

B.Ed. Paper-I

Education in Emerging Indian Society

Objective

To enable the student teacher to understand-

- 1- About the relationship between philosophy and education, how different philosophical systems have influenced the education.
- 2- The context in which various educational approaches evolved in India.
- 3- The Provisions regarding education in the Indian constitution. How these provisions are being implemented?
- 4- The need to study education in a sociological perspective. The Process of social change influencing the education and the role of education in social change.
- 5- The role and commitment of the teachers and learners about the challenges faced in evolving new education order.
- 6- The means and measures to be adopted by educational institution in the transition of Indian Society towards a new social order.

Course Content

Unit-1:

- 1- Education- Nature and meaning its objectives in relation to the time and place.
- 2- Indian Thought and its contribution to educational practices.
 - i- With reference to Geeta
 - ii- Realism with reference to Jainism
 - iii- Idealism with reference to Advaita and Plato
 - iv- Humanism- Historical and scientific with reference to Buddhism.
 - v- Naturalism with reference to Ravindra Nath Tagore.
3. Education in the western context
 - i- With specific reference to Plato.
 - ii- Naturalism with reference to Rousseau.
 - iii- Pragmatism with reference to John Dewey.

Unit-2: Educational approaches and their historical perspective.

- Basic education – M.K. Gandhi
- Child centered Education – Giju Bhai
- Man making education- Swamy Vivekanand
- Integral education- Sri Aurobindo

Unit-3 : Indian Constitution and the status of education under its directive principles and various articles

- Universalization of Education
- Education and Fundamental Rights & Duties.
- Relationship between education and democracy.
- The role of education in developing Socialistic patterns of society and national integration.
- Role of education & democratic Pluralistic society.

Unit-4 : Educational development and social system-

Gender disparities

Regional disparities

Social disparities

- Discussion on inequalities of educational opportunities.
- Education as an agent of social change, social change influencing the trend of education since independence.

Unit-5: National education policy (1986) – Salient features in relation to aims of education and effort made by centre & state government in implimenting them.

- commitment to the teaching profession and the issue of accountability.

Unit-6: The role of educational institution for creating a new social order, i.e. from traditional to emerging society.

The challenges of transition-

- Equality of opportunities in education
- Awareness and action for protecting the environment
- responsible citizenship
- involving youth for national intergration.

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 aspct.
- 3- Write comments on the role of a teacher to prepare students for responsible citizenship.
- 4- An essay on inclucation of values in the present system of education.
- 5- Education and democracy
- 6- Educational oportunitites.
- 7- Univerlization of Education.
- 8- Education & Culture.
- 9- Inculcation of values through Co-curricular activities.

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Philosophical - Basis of Education, University of London, Press London.
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Shrimali K.L.- Education in changing India, Bombay Asia Publishing House.

Taneja V.R.- Educational Thourgh and Practice Strling Publication, New Delhi, 1973.

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Smelers Neel J. Sociology, Prentice Hall of India Private Ltd. New Delhi

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Ruhela Satyapal Sociology of Education – (1992)

Paper- II: Development of Learning and Teaching Learning Process.

Course Objectives

To enable trainee teachers to

1. Acquire knowledge and understanding of stages of human development and developmental stages with reference to adolescent learners.
2. Develop understanding of process of children learning in the context of various theories of learning.
3. Understand intelligence, motivation and various types of exceptional children.
4. Understand development of personality its assessment, mental health and adjustment.
5. To understand the techniques of guidance and counselling.
6. Develop skills for effective teaching learning process and use of psychological tests

Course content

Unit- 1: Nature of psychology and development of the learners

- a) Psychology : Its meaning, nature , methods and scope; function of educational psychology; application of educational psychology for teachers.
- b) Growth and Development of the learner
 - i- Concept of growth.
 - ii- Principles of development , development and maturation.
 - iii- Special study of – physical, Mental, social and Emotional development in childhood and adolescence.

Unit- II: Learning and motivation

- a) Nature of learning theories- Behaviourists theories, Gestalt Theory, Cognitive Theories- Piaget and Bruner.
- b) Factors influencing learning and teaching process: learner related : teacher related, Process related and content related.
- c) Transfer of learning.
- d) Concept formation; problem solving; inquiry; discovery and creative learning.
- e) Motivation- nature, types, techniques of enhancing learner's motivation.

