

BACHELOR OF EDUCATION

B.Ed. Examination, 2011

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Printed at :

SHANTA PRINTERS & STATIONERS, JODHPUR 602-7-10-4500

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SYLLABUS

BACHELOR OF EDUCATION

B.Ed. Examination, 2011



**JAI NARAIN VYAS UNIVERSITY
JODHPUR**

(Accredited with 'A' Grade by NAAC)

IMPORTANT

With a view to bring about greater reliability, validity and objectivity in the examination system and also for closer integration of teaching, learning and evaluation.

- (i) The syllabus has been divided into units. Questions will be set from each unit with provision for internal choice.
- (ii) In order to ensure that students do not leave out important portion of the syllabus, examiners shall be free to repeat the questions set in the previous examinations.

[Ref. Resolution No. 21 (c) of Academic Council dated 9-2-84]

The examinees be permitted to use their personal transistorised pocket battery operated calculators in the examinations. The calculator to be used by the candidates in the examinations should not have more than 12 digits, 6 functions and 2 memories and should be noiseless and cordless. A calculator belonging to one candidate shall not be allowed to be used by another candidate. The Superintendent of the centre will have complete discretion to disallow the use of a calculator which does not conform to the above specification.

[Ref. Res. No. 6/90 of Academic Council dated 20th July, 1990]

In Engineering and any other examinations where the use of calculators is already permitted, it shall remain undisturbed.

NOTIFICATION

In compliance of decision of the Hon'ble High Court all students are required to fulfil 75% attendance rule in each subject and there must be 75% attendance of the student before he/she could be permitted to appear in the examination.

REGISTRAR
(Academic)

SYLLABUS

BACHELOR OF EDUCATION

B.Ed. Examination, 2011



**JAI NARAIN VYAS UNIVERSITY
JODHPUR**

(Accredited with 'A' Grade by NAAC)

BACHELOR OF EDUCATION
GENERAL INFORMATION FOR STUDENTS

ADMISSION RULES:

Admission rules for the B.Ed. course shall be the same as decided by the Government of Rajasthan from time to time.

Rules for appearing at the Examination for the first time:

A candidate shall be allowed to appear at the University Examination on the submission of a certificate from the Head of the Institution that he/she whose form has been forwarded has successfully undergone a regular course of study both in theory and practical.

No candidate shall be allowed to appear at the examination unless he/she has attended 75% of the classes.

Rules for appearing at the subsequent examination:

A candidate who fails in Practice of Teaching may present themselves for re-examination therein at a subsequent examination without attending the full regular course. A candidate shall be required to teach at least 20 lessons in each teaching subject and complete other work required by their Head of the Institution before appearing at the Examination.

A candidate who fails in the Theory Examination may present themselves for re-examination therein (in the Compulsory Papers) at a subsequent examination without attending regular classes. If such a candidate passes the Specialization Paper at the main examination he/she is not required to appear at the subsequent examination in that Paper.

A candidate who fails both in theory papers as well as practice of teaching shall have to attend a further full course of theory as well as practical.

No candidate shall be permitted to appear as an ex-student at more than two subsequent examinations.

The candidate whose examinations are declared cancelled by the University on account of any reason(s) will be required to appear at the examination both in theory as well as in practice of teaching again. However, they will be permitted to opt for carry over of their marks of sessionals of theory and practice of teaching.

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| (METHODS OF TEACHING) | |

5A. The ex-student appearing at subsequent B.Ed. examination may be permitted to opt for carry over of their marks of sessional of 'theory' and 'practice of teaching' and 'teaching practical' obtained at the previous examination.

6. Candidates who have passed the B.Ed. Examination of this University or L.T./B.T./B.Ed. examination of other Universities recognised by this University and are desirous to take a Special Course in a subject other than the one previously offered may be permitted subject to:

(a) They take regular course prescribed for specialisation subject in theory and practical sessional work.

(b) They regularly attend the classes for three months in a college recognised by the University.

7. If a candidate who is declared failed in theory or in Practical of "Computer Literacy and Educational Applications" he/she will be allowed to take examination next year in which he/she failed.

Course of Studies:

PRACTICE OF TEACHING AND RELATED PRACTICAL WORK

300 Marks

100 Marks Internal

200 Marks External

Internal assessment to be based on the following components:

| | |
|---|-------------|
| 1. Lessons with Detailed Lesson Plans | 40 (20+20) |
| 2. Lessons with Short Lesson Plans | 5 (2.5+2.5) |
| 3. Criticism Lessons | 20 (10+10) |
| 4. Micro Teaching | 10 |
| 5. Preparation of Teaching aids | 5 |
| 6. Participation in co-curricular activities, Social Camp, etc. | 5 (2.5+2.5) |
| 7. Observation of 40 lessons | 5 (2.5+2.5) |
| 8. Content Test | 10 (5+5) |

Each student will have to teach following number of lessons:

1. Micro Lessons (Skills' development) 10 Lessons
2. Detailed Lessons - 30 Lessons in all in two teaching subjects
3. Criticism Lessons - 02 (One in each teaching subject)
4. Short Lessons - 10 Lessons (5 in each teaching subject)

External evaluation to be based on practical examination by the Board of Examiners.

THEORY:

(i) EIGHT COMPULSORY PAPERS: (EACH PAPER 100 MARKS): TOTAL 800 MARKS.

1. Educational Psychology
2. Education and Indian Society
3. Educational System and School Organisation
4. Essentials of Educational Technology and Classroom Management Process
5. Methods of Teaching School Subjects - Advanced Level or Ordinary Level
6. Methods of Teaching School Subjects - Advanced Level or Ordinary Level
7. Specialization Paper
8. Computer Literacy and Educational Implications

Advanced Level Course:

Any one of the following subjects has to be offered. Only those candidates can offer Advanced Level Courses who possess a Post-Graduate Degree in the subject:

English, Hindi, Social Studies, Mathematics, Science, Home Science

Ordinary Level Course:

Any two of the following subjects be offered:

Hindi, English, Sanskrit, Social Studies, History, Civics, Geography, Mathematics, Physics, Chemistry, Biology, General Science, Home Science, Arts, Music, Economics, Book-Keeping, Commercial Practice, Rajasthani, Urdu.

(ii) SPECIALIZATION PAPER: 100 MARKS

A student has to offer this paper. The Marks obtained in this Paper will be added to the aggregate.

Any one of the following subjects to be offered:

1. Pre-Primary Education
2. Primary Education
3. Adult and Social Education
4. Physical Education
5. School Library Organisation
6. Measurement and Evaluation
7. Audio-Visual Education
8. Educational and Vocational Guidance
9. Art and Crafts
10. Programmed Instruction
11. Action Research and Experimentation in Schools
12. Experimental Psychology
13. Micro Teaching
14. Environmental Education.

Scheme of Marks Allotted:

For Paper I to VII

70 Marks for University Examination

30 Marks for Sessional Work

30 Marks for Sessional Work to be divided as follows:

Test 20 Marks (There shall be three tests. Two tests shall be taken into consideration for internal assessment record.)

Essay of Project : 5 marks

Viva-voce : 5 marks

For Paper VIII (Computer Literacy and Educational Applications)

50 marks : University examination

50 marks : Sessional Work

Sessional work marks to be divided as follows:

(a) Practical Examination 20 Marks

(b) Submission of a report 10 Marks

(c) Viva-Voce 20 Marks **50 Marks.**

Minimum Pass Marks: 36% separately both in Theory and Practical examination. There shall not be any External Examiner for taking the Practical Examination and conducting Viva-Voce in the Paper-VIII (Computer Literacy and Educational Application). The Practical Examination and the Viva-Voce shall be conducted by the team consisting of the College Principal and the teacher teaching this paper in the College.

SCHEME OF EXAMINATION

The examination for the degree of Bachelor of Education shall be held in Theory and Practice of Teaching.

Paper-wise Scheme of Examination (Theory):

Paper I to VI:

There would be two parts in these papers.

Part-A: Part A will contain 10 short questions demanding answer in 6 to 10 lines each. Out of these 10 questions students will be required to attempt 8 questions. Each short question will carry 5 marks so that Part-A would be of 40 Marks.

Part-B: There would be 3 questions with internal choice in each. Each question will carry 10 marks. All questions would be compulsory. Thus Part-B will be of 30 Marks.

Paper-VII:

There would be 5 questions in each subject with internal choice. All questions are compulsory. Each question will carry 14 marks. Total marks are 70.

Paper-VIII:

There would be 5 questions with internal choice in each. All questions are compulsory. Each question will carry 10 marks. Total marks are 50.

Practice of teaching and related Practical Work:

1. Every candidate shall teach two lessons to be assessed by the Board of Examiners consisting of:

(a) One external examiners from the area concerned. (Viz. Social Science, Language, Science).

(b) Two internal examiners of whom one would be the Principal of the College and other would be a member of the faculty of the College from the area concerned. (Viz. Social Science, Language, Science) and marks will be awarded out of 200. (100 marks of each subject for Ordinary level course subjects.)

Rules for Declaration of Result:

Minimum pass marks in theory shall be 36% of the maximum marks including the marks gained in Sessional Work. However the candidate must obtain at least 25% of the maximum marks in each Theory Paper as well as in Internal Assessment or Sessional Work of each Paper. Minimum Pass marks in Practice of Teaching in both the teaching subjects combined shall be 36% including the marks gained in the internal assessment in both teaching subjects.

Criteria for awarding Division:

Successful candidates will be placed in three divisions both in Theory and Practice of Teaching examination separately.

I Division : Candidate obtaining 60% or more of the aggregate marks.

II Division: Candidate obtaining 48% or more but less than 60% of the aggregate marks.

III Division: Candidate obtaining 36% or more but less than 48% of the aggregate marks.

TEACHING SCHEME AND CONTACT HOURS

| Paper | Contact Hours per | Marks | | Duration of Examination |
|------------|-------------------|--------|------------|-------------------------|
| | | Theory | Sessionals | |
| Paper I | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper II | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper III | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper IV | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper V | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper VI | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper VII | 4.5 Hrs. | 70 | 30 | 3 Hrs. |
| Paper VIII | 4.5 Hrs. | 50 | 50 | 3 Hrs. |

Time allotted to Practice Teaching including Micro Teaching
200 Hrs. during the whole session

Compulsory Papers

PAPER I

EDUCATIONAL PSYCHOLOGY

OBJECTIVES:

The student teacher will be able

- * to know the meaning, nature, and scope of Educational Psychology.
- * to know a few methods of Educational Psychology.
- * to know the utility of Educational Psychology for the teacher.
- * to know the concept and the principles of Growth and Development.
- * to know the various developmental aspects of an adolescent viz. physical, social, and emotional developments.
- * to know about the personality and the mental health of the adolescents.
- * to know about the Western and Indian concepts of personality and their determinants.
- * to know the causes of mental stress and anxiety among Indian adolescents.
- * to know the measures to help the adolescent students combat the mental stress and anxiety.
- * to know about the concepts of learning, learning styles, and learning skills.
- * to know about the Emotional Quotient (E.Q.) and Social Intelligence Quotient (SIQ).
- * to know a few statistical devices and techniques that will help them to statistically analyse, and interpret the data pertaining to the students.

COURSE CONTENT

UNIT I: EDUCATIONAL PSYCHOLOGY

- (a) Meaning, Nature, and Scope of Educational Psychology
- (b) Methods of Educational Psychology: (i) Experimental Method, and (ii) Case Study Method
- (c) Utility of Educational Psychology for teachers.

UNIT II: GROWTH AND DEVELOPMENT DURING ADOLESCENCE

- (a) Concept of Growth and Development
- (b) Principles of Growth and Development
- (c) Physical, Social, and Emotional Developments during Adolescence

UNIT III: PERSONALITY AND MENTAL GROWTH

- (a) Concept of Personality Meaning of Personality; Western and Indian concepts of Personality
- (b) Determinants of Personality With special reference to the factors in our country.
- (c) Mental stress and anxiety Their causes with special reference to the Indian adolescent students.
- (d) Measures to combat mental stress and anxiety Meditation and Yoga; Counseling by the teacher.

UNIT IV: LEARNING

- (a) Concept of Learning, Learning Styles, Learning Skills.
- (b) Concept-mapping, and Critical Thinking.
- (c) Emotional Quotient (EQ) and Social Intelligence Quotient (SIQ).

UNIT V: EDUCATIONAL STATISTICS

- (a) Frequency Distribution, Measures of Central Tendency, Graphical Representations of data Histogram, Frequency Polygon, and Ogive.
- (b) Standard Deviation
- (c) Coefficient of correlation (Rank Difference Method only)
- (d) Measures of relative position Percentile scores, percentile ranks

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3 or Unit No. 4 or from both the Units.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 5.

SESSIONAL WORK:

- (a) PSYCHOLOGICAL TESTING: Each student-teacher shall be required to administer, score, and interpret 5 (five) Psychological tests and report these.
- (b) CASE STUDY: Each student-teacher shall study a Case and will prepare its study report.

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- Agarwal, J.C. : Essentials of Educational Psychology, Vikas Publishing House Pvt, Ltd. 1995
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- Biggie: Learning Theories for Teachers, Harper, 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
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- Hilgard, E.R.: Theories of Learning, Appleton Century Craft, N.Y. 1956
- Lindgren, H.C. : Educational Psychology in the Classroom, MacMillan, N.Y. 1956
- Sharma, R.A. : Fundamentals of Educational Psychology, Lal Book Depot, Merrut, 1996
- Skinner, B.F.: Essentials of Educational Psychology, Asia Publishing House, Bombay, 1960
- Uday Shanker: Advanced Educational Psychology, Oxonian Press Pvt. Ltd., N.D. 1984
- शर्मा, रामनाथ : शिक्षा मनोविज्ञान ।
- भटनागर, सुरेश : शिक्षा मनोविज्ञान ।
- माथुर, एस.एस. : शिक्षा मनोविज्ञान ।

PAPER II**EDUCATION AND INDIAN SOCIETY****OBJECTIVES:**

The student teacher will be able :

1. to know the basic concepts related to education.
2. to identify applications of Indian social-cultural perspectives and aspirations of emerging Indian society through education.
3. to know constitutional provisions about education.
4. to know 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. to know the role and commitment of the teachers and learners about the challenges faced in evolving new education order.
6. to know the means and measures to be adopted by educational institutions in the transformation of Indian Society towards a new social order.
7. to recognize the educational heritage of Indian Society.
8. to know the educational contributions of great educators and their applicability in present situation.

COURSE CONTENT**UNIT - I :**

- a. Education - Changing concept of education.
- b. Forms of Education - Formal, Informal and Non-formal.
- c. Aims of Education-with reference to various Education Commissions and Indian Educational policies.
- d. Values and Aspirations of present day Indian Society.
- e. Cultural Heritage and its relevance to the modern Indian Education.

UNIT - II:

Indian Constitution and the status of education with reference to -

- a. Universalization of Education.
- b. Equality of opportunities in education.
- c. Education and Fundamental rights and Duties.
- d. Relationship between education and democracy.

e. The role of education in developing socialistic patterns of society and national integration.

UNIT - III:

(A) Emerging Indian concerns and their Educational implications :

- Population Explosion.
- Ecological imbalance.
- Globalization.
- Human Rights.
- Technological invasion.

(B) Concept of social change, social mobility, socialization and modernization.

UNIT - IV:

Educational contributions of the following:

- a. Jainism
- b. The Geeta
- c. Ravindra Nath Tagore
- d. M.K. Gandhi
- e. Swami Vivekanand

With reference to meaning, aims, curriculum, methods of teaching, discipline, teacher-taught relationship and institution.

UNIT - V:

Educational contributions of the following:

- a. Plato
- b. Rousseau
- c. Pestalozzi
- d. John Dewey

With reference to meaning, aims, curriculum, methods of teaching, discipline, teacher-taught relationship and institutions.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK: (Any one from the following):

1. A term paper on any one social aspect of Indian Society.
2. A term paper on any one philosophical aspect.
3. An essay on the role of the teacher in preparing students for social responsible citizenship.
4. An essay on inculcation of values in the present system of education.
5. Education and democracy.
6. Educational opportunities.
7. Universalization of Education.
8. Education and Culture.

