SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

B.Ed. (ONE YEAR COURSE)

Bachelor of Education Examination
(Session – 2010-2011)

Institute of Advanced Studies in Education Deemed University
Gandhi Vidya Mandir, Sardarshahr – 331401
Phone – 01564 – 220025, 223642, 223054
A. Minimum Educational Qualification
- Graduation in Science, Arts and Commerce with at least two school teaching subjects.(Minimum 50 % for General Candidates, 45 % for OBC and SC/ST Candidates marks are required)

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

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

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

E. Course Design:
The syllabus of this course comprises the following –

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

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

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

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

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

(d) **Work Experience**

   i. Gardening
   ii. Tie and Dye
   iii. Paper and Cardboard Work
   i. Soft Toy and Doll Making
   ii. Woodwork
   iii. Interior Decoration
   iv. Photography
   v. Maintenance of Electronics and Electrical Instruments
   vi. Food Processing and Preservation
vii. Embroidery & Knitting Work  
viii. Agriculture/Animal Husbandry.

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

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

(ii) Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor’s Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.

(iii) A person having Bachelor’s degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.

(iv) A candidate who has offered Political Science or Public Administration at his Bachelors’ or Masters’ Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

2. A candidate who fails in internal evaluation of any theory paper(s) and/or practical of environmental education and/or external practical of computer literacy and educational application paper he/she shall be declared fail in that theory paper(s).

3. If a candidate fails in any theory paper(s), he/she will be declared failed in all theory paper. Candidate who fails in theory papers may present themselves for reexamination therein at a subsequent examination as an ex-student. He/She shall be required to attend 1/3 duration of the regular course and have to complete all internal evaluation activities related to theory papers. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.

4. Candidate who fails in practical examination (practice of teaching) may present themselves for re-examination therein at a subsequent examination. He/she shall be required to teach 40 lessons in all and complete internal evaluation activities related to practical (practice of teaching). He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.

5. If a candidate who fails in theory paper as well as practical examination (practice of teaching) shall be required to re-appear in all theory papers of as well as practical examination(practice of teaching) as an ex-student in subsequent examination. He/She shall be required to teach 40 lessons in all and complete internal evaluation activities related to practical (practice of
teaching) and theory papers. He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.

6. Candidate shall not be permitted to appear as an ex-student at more then one subsequent examination.

7. A candidate who does not meet minimum 75% attendance he/she will not be allowed to appear in theory and practical examination. He/She may present themselves for re-examination therein at a subsequent examination as an ex-student without attending the full course. He/She shall be required to attend the regular course to meet minimum percentage of attendance and have to complete all internal evaluation activities related to practical (practice of teaching) and theory paper and required to teach 40 lessons in all. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.

8. Candidate reappearing in a subsequent Examination shall be examined in accordance with the scheme and syllabus in force.

9. It will be necessary for a candidate to pass separately in Internal and External Examinations.

10. A candidate who has already B.Ed. Examination of the university or some other university recognized for the purpose by the Board of Management may be permitted to take any one paper of Teaching Methodology and other teaching subject which he or she has not offer at his/her B.Ed. examination provided –

   a. He/she is eligible to offer that teaching subject under provision F.1.
   b. He/she studied at a college/ Department of Education of the university, for the purpose for at least 1/3 duration of the semester, and
   c. He/she completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers at least 20 lessons in a recognized school under the supervision of the staff of the college/Dept. of Education of the University.

11. It is mandatory for every candidate to deliver 40 lessons (20 in each subject) under the supervision of the subject teacher. If a candidate who does not deliver 40 lessons and/or criticism lesson and/or any other activities related to teaching practice and practical work will not be allowed to appear in external assessment of practice teaching (i.e. final practical examination).
# G. Courses of Study and Scheme of Evaluation

<table>
<thead>
<tr>
<th>PAPER NO.</th>
<th>PAPER NAME</th>
<th>Paper Code</th>
<th>Max. Marks</th>
<th>Min. Marks</th>
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<td>PAPER – I</td>
<td>Education and Emerging Indian Society.</td>
<td>BED-110</td>
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<td>Psycho- Social bases of Learning and Teaching.</td>
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<td>Educational Management and School Organization.</td>
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<td>PAPER – VI &amp; VII</td>
<td>Methodology of Teaching (Any two from the following Teaching Subjects)</td>
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<td>c) English</td>
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**PART - II**

**TEACHING PRACTICE AND PRACTICAL WORK**

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<th>Activity</th>
<th>Marks</th>
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<td>External Assessment</td>
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<tr>
<td>Internal Assessment</td>
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Internal Assessment is based on the following activities –

- **a)** Micro Teaching (5 Skills) (Both Teaching Subjects) (Each Skill of 1 Marks) 5+5=10
- **b)** Criticism Lesson Plan in both teaching subject (Each Subject of 25 Marks) 25+25=50
- **c)** Observation (5 in each subject) 05+05=10
- **d)** Practical in Audio Visual equipments-five 10
<table>
<thead>
<tr>
<th></th>
<th>e) Open air session / SUPW Camp and Community service</th>
<th>10</th>
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<tbody>
<tr>
<td></td>
<td>i) Beautification and shramdan</td>
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<td>ii) Community Participation</td>
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<td>iii) Studies (work experience related with some theory course)</td>
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<td>f)</td>
<td>Practical in Science (5 Practicals)</td>
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<td>g)</td>
<td>Evaluation of 5 Lesson plan in Each Subject</td>
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<td>h)</td>
<td>Lesson Diary (Each Subject)</td>
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<tr>
<td>i)</td>
<td>Attendance</td>
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<td>Theory Classes</td>
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<td>96%-100%</td>
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<td>Co-curriculum Activities</td>
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<td>96%-100%</td>
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<td>TOTAL MARKS</td>
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### H. Notes -

1. Evaluation of co-curricular activities and other internal evaluation will be completed by the related faculty members. Minimum 75% attendance will be must for appearing in the final examination to each student.

2. In each theory paper except the paper of computer education, evaluation process will be as follows -

   (a) External Evaluation = 80%
   (b) Internal Evaluation = 20%

3. Candidate cannot appear in the final practical examination without completing all activities related to practical work and practice teaching.

4. Those successful candidates who obtained 60% or above of the aggregate marks will be awarded “First Division” and who obtained 48% and less than 60% will be awarded “Second Division”. The minimum pass marks in each paper shall be 36% in external as well as in internal assessments and 40% in the aggregate of all the theory papers including internal assessment marks.

5. Each question paper will be divided into five UNITs. Each UNIT will have questions – one essay type and two short answer type (with 2 to 3 parts) having 16 marks in total.

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

EDUCATION AND EMERGING INDIAN SOCIETY

Objective:

To enable the student teacher to understand –

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

Course Content

UNIT I:

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

UNIT II:

Educational implications of the following.

1. Idealism
2. Naturalism
3. Pragmatism.

Educational contribution of the following:

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

UNIT III:

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

1. Universalization of education
2. Equality of opportunities in education
3. Education and Fundamental Rights and Duties.
4. Relationship between education and democracy
5. Role of education in developing Socialistic patterns and national integration.
UNIT IV:
- Education as a Social System
- Education as an agent of social change, social change influencing the trend of education and Social disparities
- Social Mobility, Cultural Lag, Gender disparities
- Regional disparities
- The role of educational institution for creating new social orders

UNIT V:
- Emerging Indian Concerns and their educational implications;
  Population education – Meaning, Scope, Importance, Population Explosion
- Globalisation - Meaning, Scope, Importance, Role of teacher education
- Human rights - Meaning, Scope, Importance.
- National Security.

