

**UNIVERSITY OF KOTA, KOTA**

**पाठ्यक्रम**

**SYLLABUS**

**SCHEME OF EXAMINATION AND  
COURSES OF STUDY**

**FACULTY OF EDUCATION  
B.Ed. Examination, 2013**

**कोटा विश्वविद्यालय, कोटा**

**Faculty of Education**  
**Bachelor of Education ( B. Ed.) Exam.-2013**

**Revised Ordinance 81 A.**

1. There will be a Pre-Teacher Education Test (PTET) for all B.Ed/ Shiksha Shastri Colleges of Rajasthan. Application forms for the same will be invited by the University conducting P.T.E.T. Candidates with minimum of 45% marks at the Bachelor's degree examination of the University (University of Kota, Kota) or of any other University recognized as equivalent there to will be eligible to apply for admission to B.Ed./ Shiksha Shastri Courses through P.T.E.T.
2. To Qualify the Pre- Teachers Education Test (PTET) the candidates shall be required to secure at least 45% marks in the test. There will be no provision of grace marks. For being selected, the candidate's name should figure in the merit list within the total number of seats available in different faculties and/or categories.
3. On the basis of performance of P.T.E.T., a list of successful candidates will be drawn in order of merit showing against each candidate the marks obtained.
4. (a) Out of the total number of seats, faculty wise 20% seats will be filled in on the basis of overall merit irrespective of the district or state to which the candidate belongs.  
(b) for the remaining 80% seats, faculty-wise, the Govt. of Rajasthan has reserved a fixed number of seats for each district in proportion to the population of the district.

However, in the event of non availability of such candidates these seats will be filled in from the overall general merit list.

5. (a) Out of the total number of seats, available in each faculty (Art , Science and Commerce) reservation will be made as given there under.

(i) For candidates belonging to scheduled castes	16%
(ii) For candidates belonging to scheduled tribes	12%
(iii) For women (Out of which 2% seats are reserved for divorced women and widows )	20%
(iv) For Physically handicapped (Other then blind, deaf and dumb) with at least 40% disability on production of a medical certificate from the concerned D.M.H.O. or from C.A.S. Class Ist) countersigned by the concerned D.M.H.O.	3%
(v) For an in-service or a discharged / retired defence personnel or his/her ward.	5%

## **Notes of Rule 4 & 5**

1. Candidate belonging to scheduled castes and scheduled tribes shall be required to produce a certificate to that effect from a District Magistrate / Sub divisional Magistrate/ Tehsildar.
2. The Term "Ward" means only the son, daughter, wife and husband. Real sister and real brother may also be treated ward of defence personnel provided they are dependent on the guardian concern and parents are not alive.
3. Divorced women shall be required to produce a certificate from the court to the effect that she has been divorced
4. For defence personnel/ wards, certificate from the major of the unit/ secretary soldiers board is to be produced

### **IMPORTANT**

5. For deciding the candidature of a person from a district of Rajasthan, The only consideration will be the district from where the candidate has passed secondary school examination.
6. As envisaged under rules 4 and 5, the selection for admission is made faculty-wise & to avoid any ambiguity on this score, the faculty of a candidate will be the faculty from which the candidate has passed his/her graduation. Exception to this rule shall be permitted only to the candidate, who has passed M.A./M.Com. in two subjects & opted for selection under the faculty from which he/she has passed his/her post graduation in two subjects.

### **Explanatory Note :**

- (i) The above note shall be applicable to a candidate who has passed post graduation in other than his/her faculty of under-graduation.
- (ii) The subjects of under graduation as well as post graduation shall be considered to decide teaching subjects as usual, provided a candidate has passed his/her under graduation as well as post graduation examination from the same faculty.

The candidates of Dausa, Baran, Rajsamand, Hanumangarh and Karoli District have to enclosed a photocopy of the certificates of secondary school examination as well as certificates of the Magistrate that the place where from secondary examination has been passed lies in that particular district. Similarly, candidates who have passed secondary from Central Board will also have to enclose a copy of secondary school certificate showing the name of the school with place.

### **Further Provided that .**

- (a). In case of a married woman, the place of bonafide residence of husband may be the district, provided a bonafide residence certificate of husband's place and marriage certificate obtained from District Magistrate are produced along with Examination application form for appearing in the test . The option of District so given will not in any case be changed after submitting the examination application form.

(b) Such wards of defence personnel and Central Govt. Employees, Who have passed there secondary examination from outside Rajasthan (other then the district to which such defence personnel Central Govt. Employees originally belong with in a district of Rajasthan, may be considered from the district to which they originality belong, provided bonafide residence certificates from a District Magistrate and a certificate from the employers are submitted along with application form for the appearing in P.T.E.T. The district so chosen once will not be changed under any circumstance.

False Statement of facts noticed at any stage will automatically result in cancellation of appearance in the test and admission to the course if already made.

6. Out of total number of applicants who are eligible selection will be first made against the reserved quota in proportion to the seats available in each faculty and if there are vacant seats, the same will be transferred to the general category and shall be filled in from the merit list.
7. Five choices for Teacher Education Institution (TEI) of Rajasthan where his/her teaching subjects are available will be given by each candidate in order of preference. While allotting "TEI" the merit/choice of a candidate besides reservation, availability of seats subjects, etc. will be taken into consideration. If the candidate is not able to get training College of his/her choice he/she may be placed in any TEI of the state provided he/she stands in merit of selection.

### **Important**

8. A Candidate of any district/state may be admitted in a Teachers Education Institution in any District of the State. Admission to a Teacher Education Institution in a particular district cannot be claimed by any candidate on the basis of belonging to that district. therefore no confusion be borne by any person on this score.

"A widow or a divorced lady appointed as a teacher by the Govt. in relaxation of Rajasthan Subordinate Education Service Rules 1971 with the condition to pass B.Ed, within stipulated time, be admitted to the B.Ed. course by waiving the following conditions by the V.C. on merits of each individual case.

- (a) Passing of P.T.E.T. examination.
- (b) Be required 45% marks in the qualifying examination, and
- (c) the requirement of having studied two subjects for two years and taking a University examination in two subjects in each year."

# ORDINANCES AND REGULATIONS RELATED TO THE B.Ed. EXAMINATION

## Part I - Theory

**O.320 :** The objectives and the learning outcomes of the B.Ed. Course are :

### OBJECTIVES :

- (a) To help future prospective teachers to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subjects.
- (b) To Develop interest, attitudes and knowledge which will enable them (i) to foster the all round growth and development of children under their care and (ii) to provide guidance to individual pupils.
- (c) To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teachers in realising these aims and ideals.
- (d) To develop an understanding of the close relationship between society and the school, between life and school work.
- (e) To build up a professional consciousness.

### Learning Outcomes :

1. Competence to teach effectively two school subjects at the secondary level.
2. Ability to translate broad objectives of Secondary Education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use (a) individualized instruction and (b) dynamic methods in large classes.
5. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
6. Equipment for the diagnosing pupil's difficulties and deficiencies in achievement and dealing with them through remedial work.
7. Readiness to spot talented and gifted children and capacity to meet their needs,
8. Ability to organize various school programmes, activities for pupils.
9. Developing guidance point of view in educational personal vocational matters.
10. Ability to assess all-round development of pupils and to maintain a cumulative record.
11. Developing certain practical skills such as.
  - (a) Black board work.
  - (b) Preparing improvised apparatus.
  - (c) Preparing teaching aids.
12. Interest and competence in the development of the teaching profession and of education. Readiness to participate in activities of profession organizations.

## PART- II PRACTICAL WORK

**O.321** : the objectives of the practical work prescribed for the B.Ed. course are as follows :

### Objectives :

To develop the ability and self-confidence of pupil teachers.

- a) Be conscious of a sense of values and needs for their inculcation in children through all available means including one's own personal life.
- b) Possess a high sense of professional responsibility.
- c) Development of resourcefulness so as to make the best use of the situation available.
- d) Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
- e) Arouse the curiosity and interest of the pupils and secure their active participation in the education process.
- f) Develop in the pupil capacity of thinking & working independently and guide the pupil to that end.
- g) Organise and manage the class for teaching and learning.
- h) Appreciate the dynamic nature of the class situation and teaching techniques.
- i) Define objectives of particular lesson and plan for their achievement.
- j) Organise the prescribed subject matter in relation to the needs, interests and abilities of the pupil.
- k) Use appropriate teaching methods and techniques.
- l) Prepare and use appropriate teaching aids, use of the black-board and other apparatus and material properly.
- m) Convey ideas in clear and concise language and in a logical manner for effective learning.
- n) Undertake action research.
- o) Give proper opportunity to the gifted pupils and take proper care of the backwards pupils.
- p) Correlate knowledge of the subject being taught with other object and with real life situation as and when possible.
- q) Prepare and use assignments
- r) Evaluate pupil's progress.
- s) Plan and organise co-curricular activities and participate in them
- t) Co-operate with the school teachers and administration and learn to maintain school records and registers.

**PRACTICAL SKILL IN TEACHING THE TWO SUBJECTS OFFERED UNDER THEORY PAPER V AND VI ARE THE FOLLOWING :**

- a) Observation of lessons delivered by experienced teachers and staff of the college.
- b) Planning Units and lesson.
- c) Discussion of lesson plan, Unit Plan & Lessons (including criticism lessons)
- d) Organisation and participation in co-curricular activities.
- e) Setting follow up assignments.
- f) Evaluation in terms of educational objectives use of teachers made tests, administration of standardised tests.
- g) Black-board work.
- h) Practical work connected with school subjects.
- i) Preparation and use of audio-visual aids related to methods of teaching.
- j) Experimental and laboratory work in Science, Home Science, Geography and other subjects of experimental and practical nature.
- k) Study of the organization of work and activities in the school.
- l) Observation and assistance in the Health Education Programme.
- m) Observation and assistance in the Guidance Programme.
- n) Maintenance of cumulative records.
- o) Techniques of teaching large classes.

**O.322.** A candidate who after taking Bachelor's Degree of the University or any other University recognized for the purpose by the Syndicate with two teaching subjects (as define in note No. 1 below) has completed a regular course of study in a college affiliated to the University for one academic year and has during the course of the year delivered at least 40 lessons in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

**Note No. 1 :**

- a) Teaching subject means a subject offered by the candidate at his bachelor's or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that candidate studied it for at least two years and also took University Examination each year but shall not include such subjects 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 Civilisation and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. Course of the University or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject. In case of Honours graduates, besides the Honours subjects the subsidiary subject would also be taken into account provided the candidate studied the same for at least two academic years and also took University Examination each year.

- b) Only Such candidates shall be allowed to offer Social Studies for the B.Ed Examination as have taken their Bachelor's Degree with any one subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology, Philosophy, Education, Music, D & P., Home Science, Computer, Office Management and Secretariat Practice, Product & Export Management, Jeevan Vigyan Aivem Jain Darshana, TDP, Live Stock and Dairying, Live Stock and Leather, Indian Music, Musicology, Archival Science.
- (i) Colleges should make necessary arrangements for teaching such subjects under paper V/VI as have no provision till now. But the candidates be allotted the subject / subjects under provision of the University rules including aforesaid revision as given under para first.
- (ii) Colleges should make additional arrangement of teacher educator in the teaching subject / subjects in which the number of student exceeds twenty five.
- (iii) Colleges should seek affiliation from the University in the subjects which have been allotted the students under provisions of the new policy of admission to the B.Ed. course, but have no affiliation till now.
- c) A Person having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc.(Home Science) or passing the B.Sc.examination with i) Chemistry ii) Any one subject of life science i.e. Biology or Botany or Zoology.
- d) A Candidate who has offered political Science or Public Administration at his Bachelor 's or Master's degree Examination shall be deemed eligible to offer civics as a teaching subject in the B.Ed. Examination.
- e) The additional optional subject of Bachelor's Degree Examination in which a candidate passes in one year with all the paper prescribed for the three Year course after obtaining the Bachelors Degree may also be treated as a 'Teaching subject'. Further, if a candidate desire to pass the additional optional subject after obtaining the Bachelors Degree to be taken into consideration for permitting him to offer the subject, under paper V and VI for the B.Ed.course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelors Degree for determining his eligibility for admission to B.Ed.Course.

**O.323 :** No candidates shall be allowed to appear at the B.Ed. Examination unless he/she has attended 75% of the periods devoted to Physical Training, Games and Sports, Dance and Guides/Scouts or similar other activities.

**O.324:** The Examination for the Degree of Bachelor of Education shall be in two parts. Part. I- comprising Theory papers and Part II - Practice of teaching in accordance with the scheme of examination laid down from time to time.

**O.325 :** Candidates who fail in B.Ed. Examination in the Theory Papers may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated Training College.

**Provided that** a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He shall be declared to have passed if he secures minimum pass marks prescribed for the paper in which he appeared, and shall be deemed to have secured minimum pass marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidates shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.



**O.326 :** Candidates who fail in B.Ed. Examination only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep-regular terms for four calendar months and give at least 40 supervised lessons.

**O.326 A:** A candidates who completes a regular course of study in accordance with the provision laid down in the Ordinance in an affiliated teacher’s training college for one-academic year but for good reasons fails to appear at the B.Ed. Examination may be admitted to a subsequent examination as an ex-student as defined in O.325 or O.326 above.

**O.326 B:** No Candidates shall be permitted to appear as an ex-student at more than two subsequent examinations.

**O.326 C:** A Candidate who passed B.Ed. examination of this University or the B.Ed. Examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a special subject in the year which he passed the examination or in case he passed with a special subject other than the one offered by him for the examination provided that in each case:

- a) He studied at a college of Education affiliated for the purpose to the University for atleast three months and.
- b) He completes the theoretical and practical work as laid down in the course of study for paper V and VI.

For a pass in the special subject a candidates shall have to obtain at least second class marks in the practical examination.