Unit- III:

A- Intelligence

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence; Two factor Theory, Multi factor Theory and SOI Model.
- c) Measuring intelligence- Verbal, Non-verbal and Performance test (one representative of group test and individual test of each).

B- Creativity- its concept, characteristics, assesment and fostering.

Unit-IV: Special children

- a) Individual differences- nature; accommodating individual differences in the classroom.
- b) Concept of exceptional children, types of special child- Physically handicap ; Gifted: Slow learner, backward and delinquent- their characteristics and guidance.
- c) Learner centered techniques for teaching special children ; Model of teaching – its concept and Ausubel model in detail.

Unit –V: Personality

- a) Personality- definition, Meaning and nature ; development of personality; types , factors effecting personality.
- b) Assessment of personality.
- c) Identification of neurotic children and their adjustment.
- d) Mental health and adjustment techniques and role of teacher in promoting mental health of the students.

Unit- VI : Guidance and counseling

- a) Meaning of Guidance & counselling.
- b) Principles of Guidance & Counselling
- c) Techniques of Guidance & counselling
- d) Introduction of Basic Guidance services.
- e) Disemmination of Guidance information organisation of guidance services,group guidance technique.

Sessional Work:

In all each candiate will be required to submit three practical work one from each of the following

- (i) Administering, Scoring and interpreting the results of one test of intelligence- verbal, non-verbal or performace.
- (ii) Admisnistering scoring and interpreting personality test-such as personality inventories
- (iii) Experiments on any one of the following
 - Learning
 - Transfer of learning
 - Memory

References

- 1- Aggarwal J.C.- Essentials of Educational Psychology, Vikas Publishing house Pvt. Ltd.
- 2- Bhatia & Purohit- Educational Psychology.
- 3- Bhatnagar- Educational Psychology
- 4- Bigge, M.L. - Learning Theories for Teachers Harper New York.
- 5- Blair Jones and Simpson- Educational Psychology. Macmillan, New York.
- 6- Chauhan, S.S.- Advanced Educational Psychology Vikas Publishing house Pvt. Ltd., New Delhi.

- 7- Eggen Paul- Educational Psychology.
- 8- Hilgard E.R.- Theories of Learning Appleton Century Craft New York.
- 9- Jayaswal Sitaram- Advanced Educational Psychology, Vinod Pushpak Mandir, New Delhi.
- 10- Kolesnik B. Walter- Educational Psychology
- 11- Lindgren – Educational Psychology in the Classroom Macmillan New York.
- 12- Pandey, K.P. – Advanced Educational Psychology for Teachers Amitash Prakashan
- 13- Sharma, R.A.- Fundamentals of Educational Psychology R. Lal Book Depot.
- 14- Skinner, B.F.- Essentials of Educational Psychology Asia Publishing House, Bombay
- 15- Uday Shanker- Advanced Educational Psychology, Oxonian Press Pvt. Ltd., New Delhi.

Paper –III

Educational System in India and School Organization

Objectives:

To enable student teacher to

- 1- Acquire a knowledge of the salient features of educational system in India – pre and post independence era.
- 2- To understand the role of centre, state and local agencies in managing education.
- 3- Acquire a knowledge of administration and supervision of education in Rajasthan.
- 4- Develop understanding of the principles and practices of school organization.
- 5- Develop understanding of the main issues related to Indian educational system.

Course Content

Unit-1: Salient features of education in pre- independence era.

1. British Period.
 - a) Macaulay's Mission and Bentincks resolution of 1835.
 - b) Adam's report
 - c) Woods dispatch
 - d) Growth of national consciousness and national education movement

Unit- II: Development of Education in post independence era-

- a) Study of the main recommendations of different commission, in post independence era
 1. University Education Commission (1446-48)
 2. Secondary Education Commission (1952-53)
 3. Indian Education Commission (1964-66)
 4. National Education Policy (1986)
 5. Revised National Education Policy (1992)

Unit- III: Educational Administrative system in India with reference to-

- a) Constitutional provision regarding administration of education.
- b) Centre, State relationship with regard to education
- c) Central agencies of education NCTE, NCERT, NIEPA and UGC
- d) State agencies of education:- IASE, CTE, SIERT & DIET
- e) Organizational Structure and supervision of school education at state level (Rajasthan)

Unit- IV: Quality Concern in Educational Management

- a) Institutional Planning
- b) Organization of the following
 - i) Time table
 - ii) School Records
- c) Co-curricular activities-need principle and organization.
- d) Organization of Infra-structural facilities.
- e) Leadership role of school head in school organization.
- f) Leadership role of teachers in curricular and co-curricular activities in school.