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- Anand, C.L. et. al : The Teacher and Education in Emerging Indian Society. New Delhi, NCERT, 1983.
- Baghela, H.S. : Shiksha Tatha Bhartiya Samaj, Har Prasad Bhargava, Agra, 1985.
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—ओड, एल.के. : शिक्षा की दार्शनिक एवं समाजशास्त्रीय भूमिका, नई दिल्ली, मेकमिलन।

—ओड, एल.के. : शिक्षा के नूतन आयाम, जयपुर। राजस्थान हिन्दी ग्रन्थ अकादमी।

—चौबे, सरयू प्रसाद : शिक्षा के समाजशास्त्रीय आधार।

—दत्त धीरेन्द्र मोहन एवं चटोपाध्याय : भारतीय दर्शन।

—त्यागी, पाठक : भारतीय शिक्षा की समसामयिक समस्याएं, विनोद पुस्तक मन्दिर, आगरा।

—पाठक, पी.डी. : शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मन्दिर, आगरा।

—भोजक, बी.एल., माहेश्वरी, पी0एन0, हेतसिंह बघेला : शिक्षा तथा भारतीय समाज।

—वर्मा एवं उपाध्याय : शिक्षा के दार्शनिक एवं सामाजिक आधार।

—वर्मा रामपाल सिंह एवं भास्कर मीणा : शिक्षा और भारतीय समाज।

—शर्मा, डी.एल. : शिक्षा और भारतीय समाज।

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- सिंह रामपाल : उदियमान भारतीय समाज, विनोद पुस्तक मन्दिर,
आगरा।

PAPER III**EDUCATIONAL SYSTEM AND SCHOOL ORGANISATION****OBJECTIVES:**

The student teacher will be able

- ❖ to know the various educational problems in the social context and to suggest measures to solve them.
- ❖ to study the new trends, innovations and development in the area of education.
- ❖ to enable pupil-teachers to think vividly and to contribute towards betterment of education in a practical manner for the country in general and Rajasthan in particular.
- ❖ to enable pupil-teachers to acquire a knowledge of the salient features of educational system in India - Pre and Post independence era.
- ❖ to introduce pupil-teachers to basic concepts and approaches of school management, organization and administration.
- ❖ to familiarize pupil-teachers with various managerial role of the head of the institution.
- ❖ to acquaint pupil-teachers with the various agencies in the field of education and their roles.
- ❖ to acquaint pupil-teachers with the concept of organizational climate and to develop an understanding of creating better type of school climate for the growth of an institution.
- ❖ to enable pupil-teachers to develop understanding of the principles and practices of school organization.
- ❖ the pupil-teacher will be able to know the principles underlying the following:
 - ❖ The problems concerning environment .
 - ❖ The effect of environmental problems on the society, economy and health.
 - ❖ To develop awareness in planning and maintaining the ecological balance for better environment

COURSE CONTENT

Unit I: Educational System

- (a) A brief survey of growth and development of education in India.

- (a) Pre-Independence era :-
- (i) Education during Vedic, Buddhist and Medieval period.
 - (ii) British Period - Macaulay's Minutes, Wood Dispatch and Hunter Commission.
- (b) Post Independence era :-
- (i) Secondary Education Commission (1952-53)
 - (ii) Indian Education Commission (1964-66)
 - (iii) National Education Policy (1986)
 - (iv) Revised National Education Policy (1992)
- (c) Constitutional Provisions for Education.

Unit II: Problems of Indian Education

- (a) Language controversy
- (b) Education and Secularism
- (c) Indianisation of education
- (d) Moral and Value education
- (e) Vocationalisation of education

Unit III: Educational Management

- (a) Concept, need, characteristics and principles of Educational Management.
- (b) Leadership: Concept, Importance, Principles and Types
- (c) Managerial Role of the Head of the Institution :-
 - (i) Head of the Institution- Meaning, Importance and qualities.
 - (ii) Managerial activities-Planning, Decision-making, Co-ordination, Supervision and Financing in the School.
- (d) Role of Central and State agencies of education :-
NCERT, NCTE, NIEPA, CBSE, SIERT, IASE, CTE, DIET and- RBSE.

Unit IV: School Organization.

- (a) Organisational Climate: Meaning, types and ways of creating a better Organizational Climate in a school.
- (b) Planning of School Programmes:-
 - (i) Time-Table
 - (ii) Co-Curricular activities
 - (iii) Teachers and Student Diary

Unit V: Environmental Education

- (a) Meaning, Importance, need and objectives of Environmental Education
- (b) Curriculum of Environmental Education at different levels of Education
- (c) Environmental Pollution: Meaning, types, prevention and control
- (d) Mass media in Environmental Education
- (e) Population Education.

SCHEME OF EXAMINATION

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:-

Any one of the Assignments from Part A or Part B.

PART A: One essay related to the topics Prescribed in unit I, Unit 2, Unit 3, Unit 4 and Unit-V.

PART B: Survey/ Preparation/ Planning (Any One):-

1. Values in School
2. Time-Table
3. Institutional Planning

4. Cultural activities
5. School Records
6. Population education
7. Environmental Education
8. Yoga Education
9. Sex Education

BIBLIOGRAPHY:

1. भटनागर , सुरेश : शैक्षिक प्रबन्ध और शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ 1996 ।
2. गुप्ता, एल.डी. : उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़, 1990 ।
3. सुखिया, एस.पी. : विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा 1995 ।
4. वशिष्ठ, के.के. : विद्यालय संगठन एवं भारतीय शिक्षा की समस्याएं, लायल बुक डिपो, मेरठ, 1987 ।
5. देव, आचार्य महेन्द्र : विद्यालय प्रबन्ध, राष्ट्रवाणी प्रकाशन, दिल्ली, 1998 ।
6. शर्मा, आर.ए. : विद्यालय संगठन तथा शिक्षा प्रशासन, सूर्या पब्लिकेशन, मेरठ, 1995 ।
7. व्यास, हरिशचन्द्र : शैक्षिक प्रबन्ध और शिक्षा की समस्याएं : सुखपाल गुप्त, आर्य बुक डिपो, दिल्ली 1996 ।
8. अग्रवाल, जे.सी. : विद्यालय प्रशासन, आर्य बुक डिपो, दिल्ली 1972 ।
9. वर्मा, जी.एस. : आधुनिक भारतीय शिक्षा और समस्या, मार्डन पब्लिशर्स, मेरठ, 1984—85 ।
10. रस्तोगी, के.जी. : भारतीय शिक्षा का विकास एवं समस्याएं, रस्तोगी पब्लिकेशनस्, शिवाजी रोड, मेरठ 1979 ।
11. डॉ. वशिष्ठ, के.के. एवं शर्मा : भारतीय शिक्षा की नई दिशा, 1987 ।
12. अग्निहोत्री, रविन्द्र : आधुनिक भारतीय शिक्षा की समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर, 1987 ।
13. डॉ. पाण्डे, रामशकल एवं चौबे : नई शिक्षा नीति और क्रियान्वन, साहित्य परिचय कार्यालय, आगरा, 1987 ।

14. पाठक, पी.डी. : भारतीय शिक्षा और समस्याएं, विनोद पुस्तक मंदिर, आर.आर. मार्ग, आगरा, 1986 ।
15. सचदेवा, एम.एच. : स्कूल प्रबन्ध तथा प्रशासन, प्रकाश ब्रदर्स, लुधियाना, 1983 ।
16. शैरी, जी.पी. : स्वास्थ्य शिक्षण, विनोद पुस्तक मंदिर, आगरा 1986 ।
17. मलैया, के.सी. : जनसंख्या शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987 ।
18. रघुवंशी, डॉ. अरुण एवं रघुवंशी डॉ. चन्द्रलेखा : पर्यावरण तथा प्रदूषण, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपल, 1987 ।
19. Bhatnagar, R.P. Eduational Administraion, Surya Publication, Meerut, 1995
20. Mukhopadhyay, Murmer: Total Quality Management in Education, NIEPA, DELHI, 2001
21. Mathur, S.S.: Educational Administration, Krishna Brothers, Jullundur, 1969
22. Government of India Publications (Ministry of Education)
 - (a) The Report of Education Commission (1964-66)
 - (b) The Report of Secondary Education Commission (1952)
23. Shukla, P.D, Administration of Education in India, Vikas Publishing House, Pvt. Ltd, Delhi, 1983.
24. Agarwal, J.C.: School Administration, Arya Book Depot, Karol Bagh, New Delhi, 1977
25. Dr. Chaube, S.P.: History and Problems of Indian Education, Agra, 1987
26. Bhatnagar, Suresh: Indian Education- Today and Tomorrow, Loyal Book Depot, Agra, 1983
27. Programme of Action: National Policy on Education, Ministry of Human Resources Development, Govt. of India, Dept. of Edu., New Delhi, 1986.
28. Mohanty, M.S.: Current Problems in Indian Education, Shri Durga Pustak Mandir, Natraj Market, Sambalpur, 1983
29. Bhatiya, K.K. and others: Modern Indian Education and its Problems, Prakash brothers, 346 Book Market, Ludhiana, 1983

30. Rao, B.C.: School Organization and Management, Prakash Kendra, Lucknow 1985-86.
31. Saxena, A.B.: Environmental Education, National Psychological Corporation Agra, 1986.
32. Haque, M.A.: Environmental Studies in Primary School, Journal of Indian Education 4(4); 33
33. Bakshi, Trilochan.S. and Navch, 2EV(Eds.): Environmental Education, Principles, Methods and Application, Plenum Press, New York and London 1980.
34. N.C.E.R.T. A Teacher's Guide for Environmental Studies Part II (Class-IV), New Delhi, 1980.

PAPER IV**ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND CLASS ROOM MANAGEMENT PROCESS****OBJECTIVES:**

The student teacher will be able

- ❖ to enable the student teachers to explain the concept of Educational Technology and role in educational practice.
- ❖ to enable the student teachers to make use of modern information and communication technology to improve teaching learning process.
- ❖ to enable the student teachers to diagnose learning difficulties and to suggest remedial procedures.
- ❖ to enable the student teachers to understand the meaning and concept of teaching skills and micro teaching.
- ❖ to enable the student teachers to realise the importance of feedback devices in teacher-education and develop the competency to provide feedback through different procedures.
- ❖ to enable the student teachers to differentiate the concepts of teaching, learning, training and instruction.
- ❖ to enable the student-teachers to understand the taxonomy of educational objectives with special reference to cognitive domain.
- ❖ to enable the student-teachers to distinguish approaches, strategies and methods of teaching and thereby plan and select the most appropriate method/ strategy/ communication strategies/ teaching aids in the context of class-room situations.
- ❖ to enable the student teachers to explain the concept of communication technology and its role in class-room and to overcome the problems related to its educational use.
- ❖ to enable the student teachers to understand the meaning, concept and types of programmed learning and develop in them the competency for development of a program-linear or branching.

COURSE CONTENT**UNIT - I:**

- (A) Concept of Educational Technology and its role in educational practices.
- (B) Approaches to Educational Technology - Hardware, Software and Systems Approach.
- (C) Types of Educational Technology - Teaching technology, Instructional Technology and Behavioural Technology (Meaning, characteristics, basic assumptions and content).
- (D) Concept and procedures of educational diagnosis, Diagnostic test and concept of remedial teaching.

UNIT - II:

- (A) Meaning and concept of teaching skills.
- (B) Micro-teaching, its meaning, need and concept, Principles of Micro-teaching, Micro-teaching cycle, salient features of the Indian model of Micro-teaching.
- (C) Skill of Introduction, Skill of fluency in questioning, skill of probing in questioning, skill of illustrating with example, skill of reinforcement, skill of stimulus variation and skill of using black-board (concept, components, observation and evaluation schedules and model lessons).

UNIT - III:

- (A) Feed-back concept in teacher education, different feed-back devices for modification of teacher's behaviour with special reference to micro teaching and Flander's interaction analysis category system.
- (B) Nature of teaching.
- (C) Concepts of teaching, training and instruction.
- (D) Levels of teaching.

UNIT - IV:

- (A) Taxonomy of educational objectives by Bloom with special reference to cognitive domain.
- (B) Strategies of teaching at secondary and senior secondary level - Brain storming, Symposium Technology, Conference Technology, Work-shop, Seminar, Team Teaching, (Concept, organization, merit and limitations).

UNIT - V:

- (A) Communication and communication technologies - concept, types, process and functions of communication, role of verbal and non-verbal communication skills, problems of communication.
- (B) Programmed learning - Meaning, Concept, Basic Principles, Steps of Programme Learning, Linear and Branched Programming.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice from Unit No. 1.

Q.No. 2: There will be 2 questions with alternate choice either from Unit No. 2 or Unit No. 3. or from both the Units.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK: (Any one of the following)

1. Preparation of a Diagnostic Test.
2. Observation of two lessons of the same student teacher for encoding and decoding on the basis of Flander's Interaction Analysis.
3. Development of a Programme linear or branched for one class period.

BIBLIOGRAPHY :

-Allen, D. and Ryan K : Micro Teaching, New York Addison, Wesley, 1969.

- Bamard, H.C. : An introduction to teaching UL Publication, U.S.A., 1970
- Bloom B.S. : Taxonomy of Educational objectives-cognitive Domain Book-1, Mckay, New York.
- Chauhan, S.S. : Innovation in teaching learning process, Vikas Publication, New Delhi, 1990
- Coulson, J.E. (Ed.) : Programmed learning and computer based instruction, New York, Wiley, 1962.
- Douglas, H.R. : Trends and issues in Secondary Education, Prentice Hall of India (P) Ltd., 1965 New Delhi, 1965.
- Flanders, N.A. : Analyzing Teaching Behavior, Addison Wesley Pub Co. London 1972.
- Gronlund, N.E. : Stating Behavioural Objectives for classroom instruction Macmillan Co., London 1970
- John P De Cecco : William R. Crawford: The Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd. New Delhi, 1977 Second Edition.
- Joyce, B. Well, M : Models of Teaching, Prentice Hall Inc. Englewood Cliff, New Jersey, 1985.
- K.K. Vasistha; Teacher Education in India, Concept Publishing Company, New Delhi.
- Passi B.K. and Lalit, M.S. : Micro Teaching Approach, Ahmedabad, Sahitya Mundranaly.
- Ruhela, S.P. : Educational Technology, Raj Prakashan, New Delhi, 1973
- Saxena N.R. Swarup, Oberoi S.C. : Technology of Teaching, Surya Publication, Lall Book Depot. 1996.
- Sharma, R.A. : Technology of Teaching, Meerut, 1989.
- Skinner B.F. : Technology of Teaching, Appleton Century Crofts, N.Y. 1981.
- Thompson, James J. : Instructional Communication, Van Nostrand Reinhold Co., New Jersey, 1969.
- Verma Ramesh : Suresh K. Sharma : Modern Trends in Teaching Technology, Anmol Publications Pvt. Ltd., New Delhi, 1990
- पुरोहित, जगदीश नारायण : शिक्षण के लिये आयोजन हिन्दी ग्रन्थ

- अकादमी, जयपुर 1962
- शर्मा, आर०ए० : शिक्षण तकनीकी मार्डन पब्लिकेशन, मेरठ, 1989
- बघेला, हेतसिंह : शैक्षिक प्रौद्योगिक राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर 1996
- मित्तल, सन्तोष : शैक्षिक तकनीकी
- पुरोहित, जगदीश नारायण : भावी शिक्षकों के लिए आधारभूत कार्य, राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर।
- कथूरिया राजदेव, पी० सूक्ष्म अध्यापन, विनोद पुस्तक मन्दिर, आगरा 1996
- कपूर उर्मिला : शैक्षिक तकनीकी
- वेणूगोपाल एवं अन्य : प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशू पब्लिकेशन, उदयपुर।

PAPER V AND VI**METHODS OF TEACHING**

Note : There will be a full paper in one of the teaching subject under Advanced Level Courses and two teaching subjects under Ordinary Level Courses. Time allotted for the paper will be three hours. Both English and Hindi versions of questions shall be available in all theory papers except in those of teaching of English and Hindi.

SECTION - "A"**ADVANCED LEVEL COURSE**

Advanced Level Course will be in the following subjects :

ENGLISH

An introduction to the nature of language, linguistic analysis and its application to teaching. General aims and specific objectives at the Junior and Senior School Levels. Organisation of subject-matter for teaching resource unit, unit plan and daily plan.

Methods of teaching English : Direct and indirect.

The structural approach and its use at different stages.

Reading : Its aims and value, the choice of reading materials. Kinds of reading-intensive extensive, oral and silent, individual and collective, Methods of teaching reading, Improvements in reading process.

Writing : Its aims and value, its essentials, different scripts writing material, methods of teaching; hand writing different forms of composition exercises transcription, dictation, essays, letters, precis and translation; their aims, methods and procedures.

Text Book : Its preparation, principles of vocabulary; selection, content and functional vocabulary; explanation of difficult words, phrases and idioms.

Phonetics : Meaning, scope and value, method of teaching phonetics.

Grammar : Nature, aims, formal and functional grammar, place in the teaching of English.

Literary appreciation : Its meaning and value, development of literary appreciation, its place in teaching poetry, how to lead the students to appreciate poetry.

Evaluation at each stage with reference to objectives.

Organisation and effective teaching programme of English, choice of material and methods of various levels, co-ordinating work at different stages.

The English teacher his academic and professional qualifications, Audio-Visual aids in the teaching of English.

SESSIONAL WORK

Preparation of an anthology of not fewer than 43 poems for middle or secondary school level.

Preparation of composition book including various types of composition as specimen to be taught in either V, Vi or VII and VIII or IX, X and XI Classes.

Rewriting at least ten stories to serve the purpose of rapid reader for middle school or higher secondary classes. To prepare a dummy of a model English magazine of the School inserting therein articles, not fewer than 20, meant for middle and secondary sections of the school. Writing four essays, two on methods chosen by the student in consultation with the lecturer in-charge and two on literature writing review of four text books.

Preparing five remedial exercises on either reading or writing.

REFERENCE BOOKS

Allen, Harold, B. : Teaching English and Second Language, McGraw Hill, New York.

Gurrey, P. : Teaching of Writing, Longmans, London.

Hornby, A.S. : Teaching of Structural Words etc. 3 Stage, Oxford University Press, London.

Pinto : Teaching of English in Schools, Macmillan, London.

HINDI

Aims of teaching Hindi language; Contrast with the aims of teaching English and classical languages in India.

Methods of teaching Hindi language to beginners Montessorie Methods of teaching, reading and writing. The synthetic and principles of Nagri Pronunciation.

Means of securing good handwriting, Formation of letters and the need of symmetry.