Sessional Work

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

Evaluation Procedure

<table>
<thead>
<tr>
<th>Sessional work &amp; Two tests (Covering UNIT I to V)</th>
<th>Total Marks - 100</th>
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</thead>
<tbody>
<tr>
<td>10+10 = 20 Marks</td>
<td>80 Marks</td>
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</table>

References

Anand, C.L. Etal - The teacher and education in emerging Indian Society (New Delhi, NCERT, 1983)
Dewey John - Democracy and Education, New York
Horne, H.H. - Democratic Philosophy of education, Macinillon, New York
Odd. L.K. - शिक्षा के दास्तानिक एवं समाजशास्त्रीय भूमिका – नई दिल्ली मेकमिलन।
Philosophical - Basis of education, University of London, Press London
Pandey and Rajni - शिक्षा तथा भारतीय समाज।

Report of the University Education Commission, 1948
Report of the Education Commission, Kothari Commission
Saiydain K.G. - Problems of Educational Reconstruction in India, Bombay, Asia

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डों सामनाथ शर्मा, डों राजेन्द्र कुमार शर्मा, शैक्षिक समाजशास्त्र, 1999 एटलाटिक पंक्तिशांस एन्ड हिस्ट्रीव्युटर्स, नई दिल्ली — 110002 आर. आर. रस्क, अनुवादक एक. के. ओड शिक्षा के दार्शनिक आधार 1990, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

पाठक पी.डी. शिक्षा के समान्य सिद्धांत, विनोद पुस्तक मंदिर, आगरा।

श्रीवेदी एम. एस. समाजशास्त्र, कॉलेज बुक हाउस, जयपुर।

सखेना N.R. स्वरूप एन्टोरस ऑफ इंज्यूशन इंटरनैशनल प्लिब्यूसिंग हाउस मार्थ (U.P.)

स्मेलर्स नील J. सोसोलॉजी, प्रेंटिस हैल ऑफ इंडिया प्राइवेट लिटी, न्यू दिल्ली

त्यागी पाठक भारतीय शिक्षा की समसामयिक समस्याएं, विनोद पुस्तक मंदिर, आगरा।

सखेना N.R. स्वरूप फिलोसोफिकल एंड सोसोलॉजिकल फॉन्डेशन ऑफ इंज्यूशन (1995-96) उषा प्रिंटर, न्यू मोहन पूरी, मराठा।

रुहेला शतापूर्ण सोसोलॉजी ऑफ इंज्यूशन (1992)
Paper-II

PSYCHO-SOCIAL BASES OF LEARNING AND TEACHING

Objective:

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

Course Contents

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V:

1. Importance and uses of Educational Statistics.
2. Frequency distribution.
5. Measures of dispersion - Standard Deviation, Mean Deviation, Quartile Deviation.

Sessional Work (10 Marks)

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

<table>
<thead>
<tr>
<th>Evaluation Procedure</th>
<th>Total Marks - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessional work &amp; Two tests (Covering UNIT I to V)</td>
<td>10+10 = 20 Marks</td>
</tr>
<tr>
<td>External Evaluation</td>
<td>80 Marks</td>
</tr>
</tbody>
</table>

REFERENCES


Agrwal, J.C. Essentials of Educational Psychology Vikas Publishing House Pvt. Ltd. 1995

Bhatia and Purohit Educational Psychology Meenakshi Publications, Kanpur

Bhatnagar, R.P. Educational Psychology Harper, N.Y. 1982

Bigge Learning Theories for Teachers, N.Y. 1982

Blair, Jones and Simpson Educational Psychology Macmillan, N.Y. 1954

Chauhan, S.S. Advanced Educational Psychology Vikas Publication House, N.D. 1990

Eggen, Paul Educational Psychology Vikal's Fetter and Simors, Bombay, 1996.


Hilgard, E.R. Theories of Learning Appleton Century Craft N.Y. 1956

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Sharma, R.A. Fundamentals of Educational Psychology
Skinner B.F. 
Essentials of Educational Psychology
Asia Publishing House, Bombay, 1960

Uday Shanker
Advanced Educational Psychology
Oxonian Press Pvt. Ltd., New Delhi, 1984

शर्मा रामनाथ
शिक्षा मनोविज्ञान

भट्टाचार्य सुरेश
शिक्षा मनोविज्ञान

माधुर एस. एस.
शिक्षा मनोविज्ञान

सिंह उपाध्याय
विकास एवं अधिगम के मनो सामाजिक आधार

रामपाल सिंह
शिक्षा में नवविद्यात
Paper-III

EDUCATIONAL MANAGEMENT AND SCHOOL ORGANIZATION

Objectives:

To enable student teacher to

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

Course Contents

UNIT-I

Concept, need, characteristics, principles of Educational Administration and Educational Management.
Concept of authority, delegation of power, centralization and decentralization, direction, communication, UNITY of command, TQM.

UNIT-II

Concept, types, principles, styles, need, problems of Leadership.
Leadership role of school HM in institutional planning
Concept, type, aims, need of Educational planning and financial management.
School budget, nature, process of preparation, problems and solutions.

UNIT-III

Meaning, old and modern concept, types, differences, objectives, Principles, nature, problem, remedies of Supervision and inspection, role of school Headmaster in Supervision and Inspection:
Concept, type, objectives, Principles, nature, problem, remedies of following:
Development and maintenance of infrastructure
Time Table
Planning co-curricular activities School records Student discipline Overall school climate and tone

UNIT –IV
A brief survey of growth and development of education in India.

(A) Pre-Independence era-
   i) Education during Vedic, Buddhist and Medieval period
   ii) Developments during British period-Macaulay's minutes Woods Dispatch -1854.


(C) Major recommendations of Education Commission (1964) and NEP 1986 for educational administration.

(D) Right to Educational Act 2009.

UNIT – V

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

Sessional Work

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

Evaluation Procedure

| Sessional work & Two tests (Covering UNIT I to V) | 10+10 = 20 Marks |
| External Evaluation                               | 80 Marks        |
Reference:

1. Bhutanagar, Suresh. शैक्षिक प्रबंध और शिक्षा की समस्याएं 1996 सुरया पुस्तकेशन, मेरठ
2. Gupt, B.K. उच्च शैक्षिक प्रशासन 1990 हरियाणा साहित्य अकादमी, चित्तर्गढ़
3. shrivastava, J.B. विद्यालय प्रशासन एवं संगठन 1965 बिनोद पुस्तक, मन्दिर, आगरा
4. विज्ञान के. के. विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएं 1985 लायल बुक, डोंगर
5. dev Aachary, Mahendra विद्यालय प्रबंध 1998 राजधानी प्रकाशन, दिल्ली
6. शर्मा आर. प्रद. विद्यालय संगठन एवं शिक्षा प्रशासन 1995 सुरया पुस्तकेशन, मेरठ
7. व्यास हरिशचन्द्र शैक्षिक प्रबंध और शिक्षा की समस्याएं 1996 शुक्पाल गुप्त आर्म बुक डिली, दिल्ली
8. अग्रवाल जे.सी. विद्यालय प्रशासन 1972 आर्म बुक करोल बाग, नई दिल्ली
9. योगेंद्र जीत भाई शैक्षिक एवं विद्यालय प्रशासन 1977 बिनोद पुस्तक, आयात
13. Mohiyuddin, M.S. School organization and Management 1944 Govt. of Mysore
EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION

Paper IV

Objectives:

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

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

UNIT – I : Basic of Educational Technology :

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

UNIT – II : Teaching and Strategies

1. Concept -Teaching, Instruction, Training and learning, Relationship between teaching and training.
2. Maxims of teaching.
4. Concept of Feed Back in teacher education – Flander’s class room interaction analysis category system.
5. Group discussion, Brain-storming, Panel discussion & Team teaching, Simulated teaching.
6. Levels of teaching (Memory, understanding and reflective)

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

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

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

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

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

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

**Evaluation :-**

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

**Group – I : - 5 Marks**

(1) Preparation, tryout and reporting of an Instructional Plan base on Teaching strategies- Group Discussion, Panel Discussion and Team Teaching.

(2) Preparation, try and reporting of an Instructional plan Based on program instruction.

(3) Observation of a lesson of peer. Group for encoding and decoding on the bases of FIACS.