Unit- V: Major challenges in Indian Education.

- a) Language controversy
- b) Education for secularism.
- c) Education for national and emotional integration.
- d) Indianisation of Education.

Sessional Work-

Any one of the following:-

1. Study of any one aspect of school organization.
2. Study of any one educational institution with reference to managerial aspect.
3. Study of leadership role of school head.

Reference:				
क्र. सं.	लेखक का नाम	पुस्तक का नाम	वर्ष	पब्लिकेशन
1	भटनागर, सुरेश	शैक्षिक प्रबन्ध और शिक्षा की समस्याओं	1996	सूर्या पब्लिकेशन मेरठ
2	गुप्ता, एल.डी.	उच्च शैक्षिक प्रशासन	1990	हरियाणा साहित्य अकादमी चण्डीगढ़
3	सुखिया, एस.पी.	विद्यालय प्रशासन एवं संगठन	1965	विनोद पुस्तक मंदिर आगरा
4	बघेला, हेतसिंह	पाठशाला प्रबन्ध एवं स्वास्थ्य शिक्षा	1986	राजस्थान प्रकाशन, जयपुर
5	वशिष्ठ, के.के.	विद्यालय संगठन एवं भारतीय शिक्षा की समस्यायें	1985	लायल बुक डिपो, मेरठ
6	देव, आचार्य महेन्द्र	विद्यालय प्रबन्ध	1998	राष्ट्रवाणी प्रकाशन, दिल्ली
7	शर्मा, आर.ए.	विद्यालय संगठन तथा शिक्षा प्रशासन	1995	सूर्या पब्लिकेशन मेरठ
8	व्यास, हरिशचन्द्र	शैक्षिक प्रबन्ध और शिक्षा की समस्याएं	1996	सुखपाल गुप्त, आर्य बुक डिपो दिल्ली
9	अग्रवाल, जे.सी.	विद्यालय प्रशासन	1972	आर्य बुक डिपो, करोल बाग, नई दिल्ली
10	गैड एवं शर्मा	शैक्षिक एवं माध्यमिक विद्यालय व्यवस्था	1961	राम प्रसाद एण्ड सन्स, आगरा
11	चौबे, सरयू प्रसाद	जननन्त्रात्मक विद्यालय संगठन	1958	भारत पब्लिकेशन, आगरा
12	जैन किशन चन्द्र	शैक्षिक संगठन प्रशासन एवं पर्यवेक्षण	1976	राजस्थान हिन्दी ग्रन्थ अकादमी ग्रन्थ एकाडमी, जयपुर

13	माथूर, एस.एस.	विद्यालय संगठन एवं स्वास्थ्य शिक्षा	1965	रस्तौगी एण्ड कम्पनी, मेरठ
14	टण्डन एवं त्रिपाठी	शिक्षालय संगठन के सिद्धान्त	1960	किताब महल, इलाहबाद
15	मलैया विद्यावती, के.सी.	शिक्षा प्रशासन एवं पर्यवेक्षण	1971	मध्य प्रदेश हिन्दी,ग्रन्थ अकादमी, गोपाल
16	वर्मा, महानद्र	विद्यालय संगठन तथा शिक्षा प्रशासन	1994	मार्डन पब्लिशर्स, मेरठ
17	योगन्द्र जीत भाई	शैक्षिक एवं विद्यालय प्रशासन	1977	विनोद पुस्तक मंदिर, आगरा
18	गर्ग, शोभा	शिक्षा प्रशासन एवं पर्यवेक्षण	1968	किताब महल, इलाहबाद
19	Kochhar, S.K.	Secondary School Administration	1970	Sterling publishers New Delhi
20	Mukerji, S.N.	Secondary School Administration	1953	Acharya Book Depot, Baroda
21	Mukerji, S.N.	Administration of Education in India	1962	Acharya Book Depot, Baroda
22	Mohiyuddin, M.S.	school organization and management	1944	Govt. of Mysore, Banglore
23	Sharma, R.C.	School Administration	1970	Kendriya Vidyalaya Sangathan, Delhi
24	Kabir, Humayan	Student Indiscipline	1955	Ministry of Education, Delhi.
25	Bhatnagar, R.P.	Educational Administration	1995	Surya Publication, Meerut
26	Mahajan. Baldev	Educational Administration in Rajasthan	1996	Vikash Publishing House, Pvt. Ltd., New Dehli
27	Mathur, S.S.	Educational Administration	1969	Krishana Brothers, Jullundur
28		The Report of Education Commission	1964-66	Govt. of India Ministry of Education
29		The Report of the secondary Education 1952-53		Govt. of India Ministry of Education
30	Shukla, P.D.	Administration of Education in India	1983	Vikash Publishing House, Pvt. Ltd., Delhi
31	Agarwal, J.C.	School Administration	1972	Arya Book Depot Karol Bagh, Mew Delhi-
32	Khan Mohd. Sarif	Educational Administration	1979	Ashish Publishing House, H-12, Rajoury Garden, New Delhi
33	Mukerjee, L.	Problems of Administration of Education in India	1960	Kitab Mahal Allahabad