Text-books Principles, guiding the preparation of supplementary readers at various stages.

The aims and methods of teaching Prose, Stories, Dramas, Biographies at different stages.

Aims and methods of teaching poetry at different stages, Promotion of competitive and social activities through recitation, development of poetry appreciation Teaching of Alankar and Rasa.

Teaching Grammar, value at different stages, Methods of Teaching Grammar phonetics Need, significance, techniques of remedial work.

Teaching of Compositions, Procedure and teaching at various stages, Composition through pictures, story-reproduction, letter writing, paraphrasing, Writing and explaining rules of punctuation, Style and its application.

Independent reading and library organisation. Nature of books and directions for use at various stages, School Magazines, Newspapers Hand written Magazines and their values.

Study of Hindi dialects of Rajasthan.

Organisation of subject matter for teaching resource unit, unit plan and daily plan.

PRACTICAL WORK :

Preparing an anthology of not less than 40 poems for the school children : Analysing text books for secondary schools with a view of preparing text books; Writing 4 essays 2 on methods chosen by the students in consultation with the lecturer in-charge and two on literature.

REFERENCE BOOKS :

Lal, Raman Behari : Hindi Shikshan, Rastogi and Co., Meerut, 1963.

Kshatriya, K. : Matrabhasha Shikshan, Vinod Pustak Mandir, Agra, 1965.

Safaya, Raghunath : Hindi Shikshan Vidhi, Kitab Ghar, Jodhpur, 1962.

Yogendrajeet : Hindi SHikshan, Vinod Pustak Mandir, Agra.

Mukherjee, S.N. : Rastra Bhasha ka Shikshan, Acharya Book Depot., Baroda.

Purohit, K.N. : Hindi Bhasha Shikshan, The Student Book CO., Jodhpur, 1967.

SOCIAL STUDIES

Concept of Social Studies, place of social studies in general education, social studies in the secondary school curriculum, nature and origin of the aims in social studies and objectives of school studies, relation of social studies with other areas of school curriculum.

Development of various perspectives in Social Studies Historical, cultural, social, values and problem, attitudes and public opinion, perspective of world community.

Selection and organisation of contents at various levels; Planning The Social Studies programme at national, state, regional, school and class-room levels.

A critical appraisal of the existing syllabus

Executing programme (methods and techniques)

Group Methods Socialised recitation, lecture method, group discussions, debates, workshop, dramatization.

Individual Methods Problem solving method, project method, supervised study, laboratory method, multisensory aids, outdoor activities and social studies clubs.

Evaluation in Social Studies.

Organisation of subject matter for teaching resources unit, unit plan and daily plan.

PRACTICAL WORK :

A survey of the locality and preparation of the content and modern syllabi in social studies with special reference to local needs. Preparation of model syllabus at any one level middle or secondary. Writing 5 chapters for the text book in social studies for secondary school and preparation of an achievement test on the above chapters. Preparation of bibliography for secondary classes. Writing 4 essays (2 on subject matter and 2 on methods).

REFERENCE BOOKS :

Sharma, M.P. : Samajik Addhyayan ki Shikshan Vidhi, Bharat Pustak Mandir, Agra.

Pandey, K.P. : Samajik Addhyayan ki Shikshan Vidhi, Pustak Bros., Agra, 1961.

Singh, R.P. : Samajik Addhyayan ka Shikshan, Laxmi Narayan

Agarwal, Agra, 1968.

Sharma, A.P. : Samajik Addhyayan tatha Nagrik Shastra Shikshan, Gopal & Sons., Agra, 1962.

Singh, D. : Samajik Addhyayan evam Nagrik Shastra Shikshan, Laxmi Narayan Agarwal, Agra, 1961.

Tyagi, G.D. : Samajik Addhyayan tatha Nagrik Shastra ka Shikshan, Vinod Pustak Mandir, Agra.

MATHEMATICS

Part-I : THEORY

Relation between educational objectives and syllabi, importance and place of Mathematics in secondary education, Socialisation of Mathematics importance of home vocation, community, national and local activities in determining the syllabus, Modern development in Mathematics.

Principles of selection of subject-matter for a syllabus in general Mathematics and Advanced Mathematics.

Part-II : PRACTICAL

Preparing model of Ordinary or Advanced Mathematics for any class, critical study of existing syllabus, preparing a bibliography for departmental library in Mathematics, reference methods, subjects, general journals.

Preparing list of activities in accordance with objectives for any stage in any branch of Mathematics. Analysing one methods of teaching in terms of teacher-pupil activities in accordance with the objectives ascertained.

Graphical representation and interpretation of data (two), Participation in workshop on the subject; Preparing a radio lesson or field work lesson or project lesson; Review of any one Mathematical text book or concerned literature and maintaining two extracts from Mathematics journals; Collection of questions for 10 graded lessons or any one or two topics for any grade with necessary teaching notes; Organising Mathematics Clubs.

REFERENCE BOOKS :

Kichlu, K.L. : Ganit Shikasha ka Siddhant, Nand Kishore & Sons, Varanashi, 1961.

Rawat, D.S. and G.S. : Ganit Shikshan, Gopal Sons, Agra, 1961.

Tiwari, R.N. : Ganit Shikshan, Ram Narayan Lal, Allahabad, 1962.

Rawat, M.S. and Agarwal, M.B. : Ganit Shikshan, Vinod Pustak Mandir, Agra, 1961.

Rastogi, R.N. : Ganit Shikshan, Rastogi Co., Meerut, 1961

Sharma, A.R. : Ganit Shikshan, Shiv Lal Agarwal, Agra, 1963.

SCIENCE

Relationship between objectives of teaching and the Syllabus importance of local environments, modern developments in science, selection of subject matter for a syllabus in General Science, or elective or optional science. Organisation of subject-matter, different methods of organising the syllabus. Re-organisation of syllabus or of its part in the light of local conditions. Organisation of subject-matter for teaching resource unit, plan and daily plan. A critical study of the existing science syllabus for the secondary schools in the State.

Teaching and Learning Procedure :

Relationship between objectives, topics of a syllabus, teaching methods and pupil activities, importance of experience in learning science, various methods of teaching science, pupil activities to achieve different objectives; Planning science teaching work for the whole year in terms of objectives and syllabus to be covered, time available and equipment; Planning to reach different methods and pupil activities suitable to different objectives; Planning period-wise lessons of different types.

Means and Methods of teaching Science :

Science laboratory, its design, furniture, maintenance of equipment, laboratory management and purchase of new equipment, improvisation of teaching aids and apparatus; School garden or nursery as an extension of laboratory science, installation and maintenance of museum and aquarium; Use of local resource for science teaching, excursions field trips, lectures and radio broadcasts etc., Reading-material in science text books, criteria of good text books, scope and limitation of text books, supplementary reference materials and periodical literature and recent literature. A survey of modern development in selected branches of science (teach student teacher to select one topic) and to find out its contents, implication in the curriculum; Preparing an annotated bibliography of reference material for subject matter in English and regional language;

Preparing model syllabus of general or elective sciences for different classes (each student teacher draws up a syllabus in general science or one of the activities for any selected class keeping in view the objectives, subject matter and methods of organisation); Preparation of pupil assignments for class work and home work (to be used in practice teaching); Preparation of an achievement test for conducting practical examination (to be coordinated with teaching practice); Preparation of small diagnostic test and analysis of the results; Maintaining college laboratory by student teachers performing about ten experiments, necessary for demonstration lessons and practical lessons during teaching practice; Designing a few new experiments to demonstrate certain facts and concepts of teaching selected units, improvisation of at least 10 appliances useful in teaching practice. Making a plan for a practical lesson or excursion or radio lesson, Review of text books and other reading materials for pupils and preparing review cards (2 each), Collecting information about the cost of establishing science laboratories, quality and cost of material etc.

REFERENCE BOOKS :

- Rawat, M.S. : Vigyan Shikshan, Gaya Pustak Mandir, Agra, 1960.
 Rawat, D.S. : Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1968.
 Srivastava, R.P. : Vigyan Shikshan, Ram Narain Lal Benimadhav, Allahabad, 1962.
 Shukla, R.S. : vigyan ke Adhyapan, Laxmi Narayan Agarwal.

HOME SCIENCE

Place of Home Science in the school curriculum for girls; Subjects to be included in home science Psychology and Hygiene home nursing and first-aid, needle-work, house hold sewing and mending, mothercraft, food values and cooking, home management, laundry and the value of each in domestic economy; Methods of teaching the various branches, their correlation with one another and with other school subjects, application of daily life; Material aids for the teaching of Home Science; Library books, charts, modes and other apparatus required for the teaching of various of the subjects; Curriculum syllabus for the middle, high and higher secondary stages; Planning of lesson; Correlation of Home Science with other

subjects. Organisation of Home Science Department, qualifications of a teacher of Home Science, Organisation of subject-matter for teaching resource unit, plan and daily plan.

SESSIONAL WORK :

Four essays on Home Science selected from problems in income management, home management, principles, home planning and furnishing; family relationship, economic and social aspect of clothing, family clothing problem, new development in food preparation, importance of laundry work and its equipment.

Budget for upper, middle or lower class families; Charts representing constituents of fabrics; Samples of different types of stitches of Children's clothes e.g. knicker, frock, petticoat, kurta etc., Collection of house-craft tit-bits.

REFERENCE BOOKS :

- Shery, C.P. and Saran, D.P. : A Griha Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1961.
 Ashthana, S.R. : Griha Vigyan ka Adhyapan, Laxmi Narayan Agarwal, Agra, 1968.
 Saral Shail : bhojan Banana Seekho, Atmaram and Sons., Delhi, 1962.

SECTION B
ORDINARY LEVEL COURSE

Paper V & VI

Ordinary Level Course will be in the following subjects:

हिन्दी शिक्षण

उद्देश्य :

1. हिन्दी भाषा के वैज्ञानिक स्वरूप का ज्ञान देना ।
2. श्रवण, भाषण, वाचन, लेखन एवं अभिव्यक्ति सम्बन्धी कौशलों का ज्ञान देना ।
3. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति व महत्व से अवगत कराना ।
4. हिन्दी भाषा की पाठ्यपुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से अवगत कराना ।
5. हिन्दी की विधाओं एवं उनके व्यवहारिक शिक्षण की संस्थितियों का ज्ञान देना ।
6. निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान कराना ।
7. हिन्दी भाषा का अन्य पाठ्य विषयों से समन्वय स्थापित कर सकने का ज्ञान देना ।
8. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना ।
9. हिन्दी शिक्षण में मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना ।
10. प्रश्न पत्र निर्माण का ज्ञान देना ।
11. इकाई व दैनिक पाठ योजना के महत्व तथा निर्माण का ज्ञान देना ।

पाठ्य विषय-वस्तु

इकाई – 1

1. भाषा का वैज्ञानिक स्वरूप [वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से]
2. भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण

{क}श्रवण {ख} उच्चारण {ग} वर्तनी {घ} वाचन {ङ} अभिव्यक्ति {मौखिक एवं लिखित}

3. मातृभाषा व राष्ट्र भाषा के रूप में हिन्दी शिक्षण की स्थिति एवं महत्व
4. मातृभाषा व राष्ट्रभाषा शिक्षण के उद्देश्य

इकाई – 2

1. मातृभाषा शिक्षण के सिद्धान्त
2. हिन्दी भाषा की पाठ्य पुस्तक का महत्व, गुण व निर्माण के सिद्धान्त
3. हिन्दी शिक्षक
4. हिन्दी कक्ष

इकाई – 3

हिन्दी की विभिन्न विधाओं का अध्ययन :

- {क} गद्य शिक्षण
{ख} पद्य शिक्षण
{ग} नाटक शिक्षण
{घ} कहानी शिक्षण
{ङ} व्याकरण शिक्षण
{च} रचना शिक्षण

इकाई – 4

1. निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण : अर्थ, स्वरूप, महत्व एवं उपयोग ।
2. हिन्दी भाषा का अन्य विषयों के साथ समन्वय ।
3. पुस्तकालय का भाषायी विकास में उपयोग ।
4. हिन्दी शिक्षण में दृश्य-श्रव्य सामग्री का महत्व एवं उपयोग ।
5. पाठ्य सहगामी क्रियाएँ व भाषा की शिक्षा ।

इकाई – 5

1. मूल्यांकन का अर्थ एवं विशेषताएँ

2. पाठान्तर्गत व पाठोपरांत मूल्यांकन
3. प्रश्नों के विभिन्न प्रकार एवं रचना
4. प्रश्न पत्र निर्माण एवं नील पत्र
5. भाषा शिक्षण सम्बन्धी विषय वस्तु का विश्लेषण
6. पाठ योजना के प्रकार एवं निर्माण – दैनिक पाठ योजना एवं इकाई पाठ योजना

इकाई एवं अंक विभाजन –

भाग – (अ) : लघु उत्तरात्मक प्रश्न –

- 10 प्रश्न : प्रत्येक इकाई में से दो प्रश्न पूछे जायेंगे। छात्र को इन दस में से कोई 8 प्रश्न करने होंगे। प्रत्येक प्रश्न पाँच अंक का होगा।

भाग – (ब) : निबन्धात्मक प्रश्न –

तीन प्रश्न : प्रत्येक प्रश्न दस अंक का होगा।

प्रश्न 1 : इकाई एक या/और दो में से (दो विकल्पात्मक प्रश्न)

प्रश्न 2 : इकाई तीन में से (दो विकल्पात्मक प्रश्न)

प्रश्न 3 : इकाई चार या/और पाँच में से (दो विकल्पात्मक प्रश्न)

सत्रीय कार्य

निम्न में से कोई एक –

{क} पाठ्य वस्तु में से किसी एक पर निबंध

{ख} निदानात्मक व उपचारात्मक कार्य

{ग} व्याकरण के किसी एक विषय पर श्रृंखला अभिक्रम का निर्माण

{घ} एक पुस्तक की समीक्षा

{ङ} प्रश्न पत्र निर्माण

{च} सहायक सामग्री के रूप में दो ट्रांसपेरेसीज तैयार करना

संदर्भ पुस्तकें :

1. हिन्दी शिक्षण : रमन बिहारीलाल
2. हिन्दी भाषा शिक्षण : भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण : निरंजनकुमार सिंह

4. हिन्दी भाषा शिक्षण : भोलानाथ तिवारी तथा कैलाशचंद भाटिया
5. भाषा शिक्षण : रविन्द्रनाथ श्रीवास्तव
6. हिन्दी शिक्षण : राजेन्द्र प्रसाद श्रीवास्तव
7. हिन्दी शिक्षण पद्धति : बैद्यनाथ प्रसाद वर्मा
8. हिन्दी शिक्षण : बी.एन.शर्मा
9. मातृभाषा शिक्षण : के.क्षत्रिय
10. हिन्दी शिक्षण : सावित्री सिंह
11. हिन्दी भाषा शिक्षण : दिनेशचन्द्र भारद्वाज
12. हिन्दी शिक्षण : डॉ० रामशकल पाण्डेय
13. हिन्दी शिक्षण विधि : रघुनाथ सफायाण
14. भाषा शिक्षण : सीताराम चतुर्वेदी
15. मानक हिन्दी व्याकरण : आचार्य रामचन्द्र वर्मा
16. भाषा ब्लूम फील्ड
17. शुद्ध हिन्दी : डॉ० भागीरथ मिश्र
18. हिन्दी उच्चारण एवं वर्तनी : भगवती प्रसाद शुक्ल
19. हिन्दी की ध्वनियों और उनका शिक्षण : के.के.सुखिया
20. अभिव्यक्ति विज्ञान – भोलानाथ तिवारी तथा कृष्ण दत्त शर्मा
21. व्यावहारिक हिन्दी व्याकरण – हरदेव बाहरी
22. नागरी लिपि और हिन्दी वर्तनी – अनन्त चौधरी
23. शब्दार्थ दर्शन – रामचन्द्र वर्मा
24. भाषा सम्प्राप्ति मूल्यांकन – के.जी.रस्तोगी
25. हिन्दी शब्दानुशासन – किशोरीदास वाजपेयी

PAPER V AND VI
METHODS OF TEACHING: ENGLISH

OBJECTIVES :

The student teacher will be able

- ❖ to develop a good understanding of the basic concepts in second language teaching.
- ❖ to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- ❖ to critically review and use appropriately different approaches to and methods of teaching English as a second language.
- ❖ to prepare lesson plans on different and prescribed aspects of English as a second language.
- ❖ to choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- ❖ to use various techniques of testing English as a second language and develop remedial material and conduct remedial teaching.

COURSE CONTENT

UNIT -I : BASIC CONCEPTS, OBJECTIVES, AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

(A) BASIC CONCEPTS:

- i. Mother-tongue;
- ii. Second Language;
- iii. Difference between teaching and language teaching;
- iv. Principles of Second Language Teaching;
- v. Forms of English - Formal, Informal, Written, Spoken, Global English;
- vi. English as a Second Language (ESL), English as a Foreign Language (EFL), English for Specific Purposes (ESP)

(B) OBJECTIVES:

OBJECTIVES OF TEACHING ENGLISH AS A SECOND LANGUAGE:

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

(C) METHODS AND APPROACHES:

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

- (I) (a) Direct Method,
(b) Structural-Situational Approach,
(c) Audio-lingual Method,
(d) Bilingual Method,
(e) Communicative Language Teaching (CLT)
- (II) Role of Computer and Internet in Second Language Teaching
Computer Assisted Language Learning (CALL), Computer Assisted Language Teaching (CALT)
- (III) Eclectic Approach to Second Language Teaching
Study of the above methods and approaches in the light of:
 - (a) Psychology of second language learning
 - (b) Nature of the English Language
 - (c) Classroom environment and conditions
 - (d) Language functions
 - (e) Aims of language teaching, role of mother-tongue, role of teacher, learners, text-book and A.V. aids , language skills, testing, errors and remedial work.

