10. Mangal, S.K. Teaching Science, Alya Book depot, New Delhi, 1996
11. Dave, R.H. Taxonomy of Educational Objectives & Achievement, testing London University Press London. 1969
12. Sood J.K. New Direction in Science teaching Kohli Publishers, Chandigarh, 1989

## METHODOLOGY OF CHEMISTRY TEACHING

### Objectives:

To Enable the Student Teachers to

1. Understand the nature, place, values and objectives of teaching Chemistry Secondary/Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed Secondary/Senior Secondary level in the State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Secondary/Senior Secondary classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan and organize chemistry practical work in the Laboratory.
9. Organise Co-curricular activities and utilize Community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical)

### Unit – I Basic of Chemistry Teaching.

- Meaning, Nature and Scope of Chemistry teaching. Nature of Science with special reference to chemistry.
- History and Contribution of Chemistry teaching, history of Chemistry with special reference to India.
- Importance Aims and Objectives of Chemistry teaching objective of teaching Chemistry at secondary/senior secondary level.
- Co-relation with other Subjects Journal and Refenced Book.

### Unit – II Instructional objectives and methods

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour.
- Methods of Chemistry teaching Subject- lecture method, Demonstration, Method, lab based method, Inductive & deductive method, Problem Solving, Heuristics & Project Method.
- Techniques of Chemistry Teaching.
- Approaches of Chemistry teaching- Inquiry approach, programmed Instruction, Group discussion, team teaching, CAL, SEMINARS & WORKSHOP.

### Unit - III Planning -

- Concept, Meaning and Objectives of Chemistry Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Chemistry Syllabus at Secondary Level.

#### **Unit - IV Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Chemistry Laboratories and Its uses.
- Qualities of good Chemistry Text Books at Secondary Level.
- Qualities and Characteristics Chemistry Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Chemistry.
- Utilization of Community Recourses in the Teaching of Chemistry Teaching.

#### **Unit.- V Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

### **SESSIONAL WORK**

Any two of the following:

1. Life sketch & contribution of anyone prominent Indian Chemist
2. Preparation of scrap book containing original Sciencetoon (Scientific cartoon) Stories/articles/ features/ plays/Interview report useful for teaching of Chemistry.
3. Planning an out of class activity to use local environment to teach chemistry.
4. Conducting & reporting two experiments useful at Secondary/Senior Secondary level (other than those in syllabus).
5. Description & design of any improvised apparatus.
6. A critical study of any one Senior Secondary Lab. of Chemistry.
7. Preparation of 10 frames of Linear & Branching type programmes on any topic of Chemistry.
8. Preparation of two teaching aids.
9. Report writing on exhibition/science room/science laboratory

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**References:**

1. Yadav M.S. Teaching Chemistry, Anmol, 1995
2. Negi, J.S. & Negi, Rajita Teaching Chemistry, 2001
3. Yadav, M.S. Teaching Science at Higher Level, Anmol Publishers, New Delhi.
4. Misra D.C. Teaching Chemistry, Sahitya Prakashan, Agra
5. Kherwadkal, Anjali Teaching of Chemistry by Modern Method, sarup & Sons, New Delhi.,2003
6. Das, R.C. Science Teaching in Schools, Sterling publishers Pvt. Ltd. New Delhi, 1985
7. Venkataih, S. 2001 Science Education in 21<sup>st</sup> Century, Anmol Publishers, New Delhi, 2001
8. Rao, D. B. World Conference on Science Education Discovery Publishing House, New Delhi, 2001
9. Singh U.K & Nayak A.K. Science Education Common Wealth Oublishers, Darayaganj, New Delhi, 2003.

## METHODOLOGY OF BIOLOGY TEACHING

### Objectives:

To enable the student teaches to

1. Understand the nature, place, values and objective of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the stage of Rajasthan.
4. Develop yearly plan, UNIT plan and lesson for Senior Secondary classes.
5. Provide training in Scientific method and develop scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system.
8. Plan and organize Biological practical in the Laboratory.
9. Organise co-curricular activities and utilize Community resources for promoting Science learning.
10. Use method most appropriate to assess the progress and achievement of the pupil that prepare appropriate tests for the purpose (both theoretical and practical)

### Unit – I Basics of Biology Teaching.

- Meaning, Nature and Scope of Biology teaching.
  - 1) Main discoveries and development in Biology
  - 2) Place and Values of Teaching Biology in School level.
  - 3) Correlation of Biology and other Subjects.
  - 4) Objectives of teaching Biology at School Level.

### Unit – II Instructional objectives and methods

- Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behaviour.
- Methods of Biology teaching Subject- lecture method, Demonstration, Method, Inductive & deductive method, Problem Solving, Heuristics & Project Method.
- Inquiry approach, programmed Instruction, Group discussion, Self Study team teaching, Seminar and work shops.

### Unit - III Planning

- Concept, Meaning and Objectives of Biology Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.

- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Biology Syllabus at Secondary Level.

#### **Unit - IV Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Biology Laboratories and Its uses.
- Qualities of good Biology Text Books at Secondary Level.
- Qualities and Characteristics Biology Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Biology.
- Utilization of Community Recourses in the Teaching Biology Teaching.

#### **Unit.- V Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

#### **Sessional Work :**

Any Two of The Following

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Herbarium (scrap book).
3. Prepare anyone of the following related to environment education.
  - i) Poster (miniature), ii) Article, iii) Story, IV) Play
4. Designation & description of any two low cost teaching models.
5. Prepare a Radio or T.V. script.
6. Make a list of local resources useful in teaching Biology and prepare a lesson plan using some of them.
7. A case study of anyone Senior Secondary lab. or Biology.
8. Preparation of 10 frames of Linear & Branching type programmes on any topic of Biology.
9. Construction and administration of Diagnostic test on anyone unit of Biology.
10. Report writing on exhibition/science room/science laboratory