Method of Teaching - Chemistry

Course Objective

- 1- Developing a broad understanding of the principles and procedures used in modern science specially in chemistry.
- 2- Develop essential skill for practising modern science education.
- 3- Develop skills necessary for preparing international accessories.
- 4- Develop understanding of aims and objectives of chemistry.
- 5- Develop ability to evaluate critically the existing syllabus of science.
- 6- To Prepare achievement test and diagnostic test.
- 7- To enable him to organize co-curricular activities related to science.
- 8- To enable pupil teacher to appreciate the contribution of world scientist in connection with historical development of chemistry.

Course content

Unit-I :Nature of science: nature of chemistry, importance of chemistry in daily life, corelation of chemistry with other subjects, scientific attitude, scientific literacy, eminent world scientist in the area of chemistry like Dalton, Einstein, Neil Bore, Rutherford, Marry Qurry, Dr. Jatkar, Globalisation and chemistry,

Unit- II :Objectives :-

- As emerged from nature of science in relation to needs of Indian Society
- Criteria for the selection of instructional objectives.
- General and specific instructional objectives of teaching chemistry.
- Blooms taxonomy of instructional objectives and objectives evolved by NCERT.

Unit- III: Curriculum planning and activities;

- Place of chemistry in school curriculum, Values of teaching chemistry.
- Principles of developing chemistry curriculum and factors effecting the selection and organization of chemistry curriculum.
- adapting the curriculum to local needs approach to curriculum organization viz indivilized, interdicriplinary, social issues oriented and psychological approaches.
- modern trends in chemistry curriculum CBA, CHEM Study, Unffield O and A level
- Critical appracial of syllabus of science with reference to chemistry prescribed by state board.

Unit-IV: Methods and approaches of teaching :

- a) Lecture cum Demonstration method (Inductive and deductive method)
- b) Project method
- c) Scientific method
- d) Heuristic method
- e) Team Teaching
- f) Panel discussion, Seminars and workshop laboratory method.

Unit-V: Planning for teaching and role of teachers, Annual plan, Content analysis, Pedagogical analysis.

Inquiry model of teaching lesson plan and level plan – Piagetian and Brunerian approach < behaviourist contribution.

Unit - VI :Use of instructional material-

- a) Reading material – Text Book, Journal , Handbook , Science Library.
- b) Teaching aid- Bulletin Board, Flannel Board filmstrips, Transparency, OHP, Direct Projector LCD Panel
- c) Non- formal approaches- field trips
- d) Laboratory- Lay out plans, equipments, furniture, maintenance of records, repair, care and improvisation of apparatus, Safety measures in laboratory,

Unit- VII: Evaluation – Criteria of good evaluation concept of evaluation, types of test items objective, short answer, essay type their merits and demerits, Blue Print for a unit test.

Achievement and diagnostic test – Try out and item analysis.