UNIT- II: Teaching of listening and speaking skills:**a) Listening:**

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

b) Speaking:

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

UNIT-III: Teaching Reading and Writing Skills:**READING SKILLS:**

- (i) Concept of Reading in second language;
- (ii) Mechanics of Reading (Eye span, Pause, Fixations, Regressions);
- (iii) Types of Reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive Reading, Extensive reading; Local and Global Comprehension
- (iv) Role of speed and pace;
- (v) Relating teaching of Reading to listening and speaking skills;
- (vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of Inference, Prediction, Critical Reading, Interpretation, Judgement, Summarizing, Central idea, etc.
- (vii) Role of course reader and rapid reader, Cloze procedure, Maze method, dictionary in teaching Reading skills.

WRITING SKILLS:

- (a) Writing Skills;
- (b) Concept of Writing in First Language and the Second language;
- (c) Types of composition oral, written, controlled, guided, contextualized, and integrated composition;
- (d) Teaching the following items keeping in view their style, ingredients, and mechanics:

Letters (Formal and informal), Essays, Report, Telegram, E-mail, Notices, Précis, Paragraph, Developing stories, Note Making

UNIT - IV : Resources and Planning for English Language Teaching**(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING:**

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

(B) PLANNING FOR ENGLISH LANGUAGE TEACHING AS A SECOND LANGUAGE:**(B.1): PROSE LESSONS:**

- (i) Content Analysis:**
 - (a) Planning a Unit (based on a lesson in the Course Reader (text-book))
 - (b) Identifying and listing language material to be taught (New lexical and Structural items, their usage and uses)
- (ii) Planning for teaching the content and skills in the following order:**
 - (a) New lexical items (vocabulary)
 - (b) New structural items
 - (c) Reading comprehension
 - (d) Textual exercises
 - (e) Writing/Composition

(f) Unit Test

(B.2) POETRY LESSONS:

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

Unit - V: Testing and Evaluation in English

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

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice from Unit No. 1.

Q.No. 2: There will be 2 questions with alternate choice either from Unit No. 2 or Unit No. 3. or from both the Units.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK

The student will be required to do any one of the following:

1. Review of a textbook.
2. Preparation of a list of structural items included in the textbook at the Secondary stage and its critical analysis.
3. Preparation of five (5) word-cards, five (5) picture cards and five (5) crossword puzzles.
4. Preparation of twenty (20) test items in Listening/Speaking/Reading/Writing skill.
5. Preparation of five (5) OHT for teaching structures/composition exercises.
6. Preparation of CALL material (five (5) pages).
7. Preparation of CALT material (five (5) pages).
8. Preparation of Language Lab. Material on Listening/Speaking skill. (five(5) pages)
9. Collection of Newspaper and Magazine advertisements for teaching lexical and structural items and preparing language exercises based on them.

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PAPER V AND VI

METHODS OF TEACHING: SANSKRIT

OBJECTIVES:

The student teacher will be able

- ❖ to understand the basic concepts in and Importance of language with special reference to Sanskrit.
- ❖ to teach basic language skills as Listening, Speaking, Reading and Writing and Integrate them for communicative purpose.
- ❖ to get acquainted with the present curriculum, text-book and their evaluation pattern.
- ❖ to acquire knowledge of aims and objectives of teaching Sanskrit.
- ❖ to acquire knowledge of different methods, devices, approaches and new innovations of teaching Sanskrit and to develop the skill of using the same.
- ❖ to get acquainted with the methodology of teaching Prose, poetry, Drama, story lessons under intensive and extensive study.
- ❖ to get acquainted with the methodology of teaching translation, grammar and composition Lessons.
- ❖ to construct and use evaluation tools and techniques.
- ❖ to diagnose learning difficulties and to suggest remedial procedures.
- ❖ to choose, prepare and use appropriate audio-visual teaching aids for effective teaching of Sanskrit.
- ❖ to prepare unit-plan and daily lesson plans on different and prescribed aspects of Sanskrit.
- ❖ to construct Question paper and Blue-Print.

COURSE CONTENT

UNIT I :

Importance of Teaching Sanskrit in modern India; Aims and objectives of teaching compulsory Sanskrit and optional Sanskrit at secondary and Senior secondary levels.

Syllabus of Sanskrit language and Text-Books of different classes.

General Principles and maxims of teaching Sanskrit in a class-room.

UNIT II :

A Comparative study of the traditional and new methods of teaching Sanskrit and these are : Translation, Pathashala, Conversation, Explaining, Questioning, Dramatization.

Bhandarkar, Direct, text-Book, Herbartian, Evaluation and Structural-Approach. Innovative Practice in teaching Sanskrit- Micro-teaching, programmed-instruction, team teaching, computer, television.

UNIT- III :

Concepts, components, importance, objectives, methods and steps of teaching-

- A. Prose
- B. Poetry
- C. Story
- D. Drama
- E. Grammar and
- F. Translation

Teaching Aids classification of T.A. Projected and Non Projected use of teaching aids in class-room teaching.

UNIT IV :

Oral and written composition in Sanskrit. Value of memorization in teaching of Sanskrit. Sanskrit phonetics and their value in teaching of Sanskrit.

Pronunciation, its Practice and drills, Educational Diagnosis, Diagnosis Procedure and Diagnostic-test, Remedial teaching.

UNIT V :

Purpose and concept of evaluation. Techniques of evaluation, Teacher made test, Types of question, Paper construction and Blue-Print.

Content analysis, Lesson-Planning its purpose (Unit Plan, day to day plan) Teaching of Prose, Poetry, Grammar, Composition, Story, Translation.

SCHEME OF EXAMINATION :

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

- (a) Essay on any one of the above Units.
- (b) Diagnostic Test and remedial work
- (c) Development of a Programme (PI) Linear or branched for one class period.
- (d) Review of a text-book
- (e) Preparation of thirty (30) test items on Listening, Speaking, Reading and Writing skill.

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PAPER V AND VI**METHODS OF TEACHING - RAJASTHANI****उद्देश्य :**

1. राजस्थानी भाषा के वैज्ञानिक स्वरूप का ज्ञान देना।
2. श्रवण, उच्चारण, वर्तनी एवं अभिव्यक्ति संबंधी कौशलों का ज्ञान कराना।
3. राजस्थानी भाषा शिक्षण के महत्व व उद्देश्यों से अवगत कराना।
4. राजस्थानी भाषा की पाठ्य पुस्तक के महत्व, गुण व निर्माण के सिद्धान्त से अवगत कराना।
5. राजस्थानी भाषा की विधाओं एवं उनके व्यवहारिक शिक्षण का ज्ञान देना।
6. राजस्थानी भाषा शिक्षण में निदानात्मक व उपचारात्मक कार्यों की जानकारी देना।
7. राजस्थानी भाषा का अन्य पाठ्य विषयों से समन्वय स्थापित कर सकने का ज्ञान देना।
8. दृश्य-श्रव्य उपकरणों के व्यवहारिक उपयोग का ज्ञान देना।
9. पाठ्य सहगामी क्रियाओं की जानकारी देना।
10. मूल्यांकन विधियों व प्रश्न-पत्र निर्माण की जानकारी देना।
11. इकाई व दैनिक पाठ योजना के महत्व तथा निर्माण का ज्ञान देना।

पाठ्य विषय-वस्तु**इकाई – 1 :**

1. राजस्थानी भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
2. भाषायी कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का शिक्षण—
(क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (ङ) अभिव्यक्ति (लिखित और मौखिक)
3. पाठ्यक्रम में राजस्थानी शिक्षण-महत्व
4. राजस्थानी शिक्षण के उद्देश्य-व्यवहारगत परिवर्तन के रूप में।

इकाई – 2

1. प्रारंभिक स्तर पर राजस्थानी शिक्षण की पद्धतियाँ
2. राजस्थानी भाषा की पाठ्यवस्तु का महत्व, गुण व निर्माण के सिद्धान्त एवं सहायक पुस्तकें।
3. राजस्थानी शिक्षक
4. राजस्थानी कक्ष

इकाई – 3

1. गद्य शिक्षण
2. पद्य शिक्षण
3. नाटक शिक्षण
4. कहानी शिक्षण
5. व्याकरण शिक्षण
6. रचना शिक्षण
7. अलंकार एवं रस शिक्षण

इकाई – 4

1. निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण
2. राजस्थानी भाषा शिक्षण का अन्य विषयों से समवाय
3. राजस्थानी शिक्षण में दृश्य-श्रव्य सामग्री का महत्व एवं उपयोग
4. पाठ्य सहगामी क्रियाएं व भाषा की शिक्षा

इकाई – 5

1. मूल्यांकन का अर्थ, महत्व एवं विशेषताएँ
2. मूल्यांकन की विधियाँ
3. मूल्यांकन विधियों का संचालन (क) मौखिक (ख) लिखित परीक्षा
4. प्रश्न-पत्र निर्माण एवं नील पत्र
5. राजस्थानी भाषा शिक्षण संबंधी विषय वस्तु का विश्लेषण
6. पाठ योजना के प्रकार एवं निर्माण – दैनिक पाठ योजना एवं इकाई पाठ योजना

इकाई एवं अंक विभाजन :

भाग – (अ) : लघु उत्तरात्मक प्रश्न –

10 प्रश्न : प्रत्येक इकाई में से दो प्रश्न पूछे जायेंगे। छात्र को इन दस में से कोई 8 प्रश्न करने होंगे। प्रत्येक प्रश्न पाँच अंक का होगा।

भाग – (ब) : निबन्धात्मक प्रश्न –

तीन प्रश्न : प्रत्येक प्रश्न दस अंक का होगा।

प्रश्न 1 : इकाई एक या/और दो में से (दो विकल्पात्मक प्रश्न)

प्रश्न 2 : इकाई तीन में से (दो विकल्पात्मक प्रश्न)

प्रश्न 3 : इकाई चार या/और पाँच में से (दो विकल्पात्मक प्रश्न)

सत्रीय कार्य :

निम्न में से कोई एक –

1. पाठ्य वस्तु में से किसी एक पर निबंध
2. निदानात्मक व उपचारात्मक कार्य
3. प्रश्न-पत्र निर्माण एवं नील पत्र निर्माण
4. किसी एक राजस्थानी पाठ्य पुस्तक की समीक्षा
5. व्याकरण, कहानी, रचना में से किसी एक पर पाँच चित्र एवं शिक्षण सामग्री का निर्माण

संदर्भ पुस्तकें :

1. राजस्थानी भाषा और साहित्य : डॉ. मोतीलाल मेनारिया
2. भाषा विज्ञान : भोलानाथ तिवारी
3. राजस्थानी भाषा : डॉ. सुनीति कुमार चाटुर्ज्या
4. राजस्थान का भाषा सर्वेक्षण : जार्ज ए. ग्रियर्सन
5. राजस्थानी भाषा : नरोत्तम स्वामी
6. राजस्थानी शब्द कोष : सीताराम लालस
7. राजस्थानी व्याकरण : नरोत्तम स्वामी
8. मातृभाषा का अध्यापन : भूदेव शास्त्री
9. हिन्दी शिक्षण : रमन बिहारी लाल

10. हिन्दी भाषा शिक्षण : योगेन्द्र जीत
11. माध्यमिक विद्यालयों में हिन्दी शिक्षण : निरंजन कुमार सिंह
12. हिन्दी शिक्षण : रविन्द्रनाथ श्रीवास्तव
13. हिन्दी शिक्षण : बी.एन. शर्मा
14. भाषा सम्प्राप्ति : मूल्यांकन, के. जी. रस्तोगी
15. शिक्षा में मापन और मूल्यांकन : रमेशचन्द्र गुप्ता

PAPER V AND VI
METHODS OF TEACHING- PHYSICS

OBJECTIVES:

The student teacher will be able

- ❖ to know the modern concept of Physics.
- ❖ to know aims and objectives of teaching Physics.
- ❖ to appreciate the contribution of eminent physicists in connection with the development of Physics.
- ❖ to plan curriculum at Secondary and Senior Secondary Levels.
- ❖ to analyse the Syllabus of the subject in relation to its applicability to practical situations.
- ❖ to develop scientific attitude and provide a training in scientific method to their students..
- ❖ to write the objectives in behavioural terms, analyse the content and be skilled in concept mapping.
- ❖ to develop unit and lesson plan.
- ❖ to use various methods and teaching aids with appropriateness of content, level and classroom situation.
- ❖ to Plan and organise physics practical in the laboratory.
- ❖ to organise co-curricular activities related to Physics.
- ❖ to use methods most appropriate to assess the progress and achievement of the pupils using variety of tools and techniques for physics theory and practical.
- ❖ to diagnose the gaps and misconception in learning physics and take remedial measures.

COURSE CONTENT**UNIT - I:** Nature, Scope and Objectives.

- (A) Nature of science, Physics as a fundamental science and the scope of study physics at Secondary level.
- (B) Major milestones in the development of Physics.
- (C) Contribution of Indian Physics, C.V. Raman, M.N. Saha, K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose, H.J. Bhabha and S. Chandra Shekhar, A.P.J. Kalane.

- (D) Aims and objectives and values of teaching Physics at Senior Secondary level.

UNIT - II: Curriculum and Planning.

- (A) Principles of selection and organisation of course content and experience for senior secondary level physics curriculum and characteristics of good physics curriculum.
- (B) Correlation of physics with other school subjects and its role in daily life.
- (C) Writing of objectives in behavioural terms, content analysis, developing yearly unit and daily lesson plan and concept mapping.
- (D) Teachers role in planning for developing scientific attitude and creativity among students and for training them in scientific method.

UNIT - III : Methods and Approaches.

- (A) Lecture cum demonstration method, laboratory method, project method, problem solving method and assignment method.
- (B) Heuristic approach, Inductive deductive approach.
- (C) Out of class activities like science club, science fairs and field trips.

UNIT - IV: Instructional Support System.

- (A) Physics Laboratory - planning, equipping and organizing practical work.
- (B) State and national level institutes and laboratories (DST, NPL, PRL, HAL, ISRO, CEERI, RAPS and BARC)
- (C) Community resources like science centres/ museums, planetarium and solar observatory.
- (D) Multisensory aids : Chart, model, over-head projector, slide projector, computer and internet, improvised apparatus.
- (E) Text books - Characteristics of a good text book and evaluation of text book with special reference to physics.

UNIT - V:

- (A) Type of test items and their construction.
- (B) Preparation of blue print and achievement test.
- (C) Diagnostic testing and remedial teaching in physics.
- (D) Evaluation of practical work.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 3. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 2 or Unit No. 5 or from both the Units.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4.

SESSIONAL WORK:

Any two of the following:

1. Case study of one senior secondary lab of Physics.
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach physics.
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original scientoon (scientific cartoon)/ stories/ latest articles/ feature/play/ interview report useful for teaching Physics.
6. To study the contribution of Physics study at Secondary in daily life.

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PAPER V AND VI
METHODS OF TEACHING- CHEMISTRY

OBJECTIVES:

The student teacher will be able

- 1) to understand the nature, place, values and objectives of teaching Chemistry at Senior Secondary level and its correlation with other subjects.
- 2) to evaluate critically the existing syllabus of Chemistry prescribed for Senior Secondary level.
- 3) to develop yearly plan, unit plan and lesson plan for Senior Secondary Classes.
- 4) to provide training in Scientific method and develop creativity and Scientific temper among their students.
- 5) to use various methods & approaches with appropriateness of content, level and classroom situations.
- 6) to acquire the ability to develop instructional support system.
- 7) to plan, equip and organize Chemistry practical work in the Laboratory.
- 8) to organize Co-curricular activities and utilize community resources for promoting Science learning.
- 9) to use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical).

COURSE CONTENT

Unit I: Nature, Scope and Objectives

- a) Nature of Science with special reference to Chemistry.
- b) History of Chemistry with special reference to India.
- c) Place & values of teaching Chemistry at Senior Secondary level.
- d) Correlation of Chemistry with other subjects.
- e) Objectives of teaching Chemistry at Senior Secondary level.

Unit II: Curriculum, Planning & Chemistry teacher

- a) Principles of developing Chemistry curriculum at Senior Secondary level.

- b) Critical appraisal of Chemistry Syllabus at Higher Secondary level prescribed by State board.
- c) Planning daily lesson plan, unit plan & yearly plan.
- d) Qualities & responsibilities of Chemistry teacher.

Unit III: Methods & Approaches

- a) Lecture method, Demonstration method, Inductive & deductive method, problem solving, Heuristic & project method.
- b) Inquiry approach, programmed instruction, group discussion, self study, team teaching, CAL, Seminars & workshops.

Unit IV: Instructional Support System

- a) Multisensory Aid: Charts, Models, Flannel board, Transparencies, OHP, T.V.
- b) Co-Curricular Activities. Organization of Science club Science fare and visits of places of Scientific interest.
- c) Chemistry Lab: Layout plans, equipment, furniture, maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.

Unit V: Evaluation in Chemistry.