**O.326 D:** A Candidate who has already passed B.Ed. examination of the University or the B.Ed. or L.T. Examination of some other University recognized for the purpose by the Syndicate may be permitted to take any one paper of Content cum Methodology any other teaching subject which he has not offered at his B.Ed/L.T. Examination provided that :

- a) He is eligible to offer that teaching subject under provision of O.322
- b) He studied at a college of education affiliated to the University, for the purpose for atleast three months and.
- c) He Completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers atleast 20 lessons in a recognised school under the supervision of the staff of the college.

**Regulation 42 ; Scheme of Examination (B.Ed.) - 2013**

There will be seven compulsory theory papers. Each of three hours duration carrying 100 marks each. Paper VIII will be of 90 minutes carry 100 objective type questions of 1/2 mark each.

		External	Internal
Paper I	Education in the Emerging Indian Society	80	20
Paper II	Psychology of Teaching & Learning	80	20
Paper III	School Management & Development of Education	80	20
Paper IV	Educational Technology & Class room management	80	20
Paper V	Method of Teaching	80	20
Paper VI	Method of Teaching	80	20
Paper VII	Specialization	80	20
Paper VIII	Computer Literacy and Educational Applications	50	50

Under paper V and VI the candidates shall be required to offer any two papers from the following:

- |                  |                       |               |                     |
|------------------|-----------------------|---------------|---------------------|
| 1. Hindi         | 2. Sanskrit           | 3. English    | 4. Social Studies   |
| 5. History       | 6. Civics             | 7. Geography  | 8. Mathematics      |
| 9. Physics       | 10. Biology           | 11. Chemistry | 12. General Science |
| 13. Home Science | 14. Art               | 15. Economics | 16. Urdu            |
| 17. Book Keeping | 18. Commerce Teaching |               |                     |

Under Paper VII the candidates may offer any one of the following as an optional paper :

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. Educational & Vocational Guidance | 2. Non-Formal Education        |
| 3. Measurement and Evaluation        | 4. Population Education        |
| 5. Environmental Education           | 6. Physical Education          |
| 7. Elementary Education              | 8. School Library organisation |

### **The B.Ed. Programme will consist of the following components :**

#### **Part I**

There will be six theory papers of three hours duration carrying 100 marks each for final examination:

- Compulsory Paper I to IV
- Optional Paper V & VI

Graduates in Arts, Science, Commerce streams shall have to offer any two teaching subjects studied at Graduate level at least for two years for paper V and VI.

#### **Evaluation Paper I to VI & VII**

Each theory paper will carry 100 marks out of which 80 marks will be of theory paper at the final examination and 20 marks to be internally assessed. Out of the 20 marks, 4 marks shall be for assessing the sessional work and 16 marks for the two test. Each theory paper will consist of five questions of equal weightage having internal choice, (one essay type & two or three short answer type) within a Unit.

#### **Part II**

##### **Teaching practice and Practical Work.**

The teaching Practice will carry 300 marks comprising of :

- |                           |           |
|---------------------------|-----------|
| 1. Internal assessment :  | 150 marks |
| 2. External Examination : | 150 marks |

Teaching Practice Examination will be held in both the subjects each of 75 marks.

##### **External Examination**

Board of Examiners for Teaching Practice : As far as practicable each candidate will be examined by at least one examiner of his stream.

Board will consist of two external examiners, One Internal examiner and Principal or his nominee. The name of Internal examiner may be proposed by Principal.

### Internal Assessment Scheme

The distribution of 150 marks of internal assessment shall be as follows :

Activities	Marks Distribution
1. Micro Teaching (5 Skills) (Each skill of 2 marks)	10
2. Regular Practice Teaching including unit Test (Each subject of 25 marks)	50
3. Criticism Lesson (Each Subject of 10 marks)	20
4. <b>Observation</b> I. Criticism lesson II. Demonstration III. Ordinary lesson	05
5. Teaching aids. (For Arts Student – four in each method subject) (For Science Student – two teaching aids and practicals)	05
6. Practical in the Audio Visual equipments – two (to be evaluated by Audio Visual incharge)	05
7. Open air session/SUPW camp and community service i. Beautifications and shramdan. ii. Community Participation iii. Work experience related with some theory course iv. Cultural and literary activities and games.	20
8. Internship (Block Practice teaching) i. Teaching of Method subject (15 x 1 = 15) ii. Social participation in group (5) iii. Participation in all activities of school (10) iv. Report of any feature of school/Case study/ Action Research (5)	35
<b>Grand Total</b>	<b>150</b>

### Part III

Paper VII Additional Optional Paper- Any one of the following :-

- i. Educational & Vocational Guidance
- ii. Non-Formal Education
- iii. Measurement and Evaluation
- iv. Population Education
- v. Environmental Education
- vi. Physical Education
- vii. Elementary Education
- viii. School Library Organisation.

## **Part IV**

### **Paper VIII- Computer Literacy and Educational Application (Qualifying Paper)**

Paper VIII will be of 100 marks - 50 marks external examination (theory), 30 marks practical examination (external) and 20 marks for sessional work.

For external practical examination, there will be two examiners - one internal and one external (nominated by the Principal).

#### **Note :**

- a) Each candidate is required to qualify this paper for obtaining the degree. However the marks obtained in this paper will not be included to determine the overall division.
- b) This paper will consist of 100 marks (50 marks for Theory paper and 50 marks for Practical).
- c) In order to be declared successful in this paper candidate must obtain a minimum of 30% marks separately in Theory and Practical and 36% in aggregate.

#### **Evaluation**

1. Theory paper of	50 marks
2. Practical evaluation	50 marks
a) Practical exam.	- 30 marks
b) Sessional	- <u>20 marks</u>
Total	- 50 marks

#### **Question Papers :**

- a) Each question paper (paper I to VI & VII) will be divided into five units. Each unit will have two questions, one essay type and 2 or 3 short answer type having 16 marks in total. Candidates have to answer 5 questions with one compulsory question from each unit. More over the candidate have to attempt either one essay type or two/three short answer type question from each unit.
- b) Essay type questions are to aim at testing ability of critical thinking and application of principles etc. taught in theory.
- c) Short answer type questions should aim at testing knowledge of concepts, facts defining, laws, principles and generalisation etc. and also testing of understanding of principles and concepts etc. The answer to such question should not exceed 150 words.
- d) The Overall questions will be set keeping the following difficulty levels  
Easy : 30%                      Average : 40%                      Difficult : 30%
- e) Marks secured in paper VII shall also be added to the aggregate.
- f) Marks secured in paper VIII shall not be added to the aggregate.

### **Organisation and Evaluation of Internship in Teaching**

- a) Every candidate will deliver at least 40 lessons (20 lessons , one criticism lesson and a unit test in each subject) during practice teaching session. At least 15 lesson in each subject should be supervised.
- b) Forty lesson as desired in the syllabus should be completed as full period class room lesson. Micro Teaching lesson be used in addition to those 40 lessons for developing certain teaching skills.
- c) The internal assessment in internship in teaching will be finalized by the principal with the help of the members of the teaching staff and the same will be communicated to the University before commencement of the external examination each year.
- d) Each candidate should be prepared to teach two lessons (one in each subject) at the final external examination. The external examination may pick up at least 10% of the total candidates to deliver two lessons.
- e) There will be two external examiners for the external examination for each college who will examine each candidate in atleast one lesson.
- f) The principal or his nominee of the college will act as internal examiners.
- g) Approximately 40 lesson will be examined by each external examiner each day.

### **VI Working out the result and awarding the division :**

- a) A Candidate in order to be declared successful at the B.Ed. Examination shall be required to pass separately in Part I (Theory) and Part II ( Internship in teaching)
- b) For a pass in Part I (Theory) a candidate shall be required to obtain at least (i) 36 percent marks in each theory paper as well as in the internal assessment and (ii) 40 percent marks in the aggregate of all the theory papers including internal assessment marks.
- c) For a pass in part II (internship in teaching) a candidates shall be required to obtain separately at least.
  - 1. 40% marks in the external examination.
  - 2. 40% marks in the internal assessment.
- d) The successful candidates will be classified in three divisions and shall be assigned separately in theory and internship in teaching as follows.

<b>Division</b>	<b>Theory</b>	<b>Internship in teaching</b>
I	60%	60%
II	48%	48%
Pass	40%	40%

Marks secured by the students in paper VIII Computer Literacy and Educational Application shall not be added in the aggregate marks for awarding division to the students but passing in this paper by securing at least 36% is compulsory. If any student fails to secure 36% marks, he/ she shall not be awarded B.Ed. Degree till he/she clears in this paper by securing 36% marks in subsequent examination(s) Marks as secured by the candidates shall be recorded in his/her marksheet.

# ORDINANCES AND SCHEME OF B.Ed. EXAMINATION, 2013

## SYLLABUS FOR B.ED. CONTENTS

Revised Ordinances

Regulation related to B.Ed. Exams

**Paper I** Education in the Emerging Indian Society

**Paper II** Psychology of Teaching & Learning

**Paper III** School Managements & Development of Education

**Paper IV** Educational Technology & Classroom Management.

**Paper V & VI** Methodology of Teaching (Any two of the following)

1. Hindi

2. Sanskrit

3. English

4..Social Studies

5. History

6. Civics

7. Geography

8. Mathematics

9. Physics

10. Biology

11. Chemistry

12. General Science

13. Home Science

14. Art

15. Economics

16. Urdu

17. Book Keeping

18. Commerce Teaching

**Paper VII** : Any one of the following :

Paper VII (A) Educational & Vocational Guidance

Paper VII (B) Non-Formal Education

Paper VII (C) Measurement and Evaluation

Paper VII (D) Population Education

Paper VII (E) Environmental Education

Paper VII (F) Physical Education

Paper VII (G) Elementary Education

Paper VII (H) School Library organisation

**Paper VIII** Computer Literacy and Educational Applications

## **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 system have influenced the education.
2. The context in Which various educational approaches have involved 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.

### **UNIT 1 :**

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

### **UNIT 2 :**

Educational implication 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 3 :**

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

1. Universalisation 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 4 :

1. Education as a sub System.
2. Education as an agent of social change, social change influencing the trend of education and Social disparities.
3. Social Mobility, Cultural Lag, Gender disparities, Regional disparities.
4. The role of educational institution for creating new social order.

#### UNIT 5 :

1. Emerging Indian Concern and their educational implications;
2. Population education.
3. Ecological imbalance.
4. Globalisation
5. Human rights
6. Technological invasion.

#### Sessional Work (20 Marks)

1. Two test of 16 marks.                      2. An essay of 4 marks on any one of the following.
  - I. Role of teacher to prepare students for responsible citizenship.
  - II. Inculcation of values in the presents systems of education.
  - III. Education and democracy
  - IV. Educational opportunities.
  - V. Universalization of Education.
  - VI. Education and Culture.

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## **PAPER II : PSYCHOLOGY OF TEACHING AND LEARNING**

### **Objectives :-**

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 logical factors responsible for a balanced development of personality of the learners.
5. To develop effective teaching skills in the teacher.
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 leaning Out-Comes.

### *UNIT – I*

1. Educational Psychology- its 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- Growth and Development- meaning Principles (Physical, social, mental and Emotional development) and their Implications for learning.

### *UNIT – II*

1. Learning, its meaning, factors effecting learning and types of learning(Gagne)
2. Theories of learning- Trial and Error, classical conditioning, Operant conditioning, Gestalt, Piaget and Bruner.
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
2. Objective, Projective and non projective techniques of personality assessment.
3. Intelligence- meaning, Theories, measurement and role in learning.
4. Creativity – meaning, components, development and measurement.

### *UNIT – IV*

Psychology of adjustment-concept of adjustment, mechanism of adjustment Ego-defence mechanisms, identification and education of maladjusted children.

Individual differences- meaning, cause and their educational Implications, (With special reference to the slow learner, gifted, delinquents, Physically disabled and Socially deprived children.)

## UNIT – V

- i. Group Dynamics :- Classroom as a group- its impact upon learning.
- ii. Development of a child as an individual (concept development), School and development of self-concept.
- iii. Creative thinking, reasoning and problems-solving and the effects of social class on their development.
- iv. Learning increments of Socialisation, Individualised instruction, Diagnosing learning difficulties.
- v. Concept of Social Learning (Bandura)

### Sessional Work (20 Marks)

(A) Two test of 16 marks.

(B) Administration of any 2 (two) Psychological tests and presentation of results - 4 Marks

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14. माथुर, एस,एस. शिक्षा मनोविज्ञान
15. सिंह उपाध्याय विकास एवं अधिगमन के मनो सामाजिक आधार
16. रामपाल सिंह शिक्षा में नवचिन्तन

## PAPER III :

### SCHOOL MANAGEMENT & DEVELOPMENT OF EDUCATION

#### Objectives :-

*To enable student teacher to*

- a) Acquire a knowledge of the concept of Education Administration and management.
- b) Understand the role of centre, state and local agencies in managing education.
- c) Acquire a knowledge of administration and supervision of education in Rajasthan.
- d) Develop an understanding of the principles and practices of school organization.
- e) Develop an understanding of the main issues related to Indian educational system.

#### 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 instructional planning.  
Concept, type, aims, need of institutional planning and financial management.  
School budget, nature, process of preparation, problem and solutions.

#### UNIT : III

Meaning, old and modern concept, types, differences, objectives.  
Principles, nature, problems, 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.
- Students 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. Development during British period – Maculay’s minute.  
Wood Dispatheh 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.

## UNIT : V

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 (20 Marks)

(A) Two test of 16 marks.

(B) Any one of the following ( 4 marks )

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 institutional planning on any aspect of school organization.
4. A case study of a secondary school with references to the leadership role of school Headmaster.

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3. सुखिया, एस.पी.	विद्यालय प्रशासन एवं संगठन	1965	विनोद पुस्तक मंदिर, आगरा
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## PAPER IV: EDUCATIONAL TECHNOLOGY & CLASSROOM MANAGEMENT

### Objectives :-

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

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. Structure the content for different levels of teaching.
5. Perform content analysis and write instructional objectives in students behavioral terms.