**Group – II : - 5 Marks**

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

**REFERENCES:**

• K.K. Vasistha; Teacher Education in India, Concept, Publishing Company, New Delhi.
• Pathak C.K.: Distance Education: Prospects and Constraints, Rajat Publications, New Delhi.
• पुरोहित, जगदिश नारायण : शिक्षण के लिए आयोजन हिन्दी ग्रन्थ अकादमी, जयपुर, 1982।
• शर्मा आर. ए.: शिक्षण तकनीक मॉडर्न पब्लिकेशन, मेरठ, 1989।
• वर्माला हेतुसिंह: शैक्षिक प्रायोगिक राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1996।
• मितल, सन्तोष: शैक्षिक तकनीक।
• पुरोहित जगदिश नारायण, भावी शिक्षकों के लिए आधारभूत कार्य, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
• क्षुद्रिया रामदेव, पी, सूक्ष्म अध्यापन, विनोद पुस्तक मंडिर, आगरा, 1996।
• कपूर उमिला: शैक्षिक तकनीक।
• वेणुगोपाल एवं अन्य: प्रारंभिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर।
ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES:

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

COURSE CONTENTS:

UNIT I: Nature of Environmental Education and its Resources
1. Definition, Scope and Importance.
2. Need for Public Awareness.
3. Natural Resources and Associated Problems – Forest, water, mineral, food energy and land

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

UNIT III: Bio-diversity and Its Conservation:
2. Bio-Diversity hotspot
3. Climate change, global warming, acid rain, ozone layer depletion.
UNIT IV: Environmental Pollution:

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

2. Environment Protection Act.

UNIT – V: Social issues and Human Population:

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

Sessional Work:

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

Evaluation Procedure

(a) Sessional work & Two tests (Covering UNIT I – V)
   Total Marks - 100
   40+10 = 50 Marks
(b) External Evaluation
   50 Marks
REFERENCES:

6. पर्यावरण विज्ञान, डा. सी.एस. शुक्ला – धनपतराय पब्लिशिंग कंपनी (प्रा.लि.) नई दिल्ली-110002
7. परिवर्तक पर्यावरण प्रदूषण एवं नियंत्रण – दलीप कुमार भारतविद्या राष्ट्रीय प्रकाशन, नई दिल्ली – 110006
8. पर्यावरण अध्ययन – डा. मंजू सिंह, डिप्लोमा पब्लिशिंग हाउस, नई दिल्ली – 110002
9. पर्यावरण भूगोल, राजेश शुक्ला, राशिम शुक्ला, अजुन चित्रकुमार पब्लिशिंग हाउस, नई दिल्ली – 53
10. पर्यावरण शिक्षा, डा. मंजू शर्मा, डा. राजेश कुमार चौहान
11. पर्यावरण अध्ययन – डा.एस.सी. शर्मा एवं एल.सी. शर्मा एवं एल.सी. शर्मा, आर्य पब्लिशिंग कंपनी
12. पर्यावरण शिक्षा, डा. एम. के. गोयल – विनोद पुस्तक मंदिर, आगरा–2
13. पर्यावरण और मानव मूल्यों के लिए शिक्षा – डा.बी.एल.शर्मा, डा.बी.के. माहेशवरी– आर.लाल.
14. पर्यावरण प्रकाशन, जयपुर।
15. पर्यावरण शिक्षा – डा.ए.बी.सक्सेना, आर्य बुक डिजिटल, मेरठ (यु.पी.)
प्रश्न पत्र – VI & VII
हिंदी शिक्षण

उद्देश्य :-
1. भाषा संरचना में हिंदी तत्वों का ज्ञान देना।
2. भ्रण, भाषण, वाचन एवं लेखन सम्बंधी भाषाती वौशालों का ज्ञान देना।
3. ईंकाई, दैनिक व सूचू पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिंदी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिंदी की विद्याओं एवं उनके व्यावहारिक शिक्षण की साधनत्यों का ज्ञान देना।
6. हिंदी भाषा शिक्षण में दृष्टि—भ्रण उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिंदी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की सर्वोत्तम तत्वों व विद्याओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रूप में हिंदी की स्थिति से अवगत कराना।

Unit – I

(अ) हिंदी शिक्षण के आधार
   - हिंदी शिक्षण का अर्थ, प्रकृति एवं क्षेत्र
   - हिंदी भाषा का वैज्ञानिक स्वरूप (व्याकरण, शब्द, वाक्य की दृष्टि से)

(ब) हिंदी भाषा का विकास एवं योगदान
   - मातृभाषा, उसका महत्व तथा ऐतिहासिक स्वरूप
   - भारत में भाषा नीति एवं हिंदी की स्थिति
   - मातृभाषा को लोकप्रिय बनाने हेतु प्रयास

(स) हिंदी शिक्षण का लक्ष्य एवं उद्देश्य
   - मातृभाषा की दृष्टि से
   - राष्ट्रभाषा की दृष्टि से

(द) पत्र पत्रिकाओं एवं सदर्म प्रथा के रूप में अन्य विषयों से इसका सम्बन्ध
   - साहित्यिक, वैज्ञानिक एवं भाषाती महत्व
Unit – II

(а) हिन्दी भाषा के निर्देशात्मक उद्देश्य एवं शिक्षण विधियाँ
- हिन्दी शिक्षण के बौद्धिक, क्रियात्मक एवं भावात्मक पक्ष (वी.एस.ब्लूम द्वारा निर्माणित)
- छात्रावाधिकारों हेतु अपेक्षित व्यवहारगत परीक्षान
- अभिकृतित अनुदेश एवं भाषा प्रयोगशाला

(б) हिन्दी शिक्षण की विधियां
- हिन्दी शिक्षण के स्थान
- हिन्दी शिक्षण के सुन्दर
- पाठ्ययोजनाएं, पर्यवेक्षित अध्ययन एवं सूक्ष्म शिक्षण विधि

(с) हिन्दी शिक्षण की तकनीकियाँ
- हिन्दी शिक्षण के उपाय – लिखित, मौखिक एवं शब्द उपाय
- क्षेत्रीय भ्रमण, दूरदर्शन एवं कम्प्यूटर तकनीकी

Unit – III

(а) हिन्दी शिक्षण की पाठ्ययोजना, संप्रतिक्ष, अर्थ और उद्देश्य
- दैनिक इकाई तथा वार्षिक पाठ योजना
- हिन्दी पाठ योजना का महत्व
- पाठ योजना के प्रकार एवं विविध साधन

(б) हिन्दी कौशल का संप्रति क्षय एवं अर्थ तथा कौशल
- लिखित, मौखिक (वाचन एवं अभिव्यक्ति)
- गद्य, पद्य, नाटक, निबन्ध एवं व्याकरण शिक्षण
- कहाँ तथा रचना शिक्षण

(с) सूक्ष्म शिक्षण का अर्थ, सम्प्रति क्षय एवं सूक्ष्म शिक्षण चक्र तथा भारतीय प्रतिमान
- सूक्ष्म शिक्षण का उपयोगिता तथा अनुस्मृत शिक्षण
- सूक्ष्म शिक्षण की सर्वचना
- हिन्दी के सूक्ष्म शिक्षण कौशल

(द) हिन्दी पाठ्यक्रम का संप्रति, अर्थ, सिद्धांत एवं विवेचन
- वर्तमान पाठ्यक्रम का स्वरूप एवं सीमाएं
- राजस्थान की हिन्दी भाषा पाठ्यक्रम की विशेषताएं
- पाठ्यक्रम निर्माण में साक्षात्कार
Unit – IV