- (a) Evaluation: concept, formative and summative evaluation.
- (b) Type of test items and their construction.
- (c) Preparation of Blue Print and Achievement test.
- (d) Diagnostic testing and remedial teaching.

SCHEME OF EXAMINATIONS:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from

Unit No. 1 or Unit No. 3. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 2.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK

Any One of the following:-

1. Life sketch of any two modern Chemists.
2. Preparation of scrap book containing original Sciencetoon (Scientific cartoon)/ Stories/articles/feature/ play/ interview report (any two) useful for teaching of Chemistry.
3. Planning of an out of class activity to use local environment to teach Chemistry.
4. Conducting & reporting two experiments useful at Senior Secondary level (other than those in syllabus)
5. Description of design of any two improvised apparatus.
6. A critical study of any one Senior Secondary Lab of Chemistry.
7. Preparation of 10 flames of Linear & Branching type on any topic of Chemistry.
8. Preparation of a Radio or T.V. Script.
9. Write an essay on any one of the topic.

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PAPER V AND VI**METHODS OF TEACHING- MATHEMATICS****OBJECTIVES:**

The student teacher will be able

1. to understand and appreciate the uses and significance of Mathematics in daily life.
2. to learn various approaches of teaching Mathematics and to use them judiciously.
3. to learn the methods of providing instruction for the classroom.
4. to organize curricular activities.
5. to appreciate activities to develop aesthetics by Mathematics.
6. to update their knowledge of content in Mathematics.
7. to develop competence in teaching different topics.

COURSE CONTENT**UNIT-I:**

- a) Meaning and nature of Mathematics, History of Mathematics and Contribution of Indian and Western Mathematicians with reference to Bhaskaracharya, Aryabhata, Ramanujan Euclid, Pythagorus, etc.
- b) Mathematics for gifted and retarded children, Journal and reference books in Mathematics.

UNIT-II:

- a) Objectives of teaching Mathematics in terms of Instruction and behaviour, Approaches to teaching mathematics-analytic, synthetic, inductive, deductive, project and laboratory, using various techniques of teaching Mathematics viz, oral, written, drill, assignment, supervised study and programmed learning.

UNIT-III:

- a) Meaning and importance of planning, preparing lesson plan, meaning and purpose of a unit plan, short lesson plan, preparing low cost improvised teaching aids, Audio Visual aids in Mathematics.
- b) Transfer of Mathematics learning to various school subjects, among its different branches and in actual life situation.

UNIT-IV:

- a) Principles and rationale of curriculum development, Recent trends in Mathematics curriculum, critical evaluation of existing Mathematics curriculum prescribed by Rajasthan Board of Secondary Education.
- b) Mathematics laboratory (Planning and equipment), The Mathematics teacher-academic and Professional preparation.

UNIT-V:

- a) Text Book in Mathematics-qualities of a good text book. Preparation and use of tests for evaluation such as achievement test & diagnostic test.
- b) Diagnostic, Remedial and Enrichment programmes with respect to syllabus at Upper Primary, Secondary and Senior Secondary stages in the state.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1 : There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2 : There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3 : There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

Any One 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 contribution of two mathematicians.
4. Presentation of a case study of slow learner in Mathematics.
5. Presentation of a case study of gifted child in Mathematics.
6. Observation of Mathematics class-room teaching in any secondary school and preparation of a list of errors committed by student.
7. Preparation of a diagnostic test on any unit.3
8. Prepare a term paper on any aspect of Mathematics education..

BIBLIOGRAPHY :

1. Mangal, S.K. Sadharan Ganit Shikshan, Arya Book Depot, New Delhi.
2. Bhatnagar A.B. New Dimensions in the teaching of Maths, Modern Publishers, Meerut.
3. Jain S.L.: Ganit Shikshan Sansthan, Rajsthan Hindi Granth Academy ,Jaipur.
4. Agrawal S.M. Teaching of Modern Mathematics Dhanpat Rai & Sons, Delhi.
5. Jagadguru Swami: Vedic Mathematics, Moti Lal Banarasidas Publisher, Delhi
6. Kapur J.N. Modern Mathematics for Teachers, Arya Book Depot, New Delhi

PAPER V AND VI**METHODS OF TEACHING- BIOLOGY****OBJECTIVES:**

The Student teacher will be able

- (1) to know the nature, place and objectives of teaching Biological Science at school level.
- (2) to know the principles of curriculum construction in Biological Science.
- (3) to evaluate critically the existing syllabus of Biology prescribed by the State Board.
- (4) to know about the lesson and unit plans.
- (5) to know the various methods and approaches to the Biological Science teaching.
- (6) to know the various teaching of aids .
- (7) to know about the organization of Biology lab, Science club and Science fair.
- (8) to know the concept of evaluation and preparation of achievement test.

COURSE CONTENT**UNIT I:** Nature, Scope and Objectives

- (a) Nature of Science with special reference to Biology. Developments in Biology.
- (b) Place of Biological Science in School curriculum.
- (c) Objectives of teaching Biological Sciences at school level.

UNIT II: Curriculum and planning

- (a) Principles of constructing Biological Science curriculum at school level.
- (b) Critical appraisal of Biology Syllabus at Secondary level prescribed by the State Board.
- (c) Planning : Unit and lesson plan.

UNIT III: Method and Approaches

- (a) Lecture-Demonstration method.
- (b) Laboratory method.

- (c) Heuristic method
- (d) Problem solving method.
- (e) Inquiry approach
- (f) Programmed instruction.
- (g) Computer Assisted Instruction (CAI)

UNIT IV: Instructional Support System

- (a) Multi-sensory Aid : Charts, Models, Bulletin Board, Transparencies, Slides, Slide Projector, OHP, Computer, T. V.
- (b) Organization of Biology laboratory
- (c) Organization of Science Club and Science fair.

UNIT V: Evaluation

- (a) Concept of evaluation, Formative and Summative evaluation.
- (b) Types of test items and their construction.
- (c) Preparation of blue print and achievement test.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1 : There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2 : There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3 : There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

Any one of the following:-

1. Write an essay on any one of the topic.
2. Design and describe any two low cost teaching models.
3. Preparing transparencies on any unit of Biological Science.
4. Construction of an achievement test.

BIBLIOGRAPHY:

1. Sood,J.K., 1987: Teaching Life Sciences, Kohali Publisher,Chandigarh.
2. Sharma ,L.M.,1977 : Teaching of Science & Life Science, Dhanpat Rai & Sons,Delhi
3. Kulshrestha ,S.P., 1988 : Teaching of Biology,Loyal Book Depot, Meerut
4. Yadav K., 1993 : Teaching of Life Science, Anmol Publisher, Daryaganj Delhi.
5. Yadav,M.S., 2000 : Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K.& Nayab, A.K., 2003 : Science Education Commonwealth Publishers, Daryaganj,New Delhi
7. Venkataih, S., 2001 : Science education in 21st century Anmol Publishers, Delhi
8. Yadav,M.S.(Ed.), 2000 : Teaching Science at Higher Level, Anmol Publishers, Delhi
9. Ediger,Marlow & Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996 : Teaching of Science, Arya Book Depot, New Delhi
11. Dave,R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
12. Sood,J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

PAPER V AND VI**METHODS OF TEACHING- GENERAL SCIENCE****OBJECTIVES:**

The student teacher will be able

1. to understand the nature, scope, values, and objectives of teaching Science at Secondary level.
2. to develop competence in teaching different topics of Science effectively.
3. to develop scientific temper and provide teaching in scientific method to their students.
4. to use various methods with appropriateness of content, level and classroom situations to make pupils' learning meaningful.
5. to utilize the instructional material effectively in the teaching of Science.
6. to organize co-curricular activities and practical work in Science.
7. to use the method most appropriate to assess the progress and achievement of the pupil and thus prepare appropriate tests for the purpose.
8. to diagnose the gaps and misconceptions in learning Science and evolve remedial measures.

COURSE CONTENT**UNIT-I:** Nature, Scope and Objectives :

- Definition and concept of Science.
- Place of Science in School Curriculum
- Values of teaching Science at school level.
- Correlation of Science with other subjects.
- Objectives of teaching science at Secondary level

UNIT-II: Curriculum and Planning:

- Principles of developing Science curriculum at Secondary level.
- Critical appraisal of present Science syllabus of Secondary level
- Unit Plan and Lesson Plan

UNIT-III: Methods and Approaches:

- Lecture Method, Demonstration Method Lab. Method, Problem

Solving, Heuristics, Project Method

- Qualities and responsibilities of Science teacher

UNIT - IV: Instructional Support System:

- Multi Sensory Aids: Charts, Model, Film, Excursion, Picture, Radio, T.V.
- Cocurricular Activities: Organisation of Science Club, Science Fair and excursions.
- Science Laboratory: Its equipment, Fitting, Management, Planning and nature

UNIT- V Evaluation:

- Evaluation Meaning, Purposes and Features
- Types of Test items Objective type, S.A. and Essay type
- Planning objective based test-items of different types
- Text book of Science

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3 or Unit No. 5 or from both the Units.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4.

SESSIONAL WORK:

- One essay on the prescribed topic.
- Construction of Blue print.

BIBLIOGRAPHY:

1. Sood, J.K. (1987): Teaching Life Sciences, Kohli Publishers, Chandigarh.
2. Sharma, L.M. (1977): Teaching of Science and Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshreshtha, S.P. (1988) : Teaching of Biology, Loyal Book Depot, Merrut
4. Yadav, K. (1993) : Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.
5. Yadav, M.S. (2000) : Modern Methods of Teaching Sciences, Anmol Publishers, Delhi
6. Singh, U.K. & Nayab, A.K. (2003): Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S. (2001): Science Education in 21st Century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed.) (2000): Teaching Science at Higher Level, Anmol Publishers, Delhi.
9. Edger, Marlow & Rao, D.B. (2003) : Teaching Science Successfully, Discovery Publishing House, New Delhi.
10. Mangal, S.K. (1996) : Teaching of Science, Arya Book Depot, New Delhi.
11. Dave, R.H.: (1969): Taxonomy of Educational Objectives and Achievement Testing, London University Press, London.
12. Sood. J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

PAPER V AND VI**METHODS OF TEACHING- HOME SCIENCE****OBJECTIVES:**

The student teacher will be able

1. to understand the nature and importance of Home Science and its correlation with other subjects.
2. to understand aims and objectives of the teaching of Home Science as a subject.
3. to realise the essential unity between laboratory work and theoretical background of the subject.
4. to analyse school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. to utilise effectively the instructional material in teaching Home Science.
6. to construct test-items to measure objectives belonging to various cognitive levels.
7. to identify specific learning difficulties in Home Science and to provide suitable remedial individual instructions to them.

COURSE CONTENT**UNIT I:**

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

UNIT II:

- (a) Problem solving Method
- (b) Demonstration Method
- (c) Experimental Method
- (d) Project Method
- (e) Lecture-cum-demonstration Method

- (f) Question-answer technique
- (g) Text-book
- (h) Dramatisation and Field Trips.

UNIT III:

- (a) Concept of Planning for Home Science Teaching
- (b) Various steps of Planning- Unit and Daily Lesson plans.
- (c) Importance and advantages of Unit and Daily Lesson plans.
- (d) Qualities of a good Home Science Teacher.
- (e) Role of the Home Science Teacher.

UNIT IV: Specific uses of the following in the teaching of Home Science:

- (a) Audio-visual aids in the teaching of Home Science.
- (b) Laboratory (Location, Building)
- (c) Charts
- (d) Diagrams
- (e) Blackboard
- (f) Reference books
- (g) Graphs
- (h) Radio
- (i) T.V.
- (j) Magazine
- (k) Computer

UNIT V:

- (a) Curriculum in Home Science for different stages of school instruction.
- (b) Concept of evaluation.
- (c) Criteria of good evaluation
- (d) Merits and limitations of evaluation.
- (e) Preparation of blue-print of the Unit Test.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 3. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 2.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

Any one of the following:

- (a) Writing of any Essay on any topic based on the contents of the above Units.
- (b) Preparation of visual-aid for solving community nutrition problem.

BIBLIOGRAPHY:

- 1 Sherry, G.P. and Saran, D.P.: Grah Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1969
2. Asthana, S.R.: Griha Vigyan ka Addhyapan, Laxmi Narain Agarwal, Agra, 1968
3. Sarla Sharil: Banana Seekho, Atmaram & Sons, Delhi, 1962
4. Dass, R.R. and Ray, Binita: Teaching of Home Science, Sterling Publishers Pvt., New Delhi, 1984
5. Sukhiya, S.P. and Mehrotra: Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh, 1984
6. Agarwal, Laxminarayan, Teaching of Home Science.
7. Sherry, G.P.: Home Management

PAPER V AND VI**METHODS OF TEACHING- SOCIAL STUDIES****OBJECTIVES:**

The student teacher will be able

1. to define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
2. to understand the aims and objectives of teaching Social Studies.
3. to prepare Unit plans and Lesson Plans for different classes.
4. to critically evaluate the existing school syllabus of Social Studies.
5. to arrange field trips and local Surveys.
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 Social Studies.
9. to clarify particular concepts, trends, principles, methods, etc. with the help of co-relation to similar situation.

COURSE CONTENT**UNIT-I:** Nature, Scope, Aims and Objectives :

- Nature, Scope and Concept of Social Studies.
- Importance
- Corelation of Social Studies with other subjects- History, Geography, Civics, & Economics.
- Aims and objectives of teaching Social Studies at Secondary level.

UNIT II: Curriculum and Planning:

- Concept and bases of Curriculum.
- Principles for the selection of subject-matter of Social Studies.
- Critical appraisal of the prescribed Syllabus of Social Studies at Secondary level.
- Concept and Importance of Lesson plan.
- Planning of Unit plan and daily Lesson plan.
- Social Studies text books.

UNIT III: Instructional Strategies, Methods and Devices:

- Various methods-Lecture, Project, Problem-solving and Socialized Recitation.
- Excursion
- Teaching devices- Questioning, Narration, Dramatizing and Illustration.

UNIT IV: Instructional Support System:

- Teaching and lab equipments.
- Social Studies room
- Aids of teaching- meaning, Importance and classification.
- T.V. and Museum.

UNIT V: Evaluation of Teaching Social Studies:

- Concept of Measurement and evaluation
- Objectives of evaluation
- Techniques of evaluation
- Different types of test.
- Blue Print

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 3. Or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 2.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

- (a) Writing one essay related to the topics prescribed on Unit I, Unit II, Unit III, Unit IV and Unit V.
- (b) Preparation of Unit Test containing thirty items.

BIBLIOGRAPHY:

1. Bining and Bining: Teaching of Social Studies.
2. Brantom, F.K.; The Teaching of Social Studies in a Changing World.
3. Hamming, James : The Teaching of Social Studies in Secondary School.
4. Horn, E.E. : Methods of Instruction in Social Studies.
5. Kochhar, S.K. : Teaching of Social Studies.
6. Taneja, V.R. : Teaching of Social Studies.
7. Wesley, Edger Brose: Social Studies for Schools.

Hindi Edition:

1. Pandey K.P.: Samajik Addhyayan ki Shikshan Vidhi, Pustak Bros.Agra, 1961
2. Sharma A.P. : Samajik Addhyayan Tatha Nagrik Shastra Shikshan, Gopal and Sons, Agra,1962
3. Sharma M.P. : Samajik Addhyayan ki Shikshan Vidhi, Bharat Pustak Mandir, Agra.
4. Singh D.: Samajik Addhyayan evam Nagrik Shastra Shikshan, Laxmi Narayan Agarwal, Agra, 1961
5. Singh R.P.: Samajik Addhyayan ka Shikshan, Laxmi Narayan Agarwal, Agra, 1968
6. Tyagi, G.D.: Samajik Addhyayan ka Shikshan, Vinod Pustak Mandir, Agra.

PAPER V AND VI**METHODS OF TEACHING- HISTORY****OBJECTIVES:**

The student teacher will be able

1. to understand the concept, nature and scope of History.
2. to enable the student teacher to understand the nature of History as continuous process of development and change.
3. to enable the student-teacher to understand the aims and objectives of teaching history at Secondary stage.
4. to enable the student teacher to prepare Unit plan, Daily lesson plan and its related teaching aids.
5. to enable the student teacher to develop the syllabus for teaching history for different classes and its critical appraisal.
6. to enable the student teacher to understand the spirit and applying different methods and techniques of teaching history at the Secondary stage.
7. to enable the student teacher to evaluate their pupils methodically at the different levels of Secondary Stage.

COURSE CONTENT**Unit I:** Nature, Scope and Objectives:

- (a) Meaning, Nature and Scope of History.
- (b) Importance of teaching history at Secondary level.
- (c) Importance of Studying Local History, National History and World History in the context of National Integration and International understanding.
- (d) Co-relation of history with other school subjects (Social Studies, Geography, Civics, Economics, Art and Literature)
- (e) Aims and objectives of teaching History at Secondary and Senior Secondary stages.

Unit II: Curriculum and Planning

- (a) Meaning and concept of curriculum.
- (b) Basic Principles of curriculum construction in history.
- (c) Critical Appraisal of the existing syllabus of history
- (d) Unit plan and Daily lesson plan of teaching History.

(e) Qualities, role and professional growth of History teacher.

UNIT-III: Methods and Approaches

(a) Methods and Device.

- (i) Chronological Method.
- (ii) Story telling method.
- (iii) Biographical Method.
- (iv) Source Method.
- (v) Text-Book Method
- (vi) Question-answer device.