6. 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.
7. Identify the different teaching skills and devise various teaching strategies for development of skills.
8. Explain the importance of feed-back devices in teacher education and develop the competency to provide feed-back through different procedures.
9. Realize the importance of feed-back devices in teacher education and develop the competency to provide feed-back through different procedures.
10. Diagnose learning difficulties and to suggest remedial procedures.
11. Develop skill of computation and use of elementary statistics.
12. Construct and use of evaluation tools and techniques.

#### **UNIT I :-**

- i. Concept of Educational Technology- Scope and its role in Educational Practices.
- ii. Types of ET – Teaching Technology, Instructional Technology and Behavior Technology (meaning characteristics, basic assumptions and content).
- iii. Concept of communication; Elements of communication, communication Skills, Teaching Learning process as the process of communication.
- iv. System Approach in Education.

#### **UNIT II :-**

- i. Concept of teaching, instruction, training and learning relationship between teaching and learning.
- ii. Nature of teaching and maxims of teaching.
- iii. Content analysis.
- iv. Classification and specification of instructional behavior.
- v. Strategies of teaching, Group discussion, Panel discussion, Team teaching Programmed instruction (Concept organization, merits and limitations) computer assisted instruction (CAI)

#### **UNIT III :-**

- i. Concept of Teaching Effectiveness and its development
- ii. Meaning and concept of Teaching Skills.
- iii. Micro- Teaching, its meaning, need and concept, micro-teaching cycle, salient features of the Indian model of micro-teaching.
  - i. Skill if questioning, probing, illustrating reinforcement, stimulus variation and using Black Board (Concept, Components, and observation schedule)
  - ii. Concept, steps and significance of following teaching models
    - i Enquiry Training Model
    - ii Concept attainment Model.
- vi Concept of feed-back in teacher education, Flander’s interaction analysis category system (FIACS)

#### **UNIT IV :-**

- i. Concept of measurement and evaluation and purpose , types of Evaluation.
- ii. Characteristics of a good test.
- iii. Steps of achievement test construction.
- iv. Concept and procedure of Educational diagnosis and their characteristics.
- v. Diagnostics Test.
- vi. Concept of Remedial teaching, Preparation of a remedial programme.

## UNIT V :-

- Importance and uses of Educational Statistics.
- Frequency distribution
- Graphical presentation: Histogram, Frequency Polygon, Ogive pie diagram.
- Measures of Central tendency mean, median and mode
- Measures of dispersion - Standard Deviation
- Correlation, its interpretation, Rank difference correlation.

### Sessional Work (20 Marks)

(A) Two test of 16 marks.

(B) Any one of the following (4 Marks)

- Preparation of Diagnostics Test on a unit.
- Preparation of try out and reporting of an instructional plan based on teaching strategies (any one viz, group discussion, panel discussion. Team teaching)
- Observation of two lessons of the same student-teachers for encoding and decoding on the basis of FIACS.
- Preparation of Action Plan.

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## पेपर- V एवं VI हिन्दी - शिक्षण

### उद्देश्य :-

- भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
- श्रवण भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलो का ज्ञान देना।
- इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
- हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
- हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
- हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
- हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।
- निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप महत्व एवं उपयोग का ज्ञान देना।
- मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

### इकाई (1)

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास हेतु निर्मांकित पक्षों के स्वरूप का शिक्षण-  
(क) श्रवण (ख) उच्चारण (ग) वर्तनी  
(घ) वाचन(सस्वर एवं मौन) (ङ) अभिव्यक्ति (मौखिक एवं लिखित)
- मातृभाषा/ राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति।
- पुस्तकालय एवं वाचनालय का हिन्दी भाषायी विकास में उपयोग।
- मातृभाषा का अन्य विषयों के साथ समन्वय।

### इकाई (2)

- मातृभाषा और उसका महत्व
- मातृभाषा शिक्षण के उद्देश्य
- मातृभाषा के सिद्धान्त
- कक्षा शिक्षण के सिद्धान्त

### इकाई (3)

- हिन्दी की विभिन्न विधाओं का शिक्षण :  
(1) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में)  
(2) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)  
(3) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)  
(4) कहानी शिक्षण (औपचारिक एवं व्यवहारिक शिक्षण के रूप में)  
(5) रचना शिक्षण (निबन्ध रचना एवं कहानी रचना)  
(6) व्याकरण शिक्षण
- हिन्दी शिक्षण में दृश्य श्रव्य उपकरणों का महत्व एवं उपयोग।
- हिन्दी भाषा शिक्षण में पाठ्यपुस्तक का महत्व।

### इकाई (4)

- हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारूप।  
(क) प्रायोजना विधि (ख) पर्यवेक्षित अध्ययन विधि  
(ग) अभिक्रमिक अनुदेशन (घ) क्षेत्रीय भ्रमण  
(ङ) सामुदायिक संसाधन (च) कम्प्यूटर  
(छ) दूरदर्शन (ज) भाषा प्रयोगशाला

### इकाई (5)

- हिन्दी शिक्षण में मूल्यांकन :  
(क) मूल्यांकन का अर्थ एवं विशेषतायें  
(ख) पाठान्तर्गत, पठोपरान्त मूल्यांकन

- (ग) प्रश्न पत्र निर्माण एवं नील पत्र  
 (घ) प्रश्नों के विभिन्न प्रकार एवं रचना  
 2. (क) भाषा शिक्षण संबंधी विषय वस्तु का विश्लेषण  
 (ख) पाठ योजना निर्माण एवं प्रकार- दैनिक पाठ योजना एवं इकाई योजना

### आन्तरिक मूल्यांकन योजना :

कुल अंक : 20

(अ) दो सामयिक परीक्षाएँ - 16 अंक

(ब) निम्न में से कोई एक - 4 अंक

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

### 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 भाटिया |
| 5. भाषा शिक्षण                           | रवीन्द्रनाथ श्रीवास्तव             |
| 6. हिन्दी शिक्षण                         | राजेन्द्र प्रसाद श्रीवास्तव        |
| 7. हिन्दी शिक्षण पद्धति                  | बेद्यनाथ प्रसाद वर्मा              |
| 8. हिन्दी शिक्षण                         | वी.एन.शर्मा                        |
| 9. हिन्दी शिक्षण                         | डॉ. रमन लाल पाण्डेय                |
| 10. मानक हिन्दी व्याकरण                  | आचार्य रामचन्द्र वर्मा             |
| 11. नागरी लिपि और हिन्दी वर्तनी          | अनन्त चौधरी                        |
| 12. हिन्दी प्रत्यय विचार                 | भगवती प्रसाद शुक्ल                 |
| 13. व्यावहारिक हिन्दी व्याकरण            | हरदेव बाहरी                        |

### संस्कृत शिक्षण

#### उद्देश्य :

छात्राध्यापक -

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कर सकेंगे।
3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण कर कौशलाधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।



### इकाई - प्रथम

1. तृतीय भाषा शिक्षण के सिद्धान्त - महत्व, प्रकार  
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त।
2. (अ) भाषायी कौशल  
(1) अवबोध कौशल  
(2) अभिव्यक्ति कौशल  
(ब) उपकौशल एवं उनका महत्व
3. तृतीय भाषा में रूप में संस्कृत शिक्षण के उद्देश्य-  
(1) माध्यमिक स्तर पर  
(2) उच्च माध्यमिक स्तर पर

### इकाई - द्वितीय

1. भाषायी कौशल शिक्षण : सम्प्रत्यय, विधि, प्रविधि।  
(1) श्रवण कौशल - स्वर, व्यंजन, बलाघात, स्वराघात, आरोह, अवरोह, लय इत्यादि।  
(2) कथन कौशल - स्वर, व्यंजन, बलाघात, स्वराघात, आरोहवरोह, लय इत्यादि एवं मौखिक अभिव्यक्ति।  
(3) पठन कौशल - वर्ण, शब्द, अक्षर पहचान, अवबोध, सस्वर वाचन, मौनवाचन  
(4) लेखन कौशल - अभिव्यक्ति कौशल, लेखन तकनीक के तत्व (Mechanics of Writing)  
चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण।

### इकाई - तृतीय

1. तृतीय भाषा(संस्कृत)के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया, विशेषताएँ एवं कमियाँ :-  
(1) प्रत्यक्ष विधि (Direct Method)  
(2) सग्रन्थ उपागम (Structural Approach)  
(3) सम्प्रेषण उपागम (Communicative Approach)  
(4) समग्र उपागम (Eclectic Approach)
2. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग -  
(1) तृतीय भाषा अधिगम मनोविज्ञान  
(2) संस्कृत भाषा की प्रकृति  
(3) कक्षा-कक्ष वातावरण और परिस्थितियाँ  
(4) भाषा का व्यवहार में प्रयोग  
(5) भाषा शिक्षण के उद्देश्य  
(6) मातृभाषा की भूमिका  
(7) शिक्षक, छात्र, पाठ्यपुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका  
(8) त्रुटियाँ एवं उपचारात्मक कार्य  
(9) परीक्षण एवं मूल्यांकन

### इकाई - चतुर्थ

1. तृतीय भाषा(संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री-  
(1) सत्प्रत्यय, महत्व, एवं सावधानियाँ

- (2) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त  
 अ. श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, फ्लेनल बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.  
 ब. अभिनय, युग्म कार्य, समूह कार्य।

2. संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री एवं गुण दोष :-

- (1) व्याकरण शिक्षण
- (2) गद्य शिक्षण
- (3) नाटक शिक्षण
- (4) कहानी विकास शिक्षण
- (5) पद्य शिक्षण
- (6) रचना शिक्षण
- (7) अनुवाद शिक्षण
- (8) संवाद शिक्षण

### इकाई - पंचम

अ. मूल्यांकन :

- (1) भाषा में मूल्यांकन का सम्प्रत्यय अर्थ, महत्व।
- (2) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन।
- (3) तृतीय भाषा के रूप में संस्कृत में मूल्यांकन - अर्थ, सम्प्रत्यय एवं महत्व
- (4) प्रश्न पत्र निर्माण (ब्लू प्रिन्ट)

ब. निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त।

(अ) संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण -

- |                    |                      |                  |
|--------------------|----------------------|------------------|
| (1) श्रवण सम्बन्धी | (2) कथन सम्बन्धी     | (3) पठन सम्बन्धी |
| (4) लेखन सम्बन्धी  | (5) व्याकरण सम्बन्धी |                  |

आन्तरिक मूल्यांकन योजना :

कुल अंक : 20

(अ) दो सामयिक परीक्षाएँ - 16 अंक

(ब) निम्न में से किसी एक पर सत्रीय कार्य : 4 अंक

1. माध्यमिक स्तर की किसी एक संस्कृत पाठ्यपुस्तक की समीक्षा।
2. पाठ्यपुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
3. संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पाँच तालिकाएँ बनाना।
4. विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना।
5. रचपापाठ के लिए पाँच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पाँच अभ्यासिकाएँ बनाना।
6. व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
7. पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)
8. कहानी शिक्षण हेतु पाँच चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
9. संवाद शिक्षण हेतु पाँच चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
10. सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना। (5 पृष्ठ)

11. आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

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### PAPER - V & VI

### English

**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 :

### BASIC CONCEPT, OBJECTIVES, AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

#### **(A) Basic CONCEPT :**

- i. Mother- tongue
- ii. Second Language
- iii. Difference between teaching and language teaching
- iv. Principle of Second Language teaching
- v. Forms of English – Formal, Informal, Written, Spoken, Global English.
- vi. English as a Second Language (ESI), English as a Foreign Language(EFL), English for specific purpose(ESP).

#### **(B) OBJECTIVES :**

OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE.

- (a) Skill based (LSRW) (b) Competence based : Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

#### **(C) METHODS AND APPROACHES :**

### INTRODUCTION TO METHODS OF AND APPROACHES TO TEACHING OF ENGLISH AS A SECOND LANGUAGE.

- (1)
  - (a) Direct Method
  - (b) Structural – Situational Approach
  - (c) Audio-lingual Method
  - (d) Bilingual Method
  - (e) Communicative Language Teaching (CLT)
- (2) Role of Computer and internet in second language – Computer Assisted Language Learning (CALL), Computer Assisted Language Teaching (CALT)
- (3) Eclectic Approach to Second Language Teaching.

**Study of the above methods and approaches in the light of :**

- (a) Psychology of second language learning.**
- (b) Nature of the English Language.**
- (c) Classroom environment and conditions**
- (d) Language functions.**
- (e) Aims of language teaching role of mother-tongue, role of teacher learners, text-books and A.V.aids, language skills, testing, errors and remedial work.**

## UNIT 2 : Teaching of listening and speaking skills.

### **a) Listening :**

- i. Concept of listening in second language;
- ii. The Phonemic elements involved in listening at the receptive level. (monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm)
- iii. Listening skills and their sub-skills;
- iv. Authentic listening vs Graded listening;
- v. Techniques of teaching listening;
- vi. Role of teaching aids in teaching listening skills;

vii. Note-taking

**b) Speaking :**

- i. Concept of speaking language;
- ii. The Phonemic element involved in speaking at the productive level. (monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm)
- iii. The Stress System- Weak Forms and schwa;
- iv. Use of Pronouncing dictionary;
- v. Phonemic transcription;
- vi. Techniques of teaching speaking skills and pronunciation-Pronunciation Practice and drills-Ear Training, Repetition, Dialogues and Conversation;
- vii. Role of A.V. aids in teaching speaking skills.