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**References:**

1. Sood J.K. Teaching of life Science, Kohli Publishers, Chjandigarh, 1987
2. Sharma L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi, 1977
3. Kulsherstha S.P. Teaching of Bilology, Loyal Book depot, 1988
4. Yadav, K. Teaching of Life Sciences, Anmol Publishers, Darayaganj, Delhi, 1993
5. Yadav, M. S. Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
6. Singh, U.K, Nayak, A. K Science Education Common Wealth Publishers Daryaganj, 2003
7. Venkataih, S. Science Education In 21<sup>st</sup> Century, Anmol Publishers, Delhi, 2001
8. Yadav, M. S. (Ed.) Teaching Science at Higher Level, Anmol Publishers, Delhi, 2000
9. Edger, Marlow & Rao, D.B Teaching Science successfully Discovery Publishing House, New Delhi, 2003
10. Mangal, S. K. Teaching of Science, Arya Book Depot, New Delhi, 1996
11. Dave, R. H. Taxonomy of Educational Objectives & Achievement Testing, London University Press, London, 1996
12. Sood, J.K. New Direction In Science Teaching, Kohli Pubishers, Chandigarh, 1989

## METHODOLOGY OF PHYSICS TEACHING

### Objectives

To enable the student- teachers to:

1. Understand the modern concept of physics
2. Understand aims and objectives of teaching physics
3. Appreciate the contribution of eminent physicists in connection with the development of physics
4. Plan curriculum at Secondary and Senior Secondary level.
5. Analyse the Syllabus of the subject in relation to its applicability to practical situations.
6. Develop scientific attitude and provide training in scientific method to their students.
7. Write the objectives in behavioral terms analyze the content and be skilled in concept mapping.
8. Develop UNIT and lesson plan.
9. Use various methods and teaching aids with appropriateness of content, level and classroom situation.
10. Plan and organize physics practical in the laboratory
11. Organize co-curricular activities related to physics.
12. Use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
13. Diagnose the gaps and misconception in learning physics and take remedial measures.

### Unit – I Basic of Physics Teaching.

- (A) Meaning, Nature and Scope of Physics teaching.
- (B) History Development of Physics
- (C) Contribution of Indian Scientists – Sir C.V.Raman, J.C.Bose, Chandrashakhan, S.N.Bose, H.J. Bhabha, M.N. Saha.
- (D) Aims & objective of physics teaching at different level of Shool.
- (E) Co-relation of Physics with other School Subjects.

### Unit – II Instructional objectives and methods

- (A) Bloom's Taxonomy (Cognitive, affective and psychomotor).
- (B) Writing objective in behavioural terms.
- (C) Methods of Teaching – Inductive – Deductive, Demonstration, Laboratory, problem Solving Project.
- (D) Science Club, Science Fairs & Field trips.
- (E) Techniques of Physics teaching.

**Unit - III Planning -**

- Concept, Meaning and Objectives of Physics Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Physics Syllabus at Secondary Level.

**Unit - IV Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Physics Laboratories and Its uses.
- Qualities of good Physics Text Books at Secondary Level.
- Qualities and Characteristics Physics Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Physics.
- Utilization of Community Recourses in the Teaching Physics Teaching.

**Unit.- V Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

**Sessional Work.**

Any two of the following.

1. Case study of one senior secondary lab of Physics
2. Description of design of any two improvise apparatus.
3. Planning an out of class activity to use local resources to teach physics,
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original scientoon (scientific cartoon)/stories/latest articles/feature/play interview report useful for teaching physics.
6. Report writing on exhibition/science room/science laboratory
7. Preparation of any two teaching aids.

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

### References:

1. Heiss, Obum and Hoffman: Modern Science "The Macmillan Company", New York, 1961.
2. Thurber W. and A Collette: Teaching Science in Today's Secondary schools. Boston Allyn and Bacon Inc. New York, 1959.
3. मंगल एस.के. : साधारण विज्ञान शिक्षण, आर्य बुक डिपो, नई दिल्ली, 1996।
4. Vaidya, N, "The impact of science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
5. Richardson, S.: "Science Teaching in Secondary Schools", Prentice. Hall, USA 1957
6. Sharma, R.C. and Sukla: 'Modern Science Teaching Dhanpat Rai and - sons, Delhi, 2002.
7. त्यागी एस.के. : भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा – 2000।
8. RaviKumar S.K. " "Teaching of Science" Manga1 deep Pub1ications 2000
9. Rao Aman: Teaching of Physics, Anmol Publications, New Delhi 1993
10. Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons New Delhi, 2001
11. Prasad Janardan: "Practical aspects in Teaching of Science", Kanishka Publisher, New Delhi, 1999.
12. भटनागर ए.बी., : भौतिक विज्ञान शिक्षण, आर,एल, बुक डिपो, मेरठ 2000।
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14. Nanda V.K. : "Science Education Today" Anmol Publications Pvt. Ltd., New Delhi, 1997.
15. Kumar Amit: "Teaching of Physical Science" Anmol Publication New Delhi, 1997.
16. नेगी जे.एस. व नेगी रक्षिता : भौतिक शिक्षण, विनोद पुस्तक मन्दिर, आगरा, 1999।

## METHODOLOGY OF ART TEACHING

### COURSE OBJECTIVES :

To enable the pupil teacher to :

1. Understand the important concepts used in this discipline.
2. Prepare unit plan, Lesson plan and yearly plan for different classes.
3. Critically evaluate existing school syllabuses and textbooks.
4. Prepare achievement test and diagnostic tests, administer them and analyse the results.
5. Prepare suitable teaching aids and use them in the classroom effectively.
6. Arrange field trips and exhibitions.

### Unit – I Basic of Teaching.

- Meaning, Nature and Scope of Art teaching.
  - 1) The place of art in general education.
  - 2) Education Values of Art and its relationship with other school subjects.
  - 3) Role of Art is Indian culture and values.
  - 4) Art and Society
  - 5) Indian Folk art
  - 6) Creative Art
- Contribution of Art Teaching
- Importance Aims and Objective of Art Teaching.
- Co-relation of with other Subjects.

### Unit – II Instructional objectives and methods

- Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour.
  - 1) The aims and objectives of teaching Art
  - 2) General and Specific objectives of teaching art.
  - 3) Development of national integration through art.
  - 4) Principles of Class room teaching.
- Methods of Art Teaching Subjects.
- Techniques of Art Teaching Subjects.

### Unit – III Planning

- Concept, Meaning and objectives of Art teaching plan (lesson plan, unit plan, yearly plan)
- Concept, meaning & Skill of Art teaching skill.
- Concept, Meaning & need of Micro-teaching, and micro teaching cycle, features of Indian Model of Micro Teaching.
- Concept, Meaning, Principles and rationale of curriculum.