(b) Dramatization in History.

(c) Historical excursion in History teaching

UNIT IV: Instructional Support System

(a) Audio-Visual aids in teaching History (Black-Board, Maps, Charts, Graphs, and Models).

(b) Time Sense in History.

(c) History Room

(d) Community Resources: Computer, T.V.

UNIT-V: Evaluation

(a) Concept and Purpose of evaluation.

(b) Objectives and process based on evaluation.

(c) Tools and techniques of evaluation in history teaching.

- (i) Various types of question.
- (ii) Blue print.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

Any One of the following:

1. One essay on the prescribed topic.
2. Study of anyone aspect of Historical issue and preparation of report there of.
3. Collection of newspaper cutting related to History's issues.
4. Preparing a report on visit to some places of historical interest.
5. Preparation of Unit test containing thirty items.

BIBLIOGRAPHY:

1. Aggrawal, J.C. Teaching of History (A practical Approach), Vikas Publishing House Pvt. Ltd., New Delhi.
2. Choudhary. K.P.; Effective teaching of History in India, NCERT.
3. Ghate, V.D. ; Suggestions for the teaching of History in India.
4. Ghose, K.D.; Creative teaching of History OUP
5. Hill, C.P. : Suggestions on the teaching of History.
6. Kochhar, S.K.: Teaching of History, Sterling Publishers Private Limited, New Delhi.
7. Verjeshwary, R. : Hand Book for History teacher in India.

In Hindi Edition:

1. Dixit, Upender Nath and Baghela, Het Singh: History teaching, Raj.Hindi Granth, Akadami, Jaipur
2. Ghate, B.D.; History teaching, Hariyana
3. Tyagi, Gurusharan: History teaching, Vinod Publication, Agra.

PAPER V AND VI
METHODS OF TEACHING- CIVICS

OBJECTIVES:

The student teacher will be able

1. to refresh the knowledge of the student teacher about the meaning and importance of Civics.
2. to acquaint the teacher with the aims and objectives of teaching Civics.
3. to enable the student to establish co-relation of civics with other school subjects.
4. to enable the student to identify instructional objectives in behavioral terms.
5. to acquaint the student teacher with the present curriculum.
6. to develop qualities of a good civics teacher.
7. to apply appropriate methods in teaching particular topics at different levels.
8. to develop the ability to plan the daily lessons as well as unit plan.
9. to enable them to make use of teaching aids in the teaching of Civics.

COURSE CONTENT

UNIT - I: Nature, scope and objectives of the subject.

- Nature, scope and concept of the Civics.
- Importance in present times.
- Aims and objectives of teaching Civics at Secondary level.
- Correlation of Civics with other subjects.

UNIT - II: Curriculum and Civics Teacher:

- Meaning and concept of Curriculum.
- Fundamental principles of formulation of curriculum in Civics.
- Critical appraisal of the prescribed syllabus.
- Qualities and role of Civics teacher.

UNIT - III: Methods and approaches of Civics teaching.

- Various methods of teaching Civics - Lecture method, Project

method, Problem solving method, Discussion, and Supervised Study method.

- Techniques of questioning and Interview

UNIT - IV: Planning for teaching and teaching aids.

- Lesson Plan - Unit Plan and Daily Lesson Plan in Civics Teaching.
- Use of teaching aids in Civics teaching.

UNIT - V: Evaluation of Civics Teaching.

- Purpose and concept of evaluation.
- Objectives and process-based evaluation.
- Different types of tests : their merits and limitations.
- Blue Print.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

1. One essay on any of the topics prescribed.
2. Construction of an achievement test.

BIBLIOGRAPY:

Bining and Bining : Teaching of Social Studies in Secondary Schools, New York.

Bourne H.E. : Teaching of History and Civics, Bombay, Longmans 1972.

Harlikar : Teaching of Civics in India, Bombay, Padma Publications Ltd.

Kochhar, S.K. : Teaching of Social Science. Sterling Publishers Pvt. Ltd., New Delhi.

Raich B.C. : Methods of Teaching Civics, Lucknow, 1985-86.

बघेला, हेतसिंह : नागरिक शास्त्र शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1993

त्यागी, गुरसरनदास : नागरिक शास्त्र का शिक्षण, विनोद पुस्तक मन्दिर, आगरा।

मित्तल, एम०एल० : नागरिक शास्त्र का शिक्षण, लायल बुक डिपो, मेरठ

कुदेसिया, उमेश चन्द्र : नागरिक शास्त्र शिक्षण, विनोद पुस्तक मन्दिर, आगरा।

सिंह, रामपाल : नागरिक शास्त्र शिक्षण, आर०लाल० बुक डिपो, मेरठ।

क्षत्रिय, के० : नागरिक शास्त्र शिक्षण, लायल बुक डिपो, मेरठ

श्रीमती संध्या मुखर्जी : नागरिक शास्त्र शिक्षण, प्रकाशन केन्द्र, लखनऊ, 1985-86।

PAPER V AND VI**METHODS OF TEACHING- GEOGRAPHY****OBJECTIVES:**

The student teacher will be able

1. to understand the modern concept of Geography.
2. to understand the aims and objectives of Teaching Geography.
3. to prepare Yearly plan, Unit and Lesson Plan for different classes.
4. to prepare maps and charts to illustrate the contents of different classes and use them effectively.
5. to critically evaluate the existing school syllabus and review the text book of Geography.
6. to apply appropriate methods and techniques of teaching of particular topics at different levels.
7. to arrange field trips and local surveys.
8. to prepare achievement Tests and diagnostic test, administration of the test, analysis of results and make suggestions for remedial teaching.
9. to understand about the geographical happening In the world.

COURSE CONTENT**UNIT - I:** Nature, Scope and Objectives

- (a) Meaning, scope and changing concept of Geography.
- (b) Importance of Geography and its place in School curriculum.,
- (c) Aims and objectives of Teaching Geography.
- (d) Role of Geography in developing International understanding.
- (e) Correlation of Geography with Social Sciences, Economics, Civics, Natural Sciences, Environmental Sciences.

UNIT - II: Curriculum and Planning

- (a) Principles of curriculum construction in Geography.
- (b) Presentation of syllabus at secondary level.
- (c) Critical appraisal of the existing syllabus of Geography.
- (d) Unit plan in Geography.
- (e) Daily lesson plan.

UNIT - III: METHODS AND APPROACHES

- (a) Methods of Teaching Geography:-
- Descriptive method
 - Regional method
 - Project method
 - Laboratory method
 - Supervised Study method &
 - Inductive and Deductive method.
- (b) Techniques of teaching Geography
- (c) Home region and local Geography.
- (d) Field Trips in Geography
- (e) Equipping the Geography Room

UNIT - IV: Instructional Support System

- Text-Book in Geography
- Teaching Aids in Geography
- Geography Teacher- his qualities, role and professional Growth.
- Geographical Museums and Lab, Importance of Practical work.
- Use of Local Resources in teaching Geography.

UNIT - V: Evaluation

- Concept and Importance of evaluation in Geography
- Tools and Techniques of evaluation in Geography
- Achievement Test
 - Different types of Questions.
 - Blue Print
- Preparation of Question paper

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

- One essay related to the topics prescribed on Unit I, Unit II, Unit III, Unit IV and Unit V.
- Any one of the following:-
 - Construction of objective type test items.
 - Preparation of maps, charts and models for physical Geography.
 - Collection of Newspaper cuttings related to Geographical issues.
 - Preparation of a report on visit to place of Geographical Importance and its conservation.

BIBLIOGRAPHY:

- वर्मा, जे.पी. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
- शर्मा, सी.आर. : भूगोल शिक्षण, मॉडर्न पब्लिशर्स, मेरठ।
- सिंह, एच.एन. : भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा 1987।
- अरोड़ा, के.एल. : भूगोल शिक्षण, प्रकाश ब्रदर्स, लुधियाना 1983
- मिश्रा, ए.एन.: भूगोल शिक्षण पद्धति, शिक्षण निकेतन, कानपुर 1959।
- Singh, L.P.: Practical Geography, Allied publication, Allahabad.
- Barnard, H.C. : Principles and Practice of Geography Teaching, London University, Tutorial press, 1953.
- Kaul, A.K. : Why and How of Geography Teaching, Ambanu Publications, Srinagar, 1983.
- Verma, O.P. and Vedanayagam E.G., : Geography Teaching, Sterling Publishers, New Delhi, 1987.

10. Gopsil, G.H. : The Teaching of Geography, Macmillan K Co.Ltd, London, 1958.
11. Macnee : Teaching of Geography, Oxford University Press, Bombay.
12. Source Book for Teaching of Geography, UNESCO Publishing.

PAPER V AND VI

METHODS OF TEACHING- ECONOMICS

OBJECTIVES:

The student teacher will be able

1. to refresh the knowledge about the meaning, importance, nature, scope and aims of Economics.
2. to acquaint with the aims, objectives and value outcomes through teaching of Economics.
3. to develop ability to plan suitable instructions in Economics.
4. to organize group activities and projects to use various instructional strategies and methods for effective Teaching of the subject.
5. to establish correlation of Economics with other School subjects.
6. to develop skills to use various teaching Aids.
7. to develop Social efficiency among them.
8. to develop Social rationale for solving the different problems of Economics.
9. to develop skill to successfully use various evaluation Techniques and to interpret the results.
10. to develop appropriate attitude towards the subject and country's Economy.

COURSE CONTENT

UNIT - I: Nature, Scope and Objectives

- (a) Meaning, nature and scope of Economics
- (b) Importance of teaching Economics and its place in school curriculum.
- (c) Aims and objectives of teaching economics at different levels.
- (d) Correlation of Economics with other School Subjects.

UNIT- II: Curriculum and Planning

- (a) Principles of curriculum construction in Economics.
- (b) Presentation of syllabus at secondary and Higher secondary levels
- (c) Critical Appraisal of the existing syllabus of Economics and suggestions to improve.

(d) Unit plan in Economics.

(e) Daily lesson plan.

UNIT- III: Methods and Approaches to Teaching Economics.

(a) Various methods of teaching Economics:

(i) Lecture Method

(ii) Problem solving method

(iii) Project method

(iv) Supervised study method

(v) Discussion method &

(vi) Inductive and Deductive method

(b) Various Techniques and devices of teaching Economics.

(c) Community Resources.

(d) Importance of Field Trips in Economics.

UNIT- IV: Instructional Support System

(a) Text-Book in Economics

(b) Economics Teacher- their qualities and professional growth.

(c) Use of Teaching Aids in Economics

(d) Innovative practices- Team teaching, teaching on Television, equipping Economics Room.

UNIT - V: Evaluation of Teaching Economics

(a) Concept and Importance of Evaluation.

(b) Preparation of achievement Test: -

(i) Various types of Questions.

(ii) Blue Print

(c) Construction of Unit Test.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

(a) Writing one essay related to the topics prescribed on Unit I, Unit II, Unit III, Unit IV and Unit V

(b) Preparation of Unit test containing thirty items.

BIBLIOGRAPHY:

Kanwar, B.S. : Teaching of Economics, Prakash Bros, Ludhiana,1973.

Rai, B.C. : Methods of Teaching Economics, Publication Centre, Lucknow,1986.

Siddiqi, M.H. : Teaching of Economics, Ashish Publishing House, New Delhi 1993.

Bawa, Dr. M.S.(ed) : Teaching of Economics : Contemporary Methods and Strategies for Secondary and Senior Secondary levels, Teachers' Hand-book; Institute of Advanced Studies in Education, Department of Education, University of Delhi, 1995.

Tyagi, G.D., Arthashastra Shikshan, Vinod Pustak Mandir, Agra-2005.

PAPER V AND VI**METHODS OF TEACHING- BOOK- KEEPING****OBJECTIVES:**

The student teacher will be able

1. to help the students to acquire the basic understanding in the field of B.K. education.
2. to develop the ability to plan curriculum and instructions in B.K. at school level.
3. to develop the ability to critically evaluate existing school syllabus and text book.
4. to impart knowledge about the methods and devices of teaching B.K. and to develop the skill of using the same.
5. to develop the ability of preparing an achievement test.
6. to develop commercial efficiency among students.

COURSE CONTENT**UNIT - I:** Introduction

- (a) Meaning, Nature and scope of B.K. education.
- (b) Aims, objectives and values of teaching B.K. at Senior Secondary level.
- (c) The place of B.K. in Education.
- (d) Correlation with other school subjects.

UNIT - II: Methodology of Teaching-I

- (a) Unit plan and Daily lesson plan.
- (b) Maxims of Teaching.
- (c) Classroom observation.

UNIT - III: Methodology of Teaching-II

- (a) Modern methods of teaching B.K.
- (b) Devices of teaching B.K.
- (c) A critical estimate of present syllabus in B.K. at Senior Secondary level.

UNIT- IV: Instructional Material

- (a) Importance of proper equipment and material for effective instruction.

- (b) Criteria for selection of instructional material used in B.K. education.
- (c) Different audio-visual equipment and material used in B.K. education.
- (d) Evaluation of text book in B.K. at Senior Secondary level.

UNIT- V:

- (a) Qualities of Book-Keeping teacher, role and professional growth of B.K. teacher.
- (b) Evaluation in Book-Keeping- Importance, type of tests- Essay, short answer and objective type questions and Blue print of a test.

SCHEME OF EXAMINATION:

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B: ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

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

BIBLIOGRAPHY:

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

PAPER V AND VI**METHODS OF TEACHING- COMMERCIAL PRACTICE****OBJECTIVES:**

The student teachers will be able -

1. to know the meaning, concept and scope of Commercial Practice.
2. to know the aims and objectives of teaching Commercial Practice.
3. to know the place of Commercial Practice in the school curriculum.
4. to prepare unit and lesson plans.
5. to know about the audio-visual aids and importance of text-book.
6. to know the various methods and techniques of teaching.
7. to know the principles of curriculum organisation and its critical appraisal.
8. to know about the evaluation process in the Commercial Practice.

COURSE CONTENT**UNIT - I:**

- (A) Meaning, Nature and Scope of Commercial Practice.
- (B) Aims and objectives of teaching Commercial Practice at School level.
- (C) Place of Commercial Practice in Education.

UNIT - II:

- (A) Unit Plan and Lesson Plan.
- (B) Audio-Visual aids in teaching Commercial Practice.
- (C) Text Book Importance, selection and criticism.

UNIT - III:

Methods and techniques of teaching Commercial Practice

- Text Book Method.
- Problem Solving Method.
- Project Method
- Lecture-cum-demonstration Method.
- Discussion Method.
- Questioning

- Narration
- Illustration

UNIT - IV:

- (A) Curriculum - Principles of Curriculum, organisation, selection of content.
- (B) Critical appraisal of the prescribed syllabus.
- (C) Commercial Practice room.

UNIT - V:

- (A) Evaluation in Commercial Practice - Importance, Types of Test - Essay, short answer and objective type.
- (B) Role and qualities of Commercial Practice teacher.

SCHEME OF EXAMINATION;

Distribution of questions shall be as follows:

There shall be two parts in this Paper i.e. Part 'A' and Part 'B' and the distribution of questions shall be as under:

PART- A: SHORT ANSWER-TYPE QUESTIONS:

10 QUESTIONS: Two (2) questions shall be asked from each Unit. The students shall be required to attend Eight (8) questions and each question will carry Five (5) marks.

PART B : ESSAY-TYPE QUESTIONS:

3 QUESTIONS: All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1: There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2. or from both the Units.

Q.No. 2: There will be 2 questions with alternate choice from Unit No. 3.

Q.No. 3: There will be 2 questions with alternate choice from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK:

Writing an Essay on any one topic

OR

Preparing an achievement test.

BIBLIOGRAPHY:

Tonne, Pohani, Freeman : Methods of Teaching Business Subject, Greogg Publishing Co., New York.

Khan, M.S. : The Teaching of Commerce, Sterling Publisher Pvt. Ltd., New Delhi.

Kochar, S.K. : Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd., New Delhi 1986.

Sharma, R.A. : Technology of Teaching, Loyal Book Dept., Meerut.

Rao, Seema : Teaching of Commerce, Anmol Publication Pvt. Ltd., 1995.

Jain K.C.S. : Vanyajaya Shikshan (Hindi) Ganeral Academy, Jaipur, 1986

Singh, I.B. : Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.

Bhorali Devadas : Commerce Education in India, D.K. Publishers Distribution (P) Ltd., New Delhi, 1988.

Rai B.C. : Method of Teaching Commerce, Prakashan Kendra, Lucknow 1986.

PAPER V AND VI**METHODS OF TEACHING-URDU**

Unit 1 : Nature of the subject-

- i. Listening, Speaking Reading and Writing
 - (a) Pronunciation (b) Recitation (c) Punctuation
- ii. Reading
 - (a) Loud (b) silent (c) Intensive and Extensive
- iii. Elementary knowledge of Urdu script
 - (c) Khat-e-Narkh (b) Khat-e-Nastaliq (c) Khat-e-Shikasht

Co-curricular activities in teaching Urdu

Unit 2 : Instructional Objectives-

Language : its importance and functions the aims and objectives of teaching mother tongue with special reference to Urdu.

Objective of teaching Urdu at upper primary and higher secondary school level.