**UNIT 3 : Teaching Reading and Writing skills :**

**READING SKILLS :**

- i. Concept of Reading in Second Language
- ii. Mechanics of Reading (Eye, span, pause, Fixations, Regression);
- iii. Type of Reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive Reading, Extensive reading; Local and Global Comprehension.
- iv. Role off speed and pace.
- v. Relating teaching of Reading to listening and speaking skills;
- vi. Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of inference, Prediction, Critical Reading, Interpretation, Judgment, Summarizing, Central idea, etc.
- vii. Role of course reader and rapid reader, cloze procedure, Maza method, dictionary in teaching Reading skills.

**WRITTING SKILLS :**

- a) Writing Skills;
- b) Concept of Writing in First Language and the second Language;
- c) Types of composition- oral, written, controlled, guided, conrtexualized, and integrated composition;
- d) Teaching the following items keeping in view their style, ingredients, and mechanics; Letter (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing stories, Note Making.

**UNIT 4 : RESOURCES AND PLANNING FOR ENGLISH LANGUAGE TEACHING**

**(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING**

- i. The Blackboard and the White Board
- ii. Blackboard drawings and sketches
- iii. The Overhead Projector (OHP)
- iv. Flashcards, Posters and Slip Charts
- v. Songs, raps and chants
- vi. Video clips
- vii. Picture, Photos, Postcards, and Advertisements
- viii. Newspapers, Magazines and Brochures
- ix. Mind Maps
- x. Radio, Tape-recorder, T.V.
- xi. Language Laboratory
- xii. Realia
- xiii. Stories and anecdotes

(B) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE

**(b.1) : PROSE LESSONS**

**(i) Content Analysis :**

- a) Planning a Unit (Based on a lesson in the course Reader (text-book))
- b) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)

**(ii) Planning for- teaching the content and skills in the following order :**

- a) New lexical items (vocabulary)
- b) New Structural items.
- c) Reading comprehension
- d) Textual exercise
- e) Writing/composition
- f) Unit Test.

**(b.2) : POETRY LESSONS :**

- i. Components of Poetry
- ii. Concept, aims and objectives of teaching Poetry in Second Language.
- iii. Steps of teaching Poetry at the Secondary stage.

**UNIT 5 : TESTING AND EVALUATION IN ENGLISH**

- Concept of testing and evaluation in English as a second language;
- Difference in Testing in content-subject and skill-subjects;
- Testing language skills (LSRW), lexical and structural items, and poetry;
- Type of test (Achievement test, Proficiency test, Diagnostic test, Prognostic Test, Formative and summative Test);
  
- Preparation of unit test and examination paper- their blue-print and answer key;
- Types and preparation of test-item;
- Error analysis;
- Concept and need of remedial teaching and remedial work.

**Sessional Work (20 Marks)**

1.(a) Two Test of 16 Marks

(b) The student will be required to do any one of the following: (4 Marks)

1. Review of a text-book.
2. Preparation of a list of structural items included in the text-book at the secondary stage and its critical analysis;
3. Preparation of five (5) word-cards, five (5) picture cards and five(5) cross-words puzzles.
4. Preparation of twenty (20) test items in Listening/Speaking/Reading/Writing.
5. Preparation of five(5) OHT for teaching structures/composition exercise
6. Preparation of CALL material (five (5) pages)
7. Preparation of CALT material (five (5) pages)

8. Preparation of language Lab. Material on Listening/ Speaking skill.(five(5) pages)
9. Collection of Newspaper and Magazine advertisement for teaching lexical and structural items and preparing language exercises based on them.

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## **PAPER V & VI**

## SOCIAL STUDIES

**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. 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 I – Nature, Scope and Objectives**

- Nature, Scope and concept of social studies.
- Importance
- Aims and Objectives of teaching Social Studies at different levels.
- Co-relation of Social Studies with other school subjects.

## UNIT II – Curriculum and Planning

- Concept of Objectives of Curriculum.
- Characteristics of good Social Studies Curriculum
- Critical appraisal of Social Studies syllabus at Secondary level.
- Concept and objectives of lesson planning.
- Planning of daily lesson plan, Unit plan and yearly plan.
- Social Studies text books.
- Qualities, role and professional growth of a teacher of Social Studies.

## UNIT III - Instructional Strategies, methods and Approaches.

- Various methods of teaching Social Studies (Lecture, Socialized recitation Story Telling, Project, Problem Solving Methods)
- Field trips
- Other innovative practices (Brain storming, role Playing)

## UNIT IV – Instructional Support System

- Planning of Social Studies lab and its use.
- Use of mass media and Computers in Social Studies teaching.
- Resources material – Use of local resources in teaching Social Studies.

## UNIT V - Evaluation of Teaching Social Studies.

- Concept and objectives of evaluation
- Tools and techniques of evaluation in Social Studies teaching.
- Preparation of achievement test.
- Different types of question.
- Blue print
- Preparation of Question papers.

### Sessional Work (20 Marks)

(a) Two Test of 16 Marks

(b) Any one of the following: (4 Marks)

1. Content analysis and preparation of instructional material related to any unit of subject related of Social Studies.
2. Preparation of TV/Radio Script.
3. Study of anyone aspect of Social issue and prepare report.
4. Collection of newspaper cutting related to Social Studies issues.
5. Construction of different objective types test items.

### BIBLIOGRAPHY :

1. Binning and Binning : Teaching of Social Studies in Secondary School.
2. Brantom, F.K. : The teaching of Social Studies in a changing world.
3. Dray and David Jorden : A Hand Book of Social Studies.
4. Hemming James : The Teaching of Social Studies in Secondary School
5. Wesley Edger rose : 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. Bhuwneshwar Prasad : Social Studies teaching in Indian Schools.



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|---------------------|---|-----------------------------------|
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| 11. Jain Ameerchand | : | Social Science teaching.          |
| 12. Singh Ram Pal.  | : | Social Studies teaching           |

## PAPER V & VI

## HISTORY

**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 evaluation
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 pupil methodically at the different levels of Secondary stage.

### **UNIT I - Nature and Scope of the Subject**

- Meaning, nature and scope of history.
- Importance of teaching History.
- Aims and Objective of teaching 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.
- Correlation of History with other school subjects

### **UNIT II - Curriculum and planning**

- Meaning and Concept of curriculum.
- Fundamental principles of formulating curriculum in History and critical appraisals of the existing syllabus.
- Lesson plan - Annual plan, Unit Plan and Daily lesson plan of teaching History.
- Qualities and professional growth of the History teacher, his role in future prospective.

### **UNIT III – Method and Approaches**

- Various methods of teaching History (Story Telling Biographical, Dramatization Time sense, Source, Project and Supervised study method)
- Resource Material.

### **UNIT IV - Instructional Support System**

- Audio- Visual aids in teaching History.
- Text books, teacher, co-curricular activities.
- Community Resource: Computer, T.V.
- Planning of historical excursion, History room.
- Co-curricular activities.

## UNIT V - Evaluation

- Concept and Purpose of evaluation
- Objectives based evaluation
- Tools and techniques of evaluation in History teaching.
- Various types of Question
- Blue Print.
- Content analysis.

### Sessional Work (20 Marks)

(a) Two Test of 16 Marks

(b) Any one of the following: (4 Marks)

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 newspaper cutting related to History's issues.
5. Developing a lesson plan based on new methods/technique in history.

### BIBLIOGRAPHY :

1. Ghose, K.D. : Creative Teaching of History OUP, 1951
2. Ghate, V.D. : Suggestions for the Teaching of History in India.
3. Hill. C.P. : Suggestion in the teaching History
4. Johnson.H. : Teaching of History in Elementary & Secondary School.Macmillan,
5. Verjeshwory,R.: Hand Book for History Teachers in India.
6. NCERT : Hand Book 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. Ghatge, B.D.: : History Teaching, Haryana Granth Akadami, Chandigarh.

## PAPER V & VI

## CIVICS

**Objectives :** To enable the Student teachers to-

1. Refresh the Knowledge of student teacher about the meaning and importance of 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 particulars concept, 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.

### CONTENTS

#### UNIT I – Nature, Scope and Objectives

- Concept, nature and scope of Civics.
- Contemporary importance of Civics.

- Aims and Objectives of teaching Civics at different level(Elementary, Upper, Primary, Secondary and Senior Secondary)
- Correlation of Civics to other subjects.
- Role of Civics in Promoting International Understanding.

## **UNIT II – CURRICULUM AND PLANNING**

- Meaning and concept of Curriculum.
- Fundamental principles of formulation of curriculum in Civics
- Critical appraisal of the existing syllabus
- Lesson Plan- Annual Plan, Unit Plan and Daily Lesson Plan of teaching Civics

## **UNIT III – METHODS AND APPROACHES OF CIVICS TEACHING**

- Various methods of teaching Civics (Project, Problem Solving, Supervised Study, Lecture, Discussion and Brain Storming)
- Innovative practices in Civics teaching
- Field trip
- Mock Session.

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

- Community resources
- Teaching aid in Civics Teaching
- Use of Print & Electronic Media
- Techniques of interviewing

## **UNIT V – EVALUATION OF CIVICS TEACHING**

- Purpose and concept of évaluation
- Objectives based évaluation
- Préparation of achèvement test-
  - i. Various types of question
  - ii. Blue Print
  - iii. Preparation of Question Paper.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

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, Municipalities, 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 five slides related to Civics teaching contents at Secondary level.
8. Collection of news paper cutting related to Civics issues.

## **BIBLIOGRAPHY :**

1. Bining and Bining : Teaching of Social Studies in Secondary School 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. Boume, H.E.: Teaching of History and Civics, Bombay Longmans, 1972
6. Tyagi, G.S.D.: Nagrik Shastra ka Shishan. Vinod Pustak Mandir, Agra.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.
8. Ram Pal Singh: Nagrik Shastra ka Shikshan

## **PAPER V & VI**

### **GEOGRAPHY**

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, lesson plan for different classes.
4. Prepare maps and charts to illustrate the content 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 tests, administration of the test, analysis of results and makes suggestions for remedial teaching.

#### **UNIT I - Nature, Scope and Objectives**

- a) Changing concept of Geography- Practical Geography.
- b) Its place and scope (importance)
- c) Aims and objectives of Geography teaching at secondary level, its role in developing international understanding.
- d) Correlation of Geography with social sciences, economics, Civics, Natural Sciences and Environmental Science.

#### **UNIT II - Curriculum & Planning**

- a) Characteristics of a good Geography curriculum.
- b) Critical Appraisal of Geography syllabus.
- c) Planning daily lessons plan & Unit Plan.
- d) Geography Text Book.
- e) Qualities role & Professional growth of Geography Teacher.

#### **UNIT III - Methods & Approaches.**

- a) Regional method, Demonstration, Inductive Deductive, Project, Comparative Lab Method.
- b) Field trips, local & Regional Geography.
- c) Other Innovative Practices – Programmed Learning, Computer, Geography Club, Geography Lab.

#### **UNIT IV - Instructional support system.**

- a) Teaching aids and lab equipments.
- b) Geography room/Laboratory & Museums.

- c) Resource material and use of local resources in teaching Geography.
- d) Co-Curricular activities.

## UNIT V - Evaluation

- a) Tools Techniques of evaluation in Geography
- b) Achievement Test
  - i. Different Types of Questions.
  - ii. Blue Print.
  - iii. Preparation of question paper.
  - iv. Diagnostic & Remedial teaching in Geography.

### Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

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, cutting related to Geography issues.
6. Preparation of a report on visit to some place of Geography interest.

### BIBLIOGRAPHY :

1. Source Book for the teaching Geography UNESCO Publication.
2. Singh L.R. : Principal Geography. Allied Publishers Allahabad.
3. Monk House : F J Maps and Diagrams
4. Verma J.P. : Bhugol Shikshan . Vinod Pustak Mandir, Agra.
5. Sharma G.R. : Bhugol Shikshan, Modern Publishers, Meerut.
6. H.N. Singh : Bhugol Shikshan, Prakash Bros.Ludhiyana
7. Arora K.L. : Bhugol Shikshan, Prakash Bros.Lidhiyana.
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 Macmillon & Co.Ltd., London 1958.

**Objectives :**

1. To enable pupil-teachers to understand and appreciate Mathematical Structure and their isomorphism with Physical realities.
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and their wide applicability.
3. To enable the student teachers to have a clear idea of the place of mathematics in school curriculum and its relation with the objectives of general education,
4. To enable them to analyse the school syllabus of mathematics in relation to its objectives.
5. To enable them to see meaningfulness of the school mathematics programme in relation to life situations.
6. To give them competence in teaching different topics effectively
7. To enable them to check up the result of their teaching against the objectives and their criteria.
8. To enable them to devise and suitably use teaching aids so that they may result in better learning.
9. To enable them to use various techniques and practice in the classroom to make pupil learning long lasting and meaningful.
10. To enable them to organize co-curricular activities in mathematics.
11. To enable them to enrich and refresh their knowledge of content in Mathematics.

**Notes :**

1. The Question on the units such as methods of teaching, aids in teaching, Unit and lesson planning, objective and evaluation will be based on the Unit I.
2. The Question on unit I will not be asked directly without any reference to Methodology.
3. The unit I may be discussed by adopting any suitable methodology such as use of library assignments, discussion etc.

**UNIT I**

Diagnostic, Remedial and Enrichment programmers with respect to the following content area –

- a) Set theory and mathematical structures – sets, Relation and Functions. An elementary idea of Boolean algebra and numbers with different bases.
- b) Statistics – Graphical representation of the statistical data. Measures of central tendency, dispersion and coefficient of correlation.
- c) Axiomatic development of Geometry : Concept of line, ray, line segment, angle triangle, interior and exterior of angles and triangles. Concepts of equality congruency and similarity.
- d) Any other topic from prevailing syllabi at upper primary, secondary and higher secondary stages in the state.

**UNIT II**

- a) The nature of mathematics, Importance of mathematics in the secondary school Curriculum History of mathematics and contribution of Indian mathematicians. Meaning of mathematics according to the following schools of thought.  
(i) Logistic (ii) Institutionism, (iii) Formalists
- b) Aims and objectives of teaching mathematics, Introduction of Blooms Taxonomy of education and educational objectives in relation to knowledge, understanding, application and skills.