Practical:-

1. 3 experiments for Class IX & X
2. Preparing a short programme of linear and Branched Programme learning

References Books

- | | | |
|-------------------------------|---|--------------------------------------|
| Dass G. | - | Teaching of Science in India |
| Richardson John, S | - | Science Teaching in Sec. Schools. |
| Thurber W.A.& Collette, A.T.- | | Teaching Science in Sec. School. |
| Vaidya , N | - | Impact of Science Teaching |
| UNESCO | - | Source Book for Science Teaching |
| Arnold Alkott & Bolton M.S.- | | Chemistry Today |
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| Sharma, R.C. | - | Modern Science Teaching |
| Mishra, K.S. | - | Perspectives of Science Teaching |
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| Mangal, S.K. | - | Science Teaching |
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Method of Teaching History

Course Objectives

To enable the student teacher to

- 1- Understand the nature, scope and importance of learning history at secondary level
- 2- Understand the aims and objectives of teaching history at different levels of the secondary stage.
- 3- To develop knowledge about the basic principles governing the construction of history curriculum and develop the ability to organize co-curricular activities and community resources for promoting history learning.
- 4- To develop classroom skills needed for applying different methods and approaches of teaching history at the secondary stage.
- 5- To develop the skill to plan for instruction and the instructional support materials.
- 6- To develop the skill needed for diagnostic testing and remedial teaching.

Course Content

Unit-1:

- a) Meaning, nature and scope of history.
- b) Importance of teaching history at different levels of secondary stage .
- c) Importance of studying local history with reference to national integration and international understanding.
- d) Correlation of history with other school subject.

Unit-2: Aims and objectives of teaching history at the secondary stage.

Unit:3

- a) History curriculum principles of designing a good curriculum
- b) Different approaches to organizing history curriculum.
 - i) Chronological
 - ii) Biographical
 - iii) Topical
 - iv) Concentric
- c) Organization of co-curricular activities through history teaching.
 - i) Visit to historical sites.
 - ii) Study of a museum
 - iii) Role playing
 - iv) Planning a history room
 - v) Clubs
 - vi) Visit local resource centers for teaching history.
 - vii) Quiz contest.

Unit-4:

- 1- Method and Approaches of teaching history.
 - a) Story telling, Biographical, Problem solving, Project, Socialized recitation, Source Method
 - b) Narration, discussion, demonstration
 - c) Models of teaching appropriate for teaching history.
 - d) Team teaching
 - e) Simulated teaching
- 2- Organizing workshop, seminar, symposium.

Unit-5

- 1- Planning for teaching of history
 - a) Unit plan
 - b) Lesson plan
 - c) annual plan
- 2- History teacher- qualities, functions and professional growth in changing world perspectives.

Unit-6

- 1- Use of instructional material for teaching of history.
 - a) Black board, maps, graphs, time charts., models, slides, films, coins, puppet.
 - b) Slide projector, epidiastroscope, film projector, Tape recorder, radio, T.V. Computer assisted teaching.
 - c) Text books of history.
 - d) Preparation of T.V. and Radio script.

Unit-7: Evaluating out comes of history teaching.

- a) Item formats, tryout and item analysis with respect to specific outcomes in cognitive, affective and psychomotor domains,
- b) Diagnostic testing and remedial teaching.
- c) Blue- Print, preparation of question paper.

Sessional Work

Any One

- a) Critical appraisal of any one of the history text books prescribed for the secondary level.
- b) Historical study of a place of local importance.
- c) An essay on study of a museum.
- d) An essay on any current issues.
- e) Preparing a scrap-book on any one aspect of history and culture.

- f) Report writing of a freedom fighter/Social worker and the historical personality of 20th century at your locality, based on interview.

REFERENCE

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Vagrshwari, R.- A handbook for history teachers, Allied publishers, New Delhi.
Burston W.H. - Principles of history teaching methuen education Ltd. London.
त्यागी गुरूसरनदास - इतिहास शिक्षण, विनोद पुस्तक मंदिर आगरा
शैदा बी.डी. एवं साहब सिंह- इतिहास शिक्षण, धनपतराय एण्ड सन्स दिल्ली
बघेला हेतसिंह दीक्षित उ.ना- इतिहास शिक्षण राजस्थान, हिन्दी ग्रन्थ अकादमी, जयपुर
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Method of Teaching Biology

Objectives:

- 1- To develop in the pupil teacher scientific attitude and understanding of nature and importance of Biological science and their correlation with other subject.
- 2- To make familiar with aims and objectives of the subject in relation to present need of Indian society & objectives of general education.
- 3- To make him realise the essential unity between laboratory work and theoretical background of the subject.
- 4- To enable him to analyse school syllabus of the subject in relation to its applicability to practical situation and adaptibility of the curriculum to local needs.
- 5- To Make familiar with aims and objectives of the subject in relation to present needs of Indian society and objective of general education.
- 6- To enable him to utilize effectively the instructional material in teaching Biology.
- 7- To enable him to construct test items to measure objectives belonging to various cognitive levels.
- 8- To enable him to identify specific learning difficulties in Biology provide suitable remedial individual instructions.