शिक्षण सहायक सामग्री

- दृश्य-अभ्य उपकरण - अर्थ, उदाहरण, शिल्प, विशेषताएं, प्रकाश, तथा संरचना प्रस्तुतीकरण
  और महत्व
- दृश्य-अभ्य उपकरणों का निर्माण, प्रकाश, रख-रखाव व उपयोगिता
- एल्स कोन का अनुभव प्रतिमान
- भाषात्मक प्रयोगशाला और सामुदायिक संसाधन
- हिंदी पाठ्य पुस्तक - गूणवत्ता
- हिंदी शिक्षक - हिंदी शिक्षक की विशेषताएं, कक्षा शिक्षण के समय सावधानियाँ

Unit – V

हिंदी शिक्षण में मूल्यांकन

- मूल्यांकन - अर्थ, सम्प्रति
- हिंदी परीक्षण की सरंचना एवं परीक्षण पदों की सरंचना
- पाठ्य पत्र का विश्लेषण
- नीति पत्र का निर्माण एवं उपलब्ध परीक्षण
- एक अच्छे परीक्षण की विशेषताएं
- हिंदी में निदानात्मक परीक्षण का संज्ञान एवं संरचना, उपचारात्मक शिक्षण और
  विकासोन्मुख कार्य योजना

सत्रीय कार्य

निम्नाकारित में से कोई दो सत्रीय कार्य होंगे–
1. किंठी दो शिक्षण कौशलों के लिए कृप्या पाठ निर्माण करना।
2. व्याकरण के किसी एक विषय पर श्रेष्ठता अभिक्रिया का निर्माण करना।
3. ईकाई या परिक्षेत बच्चों का प्रश्न पत्र का निर्माण।
4. एक पुस्तक की समीक्षा।
5. सहायक सामग्री के रूप में सामग्री तैयार करना।
6. व्याकरण शिक्षा से संबंधित चार्ट तैयार करना।
7. शैक्षिक प्रदर्शनी की रिपोर्ट

मूल्यांकन प्रक्रिया

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

<p>| अंक | 10 +10 = 20 | 80 = 80 |</p>
<table>
<thead>
<tr>
<th>संदर्भ पुस्तकें</th>
<th></th>
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<td>1. हिन्दी शिक्षण</td>
<td>रमन बिहारी लाल</td>
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<td>भाई योगेन्द्रजीत</td>
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<td>भोलानाथ तिवारी तथा कैलाशचंद्र भाटिया</td>
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<td>रविन्द्रनाथ श्रीवास्तव</td>
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<td>6. हिन्दी शिक्षण</td>
<td>राजेन्द्र प्रसाद श्रीवास्तव</td>
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<td>7. हिन्दी शिक्षण पद्धति</td>
<td>बैरानाथ प्रसाद वर्मा</td>
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<td>8. हिन्दी शिक्षण</td>
<td>वी. एन. शर्मा</td>
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<td>9. हिन्दी शिक्षण</td>
<td>डॉ. रमनलाल मांडेय</td>
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<td>10. मानक हिन्दी व्याकरण</td>
<td>आचार्य रामचन्द्र वर्मा</td>
</tr>
<tr>
<td>11. भाषा</td>
<td>ब्यूम होल्ड</td>
</tr>
<tr>
<td>12. राष्ट्रभाषा हिन्दी की समस्याएं</td>
<td>डॉ. देवेन्द्रनाथ</td>
</tr>
<tr>
<td>13. शुद्ध हिन्दी</td>
<td>डॉ. मुरारी लाल</td>
</tr>
<tr>
<td>14. हिन्दी शब्दनुशासन</td>
<td>किशोरीदास वाजपेयी</td>
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<tr>
<td>15. हिन्दी प्रत्यय विचार</td>
<td>भगवती प्रसाद शुकल</td>
</tr>
<tr>
<td>16. शब्दार्थ दर्शन</td>
<td>रामचन्द्र वर्मा</td>
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<tr>
<td>17. हिन्दी उच्चारण व वर्तनी</td>
<td>भगवती प्रसाद शुकल</td>
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<td>18. हिन्दी ध्वनियां और उनका शिक्षण</td>
<td>के. के. सुखिया</td>
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<tr>
<td>19. गागरी लिपि और हिन्दी वर्तनी</td>
<td>अनन्त चंद्रधरी</td>
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<td>20. अभिव्यक्ति ज्ञान</td>
<td>भोलानाथ तिवारी तथा कृष्ण शर्मा</td>
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<td>21. भाषा सम्प्रदाय मूल्यांकन</td>
<td>के. जी. रत्नोगी</td>
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<td>22. व्यवहारिक हिन्दी व्याकरण</td>
<td>हरदेव बाहरी</td>
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</tbody>
</table>
संस्कृत शिक्षण

उद्देश्यम

1. भाषा कोशल एवं च तुलीय भाषा शिक्षणस्य आधारभूत सिद्धान्तानाम् एवं उद्देश्यानाम ज्ञापित।
2. संस्कृत भाषाः विभिन्न कौशलानाम प्रशक्त एवं च समन्वित शिक्षणम करियण्ति।
3. विभिन्न विद्याम् सकल अध्ययनम् विभिन्न विद्याम् उपायमा च प्रयोग करियण्ति।
4. संस्कृत भाषा शिक्षणम् दृश्य श्रव्य सामग्रीयाम् निमित्तम् प्रयोगम् च करियण्ति।
5. संस्कृत शिक्षणे मूल्यांकनाय प्रश्नप्रम् निर्माणम् कूटम् कौशलावर्तित परिश्लेषणम् करियण्ति।
6. छात्रानाम् अशुद्धिनाम् कौशलानुसारेण निदानां उपचारं अध्यापनम् करियण्ति।

Unit – I

(क) संस्कृतभाषाः अर्थः क्षेत्रम् प्रकृतिशः
(ख) संस्कृत साहित्यशिक्षणस्य इतिहासम् निमं भाषा सूत्र च
(ग) (१) अनिवार्य एवं वैकल्पिक संस्कृत भाषाः शिक्षण उद्देश्यानि तथा च व्यवहारात् परिवर्तनानि।
     (२) संस्कृत भाषा शिक्षणस्य महत्त्वम् उपयोगिता च।
(घ) (१) तृतीया भाषा रूपम् संस्कृत शिक्षणस्य विभिन्न संरेपु उद्देश्यानि।
     (२) संस्कृत भाषा शिक्षणस्य सूत्राणि, सिद्धान्ता: च।

Unit – II

(क) ब्यूम टैक्सनोमी (संज्ञानालंकरम् क्रियालंकव एवं भावालंकव)
(ख) विण्य संस्कृत शिक्षणस्य विधय: प्रतिविधय:
     (१) प्रश्नप्रशाः (२) आगमन–निगमन विधिः (३) व्याकरण अनुवाद पत्रित
     (४) कछुष्ठीकरण विधिः (५) सूत्र विधिः
प्रतिविधय
     (१) प्रश्नपत्र (२) कथाकथन (३) व्याख्या
     (४) संश्लेषण–विश्लेषण (५) भाषा कोशल अभ्यास विधिः (६) व्याम पट्ट वार्तकः
     (७) संग्रहन उपायम् विधिः (८) पाठ्य–पुस्तक विधिः

Unit – III

(क) (१) दैनिक पाठ योजना
     (२) इकाई पाठ योजना
     (३) वार्षिक पाठ योजना
(ख) (१) शिक्षण कौशलस्य अर्थः सम्प्रति
(ग) (१) सूचना शिक्षणस्य अर्थः अवधारणा आवश्यकता च
     (२) सूचना शिक्षणस्य स्वरूपम्
     (३) सूचना शिक्षणस्य चार्क्रम
(घ) (1) पाठ्यक्रमस्य अर्थः अवधारणा, सार्थकता च।
(2) पाठ्यक्रम निर्माणस्य सिद्धान्तः।

Unit – IV

(क) (1) शिक्षण अधिगम सामग्रीनाम् अर्थः उदेश्यानि क्षेत्रमुच।
(2) शिक्षण अधिगम सामग्रीनाम् विशेषतः प्रकारः प्रस्तुतीकरणम् महत्तम् च।