**UNIT III**

- a) The Mathematics, Curriculum, Strategy and principles of curriculum construction for the secondary level, Recent trends in mathematics curriculum, Critical evaluation of existing Mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education of different levels.

- b) Unit and Lesson planning.
- c) Methods of teaching :
  - (a) Analytic and Synthetic
  - (b) Inductive Deductive
  - (c) Demonstration : Laboratory
  - (d) Heuristic and project

**UNIT IV - Aids in teaching and their proper use :**

- a) Mathematics rooms (planning and equipment)
- b) Text Books
- c) Audio visual aids, film strips, field trips and excursion mathematics Association, Work-book.
- d) The Mathematics Teacher- Academic and professional preparation.
- e) Journal and reference books on Mathematics teaching.

**UNIT V – Evaluation in Mathematics :**

- a) Concept of evaluation, distinction between evaluation and examination. It is Characteristics and functions.
- b) Formulation of objective, learning experience.
- c) Preparation and use of test for evaluation such as achievement tests, diagnostic test, aptitude tests, observation schedules etc.

**Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Make a Diagnostic , Remedial and enrichment programmers of set theory and mathematical structures.
2. Preparation and construction of an achievement test based on any unit.
3. Preparation of a lesson plan based on any Innovative method.  
Preparation of 10 frames of liner or Branching type programmes on any topic of mathematics.

**BIBLIOGRAPHY :**

1. Aggarwal, S.M.: Teaching of Modern Mathematical Dhanpat Rai & Sons, Delhi.
2. Aiyangar and Kuppuswan N.: A Teaching of Mathematics in the New edition. Universal Publication.
3. Butler and Wren : The teaching of Secondary Mathematical, Mc Graw Hill Book Co.
4. Jagadguru Swami : Sri Bharti Turthji Vedic mathematics Moti lal Banarsids Publisher, Delhi
5. Kapur, J.N. : Modern Mathematics for teachers, Arya Brothers Ludhiana.
6. Mangal, S.K. : Teaching of Mathematical, Prakash Brothers Ludhiana.
7. Siddu, K.S. : The Teaching of Maths , Sterling Publi.(p) Ltd. New Delhi
8. श्रीवास्तव एवं भटनागर, गणित शिक्षण, रमेश बुक डिपो, जयपुर।

9. Kapoor and Saxena : Mathematics statices S.Chand and Co., New Delhi
10. एस.के.मंगल : गणित शिक्षण, आर्य बुक डिपो, नई दिल्ली
11. एम.एस.रावत, एम.बी.लाल अग्रवाल : गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
12. जे.एस.नैगी : गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा
13. सोरन सिंह : गणित शिक्षण, साहित्य प्रकाशन, आगरा

## PAPER V & VI

## PHYSICS

**Objectives :** To enable student Teacher 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/Senior Secondary level.
5. Analyse the syllabus of the subject in relation to its applicability to practical situation..
6. Develop scientific attitude and provide a training to scientific method to their students.
7. Write the objectives in behavioural terms, analyse the content and be skills in concept formation.
8. Develop unit and lesson plan
9. Use various method and teaching aids with appropriateness of content, level and classroom situation.
10. Plan & organize Physics practical practical work in the Laboratory.
11. Organize co-curricular activities related to Physics.
12. Use method most appropriate to assess the progress and achievement of the pupil using variety to tools and techniques for physics theory and practical)
13. Diagnose the gaps and misconception in learning physics and take remedial measures.

### UNIT I - Nature, Scope and Objectives

1. Nature of Science physics as a fundamental science.
2. Major milestones in the development of physics.
3. Contribution of Indian physicists, C.V. Raman, M.N.Saha, K.S.Krishan, Narlekar, J.C., Bose, S.N.Bose, H.J.Bhabha and S.Chandra Shekar.
4. Objectives of value of teaching physics at Senior Secondary level.

### UNIT II – Curriculum and Planning

1. Principles of selection and organization of course content and experiences. For Senior Secondary level physics curriculum and characteristics of good physics curriculum.
2. Correlation of physics with other school subjects and its role in daily life.



3. Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.
4. Teachers role in planning for developing Scientific attitude and creativity among students and for training them in scientific method.

### **UNIT III - Methods and Approaches**

1. Demonstration method, Laboratory methods, project method, problem solving method and assignment method.
2. Heuristic approach, Inductive deductive approach.
3. Out of class activities, like science club, science fairs and field trips.

### **UNIT IV - Instructional Support System**

1. Physics Laboratory – planning equipping and organizing practical work.
2. State and national level institutes and laboratories (DST, NPL, ISRO, CRRRI, RAPS and BARC).
3. Community resources like science centers/museums, planetarium and solar observatory.
4. Multi aids – charts, models, over-head projector, Computer and internet, improvised apparatus.
5. Text books - Characteristics of a good text book and evaluation of a Text Book.

### **UNIT V – Evaluation**

1. Type of test items and their construction.
2. Preparation of blue print & achievement Test
3. Diagnostic Testing & Remedial teaching in physics.
4. Evaluation of practical work.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any One of the following : (4 Marks)

1. Case study of one senior secondary lab of Physics.
2. Description of design of any two improvised 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 science (Scientific cartoon)/stories/latest articles/feature/play/interview report useful for teaching Physics

### **Bibliography :**

1. Heiss Obsurn anf Hortman : .Modern Science “ The Macmillan Company”, New Yori, 1961.

2. Thurber W. and A. Colletter : Teaching Science in Today's secondary schools, Boston Allyn and Bacon Inc. New York, 1959.
3. मंगल एस.के. : भौतिक विज्ञान शिक्षण साहित्य प्रकाशन, आगरा- 2000
4. Ravi Kumar S.K. : "Teaching of Science" Mangal Deep Publications, 2000.
5. Wadhwa Shalini : "Modern Methods of Teaching Physics" Sarup and sons, New Delhi, 2001.
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9. Nanda V.K.: "Science Education Today" Anmol Publication Pvt.Ltd., New Delhi, 1997.
10. Kumar Amit : "Teaching of Physical Science" Anmol Publications, New Delhi, 1997.
11. नेगी, जे.एस. व नेगी रक्षिता: भौतिक शिक्षण, विनोद पुस्तक मन्दिर, आगरा 1999.

## PAPER V & VI

## BIOLOGY

**Objectives :** To enable students Teacher to :

1. Understand the nature, place, values and objectives 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 State of Rajasthan.
4. Develop yearly plan, unit plan and lesson plan for Senior Secondary classes.
5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various method and approaches of teaching Biology.
7. Acquire the ability to develop instructional support system.
8. Plan & organize Biology 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 test for the purpose(both theoretical & practical)

### UNIT I - Nature, Scope and Objectives

1. Nature of Science with special reference to Biology.
2. Main discoveries and development in Biology.
3. Place & Value of teaching Biology. at Secondary/Senior Secondary level.
4. Correlation of Biology with other subjects.
5. Objectives of teaching Biology at Secondary/Senior Secondary level.

### UNIT II – Curriculum and Planning

1. Principles of Biology curriculum at Secondary/Senior Secondary level.
2. Modern trends in Biology Curriculum : B.S.C.S., CHEM Study, NUFFIELD – O & A Level.
3. Critical appraisal of Biology. syllabus at Secondary/ Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
4. Planning lesson plan, unit plan, & yearly plan.

5. Qualities & responsibilities of Biology teacher. Teacher's role in training students in Scientific method and in developing creativity and Scientific temper among students.

### **UNIT III - Methods and Approaches**

1. Lecture method, Demonstration method, Lab based methods, Inductive & deductive method, problem solving, Heuristic & Project method.
2. Inquiry approach, programmed instruction, Group-Discussion, self study, Team-teaching, computer assisted learning, seminars and workshops.

### **UNIT IV - Instructional Support System**

1. Multi sensory aids – charts, models, specimen, bulletin, flannel, Board, Transparencies, slides projector, OHP, Computer, T.V., Radio etc.
2. Co-Curricular activities : Organization of Science club, Science fair, field trips and use of community resources.
3. Biology Laboratory : Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
4. Role of State & National Level Institutions & Laboratories, research Centre in Botany Zoology & Agriculture.
5. Characteristics of a good text book and evaluation of a Text Book.

### **UNIT V – Evaluation in Chemistry**

1. Evaluation : Concept, types and purposes.
2. Type of text items and their construction.
3. Preparation of Blue Print & Achievement Test
4. Evaluation of practical work in Biology.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Life sketch and contribution of any one prominent Indian Scientist.
2. Preparation of Harbarium (Scrap book)
3. Preparation any one of the following related to environment education.  
(i) Poster (miniature (i) Article (iii) Story (iv) Play
4. Description of any two teaching models.
5. Prepare a Radio or T.V. script.
6. Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
7. A case study of any one senior Secondary lab of Biology.
8. Preparation of 10 frames if linear or branching type programmes on any topic of Biology.

9. Construction and administration of a Diagnostic test on any one unit of Biology.

**Bibliography :**

S.No.	Author	Year	Title & Publisher
1.	Sood, J.K.	1987	Teaching Life Science, Kohli Publishers, Chandigarh.
2.	Sharma, L.M.	1977	Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3.	Kulshrestha, S.P.	1988	Teaching of Biology, Loyal Book Depot, Meerut.
4.	Yadav, K.	1993	Teaching of Life Science, Anmol Publishers, Daruagaj, Delhi
5.	Yadav, M.S.	2000	Modern methods of teaching Sciences, Anmol Publishers, Delhi
6.	Singh, U.K. &	2003	Sciences Education Common wealth publishers Daryaganj, New Delhi
7.	Venkataih, S.	2001	Sciences Education in 21 <sup>st</sup> Century, Anmol publishers, Delhi
8.	Yadav, M.S. (Ed)	2000	Teaching Sciences at High level, Anmol publishers, Delhi.
9.	Edger, Marlow & Rao, D.B.	2003	Teaching Sciences successfully Discovery Publishing House, New Delhi
10.	Mangal, S.K.	1996	Teaching of Sciences, Alya Book Depot, New Delhi.
11.	Dave, R.H.	1969	Taxonomy of Educational Objectives & Achievement testing London University Press London.
12.	Sood, J.K.	1989	New Direction in Science Teaching Kohli Publisher, Chandigarh.

**PAPER V & VI**

**CHEMISTRY**

**Objectives : To enable student Teacher to :**

1. Understand the nature, place, value and objectives of teaching Chemistry at Secondary/Senior Secondary level.
2. Establish its correlation with other subjects.
3. Evaluate critically the existing syllabus of Chemistry prescribed for 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 method and approaches of teaching Chemistry.
7. Acquire the ability to develop instructional support system.
8. Plan & 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 test for the purpose(both theoretical & practical)

**UNIT I - Nature, Scope and Objectives**

1. Nature of Science with special reference to Chemistry.
2. History of Chemistry with special reference to India.
3. Place & Value of teaching Chemistry at Secondary/Senior Secondary level.

4. Correlation of Chemistry with other subjects.
5. Objectives of teaching Chemistry at Secondary/Senior Secondary level.

## **UNIT II – Curriculum and Planning**

1. Principles of developing Chemistry Curriculum at Secondary/Senior Secondary level.
2. Modern trends in Chemistry Curriculum : CBA, CHEM Study, NUFFIELD – O & A Level.
3. Critical appraisal of Chemistry syllabus at Secondary/ Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
4. Planning Daily lesson plan, unit plan, & yearly plan.
5. Qualities & responsibilities of Chemistry teacher.
6. Teacher's role in training students in Scientific method and in developing creativity and Scientific temper among learners.

## **UNIT III - Methods and Approaches**

1. Lecture method, Demonstration method, Lab based methods, Inductive & deductive method, problem solving, Heuristic & Project method.
2. Inquiry approach, programmed instruction, Group-Discussion, self study, Team-teaching, computer assisted learning, seminars and workshops.

## **UNIT IV - Instructional Support System**

1. Multi sensory aids – charts, models, specimen, bulletin, flannel, Board, Transparencies, slides projector, OHP, Computer, T.V., Radio etc.
2. Co-Curricular activities : Organization of Science club, Science fair and visit to places of Science interest.
3. Chemistry Lab : Layout plan, equipments, furniture, maintenance of records. Repair, care and improvisation of apparatus, safety measures in Lab. Organization of Practical work.
4. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
5. Characteristics of a good text book and evaluation of a Text Book.

## **UNIT V – Evaluation in Chemistry**

1. Evaluation : Concept, Types and purposes.
2. Type of text items and their construction.
3. Preparation of Blue Print & Achievement Test
4. Diagnostic Testing & Remedial teaching.
5. Evaluation of practical work in Chemistry.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any two of the following : (4 Marks)

1. Life sketch & contribution of any one 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. Conduction & 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 Senior Secondary Lab of Chemistry.
7. Preparation of 10 frames of Linear & Branching type programmes on any topic of Chemistry.
8. Preparation of a Radio or T.V. script.

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<b>S.No.</b>	<b>Author</b>	<b>Year</b>	<b>Title &amp; Publisher</b>
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2.	Negi, J.S. & Negi, Raksita	2001	Teaching of Chemistry
3.	Yadav, M.S.	2000	Teaching Science at Higher Level, Anmol Publication, New Delhi.
4.	Mishra, D.C.		Chemistry teaching Sahitya
5.	Kherwadkat, Anjali	2003	Teaching of Chemistry by Modern Method, Sarup & Sons, New Delhi.
6.	Das, R.C.	1985	Science Teaching in schools, Sterling Publishers Pvt.Ltd.New Delhi.
7.	Venkataih, S.	2001	Science Education in 21 <sup>st</sup> Century, Anmol Publishers, New Delhi.
8.	Rao, D.B.	2001	World Conference on Science Education, Discovery Publishers House New Delhi.
9.	Singh, U.K. & Nayak, A.K.	2003	Science Education, Common Wealth Publishers, Daryaganj, New Delhi.