Content

Unit-1: Nature and concept.

- 1- Nature and meaning of Biological sciences.
- 2- Values and importance of Biology
- 3- Correlation of Biology with other subjects.
- 4- Impact of thurst area in Biological Sciences on community
- 5- Eminent Indian Scientists.
- 6- Main discovery and development in Biological science.
- 7- Professions in the area of Biological science

Unit-2 Aims and Objective.

- Meaning of the term objective, difference in aims and objectives
- Needs of objectives.
- Bases of the formulation of objectives.
- Formulation of instructional objectives.

Unit-3 : Curriculum Planning and Curricular Activities.

- Concept, Principles, basis and measures to improve a syllabus.
- Criteria for designing a Biological curriculum.
 - i) Individualized

- ii) Interdisciplinary
- iii) Social issues orientated
- iv) Approach related with Biology Practical .
- Adapting the curriculum to local needs and requirements and the availability of local resources.
- Biology- Text Book
- Criteria for designing a Biological science
- Curriculum study (BSCS)
- Critical appraisal of syllabus of science with references to Biology prescribed by your state and CBSE

Unit-4: Method and approaches of Teaching :

- Lecture method
- Demonstration and lecture cum demonstration method.
- Laboratory Method
- Heuristic Method
- Project Method
- Problem solving method
- Team teaching, panel discussion, seminar and workshop
- Inductive deductive method.
- Inquiry approach
- Developing lesson plan based on above methods.

Unit-5: Planning for teaching and Role of Bio- Teachers:

- Concept of Planning
- Various steps of planning annual, unit and lesson plan
- Importance and advantage of planning
- Use of Behaviorist Piagetian and Brunerian principles in developing lesson plan
- Professional growth role of Biology teacher

Unit-6: Use of Instructional Material for teacher

- a) Reading material- text Books, general, Handbooks, magazines
- b) Co-curricular activities in Biology
 - Fields Trips and use of community resources.
 - Organization and importance of
 - a) Science club
 - b) Science fare
 - Multisensory Aids,- Chart models, Specimen, Bulletin Boards, flannel Board, Overhead Projector, Transparencies, slide, Slides projector, T.V., Radio etc.
 - Importance of aquarium, Vivarium and herbarium,
 - The organization of Biology laboratory purchase and arrangement of apparatus of care and maintenance of equipment
 - The importance of practical work in Biology
 - Role of state and National level institution and laboratory
 - a) Research centre in Botany, Zoology, Agriculture
 - b) DST , Solar Observatories.

Unit-7: Evaluation in Biology

- Concept of measurement and evaluation
- Criteria of good evaluation,
- Type of Items.
- Merits and demerits of evaluation
- Preparation of Blue Prints of Unit plan
- Diagnostic and remedial test
- Try out and item analysis.

Sessional Work

Two of the following:

- 1-
 - a) Preparation of comprehensive field trip plan for group of twenty students.
 - b) Make a list of a professionals in the area of Biological Science
 - c) Student any one out of the following environmental projects implemented science.
 - a) Government agencies like irrigation deptt., PHED, PWD, etc.
 - b) Non Govt. organization (NGOs)
 - c) Local bodies- municipality
 - d) a) Design and describe three loww cost teaching models.
 - c) Prepare a Radio or Television Script.
 - e) a) Prepare a plan of science laboratory for 20 students
 - b) Make a list of practicals related to secondary school in Biology teaching.
 - f) a) Preparation of Herbarium of scrap book
 - b) Prepare any two of the following related to environment education.
 - (i) Poster (Miniahre) (ii) Article (iii) Story (vi) Play
 - g) Make a list of local resources useful in teaching Biology and prepare a lesson plan using some of them.

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Method of Teaching Geography

Objectives-

To enable the student-teachers to:-

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

Course Content

Unit-I : Nature and concept.

- a) Development of Geography, Modern concept and new trends of Geography.
 - Its place in schools curriculum.
 - Its importance in day to day life and International understanding
- b) Correlation of Geography with other school subjects.