(ख) (ग) (1) भाषायोग्यता एवं सामान्याधिक स्थितानि।
(घ) (1) उपसम्प-पाठ्यपुस्तकस्य विशेषतः।
(ङ) (1) संस्कृत-अध्यापकस्य गुणः।

Unit – V

(क) (1) मूल्यांकनस्य अर्थः।
(2) परीक्षणस्य पदानि एवं तत्र निर्माणस्य प्रकारः।
(3) नीतिप्रत्य: उपलब्धि परीक्षणयों: निर्माणम्।
(4) उपसम्प परीक्षणस्य विशेषतः।
(5) नैदानिक परीक्षण एवं उपचारात्मक परीक्षणयों: संवर्धन कार्यक्रम।

निम्नाकिलेषु कस्य हृय सजीव कार्यः (Sessional Work)

1. भाषायां: चर्चाको शृष्टिकर्म तथा सम्पादनाय अभ्यास कार्याणि।
2. पाठ्यक्रमात विशिष्ट विन्दु आधारित कृतिलेखन।
3. व्यवस्थित प्रश्नसंख्या: आयोजना प्रतिष्ठित लेखनम् च चूक्ष्म शिक्षणस्य।
4. विभिन्न कौशलों आधारित: प्रश्नानाम् निर्माणम्।
संदर्भ ग्रन्थ सूची

1. संस्कृत शिक्षणम् — श्रीमती सत्योष मित्रल
2. संस्कृत शिक्षणम् — श्री केशामंशिव मूर्ति
3. संस्कृत शिक्षणम् — श्री सांवरमल भूषण
4. संस्कृत शिक्षणम् — श्री माता प्रसाद
5. अथ्याया दृश्नी — संस्कृत भारती (प्रकाशन)
6. सम्भाषण संदेश — मासिक पत्रिका (संस्कृत भारती)
7. कौशल बोधिनी — संस्कृत भारती (प्रकाशन)
8. विभिन्न वल्लभी — संस्कृत भारती
9. संभाषण-संपन्नम् — ........................... प्रकाशन
10. वृद्धि-कौमुखी भाषा पाक — ........................... प्रकाशन
11. बूढ़, फील्ड, अनुन्याक प्रसाद, डॉ. विश्वनाथ, (1968) "भाषा", दिल्ली—7 बंगलो रोड, जवाहर नगर।
17. भारत, सत्योष (1999—2000), "संस्कृत शिक्षण", मेरठ, आर ताल हिमो।
18. नागर, वैमना (1996), "सम्प्रेशनात्मक भाषा शिक्षण", नई दिल्ली, प्रकाशन संस्थान, दयानंद मारी।
METHODOLOGY OF ENGLISH TEACHING

Objectives:

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

Unit – I Basics of English Teaching


(B) History and Contribution of English Teaching, Importance of English in India.

(C) Importance Aims and Objectives of English Teaching –
   (A) Skill based (B) Linguistic Competence. (LC)
   (C) Communication Competence (CC) in reference to LSRW skills

(D) Co-relation with other subject.

Unit – II: Instructional objectives and methods

(A) Bloom’s Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional Behavior Teaching - Prose, Poetry, Composition, Grammar

(B) Methods of Teaching English-
   1. Grammar Cum Translation method
   2. Direct method
   4. Bilingual method

(C) Techniques of English Teaching.

Unit – III: Planning

(A) Concept, Meaning and objectives of English teaching plan (lesson plan, unit plan, and yearly plan)
   1. Procedure of lesson plan – Prose, Poetry, Composition Grammar.
   2. Importance and procedure of unit plant & yearly plan.

(B) Concept, meaning & Skill of English teaching.
   1 Reinforcement Skill, questioning skill, Stimulus skill, Explaining skill, Development of Reading Skill.

(C) Concept, Meaning & need of Micro-teaching and micro teaching cycle, features of Indian, Model of Micro Teaching.
(D) Concept, meaning, Principles and rationale of curriculum.

**Unit – IV: Instructional Support System**

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

**Unit – V: Evaluation**

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

**Sessional Work**

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

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

**Evaluation Procedure**

<table>
<thead>
<tr>
<th>Evaluation Procedure</th>
<th>Total Marks - 100</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**REFERENCES**

3- Bright and McGregor: Teaching English as Second Language, Longman.
20- Willis, Jane: Teaching English through English, O.U.P.
METHODOLOGY OF SOCIAL STUDIES TEACHING

Objectives:

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

Unit - 1 :- Basics of Social Studies Teaching -
- History and Contribution of Social Studies Teaching.
- Aims and Objectives of Social Studies Teaching.
- Correlation of Social Studies with other School Subjects.

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

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

Unit - IV :- Instructional Support System -
- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Social Studies Laboratories and Its uses.
- Qualities of good Social Studies Text Books at Secondary Level.
- Qualities and Characteristics of Social Studies Teacher.
- Utilization of Community Recourses in the Teaching of Social Studies Teaching.

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

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

**Evaluation Procedure**

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</tbody>
</table>

**Reference Books**

1. Bining and Bining : Teaching of Social Studies
5. Wesley Edger Brose : Social Studies for schools
METHODOLOGY OF CIVICS TEACHING

Objectives:

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

Unit – I Basic of Civics Teaching

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

Unit – II Instructional objectives and methods

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

Unit - III :- Planning -

- Concept, Meaning and Objectives of Civics Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
Unit - IV :-  Instructional Support System -

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

Unit.- V :-  Evaluation -

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

**Sessional Work**

Any two of the following:

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

**Evaluation Procedure**

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| External Evaluation                              | 80 Marks          |
Reference

2. Harlikar : Teaching of Civics in India, Bombay, Padma Publication Ltd.
7. Prescribed books of Board of Secondary Education for Higher Secondary Classes.
METHODOLOGY OF HISTORY TEACHING

Objectives:

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

Unit – I Nature and Scope of the Subject.

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

Unit – II Instructional objectives and methods

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

Unit - III Planning

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

Unit - IV :- Instructional Support System
- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of History Laboratories and Its uses.
- Qualities of good History Text Books at Secondary Level.
- Qualities and Characteristics of History Teacher.
- Utilization of Community Recourses in the Teaching of History Teaching.

Unit.- V :- Evaluation

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

Sessional Work

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

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</tbody>
</table>
Reference Books

6. NCERT : Handbook of History Teachers.
7. Choudhary, K.P. : Effective teaching of history in India, NCERT.
METHODOLOGY OF ECONOMICS TEACHING

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

Unit – I Basic of Economics Teaching

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

Unit – II Instructional objectives and methods

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

Unit - III Planning

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

Unit - IV :- Instructional Support System -
- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of Economics Laboratories and Its uses.
- Qualities of good Economics Text Books at Secondary Level.
- Qualities and Characteristics of Economics Teacher.
- Utilization of Community Recourses in the Teaching of Economics Teaching.

**Unit.- V :- Evaluation –**

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

**Sessional Work**

1. Preparation of any two teaching Aids.

**Evaluation Procedure**

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**Reference Books :-**

METHODOLOGY OF BUSINESS ORGANISATION TEACHING

Objectives:

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

Unit – I Basic of Business Organisation Teaching.
- History and Contribution Business Organisation Teaching.
- Importance, Aims and Objectives of Business Organisation Teaching.
- Co-relation with other Subjects as F.A., Economics.

Unit – II Instructional objectives and methods
- Bloom's Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behaviour.
- Techniques of Business Organisation Teaching.
- Concept, meaning, principles and rationale Curriculum.

Unit - III Planning
- Concept, Meaning and Objectives of Business Organisation Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
Unit - IV :-- Instructional Support System -

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

Unit.- V :- Evaluation

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

Sessional Work:

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

Evaluation Procedure  

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80 Marks
Reference :-

METHODOLOGY OF FINANCIAL ACCOUNTING TEACHING

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

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

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Congnative, effective and psychomotor), In terms of Instructional behaviour,
- Methods - lecture, Discussion, Problem Solving method.
- Teaching Approaches of Financial Accounting

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

Unit - IV :- Instructional Support System -
- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of Financial Accounting Laboratories and Its uses.