## **PAPER V & VI      GENERAL SCIENCE**

**Objectives :** To enable 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 material effectively in the teaching of Science.
6. Organize Co-curricular activities & practical work Science.
7. Use method most appropriateness to assess the progress & achievement of the pupil & thus prepare appropriate test for the purpose.
8. Diagnose the gaps and misconception in learning Science and evolve remedial measures.

### **UNIT I - Nature, Scope and Objectives**

- A. Definition and concept of science.
- B. Place of Science in School Curriculum:
- C. Values of teaching Science at School level.
- D. Objectives of teaching Science at Secondary level.

### **UNIT II - Curriculum and Planning**

- A. Principles of developing Science Curriculum at Secondary level.
- B. Factors affecting the selection and organization of Science Curriculum.
- C. Unit Plan and Lesson Plan.
- D. Qualities of and responsibilities of Science teacher.
- E. Role of teacher in training students in Scientific method and developing creativity among students.

### **UNIT III – Methods of approaches**

- A. Lecture method, Demonstration, Lab Method, problem solving, Heuristic. Project method, Inductive & deductive method.
- B. Inquiry approach, programmed Instruction, Panel discussion, team teaching, general & Workshop.

### **UNIT IV - Instructional support system**

- A. Multi sensory aids- charts, models, Bulletin, board, flannel board, Transparencies, Overhead Projector, Radio, T.V., Computer.
- B. Co-curricular activities – Organization of Science Lab, Science fair and excursions, use of community resources.
- C. Science Lab, Planning & equipping Science Lab, Guidelines for Organizing practical work care and maintenance of equipment, safety precautions for work in Science Lab.

### **UNIT V - Evaluation**

- a) Evaluation : Concept, type and purpose.
- b) Type of Test items – objective type, S.A. & Essay type.
- c) Planning objective based test items of different types.
- d) Preparation of blue print and construction of Achievement test.
- e) Evaluation of practical work in Science.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Life sketch and contribution of any one prominent Indian Scientist.

2. Conducting and reporting two experiments useful at secondary level.
3. Preparation of 10 frames of liner or branching type programmes on any topic of General Science.
4. Construction and administration of a Diagnostic test on any one unit of General – Science.

### **Bibliography :**

S.No.	Author	Year	Title & Publisher
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2.	Sharma, L.M.	1977	Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
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6.	Singh, U.K. &	2003	Sciences Education Common wealth publishers Daryaganj, New Delhi
7.	Venkataih, S.	2001	Sciences Education in 21 <sup>st</sup> Century, Anmol publishers, Delhi
8.	Yadav, M.S. (Ed)	2000	Teaching Sciences at High level, Anmol publishers, Delhi.
9.	Edger, Marlow & Rao, D.B.	2003	Teaching Sciences successfully Discovery Publishing House, New Delhi
10.	Mangal, S.K.	1996	Teaching of Sciences, Alya Book Depot, New Delhi.
11.	Dave, R.H.	1969	Taxonomy of Educational Objectives & Achievement testing London University Press London.
12.	Sood, J.K.	1989	New Direction in Science Teaching Kohli Publisher, Chandigarh.

## **PAPER V & VI**

### **HOME – SCIENCE**

Objectives : To enable the pupil teachers 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. Analyze 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.

### **UNIT - I**

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



## UNIT - II

- a. Problems Solving Method.
- b. Demonstration Method.
- c. Experimental Method.
- d. Project Method.
- e. Lecture-Cum-demonstration Method.
- f. Question- Answer Techniques.
- g. Text Book.
- h. Dramatization and field Trips.

## UNIT - III

- a. Concept of planning for Home Science Teaching.
- b. Various steps of Planning – Unit and lesson Planning.
- c. Importance and advantage for planning of Unit and Lesson Plan.
- d. Role of Home Science teacher.

## UNIT - IV

- a. Specific use of following :- Audio Visual aids in teaching of Home-Science.
- b. Laboratory (Location, Building)
- c. Charts
- d. Diagrams
- e. Black Board
- f. Reference books
- g. Graphs
- h. Radio
- i. T.V.
- j. Magazine
- k. Computer

## UNIT - V

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

### Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

- a. Writing of any Essay on any topic based on the contents of the above units.
- b. Preparations of Visual- aid for solving community nutrition problem.

### REFERENCES :

1. शैरी, जी.पी. एवं सरन, डी.पी. गृह विज्ञान शिक्षण विनोद पुस्तक मंदिर, आगरा।
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5. शैरी जी.पी., गृह विज्ञान का अध्ययन।
6. अग्रवाल, लक्ष्मीनारायण गृह विज्ञान का अध्यापन,

## **PAPER V & VI ARTS**

### **OBJECTIVES :**

The Students teacher will be able to-

- a) Understand the important concept used in the discipline.
- b) To prepare unit plan, lesson plan and yearly plan for different classes.
- c) Critically evaluate existing school syllabus and text book.
- d) Prepare achievement test and diagnostic test, administer them and analyse the results.
- e) prepare suitable teaching aids and use them in the classroom effectively.
- f) Arrange field trips and exhibitions.

### **CONTENTS**

#### **UNIT -I**

- a) Structure and rational of the subject and its Place in school curriculum.
- b) Art and society.
- c) The Place of Art in general education.
- d) The educational values of Art and its relationship with other school subjects.
- e) Role of Art in Indian culture and values.
- f) Art and international understanding.
- g) Contributions of Indian Artists.

#### **UNIT -II**

- a) The aims and values of teaching Art.
- b) Teaching of Art at different stages of development.
- c) General and specific stages of development.
- d) Development of national integration through Art.
- e) Methodology of teaching Art.

#### **UNIT -III**

- a) Resourse material. Classroom its management and organisation.
- b) Visual aids in Teaching Art; the Black Board, Art objectives and reproduction. Photography and other aids.
- c) Text book. Teacher and Co-curricular activities.

#### **UNIT - IV**

- a) Curriculum : Meaning Principles of constructions & criteria for Evaluation.
- b) Filed trips, Community resources, Clubs Musium and Subject Labs.

#### **UNIT - V**

- a) Purpose and concept of evaluation. Objectives Processed evaluation
- b) Preparation, Construction and evaluation and Administration of :
  - i) Various type of Questions ii) Paper and Blue Print
  - iii) Content Analysis v) Unit Plan, daily lesson plan.

**Sessional Work (20 Marks)**

- (A) Two Test of 16 Marks
- (B) Any one essay of the unit : (4 Marks)

**PAPER V & VI**

**ECONOMICS**

**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 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 materials 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 economics.

**UNIT I - Nature, Scope and objectives.**

1. Meaning, nature, scope of Economics.
2. Importance of Economics in School Curriculum.
3. Aims and objectives of teaching Economics at different level.
4. Correlations of Economics with School Subjects.

**UNIT II - Curriculum and Planning**

1. Concept and objectives of curriculum.
2. Fundamental Principles of formulation of Curriculum in Economics.
3. Critical Appraisal of the existing syllabus.
  - a) Lesson Plan – Annual Plan, Unit Plan and Daily Lesson Plan of teaching Economics..
4. Planning Outdoor activities.

**UNIT III - Methods and Approaches to Teaching Economics.**

1. Various methods of teaching Economics- Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics teaching – Brain Storming, Workshop.

**UNIT IV - Instructional Support System**

1. Use of Teaching aids in Economics.
2. Print and Non Print media, Community resources, Lab, and Museum.
3. Economics teacher and his qualities.
4. Critical appraisal of Economics Text Book.

**UNIT V - Evaluation of Teaching Economics**

1. Purpose and concept of evaluation.
2. Objective based evaluation.
3. Preparation of achievement test-
  - I. Various types of question
  - II. Blue Print.
  - III. Preparation of question paper.
  - IV. Sessional Works.

### Sessional Work (20 Marks)

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Content analysis and preparation of instructional material related to any unit of subject related to Economics.
2. Construction of objective type test items.
3. Prepare five slides related to Economics teaching content at senior secondary level.
4. Critical appraisal of Economics syllabus at senior secondary level.
5. Preparation of 10 Frames of linear or branching type programmes on any topic of Economics.

### Bibliography :

1. Teaching of Social Studies  
in Secondary Schools : Bining and Bining
2. Teacher's Manual in Economics : Dr. N.Hsen Published law.  
Regional College of Edu., Ajmer
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4. अर्थशास्त्र शिक्षण : हरनारायण सिंह एवं राजेन्द्रपाल सिंह
5. अर्थशास्त्र शिक्षण : प्रकाश-लक्ष्मीनारायण अग्रवाल, आगरा
6. अर्थशास्त्र शिक्षण : श्री शुक्ल प्रकाशक-नन्द किशोर एण्ड ब्रदर्स, बनारस।
7. अर्थशास्त्र शिक्षण : डॉ. कामता प्रसाद पाण्डे।
8. अर्थशास्त्र शिक्षण : गुरुसरनदास त्यागी, विनोद पुस्तक मन्दिर, आगरा।
9. अर्थशास्त्र शिक्षण : महेन्द्रपाल सिंह।
10. सूक्ष्म अध्ययन : डॉ. आर.पी.कथूरिया, विकास प्रकाशन, भोपाल।
11. सूक्ष्म अध्ययन : डॉ. आर.ए.शर्मा, मार्टिन पब्लिकेशर्स, मेरठ।
12. अभिक्रमिक अध्ययन : तेला व श्रीवास्तव।
13. अर्थशास्त्र के सिद्धान्त : आनन्द स्वरूप गर्ग।
14. भारतीय अर्थशास्त्र के सिद्धान्त : पी.सी. जैन
15. भारत का आर्थिक विकास : हरिशचन्द्र शर्मा व एन.आर.सिंह
16. अर्थशास्त्र के सिद्धान्त : सुन्दरम् एवं वैश्य

## PAPER V & VI

## URDU

Objectives : To enable the student teacher to-

1. Understand the basic concepts in and functions of Language with special reference to Urdu.

2. Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.
3. Acquire a knowledge of different methods of teaching Urdu at the Secondary stage.
4. Teach grammar, prose, composition and poetry lessons in Urdu.
5. Prepare lesson and unit plans and to analyse the subject content in terms of Language skills and teaching objectives.
6. Knowledge of evaluation system in Urdu and to methodically prepare Exams, and test papers in Urdu.
7. Conduct remedial teaching in Urdu.

### **UNIT - I :**

1. Language : Importance and functions with special reference to the Urdu Language.
2. Language skills, Listening and Art of Listening.

Speaking	-	Pronunciation, Recitation, Punctuation
Reading	-	Aloud, Silent, Intensive and Extensive
Writing	-	Knowledge of Urdu script
(i)		Khat-e-Narkh
(ii)		Khat-e-Nartaliq
(iii)		Khat-e-Shikarat

Place of Urdu Language in the present educational system as prevalent in the state of Rajasthan.  
 Suggestions for a better place of Urdu in the syllabi.  
 Relation of Urdu with other Indian Language.

### **UNIT - II**

Objective of teaching at secondary stage of education.  
 Problems of teaching and learning Urdu and their solutions.  
 Value outcomes of teaching Urdu at different levels of education.  
 Methods of teaching Urdu- I) Direct Method II) Structural Approach  
 III) Grammar Method IV) Translation Method.

### **UNIT - III**

Teaching of various forms of urdu literature (i) Prose (ii) composition  
 (iii) Grammar (iv) Poetry : Ghazal, Nazam, Drama

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

Co-curricular activities, Language Laboratory.

### **UNIT IV**

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

### **UNIT V**

Purpose and concept of evaluation in Urdu.

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

### **Sessional Work (20 Marks)**

- (a) Two Test of 16 Marks
- (b) The student will be required to do any one of the following: (4 Marks)
- Preparation of One Achievement Test.
  - Analysis of one text book prescribed at the Secondary Stage.
  - Writing knowledge, understanding and skill objectives of teaching prose and poetry with specification (5 for each area).
  - Preparation of two teaching aids useful for urdu teaching.
  - Preparation of a lesson plan for remedial teaching.

### **BIBLIOGRAPHY :**

S.No.	Author	Title	Publisher
1.	Muenuddin	Hum Urdu Kaise Padhen	National Council for oromotion of Urdu Language, West Block,RK Ouram, New Delhi
2.	Moenuddin	Uedu Zaban Ki Tadress	National Council for Promotion of Urdu Language, West Vlock, RK Puram, New Delhi.
3.	Inamullah Sharwani	Trdres-e-Zaban-e-Urdu	Usmania Book Depot,1.25 Rabindra Saraud Cal.73
4.	Rasheed Hasan	Hum Urdu Kaise Likhaen	Maktaba Jamia Limited, Jamia Nagar, New Delhi
5.	RashadHasan	Urdu Imla	Maktaba Jamia Limited, Jamia Nagar, New Delhi
6.	Maulvi Abdul	Quwaid-e-Urdu	Anjuman Taraqqi Urdu (Hindi) New Delhi.
7.	Afazal Husain	Fun-e-Ataleem aur Tarbeet	Makazi Maktaba Islam, Delhi
8.	Akhtar Ansari	Ghazal and Dars-e- Ghazal	National Council for Language of Urdu Language, West Block, R.K.Puram, New Delhi.

### **PAPER V & VI**

### **BOOK KEEPING**

**Objectives :-** To enable the student teachers to-

- Acquire the basic understanding of teaching of Book-Keeping.
- Develop the ability to plan curriculum and instruction in Book-Keeping at School level.
- Develop the ability to critically evaluate the existing school curriculum of Book Keeping
- Impart knowledge of the method and devices of teaching Book Keeping and to develop the skill of using the same.
- Apply appropriate methods in teaching particular topics for Book Keeping
- Prepare achievement and diagnostic tests.
- Develop necessary skills in preparation of using various teaching aids.

### **UNIT - I**

- Meaning and scope of Book Keeping, its value and importance in social life.
- Aims and objectives of teaching Book Keeping at Senior Secondary level.