Problems of teaching learning urdu language

1. Method of teaching Urdu-
 - a) Direct Method (b) Structural Approach (e) Project Method
2. Teaching of various forms of Urdu literature-
 - i) Prose composition (ii) Grammer
 - ii) Poety-(a) Ghazal (b) Nazam (c) Drama

Unit 3 : Instructional Support System-

Instructional support system of teaching Urdu Resource material, classroom-its management and organization, teaching aids, text-books, Teachers Co-curricular activities for teaching Urdu.

Unit 4 : Innovativae Practices -

Innovative practice in teaching of Urdu, term teaching, Micro-teaching, Programmed Instruction, field trips, community resources, Computer, T.V., Clubs, Museum, Subject Lab.

Unit 5 : Evaluation-

Evaluation in Urdu teaching-

- (a) Purpose and concept of evaluation
- (b) Teaching of evaluation
- (c) Different types of tests, their merits and limitations, essary type, short-answer type and objective type.

SCHEME OF EXAMINATION

1. Sessional work : Two tests covering Unit I and V.
2. University Exam.

BIBLIOGRAPHY

1. Hum Urdu Kaise Padhen : Moenuddin
2. Urdu Zaban Ki Tadrees : Moinuddin
3. Tadrees-e-Zaban-e-Urdu : Inamullah Sharwani
4. Hum Urdu Kaisae Likhaen : Rasheed Hsan Khan
5. Urdu Imla : Rasheed Hasan
6. Quwaid-e-Urdu : Maulvi Abdul Haq
7. Fun-e Taleem-Tarbal : Fazal Hussain
8. Ghazal and Dars-e-Ghazal; Akhtar Ansari
9. Zaban, Zindgi aur Taleem : Khwaja Gulamus Syeden

PAPER V AND VI**METHODS OF TEACHING-MUSIC****Objectives :**

On completion of the course the pupil teacher will be able to :

- a) Understand the important concepts used in the discipline.
- b) To prepare unit plan. Lesson plan and yearly plan for different classes.
- c) Prepare achievement test and diagnostic tests, administer them and analys the results.
- d) Prepare suitable teaching aids and use them in the classroom effectively.

COURSE CONTENT

- Unit 1 : Nature, Scope and Concept of music. It's filed, utility and important Correlation of music with other school subjects, with society and environment Comparison of Hindustani and Karnataka music, Ragas and their importance.
- Unit 2 : Instructional, objectives of teaching music, General and specific objectives. Value outcomes through teaching of Music, Various methods of teaching Music, Preparation for community singing.
- Unit 3 : Instructional support system of teaching Music. Resource material classroom, its management and organisation, teaching aids, textbook, teacher, co-curricular activities for teaching, Music, Dances-Kathak, Ghumar.
- Unit 4 : Innovative practice in teaching of Music, Team teaching, Micro teaching, Programme instruction Field trips, Community Resources, Computers, T.V. Museum, subjects lab. Music competition. Music conference.
- Unit 5 : Development of appreciation of Music and students. Planning and evaluation of teaching, teacher made tests, type of questions, blue print, paper construction. Content analysis, daily lesson plan, unit plan, and yearly plan of teaching Music.

Scheme of Examination :

Distribution of questions shall be as follows ;

There shall be two parts in this paper i.e. Part 'A' and Part 'B' and the distributions of questions shall be as under :

Part-A : SHORT ANSWER-TYPE QUESTIONS :

10 Questions : Two (2) questions shall be asked from each Unit. The students shall be required to attend eight (8) questions and each question will be carry Five (5) marks

Part-B : ESSAY-TYPE QUESTIONS :

3 Questions : All these three questions will be compulsory. Each question will carry 10 Marks.

Q.No. 1 : There will be 2 questions with alternate choice either from Unit No. 1 or Unit No. 2 or from both the Units.

Q. No. 2 : There will be 2 questions with alternate choice from Unit No.3

Q.No. 3 There will be 2 questions with alternate choice either from Unit No. 4 or Unit No. 5 or from both the Units.

SESSIONAL WORK :

(Any one of the following)

- Plan and prepare a unit of teaching from the textbook.
- Compare some of elements of Hindustani Music with Karnataka Music.
- Planning co-curricular activities for teaching music.
- Organizing an inter-school or intra-school music competition.

Reference :

Thakur Onkarnath : Pranava Bharti

Swaruy. B. Theory of Indian Music.

Digamber. Vishnu : Sangeet Bodh (5 parts)

Sangeet Darpan (Sanskrit)

Sangeet Ratnakar (Sanskrit)

Bhatkhandae : Hindustani Sangeet Paddhati

Basu. S.N. : Sangeet Praesika

SPECIALISATION PAPERS**PAPER VII****PRE - PRIMARY EDUCATION****UNIT - 1:**

Aims and importance of Pre-Primary Education. Early-childhood care and education, Recommendation of National Policy of Education, 1986.

UNIT - 2:

Nursery school programme, characteristics of Nursery school, Daily programme, Environment and equipment.

UNIT - 3:

Curriculum Play and its place in the curriculum and activities.

UNIT- 4 :

Pre-Primary Teacher-role and training, Special and Emotional role of problems of Pre-Primary age.

UNIT- 5 :

Integrated child development services, ECE Centres, Role of Voluntary Agencies.

SCHEME OF EXAMINATION:

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK:

1. Preparation of a file - 5 Nursery stories, 5 Nursery Rhymes.
2. Students will have to give 10 Nursery Lesson.
3. Writing of an essay.

BIBLIOGRAPHY:

Dhoondhiyal, S. : Prag-Vidhyalayi Balak Ki Shiksha, Vidhya Bhawan Society, Udaipur, 1974.

Read, K.H. : The Nursery School, Oxford IBH Publishing Company, Calcutta, Bombay, New Delhi, 1967.

Krown Sylvia : Three and Four Go to School, Prentice Hall Inc., New Jersey, 1974.

Frost, J.L. : Early Childhood Education Rediscovered, Holt, Rinehart and Winston Inc., New York, 1968.

Todd, V.E. and Helen, H. : The Years Before School, Macmillan Publishing Co., Inc., New York, 1967.

Hume, E.H. : Learning and Teaching in the Infants School, Longmans, Green and Company, New York, Toronto, 1968.

PAPER VII
SCHOOL LIBRARY

UNIT I :

- (a) Five laws of Library Science.
- (b) Library in Education.
- (c) Library Equipment.
- (d) Library Furniture.

UNIT II :

- (a) Aims and objects of School Library.
- (b) Planning of Library building.
- (c) Class Library and Subject Library.

UNIT III :

- (a) Organisation and Administration of School Library.
- (b) Issue Methods :
 - (i) Brown Charging System.
 - (ii) Newark Charging System.
- (c) Book Selection.

UNIT IV :

- (a) Classification : Meaning, Aims and Need of Classification.
- (b) Library Rules.
- (c) Stock Verification.

UNIT V :

- (a) Catalog : Meaning, Aims and Functions of Catalogue.
- (b) Types of Catalogue : Physical Form.
- (c) Accession Register.
- (d) Reference Service : Meaning, Need and Functions of Reference Service.
- (e) Types of Reference Service.

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK :

1. One Essay.
2. Survey of school library and preparation of a report.
3. Classification of 25 Books by Dewey-Decimal Classification Scheme of 18th Edition.
4. Simple cataloging of Five books by Rangnathan "Classified Catalogue Code".

BIBLIOGRAPHY :

1. Ranganathan, S.R.: Pustakalaya Vigyan ke Panch Sutra, Rajasthan, Hindi Granth Academy, Jaipur, 1980.
2. Sukla, Lalita, S. : Basic Foundations of Library Science, Metropolitan Book Co., Delhi.
3. Ranganathan, S.R. : Library Manual, Asia Publishing House, Bombay, 1960.
4. Fargo, L.F. : School Pustakalaya ke Vividh Roop, Atma Ram and Sons, Delhi, 1966.
5. Shastri, D.P. : Pustakalaya Vargikaran, Sahitya Bhawan, 1974.
6. Tripathi, S.M. : Adhunik Granthalaya Vargikaran, Shri Ram Mehra & Co., Agra, 1976.
7. Bhargava, G.D. : Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
8. Agarwal, S.S. : Catalogue Entries and Procedure, Lakshmi Book Store, New Delhi, 1972.
9. Agarwal, S.S. : Suchikaran ke Siddhant.
10. Giraj Kumar and Kumar, C. : Suchikaran ke Siddhant, vikash Publishing House, New Delhi, 1976.
11. Pandey, S.K. : Cataloguing Theory, Ere Ers Publication, New Delhi, 1986.
12. Ranganathan, S.R. : Library Administration, Asia Publishing House, Bombay.
13. Mittal, R.L. : Library Administration Theory and Practice, Metropolitan Book Co., Delhi-6, 1973.
14. Banarjee, P.R. : Pustakalaya Vyavasthapan, Madhya Pradesh Hindi Granth Academy, Bhopal.
15. Shrivastav and Verma : Pustakalaya Sangathan Avam Sanchalan, Rajasthan Hindi Granth Academy, Jaipur.
16. Kanti, M. : Pustakalya Vigyan Nirgam Paddhatiya, Chaitanya Prakashan, Kanpur.
17. Sundeshvaran, K.S. : Sandarbh Seva, Madhya Pradesh Hindi Granth Academy, Bhopal.
18. Dewey, Melvil : Dewey Decimal Classification, Edition 18, Forest Press Inc., New York.

PAPER VII**ACTION RESEARCH AND EXPERIMENTATION IN SCHOOL****Unit 1:**

Meaning, Importance and Nature of Research, Types of Research, Pure versus Applied Applies research.

Unit 2:

Action research: Meaning, nature and importance. Schools as a field of Action Research-Selection and introduction of Action Research problem. Steps for Action Research Plan.

Unit 3:

Action Hypothesis-Meaning and types. Tools and techniques of data Collection-Questionnaire, Interview, Observation, Schedules, Rating Scales.

Unit 4:

Collection of evidence-Academic achievement, Aptitudes and Interest, Attitudes, Specific behaviour Problems.

Unit 5 :

Replication of action plan, Use of Action Research in improvement of classroom practices

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

Planning action research programmes for:

- (a) A problem on teaching method
- (b) A problem on behaviour difficulties among pupils
- (c) A problem on behaviour difficulties among pupils
- (d) A problem relating to slow learners of backward children

BIBLIOGRAPHY

Kaul, Lokesh: Methodology of Educational Research, Vani Educational Books, Delhi, 1984

Samant, Dattaraya Govind: The Making of educational Research

Popular Prakashan, Bombay, 1966

Travers Rober, M.H.: An Introduction to Educational Research, The Macmillan Company, New York

Corey, S.M.; Action Research to Improve School Practices, Columbia University, New York, 1955

Fredman & Paul: The Principles of Scientific Research, Mcdonald & Co., London, 1959

PAPER VII

PRIMARY EDUCATION

Unit 1:

Nature and Scope of elementary education, brief historical survey of elementary education movement in India, Comparative study of the development of elementary education in different states in five year plans and position of Rajasthan

Unit 2:

Universal, Free Compulsory elementary education concept, needs in democracy and place in relation to development, Educational administration at elementary stage

Unit 3:

Methods of education, Major problems of elementary education-wastage and stagnation

Unit 4:

Text books and examination

Unit 5:

Problems of single teacher schools-Multiple classes at elementary level, work experience and school community relationship

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

1. Essay on the problems of education based on data available in six schools of urban or rural areas.
2. Survey of two elementary Schools in the State

3. Ten lessons in elementary schools o methods of multiple class or project

BIBLIOGRAPHY

Milard, C.V.7 Auggett, A.J.; Introduction to Elementary Education, McGraw Hill, New York, 1953

Issace Susan : Children We Teach, University of London, 1957

Sancier, W.A.; Theory and Practice in Elementary School, Macmillan, New York, 1959

Wingo, G.Max & Schorling: Elementary School Student Teaching , McGraw Hill, New York, 1960

Warner Ruby, H.: Elementary School Teaching Practice, Prentice Hall, New Delhi, 1965

PAPER VII

ADULT AND SOCIAL EDUCATION

Unit 1:

Nature ,Scope and functions of Adult Education ,Adult Education for democracy and national development. The Concept of Social Education

Unit 2:

- (a) Liquidation of illiteracy
- (b) Adult Education Programme in Rajasthan

Unit 3:

The role of school, universities, libraries and museum in Adult Education Mass and Selective approach Functional literacy

Unit 4:

Main features of Adult Education in U.K., U.S.A., Denmark, Sweden and China

Unit 5:

- (a) Psychology of the Adult Learner as distinct from child and adolescent learner
- (b) Methods of Adult Education
- (c) Reading and Audio Visual materials
- (d) Mass media and Adult Education

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

Conducting a Social Education class for fifteen days, Educational survey of a village; two essays connected with social education

BIBLIOGRAPHY

Shastri, Dharmendra : Samajik Shiksha aur Samaj Seva, Madhu Prakashan, Patna

Kempner, Homer : Adult Education, Mcgraw Hill, New York

PAPER VII**PHYSICAL EDUCATION****Unit 1:**

Modern concept of Physical education, its relation to education, its place in schools, Aims and objectives of Physical Education, History of Physical Education abroad and in India, Story of Olympic games, Physical Education in democracy; its Social, Economic and Political concept

Unit 2:

Psychological foundation of Physical education, Age characteristic of children, needs and interest of Secondary Schools children and activities to meet their needs, programme of Physical activities for a school

Unit 3:

Organisation, Management and administration of group competitions, efficiency tests tournaments. health days. Play days, Picnics Excursions. Play centres classification in Physical Education.

Unit 4:

Preparing ground and field for the following games Hockey, Football, Volleyball, Kho-Kho, Kabaddi

Unit 5:

Biological foundation of Physical Education, Introduction to anatomy, physiology, Nutrition, First aids

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

1. Pupil teachers will be required to perform and show proficiency in atleast five activities which must include marching and any four of the following:

Simple games, Major games Combatives Rhythmics, Light Asanas, Tumeling, Stunts Pyramids Gymnastic apparatus Table drills

2. Two essays on Physical Education:

One from theoretical part and the other one on an topic connected with any present condition of games and sports in the country

3. Practice of teaching- 5 periods in different grades of boys upto Higher Secondary level

BIBLIOGRAPHY

Ministry of Education, India; sharirik Shikshan aur Manovigyan ki Rashtriya Yojna, New Delhi, 1960

Mondson, Joseph, Ed.: Techniques in Physical Education, George G.Harrap.London 1950

Wakhankar, D.G.: Manual of Physical education. G. Bell, London, 1967

Randall, M.W.; Objectives in Physical Education, G.Bell, London, 1967

Cowell Charles, C. and Schwehn, Hind, M.: Modern Principles and Methods in High School Physical Education, Allyn and Bacon, Honston, 1962

Shepard, N.M. ; Foundation and Principles of Physical Education , Ronald Press, New York

PAPER VII**MEASUREMENT AND EVALUATION****UNIT 1 :**

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

UNIT 2 :

- (a) Examination and how to improve it.
- (b) Preparation of objective type test items.
- (c) Item analysis.

UNIT 3 :

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

UNIT 4 :

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

UNIT 5 :

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

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK :

Construction, administration and item analysis of a test in any school subject.

BIBLIOGRAPHY :

Agrawal, Y.P. (1990) : Statistical Methods, Sterling Publishers Pvt. Ltd., New Delhi.

Asthana, Dr. Bipin, Agrawal, Dr. R.N. (1983) : Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra-2.

Anastasi, A. (1968) : Psychological Testing (3rd Edition), Macmillan, New York.

Ferguson, George, A. (1971) : Statistical Analysis in Psychology and Education (3rd Edition), McGraw Hill, New Delhi.

Groundland, N.E. (1967) : Measurement and Evaluation in teaching : Mac millan Co. Fourth Printing, New York.

Numally Jum, C. (1964) : Educational Measurement and Evaluation, McGraw, Hill Book Company, New York.

अस्थाना, डॉ० बिपिन (1999) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मन्दिर, आगरा – 2।

गुप्ता, रमेश चन्द्र, भट्ट, डॉ० चन्द्रशेखर (1971) : शिक्षा में मापन और मूल्यांकन, लक्ष्मी नारायण अग्रवाल, आगरा।

भार्गव, महेश (1988) : आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन, सातवाँ संस्करण, हर प्रसाद भार्गव, आगरा।

वर्मा, रामपाल सिंह (1984) : शैक्षिक-मूल्यांकन, विनोद पुस्तक मन्दिर, आगरा।

हेनरी, ई० गैरिट (1975) : शिक्षा और मनोविज्ञान में सांख्यिकी के प्रयोग, तृतीय संस्करण, कल्याणी पब्लिशर्स, लुधियाना।

PAPER VII**AUDIO-VISUAL EDUCATION****Unit 1:**

Importance of communication, cycle of communication, history of Audio Visual Education

Unit 2:

Meaning of Audio Visual education, need for Audio Visual Education, need for Audio Visual material for teachers, pendulum of learning, cone of experience

Unit 3:

- (a) Classification of Audio Visual Aids-Graphic aids, Photographs, Pictures, flash, maps, Cartoon and Comics.
- (b) Display boards: Black boards: Flannel boards, Bulletin boards; Magnetic boards, peg boards

Unit 4:

- (a) Three dimensional aids-Models, Objects, Specimen, Mock-ups
Diagram Puppets
- (b) Projected aids-Films Film Strips, Slides, Role of Cinema

Unit 5:

Audio aids : Radio Television. Tape Recorder and Record Player
Activity aids. Field trips, Demonstration, Dramatics

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

Preparation of Graphic Aids: Simple techniques of selecting. Flannel graph, chalk board, charts and flash cards

OPERATIONAL

Operation of different types of Audio Visual Equipment, Film Projectors 16 MM, 35 MM, film strip and slide projector. Epidiascope or opaque projector, tape-recorder, record player conducting field trips

BIBLIOGRAPHY

Dale, Edgar : Audio Visual Methods in teaching, Holt, Rinehart and Winston, New York, 1954

Erikson, G.W.H.; Administering Audio-Visual Service, Carlton, W.H. Erickson, Ed. D., New York, 1959

Ahluwalia, S.L. : Audio-Visual Hand Book, N.C.E.R.T. Delhi, 1967

Brwon, James, W. : Audio-Visual Instruction Materials and Methods, McGraw Hill, New York, 1969

Hass, Kenneth B. and Packer, Herry, Q.: Preparation and Use of Audio-Visual Aids, Prentice Hall, New Delhi

Cable, Ralph : Audio Visual Hand Books, University Press, London

PAPER VII**EDUCATIONAL AND VOCATIONAL GUIDANCE****Unit 1:**

- (a) Importance of guidance in the lives of the individuals
- (b) Its need in view of their orientation in the field of education and changing social conditions.