### Unit – IV Instructional Support System

- Meaning, objectives, & characteristics, of teaching learning material types preparation & presentation of teaching learning material.
  - 1) Resource material class room – its management and organization.
  - 2) Visual aids in teaching art, the black-board, art objects and reproduction photographs and other school subject etc.
  - 3) Art teacher
  - 4) Art room
  - 5) Co-Curricular activities
  - 6) Importance of creative Activity
  - 7) Art and Social useful productive work
  - 8) Colour, printing, material, puppets, mask.
  
- Lab. And Community resources.
  1. Art Gallery
  2. Exhibitions
  3. Art-Album
  4. Antics
  5. Survey of Rajasthani folk Art
  6. Text book – Qualities
  7. Subject Teacher of Art

### Unit – V Evaluation

- Meaning of evaluation,
- Types of Test items and their construction.
- Preparation of blue-print and achievement test
- Characteristics of a good test
- Concept and preparation of diagnostic test, remedial teaching and enrichment programme.

### Sessional Work :-

1. Folk design/antics/unique collection.
2. Writing report on exhibition/museum/art room.

### Evaluation Procedure

- (a) Sessional work & Two tests (Covering Unit I – V)
- (b) External Evaluation

Total Marks - 100  
 10+10 = 20 Marks  
 80 Marks

**References:**

1. Gearge Conard : The process of Art education in the elementary school practice hall, inc. England, Cliets No. 1, 1964.
2. Ruth Dunneth : 'Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS : Memorandum on the teaching of Art London.

## **METHODOLOGY OF GEOGRAPHY TEACHING**

### **Objectives:**

To enable the student teachers to:

1. Understand the modern concept of Geography
2. Understand the aims and objectives of teaching Geography
3. Prepare yearly plan, UNIT plan, and lesson plan for different classes.
4. Prepare maps and charts to illustrate the contents of different classes and use them Effectively.
5. Critically evaluate the existing school syllabus and review the text book of Geography.
6. Apply appropriate methods and techniques of teaching of particular topics at different levels.
7. Arrange field trips and local surveys.
8. Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

### **Unit – I Basic of Geography Teaching.**

- Meaning, Nature and Scope of Geography teaching.
- Changing Concept of Geography teaching.
- Importance, Aims and Objectives of Geography teaching.
- Co-relation with other subjects.

### **Unit – II Instructional objectives and methods**

- Bloom's Taxonomy (Cognitive, affective and psychomotor).
- Methods of Teaching – Problem Solving, Discussion, project, lecture, supervised study.
- Geography Club & Field trips.
- Techniques of Geography teaching.

### **Unit - III Planning -**

- Concept, Meaning and Objectives of Geography Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
- Concept, Meaning, Principles and Objectives of Curriculum, Characteristics of good curriculum and Evaluation of Geography Syllabus at Secondary Level.

### **Unit - IV :- Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dale's Cone of Experiences.

- Planning and Importance of Geography Laboratories and Its uses.
- Qualities of good Geography Text Books at Secondary Level.
- Qualities and Characteristics Geography Teacher.
- Audio-Visual Aids - Meaning, Concept, Utility and Significance of Different types of Audio-Visual Aids in the Teaching of Geography.
- Utilization of Community Recourses in the Teaching Geography Teaching.

**Unit.- V :- Evaluation –**

- Meaning and Objectives of Evaluation.
- Types of Test Items and their Construction.
- Preparation of Blue-Print and Achievement Test.
- Characteristics of a good Test.
- Concept and Preparation of Diagnostic Test, Remedial Teaching and Enrichment Programme.

***Sessional Work***

**Any two the following**

- 1) Preparation of maps, charts and models for physical Geography
- 2) Develop two lesson plan based on new methods and approaches.
- 3) Critical appraisal of geography syllabus at secondary level.
- 4) Construction of objective type test items.
- 5) Collection of news paper cuttings related to Geographical issues.
- 6) Preparation of a report on visit to some place of Geographical interest
- 7) Report writing on exhibition/museum, subject room/Laboratory

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks – 100**

10+10 = 20 Marks  
80 Marks

**References:**

1. Source Book for Teaching of Geography, UNESCO Publication
2. Singh L. R. : Practical Geography, Allied Publications, Allahabad.
3. Monk House F. J. : Maps and Diagrams,
4. Verma, J. P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma C.R.: Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra.
6. H. N. Singh : Bhugol Shikshan, Vinod pustak Mandir, Agra
7. Arora K. L. : Bhugol Shikshan, Prakash Bros Ludhiyana
8. Barnard, H. C. : Principles and Practice of Geography Teaching London University, Tutorial Press, 1953
9. Kual, A.K. : Why and How of Geography Teaching Ambanu Publication. Srinagar 1983
10. Macnee : Teaching of Geography, Oxford University Press, Bombay
11. Mishra, A.N. : Bhugol Shikshan Padhati Shikshan Niketan, Kanpur 1959
12. Verma, O.P. and Vedanayagam E.G. : Geography Teaching, Sterling Publishers, New Delhi, 3<sup>rd</sup> Ed. 1987.
13. Simpson, C. A. : The study of Local Geography, Methuen.
14. Gopsil, G. H. : The teaching of Geography Macmillan & Co. Ltd., London 1958

## **METHODOLOGY OF COMPUTER SCIENCE TEACHING**

### **Objectives :**

#### **To enable the pupil teachers -**

1. To acquaint with the knowledge of latest computer technology and its uses in education.
2. To acquaint with the various computer softwares of available now-a-days.
3. To analyze the educational data using computers and already developed software.
4. To acquaint with the teaching software.
5. To prepare unit plans and daily lesson plans.
6. To apply appropriate methods and techniques of teaching to particular topics at different levels.
7. To prepare, select and utilize different teaching aids.
8. To evaluate his pupils in Computer Science.