Unit-II: Aims and objectives.

Teaching objectives of Geography at different levels- Primary, Upper Primary secondary and Higher Secondary.

Unit-III: Curriculum planning and activities.

- a) Principles of curriculum construction in Geography and its critical appraisal
- b) Basic Principles for selection and organization of content according to learners level.
- c) Co-curricular activities in Geography, study of home region, Organization of field trips and excursion, Geography museum and library.
- d) Evaluation of text book in Geography.

Unit-IV: Methods and approaches.

- a) Method- Story telling, Regional Method, Demonstration method, laboratory, inductive and Deductive method, Descriptive and Comparative method (Problem solving, project and Supervised study method)
- b) Approaches- Field trips, visit labs, use of local resources in teaching of Geography.

Unit-V: Planning for teaching and role of teacher

- a) Lesson planning- Annual plan, unit plan and daily lesson plan
- b) Qualities, role and professional growth of Geography teacher

Unit-VI: Use of Instructional Material

- a) Audio-Visual Equipment:- use of Slide Projector, OHP, Epidiascope, Television and computer in Geography
- b) Teaching aids of Various kinds, Their effective use in class room (Models maps, pictures, sketches, diagrams, film, film strips, Atlas, Slides transparencies etc.,
- c) Geography room/ laboratory. Importance of lab work, equipment and apparatus.

Unit-VII: Evaluation

- a) Evaluation of achievements in Geography.
- b) Construction of achievement test.
 - i) Different types of tests, their merits and limitations, (Essay type, short answer and objective type.)
 - ii) Blue- Print, preparation of question paper and item analysis.

Sessional Work

- 1- Prepare a scrap book on Geographical articles and news.
- 2- Preparation of maps, charts and models for physical Geography
- 3- Develop some lesson plan based on new methods and approaches.
- 4- Write one or two article or abstract related to the current issues of Geography
- 5- Critical appraisal of geography syllabus at secondary level.
- 6- Construction of objective type test items.
- 7- Collection of news paper cuttings related to Geographical issues.
- 8- Prepare a bibliography of reference books on the topics prescribed in Geography syllabus.
- 9- Practical demonstration of the ability to use some weather instruments.
- 10- Prepare a report on visit to some place of Geographical interest.

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Method of Teaching Civics

Objectives

The Student teacher will be able to :-

- 1- Understand the concept, nature and scope of civics.
- 2- Understand the aims and objectives of teaching civics
- 3- Understand the principles of curriculum development & characteristics of a good text book.
- 4- Apply appropriate methods and techniques of teaching civics.
- 5- Develop competencies in teaching civics
- 6- Use different instructional materials for effective teaching of civics.
- 7- Acquire knowledge of various evaluation procedure.

Course Content

Unit-I : Nature & Concept

- h) The Concept and development of Civics
- i) Importance in Present time, nature, scope and new trends
- j) Developing critical thinking about civics

Unit-II: Aims & Objectives-

- Aims and objectives of teaching civics at different levels (Elementary, Upper Primary, Secondary and Sr. Secondary)
- Role of civics in promoting international understanding.

Unit-III (Curriculum Planning and Activities)

- Selection and organization content at various levels (Elementary, Upper Primary, Secondary and Senior Secondary level)
- Fundamental Principles of formulation curriculum in civics and critical appraisal of the existing syllabus
- Characteristics of a good text book

Unit-IV: Methods & Approaches of Teaching

- Lecture, Story telling , Problems Solving, Project, Supervied Study, discussion
- Techniques- questioning, interview
- Planning and organization of field trips, Mock session, election, use of community resources.

Unit-V : Planning for teaching and role of Teacher

- Planning-Annual plan, Unit Plan and Daily lesson Plan.
- Qualities, role and professional growth of civics teacher.

Unit-VI: Use of instructional Material in civics.

- a) Black board, Maps, Graphs, Time charts, Slides, Transparency
- b) Audio visual aids: Slide projector, Overhead Projector, Projector.

Unit-VII: Evaluation

- Importance and purpose of evaluation
- Different type of tests, their merits and limitation (Essay type short answer and objectives type)
- Setting question paper, blue print scoring key.
- Construction of achievement test in civics.