Unit.- V :- Evaluation –

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

Sessional Work

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

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</tbody>
</table>
Reference :-

3. Selby: The teaching of Book-keeping
10. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer
METHODOLOGY OF MATHEMATICS TEACHING

Objectives:

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

Unit – I Basic of Mathematics Teaching.

- History of mathematics teaching and Contribution of mathematician with reference to Bhaskaracharya, Aryabhatta, Ramanujan, Euclid, Pythagorus etc.
- Importance Aims and Objectives of mathematics Teaching.
- Co-relation with other Subjects Journal and Refenced Book.

Unit – II Instructional objectives and methods

- Bloom’s Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behaviour,
- Techniques of Mathematics Teaching Subjects.

Unit - III Planning

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

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

Unit.- V :- Evaluation

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

Sessional Work:

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

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Reference :-

7. श्रीवास्तव एवं भट्टणागर, गणित शिक्षण, संशेष बुक डिपो, जयपुर
METHODOLOGY OF HOME-SCIENCE TEACHING

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

Course Content

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

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

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

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

UNIT-V

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

Sessional Work

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

Evaluation Procedure Total Marks - 100
Sessional work & Two tests (Covering UNIT I to V) 10+10 = 20 Marks
External Evaluation 80 Marks

References:
1. शैली, जी. पी., एवं सरन, जी.पी., गृह विज्ञान शिक्षण विनोद पुस्तक मंदिर, आगरा।
2. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा।
4. सुलिया, एस.पी. एवं महरेश्वर, गृह विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चंपूरा।
5. शैली, जी.पी., गृह प्रबंध व व्यवस्था।
6. अग्रवाल, लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।
METHODOLOGY OF GENERAL SCIENCE TEACHING

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

Unit – I Basic of General Science Teaching.
- Importance Aims and Objectives of General Science Teaching.
- Co-relation with other Subjects Journal and Refenced Book, and daily routine.

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Congnative, effective and psychomotor), In terms of Instructional Behaviour, qualities and responsibilities of Science teacher.
- Techniques of General Science Teaching.

Unit - III Planning -
- Concept, Meaning and Objectives of General Science Teaching Plan (Lesson Plan, Unit Plan, Yearly Plan) and Preparation of these Plans.
- Meaning and Concept of Teaching Skills.
- Micro Teaching - Meaning, Need and Importance, Micro-Teaching Cycle and its features.
Unit - IV :- Instructional Support System -

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

Unit.- V :- Evaluation –

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

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

Evaluation Procedure

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References:

4. Yadav.k Teaching of Life Sciences, Anmol Publishers, daryagaj, Delhi, 1993
5. Yadav M.S. Modern Methods of Teaching Sciences Anmol Publisher Delhi, 2000
8. Yadav, M.S. (Ed.) Teaching Science at High Level Anmol Publishers, Delhi, 2000
METHODOLOGY OF CHEMISTRY TEACHING

Objectives:

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

Unit – I Basic of Chemistry Teaching.
- History and Contribution of Chemistry teaching, history of Chemistry with special reference to India.
- Importance Aims and Objectives of Chemistry teaching objective of teaching Chemistry at secondary/senior secondary level.
- Co-relation with other Subjects Journal and Referenced Book.

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Cognitive, effective and psychomotor), In terms of Instructional behaviour.
- Techniques of Chemistry Teaching.
- Approaches of Chemistry teaching- Inquiry approach, programmed Instruction, Group discussion, team teaching, CAL, SEMINARS & WORKSHOP.

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

Unit - IV Instructional Support System -

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of Chemistry Laboratories and Its uses.
- Qualities of good Chemistry Text Books at Secondary Level.
- Qualities and Characteristics Chemistry Teacher.
- Utilization of Community Recourses in the Teaching of Chemistry Teaching.

Unit.- V Evaluation –

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

SESSIONAL WORK

Any two of the following:

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

<table>
<thead>
<tr>
<th>Sessional work &amp; Two tests (Covering UNIT I to V)</th>
<th>Total Marks - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>10+10 = 20 Marks</td>
<td>80 Marks</td>
</tr>
</tbody>
</table>

**External Evaluation**

References:

1. Yadav M.S.  
   Teaching Chemistry, Anmol, 1995
2. Negi, J.S. & Negi, Rajita  
   Teaching Chemistry, 2001
3. Yadav, M.S.  
   Teaching Science at Higher Level, Anmol Publishers, New Delhi.
4. Misra D.C.  
   Teaching Chemistry, Sahitya Prakashan, Agra
5. Kherwadkal, Anjali  
   Teaching of Chemistry by Modern Method, sarup & Sons, New Delhi., 2003
6. Das, R.C.  
   Science Teaching in Schools, Sterling publishers Pvt. Ltd. New Delhi, 1985
7. Venkataih, S. 2001  
   Science Education in 21st Century, Anmol Publishers, New Delhi, 2001
8. Rao, D. B.  
   World Conference on Science Education Discovery Publishing House, New Delhi, 2001
METHODOLOGY OF BIOLOGY TEACHING

Objectives:

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

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

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Congnative, effective and psychomotor), In terms of Instructional behaviour.
- Inquiry approach, programmed Instruction, Group discussion, Self Study team teaching, Seminar and work shops.

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

Unit - IV  **Instructional Support System -**

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of Biology Laboratories and Its uses.
- Qualities of good Biology Text Books at Secondary Level.
- Qualities and Characteristics Biology Teacher.
- Utilization of Community Recourses in the Teaching Biology Teaching.

Unit.- V  **Evaluation –**

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

**Sessional Work :**

Any Two of The Following

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

**Evaluation Procedure**

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</table>
References:

4. Yadav, K. Teaching of Life Sciences, Anmol Publishers, Darayaganj, Delhi, 1993
5. Yadav, M. S. Modern Method of Teaching Sciences, Anmol Publisher, Delhi, 2000
8. Yadav, M. S. (Ed.) Teaching Science at Higher Level, Anmol Publishers, Delhi, 2000
METHODOLOGY OF PHYSICS TEACHING

Objectives
To enable the student-teachers to:

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

Unit – I Basic of Physics Teaching.

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

Unit – II Instructional objectives and methods

(A) Bloom’s Taxonomy (Cognative, effective and psychomotor).
(B) Writing objective in behavioural terms.
(C) Methods of Teaching – Inductive – Deductive, Demonstration, Lalioratory,
problem Solving Project.
(D) Science Club, Science Fairs & Field trips.
(E) Techniques of Physics teaching.
Unit - III Planning -

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

Unit - IV Instructional Support System -

- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales' Cone of Experiences.
- Planning and Importance of Physics Laboratories and Its uses.
- Qualities of good Physics Text Books at Secondary Level.
- Qualities and Characteristics Physics Teacher.
- Utilization of Community Resources in the Teaching Physics Teaching.

Unit.- V Evaluation –

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

Sessional Work.

Any two of the following.

1. Case study of one senior secondary lab of Physics
2. Description of design of any two improvise apparatus.
3. Planning an out of class activity to use local resources to teach physics,
4. Life sketch and contribution of one physicist.
6. Report writing on exhibition/science room/science laboratory
7. Preparation of any two teaching aids.

Evaluation Procedure

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</table>
References:

3. "साधारण विज्ञान शिक्षण, आर्य बुक डिपोर्ट, नई दिल्ली", 1996.
7. "भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा — 2000।
10. Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons New Delhi, 2001
12. "भौतिक विज्ञान शिक्षण, आर्य बुक डिपोर्ट, मेरठ 2000।
13. निगम डी.एस. : विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़, 1990।
16. नेगी जे.एस. व नेगी दिक्षा : भौतिक शिक्षण, विनोद पुस्तक मंदिर, आगरा, 1999।
METHODOLOGY OF ART TEACHING

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

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

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Cognnative, effective and psychomotor), In terms of Instructional behaviour.
  1) The aims and objectives of teaching Art
  2) General and Specific objectives of teaching art.
  3) Development of national integration through art.
  4) Principles of Class room teaching.
- Methods of Art Teaching Subjects.
- Techniques of Art Teaching Subjects.