#### **Unit – I Basics of Teaching Computer Science.**

- Computer Education as a Subject, Place of Computer Science in School Curriculum.
- Aims of Teaching Computer Science
- Objectives of Teaching Computer Science
- Taxonomy of Teaching objectives (Cognitive, Affective and Psychomotor) in terms of Behaviour

#### **Unit – II Introduction of Computer and Operating System**

- History, Characteristics, Classification and Architecture of Computer System.
- Computer Hardware and Software I/O Devices, Types of Computer Software, Memory of Computer (Primary and Secondary), Number System.
- Concept, Need and Types of Operating System.
- MS-Window – Concept, Features, Hardware requirement , Working in MS-Window and Windows Management .

#### **Unit – III Different Application Software & internet**

- MS-Word : Introduction, Text Writing, Editing, Formatting, Printing, Spell Checking, Mail Merge etc.
- MS-Excel : Introduction, Work Book & Work-Sheet/Spread-Sheet Concept, Creating Work Sheet, Different Functions, Charts and types of Charts.
- MS-Power Point: Introduction, Creation of Slides Presentation, Using Sound, Animation and Graphics.
- Internet : Concept, Uses and Internet Surfing.

### Unit – IV Curriculum, Planning, Instructional Strategies, methods & Approaches.

- Concept and objectives of Curriculum, characteristics of Good curriculum.
- Concept and objectives of Teaching Planning (Daily lesson Plan, Unit Plan & Yearly Plan)
- Concept, Meaning & Need of Micro-teaching, Micro- Teaching Cycle.
- Methods of Teaching Computer Science : Lecture method, Demonstration Method, Project Method & Problem Solving Method.

### Unit – V Instructional Support System & Evaluation of Teaching Computer Science.

- Computer Science Laboratory and its uses.
- Resourec Material – uses of local resource material in teaching of Computer Science.
- Concept and Objectives of Evaluation.
- Tools and Techniques of Evaluation in Computer Science Teaching.

#### Sessional Work :

- (A) Construction of Teaching Aids related to Computer science Teaching.  
 (B) Report Writing of exhibition/Computer Lab.

#### Evaluation Process :

1. Internal Evaluation	(a)	Sessional Work (5+5)	= 10 Marks
	(b)	Two Test (5+5)	= 10 Marks
2. External Evaluation	(Theory Exam)		= 80 Marks
Total			= 100 Marks

#### References :

1. Teaching of Computer Science by Amita Bhatnagar, College Road, Loyal Book Depot, Meerut.
2. Teaching of Computer Science by Y.K. Singh and Ruchika Nath. APH Publishing Corporation, Ansari Road, Daryaganj, New Delhi-2.
3. Computer Education by Manish Mathur & Mohit Mathur, Astha Prakashan, Ajmer (2006)
4. Computer's Application in Education by Krishnamurti, K.Udai Prakashan, Chandigarh (2006)
5. MS-Word 7.0 by leary, T.J.O. & Leary, L.O. Prentice Hall, New Delhi.
6. M.S.Excel 7.0 by leary, T.J.O. Leary, L.O. Prentice Hall, New Delhi.
7. M.S.Excel 2003 byJacobson, Prentice Hall of India, M-97, Connaught Circus, New Delhi-110001, India.
8. M.S.Power Point by Jacobson, Prentice Hall of India, M-97, Connaught Circus, New Delhi-110001, India.
9. Computer Assisted learning in the Humanities and Social Science, Oxford Black Well, Publishing, 1987.
10. Educational Technology by Sharma, R.A. Loyal Book Depot, Meerut (U.P.)
11. Innovations & Technology in Education by Dr.L.B.Bajpai, Alok Publication, Allahabad & Lucknow.
12. Fundamentals of Teaching Learning by Oberai, S.C. Arya Book Depot, Karol Bagh, New Delhi – 110005.

## PAPER -VIII

# SPECIALIZATION PAPER - DISTANCE EDUCATION

### Objectives:

To enable student teacher to:

1. Understand the concept, nature and scope of Distance Education
2. Understand the nature of Distance Education as continuous process of development and change.
3. Understand the aims, objectives of teaching Distance Education at different levels.
4. Learn the techniques and methods of distance Education.
5. Understand the open system, correspondence education.
6. Understand communication strategies of Distance Education.

### Course Content

#### **UNIT-I- NATURE, SCOPE AND OBJECTECTIVES :**

- Concept of Distance Education.
- History of Distance Education.
- Distance Education as a Discipline
- Theories of Distance Education.

#### **UNIT-II- CURRICULUM AND PLANNING :**

- Open Education
- Correspondence Education
- National and State Universities

#### **UNIT-III- METHODS AND APPROACHES :**

- Communication Strategies
- Teaching Strategic of Distance Education Educational broadcast.
- Educational Telecast.
- The Computer, Videodiscs, C.D. and Video tapes
- Resource Centers of Distance Education
- Course Design in Distance Education.

#### **UNIT-IV-INSTRUCTIONAL SUPPORT SYSTEM :**

- Instructional Procedure
- Support System of distance Education
- Evaluation Process of Distance Tcaching
- Role of Regional and Study Centers
- Role of Counsellor and distant learner.

#### **UNIT –V EVALUATION:**

- Concept of evaluation in distance education.
- Need for continuous evaluation
- An Analysis of Distance Education
- Research in Distance Education.

## Sessional Work

Any two of the following.

1. Content analysis and preparation of instructional material related to any unit of subject related to Distance Education.
2. Study of anyone aspect of study center/regional center related of Distance Education.
3. Collection of newspaper cutting related to Distance Education.
4. Prepare a report on visit to any institution which is related to Distance Education.
5. Prepare a radio script or TV program script.
6. Prepare a chart, related to differentiate between Distance Education and traditional education teaching approaches.