Unit 2:

- (a) Meaning of Guidance, basic assumption and developmental concept of guidance
- (b) Introduction to guidance services
- (c) Guidance in the school programme

Unit 3:

- (a) Study of the individual: Ways and means of knowing about the individual
- (b) The Significance of interest and attitudes and measuring the same for guidance purpose

Unit 4 :

- (a) Counselling as a process
- (b) Qualifications and responsibilities of a counsellor
- (c) Conducting interviews

Unit 5:

- (a) Cumulative records the needed information to be included; principles for maintaining and using them
- (b) Occupational information, the types of information needed by the pupils. Sources of collection and ways of dissemination

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

1. Two Essays
2. Preparing one career talk
3. Preparing a plan of Guidance Programme for a Secondary, Higher Secondary School

BIBLIOGRAPHY

- Agarwal, J.C.; Educational and Vocational Guidance Doaba, Delhi
- Verma, R.S. and Upadhyaya, R.: Shaikshik avam Vyavsayik Nirdeshan, Vinod Pustak Mandir, Agra. 1961
- Myers, George, E. : educational and techniques of Vocational Guidance, McGraw Hill, New York
- Miller, Caroll, H. : Guidance Service : An Introduction, Harper Bros, New York, 1965
- Pal, S.K.; Guidance in Many Lands, General book Depot Allahabad
- Hapson, Barrir, Haes & John : Theory and Practice of Vocation Guidance, Pergman press, London

PAPER VII**ART & CRAFT**

Unit - 1 : Concept of Creative Art.

- (i) Meaning of Creative Art
- (ii) Importance of Art in Education for National Integration, human values and utilisation of leisure time
- (iii) Correlation of Art with other subjects.

Unit - 2 : Basic Principles of Art Teaching.

- (i) Emotions, Observation and Imagination
- (ii) Free Expression
- (iii) Creativity and Art Teaching

Unit - 3 : Methods of Art Teaching.

- (i) Imitation and Practice
- (ii) Free Expression
- (iii) Group Teaching
- (iv) Individual Teaching

Unit - 4 : Syllabus and Lesson Planning in Art Teaching.

- (i) The syllabus of Art teaching at Secondary Level.
- (ii) Objectives of Art teaching.
- (iii) Evaluation in Art teaching.
- (iv) Lesson planning in Art teaching.

Unit - 5 : Introduction to the Procedures, Material and the Art Room.

- (i) Sketching and its type.
- (ii) Colour Scheme.
- (iii) Collage and its types.
- (iv) Art Room

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK :

(Any one of the following along with its theoretical framework) :

- (1) Colouring an earthen pot or toy
- (2) Making Poster
- (3) Making a copy of any one Indian Painting.
- (4) Making Soft toy.
- (5) Painting on cloth.
- (6) Creative Work and Painting.

PAPER VII**PROGRAMMED INSTRUCTION**

Unit 1:

- (a) Historical background Instruction
- (b) Programmed Instruction in India

Unit 2 :

- (a) Operant conditioning learning theory
- (b) The concept of programmed learning and features of Programmed Instruction

Unit 3:

- (a) Approaches to Programming
- (b) Principles of Programmed Learning

Unit 4:

Developing a Programme

Unit 5:

Teaching machines and Computer Assisted Instruction

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

1. Preparation of one unit of programmed instructional material in a subject
2. Administration of the Unit in a School to a group of Children.
3. Test of achievement of the group of Children in that Unit
4. Marking and trying out a programmed instructional unit for illiterate adults

BIBLIOGRAPHY

Gamme, D.: Explaining Teaching Machines are Programming Fearin Publishers, San Francisco, 1961

Delta, Plan and Gabriel, M.: An Experimental Evaluation of programmed teaching, U.S. Department of Health Education Welfare, Washinton, 1961

Eigin, L.D. and others : A Comparison of Three model of presenting a Programmed Instruction Sequence, The Centre of programmed Instruction, 1962

Epstain, Sammad Beryl: The First Book of Teaching Machines, Franklin Watto and Inc., New York, 1961

Lumsdaine, A.D. and Glasser, R.: Teaching Machine and Programmed learning, N.E.A. Department of Audio Visual Instruction 1962

Margulies, S. and Lewi, D.E. (ed) : Programmed Instruction Wiley & Sons, New York, 1962

Markle, S.S. and other: A Programmed Primer or Programming

Skinner, B.E.; Science and Humman Behaviour, Macmillan Co. New York, 1953

Skinner, B.E.; Verbal Behaviour, Appleton Century Crafts, New York, 1957

PAPER VII**EXPERIMENTAL PSYCHOLOGY****Unit 1:**

History of Experimental Psychology

Unit 2:

Nature and Problem of Experiments, hypothesis

Unit 3:

Variable Control

Unit 4:

Psycho-physical methods, concept and basic experiments

Unit 5:

Learning definition, designs, of Reading experiments

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

Each student teacher is required to conduct 10 practicals (5 Practicals and 5 Tests) out of the list given below and prepare a record book. Out of these ten, at least one from learning, One from memory and one from intelligence should be proposed.

At the end of the year there shall be Practical Examination by an external examiner which will be made out of 10 marks and Theory Test should be of 20 marks.

- (a) Span of Attention
- (b) Immediate memory span
- (c) Learning of meaningful material
- (d) Recall and Recognition Methods of Learning
- (e) Trial and Error Learning: Maze Learning or Mirror Drawing
- (f) Transfer of training: Maze Learning of Mirror drawing
- (g) Retroactive inhibition
- (h) To Study the effect of knowledge of Result on a simple performance
- (i) Massed v/s Distributed learning

(j) Performance Test of Intelligence:

Collins and Drever

or Bhatia's Batteay

or Alexandar Pass along Test

or Koh's Block Design Test

or Koh's Block Design test

(k) Aerial Test of Intelligence; Any one of the following:

(i) Dr. Jalota's Group General ability test

(ii) Dr. M.C. Joshi's Test of Intelligence

(iii) Dr. Prayag Mehta's Test of Intelligence

(l) Measurement of Personality (Inventory Method)

(m) Free Association

(n) Measuring Interest; Any one of the following.

(i) Chatterji's Non-Language Performance Records

(ii) S.V.I.B.

(iii) Educational or Vocational Interest Record by S.P. Kulshrestha

(o) Aptitude testing D.A.T. or M.A.T.B. by sharma

(p) Reaction Time

(q) Fatigue

(r) Measuring Teacher Effectiveness

(s) Effect of Environmental factors on learning

BIBLIOGRAPHY

Woodworth, R.S. and Scholashbeag; Experimental Psychology, McGraw Hill & Co., New York

Jalota, S.: Student's Manual of Experiments in Psychology, Asia Publishing house.

Agarwal, Bhatnagar: Prayogatmak Manovigyan, Laxmi Narain Agarwal, Agra3

Rawat, D.S.; Prayogatmak Manovigyan, Vinod Pustak Mandir, Hospital Road, Agra, 1965

Jaiswal, Rajendra : Shaikshik Mapan Evam MANOVIGYANIK PRAYOG

PAPER VII

ENVIRONMENTAL EDUCATION

OBJECTIVES:

- ❖ To make the student teachers understand about the concept, importance, scope and aims of environmental education.
- ❖ To acquaint the student teacher with the possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- ❖ To enable the student teachers to develop various methods and strategies for realising the objectives of environmental education.
- ❖ To orient student teachers with various components of environment for preparing a curriculum for environment education.
- ❖ To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

Unit 1: Environmental Education :

- (a) Meaning, Aims, Scope and Nature of Environmental Education.
- (b) Historical background of Environmental Education.
- (c) Meaning and main components of Environment.
- (d) Relationship of Environmental Education with other subjects.

Unit 2 : Environmental Pollution :

- (a) Environmental Pollution - Meaning and main types - Air, Water, Noise, Soil and Solid Waste Pollution.
- (b) Radio Active Pollution.
- (c) Green House effect.
- (d) Ozone layer depletion.

Unit 3 : Inter-Dependency in Environment :

- (a) Abiotic factors.
- (b) Biotic factors.
- (c) Functional interaction Food Chain, Food web.

- (d) Biogeochemical cycle in nature.
- (e) Energy flow in ecosystem.
- (f) Concept of sustainable ecosystem.

Unit 4 : Environmental Awareness through Education :

- (a) Role of teacher in creating environmental awareness among students.
- (b) Curriculum of Environmental Education at Primary, Secondary and Higher Education stage
- (c) Methods and approaches of Environmental Education Discussion, Seminar, Workshop, Dialogue, Problem-solving, Field Surveys, Project and Exhibition

Unit 5 : Save the Environment :

- (a) Conservation of forest through afforestation, agroforestry, social forestry programme and environmental movement.
- (b) Wild life management.
- (c) Legal protections.
- (d) Sustainable development and eco-friendly technology.

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK :

(Any one of the following)

To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics:

- (a) Noise pollution.
- (b) Water pollution.
- (c) Air.
- (d) Deforestation.
- (e) Role of pollution control boards.
- (f) Role of voluntary organisations.

BIBLIOGRAPHY :

Saxena, A. B. : Environmental Education, National Psychological Corporation, Agra, 1986

Bakshi, Trilochand S and Navch, Zev (Eds) : Environmental Education, Principles, Methods and Application, Plenve Press, New York and London, 1980

NCERT : A Teacher's Guide for Environmental studies Part II (Class IV) New Delhi, 1980

शर्मा, आर.ए. : पर्यावरण शिक्षा, आर. लाल बुक डिपो, मेरठ, 2002

जैन, पी.सी. : पर्यावरणीय अध्ययन, किरण पब्लिकेशन, अजमेर, 1996

उपाध्याय, डॉ. राधावल्लभ : पर्यावरण शिक्षा, विनोद पुस्तक मंदिर, आगरा, 1996

सुखिया, एस.पी. : विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मंदिर, आगरा, 1995

पाठक, पी.डी. : भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा, 1995

रघुवंशी, डॉ. अरुण एवं रघुवंशी, डॉ. चन्द्रलेखा : पर्यावरण तथा प्रदूषण, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, भोपाल, 1987

PAPER VII**MICRO TEACHING****Unit 1:**

Teaching education programme with special reference to student teaching in India and abroad. Defects of the existing practice teaching programme, Skill of reinforcement, its meaning and concept. Types of reinforcers observation schedule for skill of reinforcement Model lesson for the skill of reinforcement.

Unit 2:

Micro teaching, its meaning, need and concept principles underlying micro teaching technique, Assumptions of Micro Teaching, salient features of the Indian model of Micro Teaching, difference between conventional student teaching and Micro Teaching.

Unit 3:

Skill of using black board, its description, its components, observation schedule for skill, Model lesson for the skill of using black board, Skill of probing questions, its description, its components, observation schedule for this skill, Model lesson for the skill of probing questions

Unit 4:

Skill of stimulus variation, its description, its components, observation schedule for the skill, Model lesson for the skill of stimulus variation. Skill of illustrating with its meaning, its component, observation schedule examples for this skill, Model lesson for the skill of illustrating with examples.

Unit 5:

Feed back concept in teacher education, different feed back devices for modification of teacher behaviour, Micro teaching and class room instruction analysis.

SCHEME OF EXAMINATION :

There will be two questions from each unit with internal choice. All questions shall be compulsory. Each question carries 14 marks.

SESSIONAL WORK

The Student teacher shall have to prepare and teach two microlessons on each of the five skills (10micro lessons in all)

BIBLIOGRAPHY

Passi, B.K. ;Becoming Better Teacher, Sahitya Mudranalaya, Ahmedabad

Turney: Micro-teaching Theory and Practice, Sydney University Press, Sydney,1973

Jangira, N.K.; Teacher Training and Teacher Effectiveness An Experiment in Teacher Behaviour, National Publishing House, Delhi

Ajit Singh : Learning to Teach: A Systematics Approach, Department of Teacher Education ,NCERT, Delhi,1979

Brown G.A. ; Micro Teaching Programmes of Teaching Skills, Mathuem

PAPER VIII**COMPUTER LITERACY AND EDUCATIONAL APPLICATION****OBJECTIVES :**

The student-teacher will be able

- ❖ to understand of Computer System and its working.
- ❖ to understand and operate of Windows Operating System.
- ❖ to develop the skill of using Windows and all applications of windows.
- ❖ to understand the Educational Application of Computer in the field of Teaching.
- ❖ to develop positive attitude towards handling of Computers.
- ❖ to understand and develop the skill in the use of Internet.

UNIT - 1 :

- (a) General awareness about functioning of Computer, Characteristics of the Computer, Block Diagram and Classification of the Computer.
- (b) Concept of Hardware and Software.
- (c) Input/Output Devices : Key Board, Mouse, Monitor, Printer.
- (d) Storage Devices : Floppy Disk, Hard Disk, CD, ZIP Media.
- (e) Bits & Byte.
- (f) Computer Language (Types and Uses)

UNIT - 2 :

- (a) Basic feature of Windows.
- (b) Windows and its accessories - Windows Explorer, Notepad, Wordpad, File & Folder, Shortcuts, Find, Setting etc.
- (c) MS-Office : MS-Word (Text Management), MS-Excel (To Support database and graphics), Power Point (Preparation of Slides).

UNIT - 3 :

- (a) Internet & Multimedia : Server, Modem, E-Mail, Internet Surfing for Educational purposes, Websites, Search Engine.
- (b) Concept of Multimedia and its educational uses.

UNIT 4 :

- (a) Computer as teaching Machine :
 (b) Computer Aided Instruction (CAI) - Concept and Modes.

UNIT - 5 :

- (a) Information Technology and Computer (Concept, Role, Impact on Education System).
 (b) Role of Computers in Education System (eg. Library Management, Educational Management and Research, School Management, Distance Education, Education of Special Children etc.)

SCHEME OF EXAMINATION :

There will be five questions from each unit with internal choice. All questions shall be compulsory. Each question carries 10 marks.

Evaluation :

1. Theory Examination : One theory paper of 50 Marks.
2. Internal Evaluation :
 - (i) Practical Work : 20 Marks
 - (ii) Submission of a Report : 10 Marks
 - (iii) Viva-Voce : 20 Marks 50 Marks

Minimum Pass Marks : 36% Marks both in Theory and Practical Examinations separately. There shall not be any External Examiner for taking the Practical Examination and conducting Viva-Voce in the Paper-VIII (Computer Literacy and Educational Application). The Practical Examination and the Viva-Voce shall be conducted by the team consisting of the College Principal and the teacher teaching this paper in the College.

SESSIONAL WORK:

A report on any topic assigned by the teacher concerned.

BIBLIOGRAPHY :

सिंह मीनाक्षी, सिंह विष्णू प्रिया : कम्प्यूटर एक परिचय, एशियन पब्लिकेशन, नई दिल्ली।

बादल कुमार शर्मा : आओ कम्प्यूटर सीखे, गोल्ड बुक इण्डिया, नई दिल्ली।

बादल कुमार शर्मा : 12 ईन 1 कम्प्यूटर कोर्स, गोल्ड बुक इण्डिया, नई दिल्ली।

माथुर मनीष, माथुर मोहित : कम्प्यूटर शिक्षा, आस्था पब्लिकेशन, अजमेर।

हेमन्त कुमार गोयल : कम्प्यूटर विज्ञान शिक्षण, आर. लाल बुक डिपो, मेरठ।

कम्प्यूटर कोर्स : बी.पी.बी. पब्लिकेशनस्, नई दिल्ली।

के. वेणूगोपाल, मण्डोत विवेक, जैन श्वेता : प्रारम्भिक कम्प्यूटर अनुप्रयोग, हिमांशु पब्लिकेशन, उदयपुर।

Christian Crumlish : The Internet, BPB Publications, New Delhi.

Singh Vishnu Priya, Singh Minakshi : Microsoft Office 2000, Asian Publishers, New Delhi.

Saxena Sanjay : A First Course in Computer, Vikas Publishing House (P) Ltd., New Delhi.

Singh Vishnu Priya, Singh Minakshi : P.C. Softwares, Asian Publishers, New Delhi.

R. Rajagopalan : Understand Computers, Tata McGraw Hill Publishing Co. Ltd., New Delhi.

Computer, An Introduction : BPB Publications, New Delhi.