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

Unit – IV Instructional Support System
- Meaning, objectives, & characteristics of teaching learning material types preparation & presentation of teaching learning material.
  1) Resource material classroom – its management and organization.
  2) Visual aids in teaching art, the black-board, art objects and reproduction photographic & other school subject etc.
  3) Art teacher
  4) Art room
  5) Co-Curricular activities
  6) Importance of creative Activity
  7) Art and Social useful productive work
  8) Colour, printing, material, puppets, mask.

- Lab. And Community resources.
  1. Art Gallery
  2. Exhibitions
  3. Art-Album
  4. Antics
  5. Survey of Rajasthani folk Art
  6. Text book – Qualities
  7. Subject Teacher of Art

Unit – V Evaluation

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

Sessional Work :

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

Evaluation Procedure

(a) Sessional work & Two tests (Covering Unit I – V) 10+10 = 20 Marks
(b) External Evaluation 80 Marks
References:

5. AAMS: Memorandum on the teaching of Art London.
METHODOLOGY OF GEOGRAPHY TEACHING

Objectives:

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

Unit – I Basic of Geography Teaching.
- Changing Concept of Geography teaching.
- Importance, Aims and Objectives of Geography teaching.
- Co-relation with other subjects.

Unit – II Instructional objectives and methods
- Bloom’s Taxonomy (Cognitive, effective and psychomotor).
- Methods of Teaching – Problem Solving, Discussion, project, lecture, supervised study.
- Geography Club & Field trips.
- Techniques of Geography teaching.

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

Unit - IV :- Instructional Support System -
- Meaning, Objectives, Scope, Characteristics, Types, Preparation, Presentation and Importance of Teaching Learning Material.
- Dales’ Cone of Experiences.
- Planning and Importance of Geography Laboratories and Its uses.
- Qualities of good Geography Text Books at Secondary Level.
- Qualities and Characteristics Geography Teacher.
- Utilization of Community Resources in the Teaching Geography Teaching.

Unit. - V :- Evaluation –

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

Sessional Work

Any two the following

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

Evaluation Procedure

| Sessional work & Two tests (Covering UNIT I to V) | 10+10 = 20 Marks |
| External Evaluation | 80 Marks |

Total Marks – 100
References:

1. Source Book for Teaching of Geography, UNESCO Publication
3. Monk House F. J. : Maps and Diagrams,
7. Arora K. L. : Bhugol Shikshan, Prakash Bros Ludhiyana
10. Macnee : Teaching of Geography, Oxford University Press, Bombay
METHODOLOGY OF COMPUTER SCIENCE TEACHING

Objectives:

To enable the pupil teachers -

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

Unit – I Basics of Teaching Computer Science.

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

Unit – II Introduction of Computer and Operating System

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

Unit – III Different Application Software & internet

- MS-Word: Introduction, Text Writing, Editing, Formatting, Printing, Spell Checking, Mail Merge etc.
- MS-Power Point: Introduction, Creation of Slides Presentation, Using Sound, Animation and Graphics.
- Internet: Concept, Uses and Internet Surfing.
Unit – IV  Curriculum, Planning, Instructional Strategies, methods & Approaches.
- Concept and objectives of Curriculum, characteristics of Good curriculum.
- Concept and objectives of Teaching Planning (Daily lesson Plan, Unit Plan & Yearly Plan)
- Concept, Meaning & Need of Micro-teaching, Micro-Teaching Cycle.
- Methods of Teaching Computer Science: Lecture method, Demonstration Method, Project Method & Problem Solving Method.

Unit – V Instructional Support System & Evaluation of Teaching Computer Science.
- Computer Science Laboratory and its uses.
- Resource Material – uses of local resource material in teaching of Computer Science.
- Concept and Objectives of Evaluation.
- Tools and Techniques of Evaluation in Computer Science Teaching.

Sessional Work:
(A) Construction of Teaching Aids related to Computer Science Teaching.
(B) Report Writing of exhibition/Computer Lab.

Evaluation Process:

<table>
<thead>
<tr>
<th>1. Internal Evaluation</th>
<th>(a) Sessional Work (5+5)</th>
<th>= 10 Marks</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(b) Two Test (5+5)</td>
<td>= 10 Marks</td>
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<tr>
<td>2. External Evaluation</td>
<td>(Theory Exam)</td>
<td>= 80 Marks</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>= 100 Marks</td>
</tr>
</tbody>
</table>

References:
1. Teaching of Computer Science by Amita Bhatnagar, College Road, Loyal Book Depot, Meerut.
11. Innovations & Technology in Education by Dr. L.B. Bajpai, Alok Publication, Allahabad & Lucknow.
Objective:

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

Course Content

UNIT-I- NATURE, SCOPE AND OBJECTIVES:
- Concept of Distance Education
- History of Distance Education
- Distance Education as a Discipline
- Theories of Distance Education

UNIT-II- CURRICULUM AND PLANNING:
- Open Education
- Correspondence Education
- National and State Universities

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

UNIT-IV- INSTRUCTIONAL SUPPORT SYSTEM:
- Instructional Procedure
- Support System of distance Education
- Evaluation Process of Distance Teaching
- Role of Regional and Study Centers
- Role of Counsellor and distant learner

UNIT-V EVALUATION:
- Concept of evaluation in distance education.
- Need for continuous evaluation
- An Analysis of Distance Education
- Research in Distance Education
Sessional Work

Any two of the following.

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

Evaluation Procedure

| Sessional work & Two tests (Covering UNIT I to V) | 10+10 = 20 Marks |
| External Evaluation | 80 Marks |

Total Marks - 100

References :


Baath, J.A.( 1979). Correspondence Education in the light of a number of Contemporary teaching models, Malmoe, Liber Hermods.

Bate, A.W.(Ed) (1984) 'The role of technology in Distance Education', London: CroomHelm.

Elton, Lewis (1981) 'Training Teachers for Distance Education paper presented Regional Symposium on Distance Learning in Asia, Penang 4-7 May 1981.

Ferguson, J.(1975) The open University from within London University Press.

Rumble, G.(1975) 'Distance Education in Latin America: Models for 1980 Distance Education 6, 2:248-55


SCHOOL LIBRARY ORGANISATION

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

Course Content

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

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

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

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

UNIT - V
- Catalogue: Meaning, Aims and Functions of Catalogue
- Types of Catalogue: Physical Form
- Accession Register
- Types of Reference Service.
Sessional Work:

Any two of the following-
1. One Essay

Evaluation Procedure

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References:

g) Bhargava, G. D. : Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971..
k) Pandey, S.K.Cataloguing Theory, Ere Ers Publication, New Delhi, 1986
l) Ranganathan, S. R: Library Administration, Asia Publishing House, Bombay.
n) Banarjee, P.R.: Pustakalaya Vyavasthapan, Madhya Pradesh Hindi Granth Academey, Bhopal.
o) Shrivastav and Verma: Pustakalaya Sangathan Avam Sanchalanl, Rajasthan Hindi Granth Academy, Jaipur.
p) Kanti, M: Pustakalya Vigyan NirgamPaddhatiya, Chaitanya Prakashan, Kanpur
q) Sundeshvaran, K.S.: -sandarbh Seva, Madhya Pradesh Hindi Granth Academy, Bhopal.
BOOK RECOMMENDED

1) Erickson, Cliffor E., : A Basic Tent for Guidance Workers N.Y. Prentice, Hill Inc. 1947
4) Strang, Ruth : The Role of Teacher in Personnel work. New York Teachers College, Columbia University, 1933
MEASUREMENT AND EVALUATION

Objectives:

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

Course Content

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

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

UNIT - III:
- Measurement of Intelligence.
- Measurement of Interest
- Measurement of Personality
- Measurement of Creativity

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

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

**Sessional Work:**

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

**Evaluation Procedure**

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POULATION EDUCATION

Objectives:

Students will be able to:

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

Course Content

UNIT-I

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

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

UNIT-II

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

UNIT-III

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

UNIT-IV

Emergence of Population Education: Action taken for Population Education Historical Background), Introduction; or Population Education in School; Colleges and teacher education institution; Role of Different Agencies and Organization, Home, School, Community; Government (Population policies and programmed voluntary Agencies; Mass media.
UNIT-V
Teacher of population Education: His Preparation, qualities; Role of teacher education, Education Activities for Population Extension.