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

### References :

- |                                  |  |
|----------------------------------|--|
| Aitchison. J. (1987).            | Text Design in Distance Education<br>Print and facilitating adult learning,<br>Parers 7: 1-29 Pretoria: University of<br>South Africa.   |
| Andrews, J and Strain, J.( 1985) | Computer -assisted distance education:<br>Off-line and on - line American<br>experiences, Distance Education 6,<br>2:143-57.             |
| Anand, Satyapal (1979)           | University without Walls Delhi: Vikas<br>Publishing House Pvt. Ltd.  |
| Baath, J.A.( 1979).              | Correspondence Education in the light<br>of a number of Contemporary teaching<br>models, Malmoe, Liber Hermods.                          |
| Bate, A.W.(Ed) (1984)            | 'The role of technology in Distance<br>Education',<br>London: CroomHelm.   |
| Elton, Lewis (1981)              | 'Training Teachers for Distance<br>Education paper presented Regional<br>Symposium on Distance Learning in<br>Asia, Penang 4-7 May 1981. |
| Ferguson, J.(1975)               | The open University from within London<br>University Press.  |
| Rumble, G.(1975)                 | 'Distance Education in Latin America:<br>Models for 1980 Distance Education 6,<br>2 :248-55  |
| SewartD.(1981)                   | Distance Teaching: a contradiction in<br>terms? Teaching at a Distance 19:8- 18.   |
| Stein, L.S. (1986)               | Distance of a correspondence course';<br>Adult Education 10:161-6.   |

# SCHOOL LIBRARY ORGANISATION

## OBJECTIVES

To enable the student teacher to

1. Know and understand the basic concepts in School Library organization.
2. Know and understand the aim and object of School Library Organization.
3. Know understand and use the principles and methods of School Library Organization..
4. Know understand and use the techniques of classification.
5. To know and use the catalogue systems and reference services.

## Course Content

### UNIT- I

- Five Law's of Library Science
- Library in Education
- Library Equipment
- Library Furniture

### UNIT - II

- Aims and objects of School Library
- Planning of Library Building.
- Class Library and Subject Library.

### UNIT - III

- Organisation and Administration of School Library
- Issue Methods:
  1. Brown Charging System
  2. Newark Charging System
  3. Book Selection

### UNIT-IV

- Classification: Meaning, Aims and Need of Classification
- Library Rules
- Stock Verification

### UNIT - V

- Catalogue: Meaning, Aims and Functions of Catalogue
- Types of Catalogue: Physical Form
- Accession Register
- Reference Service: Meaning, Need and Functions of Reference Service.
- Types of Reference Service.

## Sessional Work:

### Any two of the following-

1. One Essay
2. Survey of School Library and preparation of a report.
3. Classification of 25 Books by Dewey - Decimal classification Scheme of 18<sup>th</sup> Edition.
4. Simple cataloging of Five Books by Rangnathan "Classified catalogue Code."

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

### References :

- a) Ranganathan, S. R.: Pustakalaya Vigyan Ke Panch Sutra, Rajasthan, Hindi Granth Acadmy, Jaipur 1980
- b) Shukla, Lalita, S : Basic Foundations of Library Science, Metropolitan Book Co., Delhi.
- c) Ranganathan, S.R.: Library Manual,Asia Publishing House,Bombay, 1960.
- d) Fargo, L.F.:Sthool Pustakalaya Ke Vividh Roop, Atama Ram and Sons, Delhi 1966.
- e) Shastri, D. P.: Pustakalaya Vargikaran, Sahitya Bhawan, 1974.
- f) Tripathi,S. M.: Adhunik Grantha1aya Vargikaran,Shri Ram Mehra & Co.,Agra, 1976.
- g) Bhargava, G. D. : Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy,Bhopal, 1971..
- h) Agarwal, S. S.: Catalogue Entries and Procedure, Lakshmi Book Store, New Delhi, 1972.
- i) Agarwal, S.S.: Suchikaran Ke Sidhant.
- j) Giraj Kumar and Kumar, C: Suchikaran ke Siddhant, Vikash Publishing House, New Delhi, 1976.
- k) Pandey, S.K.Cataloguing Theory, Ere Ers Publication, New Delhi, 1986
- l) Ranganathan, S. R: Library Administration, Asia Publishing House,Bombay.
- m) Mittal,R. L. : Library Administration Theory and Practice, Metropolitan Book Co., Delhi-G, 1973.
- n) Banarjee, P.R.: Pustakalaya Vyavasthapan, Madhya Pradesh Hindi Granth Academey, Bhopal.
- o) Shrivastav and Verma: Pustakalaya Sangathan Avam Sanchalanl, Rajasthan Hindi Granth Academy, Jaipur.
- p) Kanti,M : Pustakalya Vigyan NirgamPaddhatiya, Chaitanya Prakashan, Kanpur
- q) Sundeshvaran, K.S.: -sandarbh Seva, Madhya Pradesh Hindi Granth Academy, Bhopal.
- r) Dewey, Melvil: Decimal Classification, Edition 18, Forest Press, New York.

**BOOK RECOMMENDED**

- 1) Erickson, Clifford E, : A Basic Text for Guidance Workers N.Y.Prentice, Hill Inc 1947
- 2) Forelich Clifford P : guidance services in smaller Schools New York Mc. Graw Hill Book Co. 1950.
- 3) Hoppock : Group Guidance, Principles, Techniques and Evaluation.
- 4) Strang, Ruth : The Role of Teacher in Personnel work. New York Teachers College, Columbia University, 1933
- 5) Super Donald : Appraising Vocational Fitness New York, Harper and Brothers 1947.

# MEASUREMENT AND EVALUATION

## Objectives:

### Student Teacher Will Be Able To Understand

1. The meaning of measurement and evaluation.
2. Recall the relationship between measurement and evolution.
3. The preparation of objective type test items.
4. The meaning of Intelligence, Interest, Personality and Creativity.
5. Development of standardized and teacher made test.
6. Analyse the statistical methods.
7. Use techniques of Evaluation.

## Course Content

### UNIT - I:

- Meaning of Measurement and Evaluation.
- Relationship between Measurement and Evaluation.
- Significance of Educational Measurement and Evaluation
- Techniques of Evaluation.

### UNIT - II:

- Examination and how to improve it.
- Preparation of objective type test items.
- Item analysis

### UNIT - III:

- Measurement of Intelligence.
- Measurement of Interest
- Measurement of Personality
- Measurement of Creativity

### UNIT - IV:

- Standardized versus Teacher made test.
- Constructing an achievement test.
- Characteristics of good evaluation system:
  - a. Reliability
  - b. Validity
  - c. Objectivity
  - d. Comparability
  - e. Practicability

**UNIT - V:**

- Co-efficient of co-relation: Product Moment and Rank Difference

**Sessional Work:**

Any two of the following-

1. A detailed essay on any aspect of measurement and Evaluation.
2. Construction administration and item analysis of a test in any school subject.
3. Determination of reliability or validity of any self made test.