## **UNIT - II**

Planning for teaching and role of teacher-

- a) Unit Plan and Daily Lesson Plan.
- b) Teachers role and attitude.
- c) Maxims and principles of classroom teaching.
- d) Class room observation.

## **UNIT - III**

A) Teaching approaches of Book Keeping.

- a) Journal Approach.
- b) Ledger Approach
- c) Cash Book Approach
- d) Equation Approach

B) Various Methods of teaching Book Keeping with special reference to modern methods of teaching, Project, Problem solving, Lecture-cum demonstration and discussion methods.

C) Techniques and devices of teaching Book-Keeping.

## **UNIT - IV**

Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level.

Text Book of Book-Keeping - their importance, criteria for selection of text book, reference books and journals.

## **UNIT - V**

1. Evaluation of Students performance.
2. Audio-visual aids in teaching Book-Keeping Computer, (Tally), Internet.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Preparation of teaching aids
2. Preparation of one term paper (construction of a achievement test.)
3. Preparation of a lesson plan based on any innovative method.

### **BIBLIOGRAPHY :**

1. Verman A Musselma and J.Mershall Hanna : Teaching Book-Keeping and Accountancy, Gregg Pub, Div/, Mc Graw Hill Book Co.Inc.New ork.
2. Williams Principles of Teaching applied in Book-Keeping and Accountancy, sir Isaac Pitman, London.
3. Selby : The teaching of Book-Keeping
4. Tonne, Pohem and Freeman : Method of teaching Business Subject, Gregg Pub. Dir, Mc Graw Hill Book Co.Inc, New York.
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9. Parikh, Dr. A.K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer.

## **PAPER V & VI                      COMMERICAL PRACTICE**

### **Objectives :**

The Students -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 and to develop the skill of using the same.
5. Develop the ability of preparing an achievement test.
6. Develop Commercial efficiency among students.

### **COMMERCE TEACHING**

#### **UNIT – I**

- a) Meaning, Nature and Scope of Commerce Education.
- b) Aims, Objectives and values of teaching Commerce at Senior Secondary Level.
- c) The place of Commerce in Education.

#### **UNIT – II**

Methodology of teaching.

- a) Unit plan and Daily Lesson Plan.
- b) Maxims of teaching
- c) Classroom observation.

#### **UNIT – III**

- a) Modern methods of teaching Commerce.
- b) Device of teaching Commerce.
- c) A Critical Estimate of the present syllabus in Commerce at Senior Secondary Level.

#### **UNIT – IV**

Instructional material for :-

- a) Importance of proper equipment and material for effective instruction.
- b) Criteria for selection of instructional material and equipment.
- c) Different audio-visual equipment and material used in commerce education.
- d) Evaluation of text books in Commerce at Senior Secondary Level.



## **UNIT - V**

- a) Qualities of Commerce teacher, role and professional growth of Commerce teacher.
- b) Evaluation in commerce - Importance, type of Tests-Essay, Short Answer and objectives type.

### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Preparation of teaching aids.
2. Preparation of one test paper.
3. Preparation of lesson plan based on any innovative method.

### **BIBLIOGRAPHY :**

1. Roo, Seema : Teaching of Commerce, Anmol Publication Pvt.Ltd., 1995.
2. Jain KCS : Vanyajaya Shikhan(Hindi) General Academy, Jaipur, 1986.
3. Gortside,L.: Teaching Business Subjects, The Modern Approach made and printed in greet Britain by the Gardenpress Ltd., Letehworth Hert Fordshire year 1970.
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8. Raj, B.C. Method of Teaching Commerce, Prakashan Kendra, Lucknow, 1986

## **PAPER - VII (1) EDUCATIONAL AND VOCATIONAL GUIDANCE**

Objectives : To enable the student teachers to -

1. Understand the basic concept, nature and scope of educational and Vocational Guidance.
2. Understand the aims and objectives of educational and Vocational Guidance.
3. Understand the importance of educational and Vocational Guidance in the present national scenario.
4. Understand the role and responsibilities of guidance workers in school.
5. Understand the nature and types of guidance services with reference to school Education.

### **UNIT I - Concept, Nature and Scope of guidance**

Importance of guidance in the lives individuals, meaning of guidance.

Distinction between guidance and counseling.

### **UNIT II - Importance of Guidance**

Philosophy and Aims of Guidance. Importance of Guidance in school for individuals and for society.

### **UNIT III - Area of Guidance**

Area of Guidance, Educational Guidance, Vocational Guidance, Personal Guidance, Development Guidance, Psychology of Careers, Concept of Vocational development and careers patterns.

#### **UNIT IV - Guidance in Present context**

Guidance implication in the current Indian Scenario, Education and Guidance :  
Democracy and Guidance, Individual Differences and Guidance.

#### **UNIT V - Guidance Services**

Introduction to Guidance Services : Individual Inventory Service – Cumulative Record, Information Service, Follow up service, Group Guidance Service, Guidance in the School Programme Role & Responsibilities of Guidance worker in Schools.

#### **Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

1. Evaluation an Educational Programme Guidance and Curriculum Approach.
2. Write one essay and two abstracts.

#### **Bibliography :**

1. Erickon Clifford E: Basic text of teacher Guidance Workers. N.Y. Prentice all Inc.1947
2. Forelica Cliford, P Guidance Services in Smaller Schools, New york: McGraw Hill Book Co., 1950.
3. Hoppock : Group Guidance, Principles, Techniques and Evaluation.
4. Starnng Ruth: The Role of teacher in personal work: New York, teachers College, Columbia University, 1933
5. Super Donald : Appraising Vocational Fitnes, New York, Harper and Brother.1947
6. व्यावसायिक निदेशन के सिद्धान्त एवं प्राविधान
7. शैक्षिक एवं व्यावसायिक निदेशन : लेखक गणपत राय शर्मा ओम एण्ड
8. वर्मा : रामपाल सिंह एव उपाध्याय राधावल्लभ : शैक्षिक एवं व्यावसायिक निदेश, विनोद पुस्तक मंदिर, आगरा।

### **PAPER - VII (2) NON - FORMAL EDUCATION**

#### **UNIT I**

The concept of non-formal education : Its meaning-scope and importance difference between non-formal. Formal and Informal Education.

#### **UNIT II**

Functions of Non-forma Education with special reference to allround development of rural people. Process of Non- Formal Education. its need for personal family. social and national improvement.

#### **UNIT III**

The Philosophy of Non-Formal Education. Philosophy and social basis or Non-Formal Education.

#### **UNIT IV**

Curriculum for Non-Formal Education. Modern methods of teaching Non-Formal Education. the people of NON-Formal Education in the Teacher Training curriculum education.

#### **UNIT V**

Organisation of Non- Formal Education center. Agencies on Non Formal Education. Public relation. Non-Formal Education. Brief Historical Survey of Non-Formal Education in Rajasthan and India.

## **BIBLIOGRAPHY :**

1. Shahm. A.B. and Bhan. S.: Non Formal Education and the NAEP. Delhi Oxford University Pres.1980.
2. Qich Ivan : Descholling Society. Pengum. London. 1972.
3. Reimer. The Schoolin Deal pengum, London. 1972
4. Metha, C.S.(Samoadan) Anopcharic Sikshan ke Aayam, Ajmer Mishra Brod.
5. Shah. G.B. Future of a Place called school Teachers to day July-Sept.1983
6. Report of the National Seminar on Non-Formal Education Department of Education Siurg Gujrat University, Surat. 1980

## **Sessional Work (20 Marks)**

- (A) Two Test of 16 Marks
- (B) Any one essay of the unit : (4 Marks)

## **PAPER VII (3)                      MEASUREMENT AND EVALUATION**

**OBJECTIVES :** Student Teacher will be able to understand

- a. The meaning of Measurement and Evaluation.
- b. Recall the relationship between measurement and evaluation.
- c. The preparation of objective type test items.
- d. The meaning of Intelligence, Interest, Personality and Creativity.
- e. Development of standardized and teacher made test.
- f. Analyse the statistical methods.

### **UNIT I**

- a) Meaning of Measurement and Evaluation.
- b) Relationship between Measurement and Evaluation.
- c) Significance of Educational Measurement and Evaluation.
- d) Techniques of Evaluation.

### **UNIT II**

- a) Examination and how to improve it.
- b) Preparation of objectives type test items.
- c) Items analysis.

### **UNIT III**

- a) Measurement of Intelligence.
- b) Measurement of Interest.
- c) Measurement of Personality.
- d) Measurement of Creativity.

## UNIT IV

- a) Standardized various teacher made test.
- b) Constructing an achievement test.
- c) Characteristics of good evaluation system
  - i. Reliability
  - ii. Validity
  - iii. Objectivity
  - iv. Comparability
  - v. Practicability

## UNIT V

- a) Frequency distribution.
- b) Measurement of Central Tendency
- c) Standard Deviation
- d) Co-efficient of co-relation : Product Moment and Rank Difference.

### Sessional Work (20 Marks)

- (A) Two test of 16 marks.
- (B) Any one of the following 4 marks :

A detailed essay on any aspect of measurement and Evaluation. Construction administration and item analysis of a test in any school subject.

### REFERENCES :

1. Agrawal, Y.P. (1990) : Statistical Methods, Sterling Publishers Pvt.Ltd., Delhi
2. Asthana, Dr.Bipin Agarwal, dr. R.N.(1983) : Measurement an Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra-2
3. Anastasi, A(1968) : Psychological Testing (3<sup>rd</sup> Editional)New York.
4. Ferguson, George, A.(1971) : Measurement and Evaluation in teaching: Mac Millian Co.Fourth Printing, New York.
5. Numally, Jum, C.(1964) : Educational Measurement and Evaluation, McGraw, hill Book Company, New York.

## PAPER VII (4)

## POPULATION EDUCATION

**OBJECTIVES :** Students will be able to :

- Understand the meaning, Scope and importance of population education.
- Understand the meaning, factors and impact of standard of life.
- Understand the need and means of population control.
- Understand the role of different agencies in the population education.

### 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 of 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 examples and illustration from India and abroad, Population and India's Development Endeavor, Population growth and production with special reference National 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 favourable for Population control, Role and responsibilities 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 of Population Education in school; Colleges and teacher education institutions, Role of Different Agencies and Organisation, Home, School Community; Govt.(Population Policies and Programme) voluntary Agencies; mass India.

### **UNIT V**

Teacher of Population Education. His Preparation qualities; Role of teacher education. Education Activities for Population Education : Extension lecture. Debates. Survey Games, Exhibitions, Dramas, Meeting with parents: Preparation of aids etc.

### **Sessional Work (20 Marks)**

(A) Two test of 16 marks.

(B) An essay of the following 4 marks :

1. Study the causes of population problem and write a report of the same.
2. Write one essay on any topic of population.
3. Write any two abstracts related to population education.

### **BIBLIOGRAPHY :**

Mehta T.S. and B.S.Patak.: Population Education for Teacher NCERT.

Mehta T.S. and Chandra, R.: Population Education – Selected Reading NCERT, New Delhi.

Mehta T.S. Saxena, R.C. and Mukharjee : Reading in Population Education. NCERT, New Delhi.

Wadia A.B. : Population Education of the Yong Generation. FPAL, Mumbai.

UNESCO : Reading on the Nature and Methodology of Population Education. Bangkok. 1982.

## **PAPER VII (5) ENVIRONMENT EDUCATION**

### **Objectives :**

To enable the pupil teachers to :

1. Understand the concept of Environment and the problems concerning Environment through multidisciplinary approach.
2. Develop environment consciousness in their students.
3. Develop the skills of planning and organizing Ecological activities in the schools so that the children can be equipped to play their role in protection and enrichment of environment.

4. Use of different techniques and material for the effective dissemination of Environment information.
5. Conduct local surveys, arrange field trips, and Environment games and related activities.

### **Unit – 1**

1. Concept of Environment.
2. Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence.
3. Relationship of man and Environment.
4. Personal & family responsibility about the Environment

### **Unit – 2**

Problems of modern civilization :

1. Population explosion.
2. Pollution- Air, Water, Noise, Waste and Cultural.
3. Depletion of Natural resources : Cause and measures for conservation of forests and wild life.
4. Water, energy and soil management.

### **Unit – 3**

1. Meaning, objectives, importance and philosophy of Environment education.
2. Scope of environment education- Multi-disciplinary approach correlation with other school subjects.
3. Environment education. as a subject, its curriculum at different levels.

### **Unit – 4**

1. Methods and Approaches : Group discussion, project, problem solving, Observation, Field-trips/excursion, activity method, Games and simulation, puppet, lecture-demonstration, Ecology-club, Ecology-laboratory, Library and publications.
2. Role of Mass-media films and Audio-visual material in Environmental education.

### **Unit – 5**

1. Role of different agencies : UNEP, W.W.F., Friends of tree, N.G.O.'s and Government organisations.
2. The need for global outlook to solve Environmental problems

### **Sessional Work (20 Marks)**

1. Two test of 16 marks.
2. Select one from each section (4 marks)
3. **Section A :**
  - 1) Prepare a scrap-book of an environment articles and news.
  - 2) Preparation of maps or charts or models or Transparencies related to Environmental issues.
  - 3) Study any Environment problem and write a report of the same.
  - 4) Find out Environment friendly or Bio-undegradable products and prepare a list.
  - 5) Study the role of any local NGO.
  - 6) Planning of an out of class-activity/games/simulation related to Environment.

**Section B :** Prepare an article on any one of the following :

- 1) Concept of Eco-system and interdependency.
- 2) Gree-house effect Global warning.
- 3) Depletion of Ozone Layer and Acid rain.
- 4) Acts related to conservation of Environment.