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

Evaluation Procedure
| Sessional work & Two tests (Covering UNIT I to V) | 10+10 = 20 Marks |
| External Evaluation | 80 Marks |

REFERENCES
1. Mehta, T.S. & Patak B.S. Population Education for Teachers NCERT Publication
ELEMENTARY EDUCATION

Objectives:

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

Course Content

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

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

UNIT - 3
(a) Experiments in elementary education by Mahatma Gandhi and Giju Bhai
(b) Training, Service conditions and responsibilities of elementary school teachers.
(c) Role of elementary school teacher in developing school- Community relationship.

UNIT- 4
(a) Objectives and methods or teaching language, environmental studies.
   Mathematics and SUPW
(b) Methods or Teaching
   (i) Story Telling
   (ii) Activity
   (iii) Play-way
   (iv) Multi-subject teaching
(d) Continuous and Comprehensive evaluation.

UNIT - 5
1. Problems in Elementary Education (Status, Causes and suggestions)
2. Quality V/S Quality
3. Dropouts
4. Disparity in enrolment of girls, and groups based on Socio-economic states and categories (ST/SC etc.)
5. Administration and supervision of elementary schools.

Sessional Work

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

Evaluation Procedure

<table>
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<tr>
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References

2. Ravat, D.S. & Others, Universalisations or Elementary Education NCERT, New Delhi, 1981
10. Sinha, Amarjeet, Primary Schooling in India, (New Delhi : Vikas) 1998
12. कुलपति निमंत्रण, बाल शिक्षण की आदर्श विधियाँ, जनवाणी प्रकाशन, प्रा. लि. दिल्ली–110032, संस्करण 2003।
13. कोका गिजुभाई, प्राथमिक विद्यालय की शिक्षा पद्धतियाँ, संस्कृति साहित्य, दिल्ली – 110032, प्रकाशन वर्ष 2000।
14. औहाण आर. एस. – बाल विकास के मनोवैज्ञानिक आधार, प्रकाशन, आगरा साहित्यिक, 2002।
15. कोका गिजुभाई, "गिजुभाई प्रथमाला "मजज वि 15 ठववोद्ध मोन्टेस्की बाल शिक्षण संमिति, राजलंदरसर, (चूरू) प्रकाशन वर्ष 1998।
PHYSICAL EDUCATION

Objectives:

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

Course Content

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

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

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

UNIT – IV

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

Sessional Works:

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

Evaluation Procedure

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</table>
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.
4. Sharma, J.R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4),
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
12. लायल : शारीरिक शिक्षा (शकुंतला प्रकाशन, लखनऊ)
13. मोहन, की.एम.ए. : शारीरिक शिक्षा के सिधान्त एवं तत्त्व ज्ञान (केंद्रीयविद्यालय कंपनी, दिल्ली)
14. हरिकेशन शर्मा : विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, 1333 वैष्णव, नई सड़क दिल्ली-6
15. डा. जी.पी. शरीर, स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर, आगरा।
Gandhian Thoughts of Education

Course Objectives:

To enable the students to develop understanding about the -
2. Educational theories with reference to Gandhian Philosophy

UNIT – I Gandhian Education : Concept and assumption

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

UNIT – II Philosophical aspect of Gandhian Education

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

UNIT – III Human Value and Gandhian Education

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

UNIT – IV Social and Political aspect Education.

2. Religion, Secularism and cultural aspect of education.
3. Communal and social change through education.
4. Democracy, Naturalism and Inter-natural fellow feeling.
5. Concept of Socialism through Education.
UNIT – V  Different aspects of Gandhian Education

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

Sessional Work :-

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

References :-

Educational Aspect of Geeta

Course Objectives:

To enable the students to develop understanding about the -
2. Impact of Geeta on Education.
3. Concept related to Geeta Philosophy.
5. Contribution of Geeta in the various field of Education.

UNIT – I :- Introduction of Geeta

1. General assumption and Ideas.
2. Need, Importance and concept of Geeta Education.
3. Different aspects of Geeta Education.
4. Educational aims and place of Geeta.
5. Life philosophy in Geeta.

UNIT – II :- Philosophical Aspects

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

UNIT – III :- Social Aspect

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

UNIT – IV :- Psychological Aspect

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

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

1. Yoga and spiritualism.
3. Universal values and decision making system (Conviction)
4. Cosmic order and symbolism in Geeta, expansion of all religions fellow feeling.
Sessional Work :-

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

Evaluation Procedure

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Reference :

2. Ernest wood – Great system of yoga- DB. TARAPOREVALA Sons & Co.
3. Sharma Jawahar Lal : Cultural Study of Shribhagawat, Rajasthan hindi Granth Academy, Jaipur
5. Giri, Gagra Dev ‘Coordination of Knowledge, Karma in Shri Bhagwat Geeta, Jyoti Prakashan Varanshi
7. Shrimad Bhagvat Geeta – Geeta press, Gorkhpur
Value Education

Course Objectives:

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

UNIT – I Meaning Nature and origine of Values.

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

UNIT – II development of life values in educational Curriculum.

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

UNIT – III Evaluation and progress.

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

UNIT – IV Value based school activities.

1. Prayer, motivational activities, diolouge, quests, silence etc.
2. Yoga activities (Yam, Niyam, Pratyahar, Asan, Pranyam)
4. Lecture of renound person and missionary.
5. Healthy atmosphere of hostel, school and garden.

UNIT – V Values assimilation.

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

Sessional Work :- Any one from each part.

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

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

- Reference:

1. अवस्थी शशि – प्राचीन भारतीय समाज, हिंदी माध्यम कार्यान्वयन पन्द्रहल, दिल्ली विश्वविद्यालय, दिल्ली 1993
2. उबंशी, सरसी – नैतिक शिक्षा एवं बालविकास, प्रभात प्रकाशन, चाँदी बाजार, दिल्ली , 1979
3. काग्रे पी.वी. – धर्मशास्त्री का इतिहास, उ.प्र. हिंदी संस्थान, हिंदी भाषा, महानगर गांधी मार्ग, लखनऊ।
4. गुप्ता नवीनलाल – मूल्यपर्क शिक्षा पद्धति, जयपुर अग्रवाल, महानगर गांधी मार्ग, अजमेर 1989
5. गोयनका जयदयल – महत्त्वपूर्ण शिक्षा, गीताप्रेस गोयनका
6. पण्डेय गोविन्दचन्द्र – मूल्य मौमांसा – राजस्थान हिंदी ग्रंथ अकादमी, तिलक नगर, जयपुर, 1973।
7. प्र.ग.सहस्र बुद्धे : जीवन मूल्य, सृजन व साहित्य, केशवकंजु, झांडे बालान, नई दिल्ली, 1995
8. भारती धर्मवीर – मानव मूल्य और प्राचीन साहित्य, भारतीय ज्ञानपीठ, काशी, 1972
9. मानव सेवा संघ, देशवाण – मानवता के मूल फिद्दान्त 1981
10. मिश्र विद्यानिवास – अध्यात्म, भारतीय दृष्टि, एनसीटीई, नई दिल्ली 1988
11. भीमल कुमार – मूल्य मौमांसा, राजकृत प्रकाशन, दिल्ली 1990

Marks Distribution

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