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**References :**

1. Agrawal, Y.P. (1990): Statistical Methods, Sterling Publishers Pvt. Ltd., New Delhi.
2. Asthana, Dr. Bipin Agarwal, Dr.R.N. (1983): Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra-2
3. Anastasi, A. (1968): Psychological Testing (3<sup>rd</sup> Edition), Macmillan, New York.
4. Ferguson, George,A. (1971): Statistical Analysis in Psychology and Education (3<sup>rd</sup> Edition), Mc Graw Hill, New Delhi.
5. Groundland, N.E. (1967): Measurement and Evaluation in teaching: Mac Millan Co. fourth Printing, New York.
6. Numally Jum, C. (1964) : Educational Measurement and Evaluation, McGraw, Hill Book Company, New York.

# POPULATION EDUCATION

## Objectives:

Students will be able to:

1. Understand the meaning, scope and importance of population education.
2. Understand the meaning, factors, and impact of standard of life.
3. Understand the need and means of population control.
4. Understand the role of different agencies in the population education.

## Course Content

### UNIT-I

Population Education: Meaning and definition; Scope, need and importance of population education; Role and purpose of population education as an integral part of education.

Population of India in a world perspective: Concept of population, Theories of population, Under Population; Growth, Distribution and density or population; Over Population with demographic data of India in world perspective.

### UNIT-II

Standard of Living and the Quality of Life: Food and nutrition, health-hygiene; Sanitation; Housing, clothing; Education travel, leisure; Employment income, consumption levels; Efficiency and output; Social cultural and spiritual enlightenment; Ethics and aesthetics; Different aspects and their inter relationship with example and illustration from India and abroad; Population and India's Development Endeavor, population growth and production with special reference to Nature Income; The impact of development of family life society; Culture and Personality.

### UNIT-III

Population Control and Planning: India's Population Policy,.; The role of society and the formation of public opinion favorable for Population Control, Role and responsibility of family and individual; A small family UNIT for healthier, happier and better homes, improved standard of living; better quality of life.

Population Equilibrium: Emergency and long measures role of Population Education.

### UNIT-IV

Emergence of Population Education: Action taken for Population Education (Historical Background), Introduction; or Population Education in School; Colleges and teacher education institution; Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies; Mass media.

**UNIT-V**

Teacher of population Education: His Preparation, qualities; Role of teacher education, Education Activities for Population Extension.

**Sessional Work- ANY TWO**

1. Population Survey of a Community
2. Preparation of two charts regarding population education
3. Preparation of graphical presentation of population of a district.
4. Preparing a report of an exhibition concerning population education.
5. An essay on the role of Mass - Media in population control.

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**REFERENCES**

1. Mehta, T.S. & Patak B.S. Population Education for Teachers NCERT Publication
2. Mehta, T.S. & Chandra R. Population Education: Selected Reading NCERT Publication
3. Mehta, T.S. Saxena, R.C. Reading in Population in Education NCERT Publication & Mukharjee
4. Wadia, A.B. Population Education for FPAL, Young on the Nature and Methodology of Population Education FPAT, Mumbai.
5. UNESCO Reading on the Nature and Methodology of Population Education, Bangkok, 1982.

## ELEMENTARY EDUCATION

### Objectives:

Student Teachers will be able:

1. To understand the concept, scope and objectives of elementary education:
2. To recall the constitutional provision and understand the efforts made by different agencies for the expansion of elementary education.
3. To understand the ideology and experiments of Mahatma Gandhinand and Giju Bhai in the field of elementary education.
4. To understand the child and development of school-Community relationship.
5. To use the teaching methods in the elementary school classrooms.
6. To prepare and use teaching-learning material in the classroom.
7. To understand and use techniques of evaluation.
8. To understand and analyse the significant problems related to elementary education.

### Course Content

#### UNIT-I

- 1) Elementary Education: Concept, Scope and objectives.
- 2) Constitutional provisions and efforts made after independence.

#### UNIT- 2

- 1) Status of UEE (Uniiversalisation of elementary education) in Rajasthan.
- 2) Role of state, local bodies and NGOs in the expansion of UEE.
- 3) Experiments and Schemes (DPEP, Gurumitra, Lok Jumbish Shiksha Karmi, Sarwati Yojna, Sarva Shiksha Abhiyan , Rajeev Gandhi Pathshala, Para Teachers etc.

#### UNIT - 3

- (a) Experiments in elementary education by Mahatma Gandhi and Giju Bhai
- (b) Training, Service conditions and responsibilities of elementary school teachers.
- (c) Role of elementary school teacher in developing school- Community relationship.

#### UNIT- 4

- (a) Objectives and methods or teaching language, environmental studies. Mathematics and SUPW
- (b) Methods or Teaching
  - (i) Story Telling
  - (ii) Activity
  - (iii) Play-way
  - (iv) Multi-subject teaching
- (d) Continuous and Comprehensive evaluation.

#### UNIT - 5

1. Problems in Elementary Education (Status, Causes and suggestions)
2. Quality V/S Quality

3. Dropouts
4. Disparity in enrolment of girls, and groups based on Socio-economic states and categories (ST/SC etc.)
5. Administration and supervision of elementary schools.

### Sessional Work

Any two of the following-

1. Observation of learning process (five periods of anyone elementary class)
2. Preparation of instructional material on any topic/concept in any of the two subjects.
3. Planning, organization and reporting of one play-way class

### Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

### Total Marks - 100

10+10 = 20 Marks  
80 Marks

### References

1. Mohanty, J & Mohanty, B. Early Childhood care and Education, Deep & Deep Publications, New Delhi, 1964.
2. Ravat, D.S. & Others, Universalisations or Elementary Education NCERT, New Delhi, 1981
3. Mohanty, Jagmohan, "Primary and Elementary Educations" Deep & Deep Publications, Pvt. Ltd., F159, Rajouri Garden, New Delhi-110027 Published in 2002
4. Rao, R.K. 'Primary Educations', Kalpar Publications Delhi-110052
5. Grewal, J.S. (Dr.) 'Early Childhood Education' National Psychological Corporations 4/230, Kacheri, Ghat, Agra – 282004 (U.P.) India Printed in 1995.
6. Shukla, Chaya - 'Teaching of Social studies in Elementary school, Mohit National Publication - 2002.
7. National Policy of on Education, 1986 ( With modifications of Action 1992)(New Delhi :MHRD)(1992a)
8. National Policy of Education 1986, Programme of action 1992 (New Delhi : MHRD)(1992b)
9. Report of the Committee of State Education Ministers on Implications of proposal to make Elementary Education a fundamental Right (New Delhi. Department of Education. (1997)
9. Sinha, Amarjeet, Primary Schooling in India, (New Delhi : Vikas) 1998
10. Elementary Education in the 1990s, Problems and Perspectives Mimeo, NIEPA, New Delhi (1994).
11. Public Report on Basic Education in India Oxford University Press (1998).
12. कुलपति निर्मला, बाल शिक्षण की आदर्श विधियां, जनवाणी प्रकाशन, प्रा. लि. दिल्ली-110032, संस्करण 2003 ।
13. कोका गिजुभाई, प्राथमिक विद्यालय की शिक्षा पद्धतियां, संस्कृति साहित्य, दिल्ली – 110032, प्रकाशन वर्ष 2000 ।
14. चौहान आर. एस. – बाल विकास के मनोवैज्ञानिक आधार, प्रकाशन, आगरा साहित्यिक, 2002 ।
15. वधेका गिजुभाई, "गिजुभाई ग्रन्थमाला" मज व 15 ठववोद्ध मोन्टेशरी बाल शिक्षण समिति, राजलदेसर, (चूरू) प्रकाशन वर्ष 1998 ।

## **PHYSICAL EDUCATION**

### **Objectives:**

To Develop -

- 1) Understanding of the aims and objectives of physical education.
- 2) The ability to organise and administer Physical Education programme in Sec. Schools.
- 3) The Student teachers for teaching Physical Education.
- 4) Acquaintance with the physiological principals of body building and with the biological and psychological characteristics of secondary school students.
- 5) The ability to evaluate the Physical Education Programme.

### **Course Content**

#### **UNIT - I**

Modern concept of Physical Education, its relation to education, its place in schools, Aims and objectives of Physical education, Physical Education in democracy: its Social, Economic and Political implications.

#### **UNIT – II**

Psychological foundation of Physical Education, Age characteristics, need & interest of secondary school children, activities to meet their needs, programmes of Physical activities for a school.

#### **UNIT – III**

Organisation and administration of – tournaments, intra- murals, extra murals, excursions, play days, play centres, Athletic meet, marking of standard Track (400 M) and other – sex based connected areas.

#### **UNIT – IV**

Rules of major games & sports. Marking of grounds, Main points of coaching in different games viz Football, Volleyball, Hockey, Cricket, Kho-Kho, Kabaddi, Basketball, Badminton and Athletics.

#### **UNIT – V**

Olympic games & their place in India, Lesson Plan, methods of Teaching Physical Education (limitation method, demonstration method, whole part whole method discussion method and lecture method.)

### **Sessional Works:**

#### **Any two of the following-**

1. Pupil teachers will be required to perform and show proficiency in at least three activities which include marching as one, out of the following:-  
One major game, Two minor games, marching, Athletics, Yogasan.
2. Prepare teaching aids – any two from the following (1) Charts (2) Diagram (3) Model
3. Report of physical Education programmes of a Sec./ Sr. Sec. School.

#### **Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

#### **Total Marks - 100**

10+10 = 20 Marks  
80 Marks

### Books Recommended:

1. National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
2. Thomas, J.P, : Organisation of Physical Education Madras Y.M.C.A.
3. Williams J.F. Principles of Education.
4. Sharma, J .R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
8. Dr. R.L. Anand: Playing Field Manual ( NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
10. Y.M.C.A. Madras,: Rules of Games and Sports.
11. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
12. लायल : शारीरिक शिक्षा (शकुंतला प्रकाशन, लखनऊ)
13. मोहन, व्ही.एम.ए. : शारीरिक शिक्षा के सिद्धान्त एवं तत्व ज्ञान (केट्रोपोलिटन कम्पनी, दिल्ली)
14. हरिकिशन शर्मा : विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, 1333 वैरवाड़ा, नई सड़क दिल्ली-6
15. डा. जी.पी. शैरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

## **Gandhian Thoughts of Education**

### **Course Objectives:**

To enable the students to develop understanding about the -

1. Meaning & Nature of Gandhian education.
2. Educational theories with reference to Gandhian Philosophy
3. Contribution of Gandhi in the various fields of Education and Society.
4. Various Social work of Gandhi to Society.

### **UNIT – I Gandhian Education : Concept and assumption**

- Meaning, Concept of education.
- Need and importance of educational aims and all round development of man.
- Relevance and Significance of Education in present social environment.
- Human values and define forms of Education.
- Various dimensions of education :- Teacher, Student, Teaching method and syllabus.
- Self – dependence and provision of Craft in Education.

### **UNIT – II Philosophical aspect of Gandhian Education**

1. Philosophical vision of Education and education in continuous process in life.
2. Prayer meeting, free labour service, inspirational message, yoga and importance of spiritual education.
3. Concept of co-relation/integration in Education.
4. Concept of Samvaya and Sarvodaya Darshan and Education

### **UNIT – III Human Value and Gandhian Education**

1. Education of Religion and Culture
2. Individual Social and Human Value
3. Gandhi and Social Welfare
4. Gandhian view of Service (Daridranarayan)

### **UNIT – IV Social and Political aspect Education.**

1. Social perspectives of Education, untouchability and rural education.
2. Religion, Secularism and cultural aspect of education.
3. Communal and social change through education.
4. Democracy, Naturalism and Inter-natural fellow feeling.
5. Concept of Socialism through Education.

**UNIT – V      Different aspects of Gandhian Education**

1. Process of Basic Education.
2. Women Education, Handicap Education, Vernacular (Mother tongue), Literacy.
3. Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
4. Trustiship and Education.

**Sessional Work :-**

Any two of the following programme of

1. Review of Education or value Sarva Dharma Prathana Sabha
2. A report of any programme of Gandhi based educational institution.
3. A Complete educational of a weakly programme of GVM.