## **Bibliography :**

1. Bedydo, M.L. : 'Global Ecology' Progress publishers, Mc.Graw, 1980
2. Clapham, W.B. : Natural Ecosystem; Macmillan and Co. London
3. Deshbandhu and G.Berberet : 'Environment Education for conservation and development', Indian Environment society, New Delhi
4. Dubey and S.Singh: 'Environment Management", Geography Deptt.Allahabad University.
5. Garg, R.K. & Tatair Prakash, " Paryavaran Shiksha", community Centre.
6. Holliman, J.:" Consumer Guide to the Protection of the Environment", Ballantine London.
7. Laptex, J: "The world of man in the world of nature", Progress publishers, Moscow.
8. Pal, B.P. : "National Policy on Environment", Deptt.of Environment, Govt.of India, New Delhi.
9. Sharma, H.S. & Singh H.P.: "Environment Education Teaching, (Hindi),Radha Prakashan Mandir, Agra.
10. Sharma, R.A. : "Educational Environment", R.Lall Book Depot, Meerut.
11. Simmons, I.G. "The Ecology and Natural Resources ", Edword Arnold, London.
12. Uneso." Trends in Environment Education", UNESCO, paris, 1977.
13. Verma, V.A.:" Test-book of plant Ecology", Emkary Publication, Delhi, 1972
14. Vya, H.: "Paryavaran Shiksha", Vidya Vihar, New Delhi.
15. सक्सैना ए.बी.: पर्यावरण शिक्षा, आर्यबुक डिपो नई दिल्ली 1998: Environmental education.  
. भोपाल सिंह डा. : सामाजिक एवं भौतिक, पर्यावरण शिक्षा, नई दिल्ली, आर्य बुक डिपो, 30 नई वाला, करोलबाग, 1996
16. गोयल, एम.के. : अपना पर्यावरण, आगरा पुस्तक मंदिर,1996
17. गर्ग, बी.एल. : पर्यावरण प्रकृति और मानव, अजमेर प्रकाशन, 1996
18. वर्मा रामपाल सिंह : पर्यावरणीय अध्ययन, भाग्योदय प्रकाशन, अजमेर

## **PAPER VII (6)**

## **Physical Education**

Objectives : to develop-

1. Understand of the aims and objectives of Physical Education.
2. The ability to organize and administer Physical Education Programme in Sec.Schools.
3. The Student teachers for teaching Physical Education.
4. Acquaintance with he Physiological principles of body building and with the biological and psychological characteristics of secondary school students.
5. The ability to evaluate the Physical Education programme.

### **UNIT – I**

Modern concept of Physical Education, its relation to education, its place in schools, aims and Physical Education, Olympic games & their place in India, Physical Education in democracy : its Social, Economic and Political impecations.

### **UNIT – II**

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

### **UNIT – III**

Organisation and administration of – tournaments intra- murals, extra murals, excursions, play centers, Athletic meet, Marking of standard Track (400 M) (imitation method, demonstration method, whole part whole method discussion method and lecture method)

### **UNIT – IV**

Biological foundation of Physical Education, Physical and medical checkup. Corrective remedial exercises, first aid, Yoga, fatigue.

### UNIT – V

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

#### Sessional Work (20 Marks)

(A) Two test of 16 marks.

(B) An essay of the following 4 marks :

1. Pupil teachers will be required to perform and show proficiency in atleast 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.School.

#### 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 – Viodya Sagar Sharma (NIS Edition)
8. Dr. R.I. Anand : Physical Field Manual (NIS Edition)
9. लायल, शारीरिक शिक्षा (शकुन्तला प्रकाशन, लखनऊ)
10. मोहन वी.एम.ए. शारीरिक शिक्षा के सिद्धान्त एवं तत्व ज्ञान (केट्रोपोलियन बुक कम्पनी, दिल्ली)
11. Syllabus of Exercise for Priomary, upper Primary and Secondary Schools, Education Department, Govt.of Rajasthan.
12. हरीकिशन शर्मा : विद्यालयीन शारीरिक शिक्षा एवं खेल संचालन, प्रशासन एवं पर्यवेक्षण (पण्डित प्रकाशन, 1333, वैरवाडा ,नई दिल्ली)
13. Y.M.C.A.Madras : Rules of Games and Sports.
14. B.D.Bhatt and S.R.Sharma : Teaching of Physical and Health Education. Kanishka Publishing house, 9/2325, Street No.12, Kailash Nahgar, Delhi-11003
15. डॉ. जी.पी.शैरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर, आगरा।

## PAPER VII (7)

## 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 Gandhi 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 analyses the significant problems related to elementary education.
9. To understand and analyse the significant problems related to elementary education.



### *UNIT – I*

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

### *UNIT – II*

- a) Status of UEE (Universalisation of elementary education) in Rajasthan.
- b) Role of state, local bodies and NGOs in the expansion of UEE.
- c) Experiments and Schemes (DPEP, Gurumitra, Lok jumbish, Shiksha Karmi, Saraswati Yojna, Sarva Shiksha Abhiyan, Rajeev Gandhi Pathshala, Para Teachers etc.)

### *UNIT – III*

- a) Experiments in elementary education by Mahtma Gandhi and Guju Bhai.
- b) Training, Service conditions and responsibilities of elementary school teachers.
- c) Role of elementary school teacher and responsibilities school-community relationship.
- d) Role of elementary school teacher in developing school-community relationship.

### *UNIT – IV*

- a) Objectives and methods of teaching language, environmental studies, Mathematics and SUPW.
- b) Method of Teaching
  - i. Story telling Activity
  - ii. Play-Way Multi-subject teaching
- c) Continuous and Comprehensive evaluation.

### *UNIT – V*

- a) Problem in Elementary Education (Status, Causes and suggestions)
  - i. Quality V/S Quantity
  - ii. Dropouts
  - iii. Disparity in enrolment of girls and groups based on Socioeconomic states and categories (ST/SC etc)
- b) Administration and supervision of elementary schools.

### **Sessional Work (20 Marks)**

- (A) Two test of 16 marks.
- (B) An essay of the following 4 marks :
  1. Observation of learning process (Five periods of any one 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.

### **Bibliography :**

1. Mohanty, J & Mohanty B. Early Childhood care and Education, Deep & Deep Publications, New Delhi, 1964.
2. Rawat, D.S. & Others, Universalisations of Elementary Education : NCERT, New Delhi, 1981

3. Mohanty, Jagmohan, "Primary and Elementary Education" Deep & deep publications, Pvt. Ltd.F159, Rajouri Garden, New Delhi- 110027, Published in 2002.
4. कुलपति, निर्मला, बाल शिक्षण की आदर्श 4 विधियां, जनवाणी प्रकाशन प्रा.लि.दिल्ली-110 032, संस्करण- 2003.
5. Rao, R.K." Primary Education, Kalpur Publications Delhi- 110052.Published in 2000.
6. Grewal, J.S.(Dr.)" Early Childhood Education National Psychological Corporations 4/230] Kacheri, Ghat, Agra- 282 004(U.P.)India Printed in 1995.
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8. Shukla, Chaya- " Teaching of Social Studies in Elementary School, Mohit National Publication- 2002.
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10. बधेका, गिजुभाई, गिजुभाई ग्रन्थमाला मोन्टेसरी बाल शिक्षण समिति, राजलेदसर (चुरू)प्रकाशन वर्ष, 1998.
11. National Policy of on Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992 a
12. National Policy of on Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992 b)
13. Report of the Committee of State Education Ministers on Implications of Proposal to make elementary Educations a Fundamental Right (New Delhi, Department of Education,1997)
14. Sinha, Amarjeet, Primary Schooling in India, (New Delhi: Vikas)1998.
15. Elementary Education in the 1990s, Problems and Perspectives Mimeo NIEPA A, New Delhi (1994)
16. Public Report on Basic Education in India Oxford University Press (1998)

## PAPER VII (8)

## SCHOOL LIBRARY ORGANISATION

### Objectives :

1. To enable the student teacher to :-
2. Know and understand the basic concepts in School Library Organisation.
3. Know and understand the aim and objectives of School Library Organisation.
4. Know understand and use the principles and method of School Library.
5. Know understand and use the techniques of classification.
6. To Know and use the catalogue systems and reference services.

### Unit – I

- A. Five law's of Library Science
- B. Library in Education.
- C. Library Equipment.
- D. Library Furniture.

### Unit – II

- A. Aims and objectives School Library.
- B. Planning of Library Building.
- C. Class Library and Subjects Library.

### Unit – III

- A. Organisation and Administration of School Library.
- B. Issue Methods.
  - i. Brown Charging System.
  - ii. Network Charging System.
  - iii. Book Selection.

### Unit – IV

- A. Classification: Meaning, Aims and Need of Classification.
- B. Library Rules.

C. Stock Verification.

**Unit – V**

- A. Catalogue : Meaning, Aims and Functions of Catalogue.
- B. Types of Catalogue : Physical Form.
- C. Accession Register.
- D. References Service : Meaning, Need and Functions of Reference Service.
- E. Types of Reference Service.

**Sessional Work (20 Marks)**

(A) Two Test of 16 Marks

(B) Any one of the following : (4 Marks)

- 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 Ranganathan” Classified catalogue Code.

**Bibliography :**

- 1. Ranganathan, S.R. : Pustakalaya Vigyan Ke Panch Sutra, Rajasthan, Hindi Granth Academy, Jaipur 1980.
- 2. Shikla, Lalita S : Basic of Library Science, Metoplitan Book Co.Delhi.
- 3. Rangnathan, S.R.: Library Mannual, Asia Publication House, Bombay, 1960.
- 4. Fargo, L.F. : School Qustakalaya ke Vividh Roop, Atama Ram and Sons, Delhi, 1966.
- 5. Shastri, D.P. : Pustakalaya Vargikaran, Sahitya Bhawan, 1974.
- 6. Tripathi, S.M. : adhunik Granthalaya Vargikaran, Shri Ram Mehta & Co., Ahra, 1976.
- 7. Bhargava, G.D. : Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
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- 9. Agrawal S.S. : Suchikaran Ke Siddhant.
- 10. Giraj Kumar and Kumar, C: Suchikaran Ke Siddhant.Vikas Publishing House, New Delhi, 1976.
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- 12. Ranganathan, S.R. :Libraray Admisnistration, Asia Publishing House, Bombay.
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- 14. Banarjee, P.R. : Library Administration Vyavasthapan, Madhya Pradesh Hindi Granth Academey, Bhopal.
- 15. Shrivastav and Verma : Pustakalaya Sangathan Avam Sanchalan, Rajasthan Hindi Granth Academy, Jaipur.
- 16. Kanti, M : Pustakalya Vigyan Nirgam Paddhatiya, Chaitanya Prakashan, Kanpur.
- 17. Sundeshvaran, K.S.: Sandarbh Seva, Madhya Pradesh Hindi Granth Academy.Bhopal.
- 18. Deway, Melvil : Deway Decimal Classification Edition 18, Forest Press Inc.New York.

## PAPER - VIII

# COMPUTER LITERACY AND EDUCATIONAL APPLICATIONS (Compulsory Paper)

### Objectives :

1. The student teachers will have understanding of Computer system and its working.
2. The Student teachers will be able to understand and operate 'Windows'
3. The Students will develop skill in using Windows and its applications.
4. The Students will be able to understand the Educational Applications of Computer.
5. The Students will develop positive attitude towards handling of computers.
6. The student will develop skill in the use of Internet.

### UNIT - I :

#### Computer fundamentals

1. General awareness about functioning of computer.
  - a) Characteristics and use of Computer.
  - b) Block diagram of Computer.
  - c) Classification of Computer.
2. Concept of hardware and software.
3. Input/Output device-keyboard, Mouse, Monitor, Printer.
4. Storage devices (Secondary)- Hard disk, floppy disk, CD- ROM, Zip.
5. Computer memory and its units- RAM, ROM, Bit and byte.

### UNIT - II :

#### Operating system.

1. Basic features of Windows.
2. 'Windows' and its accessories.
  - a) Explorer.
  - b) File Manager
  - c) Managing Printing.
3. Ms- Office
  - a) MS- Word – Text Management.
  - b) MS-Excel - To support database and graphics.
  - c) Power Point – Preparation of slides.

### UNIT - III :

#### Internet and Multimedia.

1. Server, Modem, E-Mail, Internet surfing for educational purpose, website, Search Engine.
2. Concept of Multimedia and its educational uses.

### UNIT - IV :

1. Computer as teaching machine.
  - a) Computer Aided Instruction (CAI) :- Concept and modes.
  - b) Concept of other terms like CMI (Computer Managed Instructions),
  - c) CBI (Computer Based Instructions), CALT (Computer Assisted Learning and Teaching)

## UNIT - V :

1. Information Technology and Computer (Concept, role, impact on education system.)
2. Role of Computers in Education system (e.g. library management, Educational management and research, school management, evaluation, distance education, Education of special children etc.)

### Practicals and Sessional work (any two)

1. Preparation of Mark-sheet and Question Bank.
2. Preparation of Instructional material/course wise (based on content-analysis to be used as transparencies/charts using MS-Word/Power Point.
3. Preparation of Marks register of a class and its statistical analysis and graphical presentation.

### Evaluation

1. Theory paper of 50 marks
2. Practical evaluation of 50 marks
  - a) Practical exam. - 30 marks
  - b) Sessional - 20 marks

Total - 50 marks

### References :

1. Reghavan, S.S.(1986) "Micro Computer in Science and Language teaching" Mysore R.C.E.
2. Osborne, A (1982) " An introduction to Micro Computers Galgolia Book Source" New Delhi.
3. कौर हरजीत :(1993) कम्प्यूटर, आत्माराम एण्ड सन्स, नई दिल्ली
4. वेंकटाचलम, एस, कम्प्यूटर एक परिचय, पीताम्बर पब्लिशिंग, कम्पनी प्रा.लि. नई दिल्ली।
5. Balamurali, Savitha (1996): "An introduction to COMPUTER SCIENCE", Vikas Publishing house Pvt.Ltd. New Delhi.
6. Payal Lotia and Pradeep Nair :- Computer an introduction BPB Publication, New Delhi- 110001