**References :-**

1. Prasad, Upendra : 'Gandhiwadi Samajwad' Naman Prakashan, New Delhi – 110002.
2. Gupta Viswa Prakash – 'Mahatma Gandhi – Personality & Thanking, Radha Publication, New Delhi – 110002.
3. Pandey, B.H. :- 'Gandhi Mahatma' Gandhi Smrati and Darshan Samiti, New Delhi -11
4. Singh, M.K. : Emerging Indian Society, International Publishing House, Meerut.
5. Saxena, R. Swaroop : Philosophical & Sociological Principles of Education, R.Lal Book, Depot, Meerut.

## **Educational Aspect of Geeta**

### **Course Objectives:**

To enable the students to develop understanding about the -

1. Meaning & Nature of Geeta Philosophy.
2. Impact of Geeta on Education.
3. Concept related to Geeta Philosophy.
4. Social theories with special reference to Geeta.
5. Contribution of Geeta in the various field of Education.

### **UNIT – I :- Introduction of Geeta**

1. General assumption and Ideas.
2. Need, Importance and concept of Geeta Education.
3. Different aspects of Geeta Education.
4. Educational aims and place of Geeta.
5. Life philosophy in Geeta.
6. Educational elements – Teacher, Student, Teaching Method, Curriculum.

### **UNIT – II :- Philosophical Aspects**

1. God, Human being, Nature, Universe.
2. Human life and duties.
3. Soul, Knowledge and Science.
4. Religion, Morality and Nishkam karma (Service of Selflessness)

### **UNIT – III :- Social Aspect**

1. Man and its social nature.
2. Social duty, understanding and coordination.
3. Concept and Significance of Lok Sangrah (Public Collection)
4. Importance of Geeta in present social scenario.
5. Social life skill and management

### **UNIT – IV :- Psychological Aspect**

1. Nature of Man-Satvik, Rajashi & Tamasi.
2. Nature, Types and forms of intelligence in Geeta.
3. Concept of mind in Geeta.
4. Guidance and motivation in Geeta.

### **UNIT – V :- Multi-dimensional aspects and current significance of Geeta.**

1. Yoga and spiritualism.
2. Religion, Religious – Secularism, Peace and Ahimsa.
3. Universal values and decision making system (Conviction)
4. Cosmic order and symbolism in Geeta, expansion of all religions fellow feeling.
5. Environmental Conservation.

**Sessional Work :-**

1. Geeta Competition.
2. Any one essay on Bhakti, Adhyatm and Karma.
3. Discussion of yoga philosophy in Geeta and other scriptures.

**Evaluation Procedure**

Sessional work & Two tests (Covering UNIT I to V)  
External Evaluation

**Total Marks - 100**

10+10 = 20 Marks  
80 Marks

**Reference :**

1. Radha, Krishanan – Bhagwat Geeta, Hindi Pocket Books.
2. Ernest wood – Great system of yoga- DB. TARAPOREVALA Sons & Co.
3. Sharma Jawahar Lal : Cultural Study of Shribhagawat, Rajasthan hindi Granth Academy, Jaipur
4. Vyas, Girls 'Geeta & Bible', Hansa Prakashan, Jaipur.
5. Giri, Gagra Dev 'Coordination of Knowledge, Karma in Shri Bhagwat Geeta, Jyoti Prakashan Varanshi
6. Bhagwan Rajnish 'Philosophy of Geeta' Rajnish Foundation, Prakash Pune.
7. Shrimad Bhagvat Geeta – Geeta press, Gorkhpur
8. Shrimad Bhagvat Geeta – Swami Ramsukhdass, Geeta press, Gorkhpur

## Value Education

### Course Objectives:

1. To Human value based description of ancient medieval and modern India.
2. To develop insight of understanding of concept of Indian values according to time space and situation.
3. To Scientific analysis values in Indian culture and tradition.
4. To develop positive attitude about Indian human values.
5. To understand the Indian values according to Shradhha and logic.
6. To understand the co-ordination with Indian values and life style.
7. To analyse the ethical, artistic and pleasant values.
8. To analyse absolute values in globalization and universalization.
9. To develop the teaching learning method for adoption and assimilation in life value.

### UNIT – I      **Meaning Nature and origine of Values.**

1. Importance, Need and origine of Values.
2. Nature and scope of values and concept and confusion in present time.
3. Classification of values at different level – Absolute, universal , Human, spiritual, moral, cultural, social, economical, political, environmental and psychological values.
4. Values of individual or Traditional life style.

### UNIT – II      **development of life values in educational Curriculum.**

1. Integration and coordination/correlation in values.
2. Values of cooperative living.
3. Individual value for self confidence and social responsibility.
4. Teaching and Training styles of values – based on curricular,co-curricular, house, family, society, school activities.

### UNIT – III      **Evaluation and progress.**

1. Grouped and Individual evaluation, Psychological test system, interview, observation, rating scale, sociomatrix, check list
2. Case study, projection, school record.
3. Values in different school subject- science, Social Study, languages.
4. Values in Indian epics and holy books.

### UNIT – IV      **Value based school activities.**

1. Prayer, motivational activities, diologue, quests, silence etc.
2. Yoga activities (Yam, Niyam, Pratyahar, Asan, Pranyam)
3. Organisation of effective activities of (1) Literary work- essay, debate, group discussion, Seminar, conference (2) Cultural – dance and songs arts exhibition.
4. Lecture of renowned person and missionary.

5. Healthy atmosphere of hostel, school and garden.

### **UNIT – V Values assimilation.**

1. Organisation of Social, religious, traditional and Cultural activities.
2. Organisation of Jayanti programme.
3. National and Historical activity.
4. Values assimilation through Game, song, drama, story, exhibition, festival and function.

Sessional Work :- Any one from each part.

### **Part -I PRACTICAL**

- A report of a programme organized in GVM.
- A Case study of national / state programme in institution
- A report of seminar / conference.

### **Part – II THEORITICAL**

- A Critical Analysis of any value according to any religious book.
- A Critical Analysis of social, political, religious thinker
- A Critical study of a value based work in GVM

### **- Reference:**

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2. उर्वशी, सरंती – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चावडी बाजार, दिल्ली , 1979
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### **Marks Distribution**

<b>Theory</b>		<b>80 Marks</b>
<b>Sessional Work</b>		<b>20 Marks</b>
	<b>Total</b>	<b>100 Marks</b>