Sessional work

- k) Write comments on the role of a teacher to prepare students for responsible citizenship.
- l) A survey of any institution of local self government
- m) Write an essay on any political problem.
- n) A critical study of any one aspect of the constitution or one of its amendments.
- o) Prepare a scrap book on any political issue.
- p) Write an essay on how to organize programmes through co-curricular activities to strengthen and promote international understanding.

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Method of Teaching Physics

Objectives:-

After completing the programme the student teachers will be

- 1- able to appreciate the contribution of eminent physicists in connection with the development of the subject.
- 2- familiar with the aims & objectives of the subjects in relation to the present needs of the society & education policies of India.
- 3- able to plan curriculum at Secondary & Senior Secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- 4- able to develop scientific attitude & provide a training in scientific method to their students.
- 5- skilled in writing the objectives in behavioral terms, content analysis & concept mapping.
- 6- able to develop yearly plan, unit plan & lesson plan.
- 7- able to plan, equip & organize physics practicals in the lab.
- 8- able to use various method & with appropriateness of content, level & class room situations.
- 9- able to use method most appropriate to assess the progress & achievement of the pupil & thus prepare appropriate tests for the purpose (both theoretical & practical physics.)

course content:

Unit-I : Nature & Scope

- a) What is science ? What is Physics?
- b) Nature of Science , major milestones in the development of Physics.
- c) Objectives & values of teaching physics at Secondary & Senior Secondary level (specially in the light of nations Education policies.)

Unit-II: Physics curriculum.

- a) Concept of curriculum. Place of physics in Secondary/ Sr. Secondary level curriculum. Selection & organization of content & experiences.
- b) Correlation of physics with other school subjects & its role in daily life.
- c) Critical appraisal of the prescribed syllabus of Physics (at Senior Secondary level for Rajasthan & CBSE board)

Unit-III : Planning for Instruction & role of teachers

- a) Writing of objectives in behavioral terms, content analysis, developing yearly, unit & daily lesson- plan & concept mapping.
- b) Qualities & responsibilities of physics teacher
- c) Teacher's role in training students in scientific method and in developing scientific attitude & creativity among students.

Unit-IV :Methods & Approaches of Teaching Physics:

- a) Demonstration method, laboratory method, approach, heuristic Inductive- deductive approach, Project method, Problem solving method, Assignment Method.
- b) Developing lesson-plan based on above methods.

Unit-V: Resources of teaching physics.

- a) Multi-sensory aids in teaching of physics like chart, model: Modern electronic resources like- overhead projector; computers and their use in individualized & large group classroom instruction, Web based education.
- b) Improvised apparatus- meaning, importance & limitations of improvisation. Process of designing improvised apparatus.
- c) Co-curricular activities like science clubs, science fairs & field trips.

Unit-VII: Physics lab and institutes.

- a) Planning & equipping physics laboratory & organizing practical work.
- b) Role of state & national level institutes & laboratories (like NCTSE, DST, ISRO Solar Observatories etc.) in promoting science education.

Unit-VIII: Evaluation in Physics (Theory & Practicals)

- a) Type of test items & their construction.
- b) Preparation of blue print & achievement test.
- c) Diagno & remedial teaching in physics
- d) Evaluation of practical work.

Sessional work

Any two of the following:-

(One from section A and one from section B)

Section -A

- 1- Case study of any one Senior Secondary lab of physics
- 2- Conducting & reporting 3 experiments useful at Sec. & Sr. Sec. level. (other than those in syllabus)
- 3- Description of design of any 3 improvised apparatus .

Section -B

- 1- Planning of an out of class activity to use local environment to teach physics.
- 2- life sketch of any 2 modern physicists.
- 3- Preparation of scrap book containing original scientoon (Scientific cartoon)/ stories/articles (latest)/ feature/play/interview report (any two) useful for teaching of physics.

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Method of Teaching Mathematics:

Course objectives:-

To enable the pupil teacher to:

- 1- Understand and appreciate the uses and significance of mathematics in daily life.
- 2- Learn successfully various approaches of teaching mathematics and to use them judiciously.
- 3- Know the methods of planning instruction for the classroom.
- 4- Prepare curricular activities and organize the library and book in it as per the needs.
- 5- Appreciate and organize activities to develop aesthetics of mathematics.
- 6- Obtain feedback both about teaching as well as students learning
- 7- To enable them to enrich and refresh their knowledge to content in mathematics.
- 8- To give them competence in teaching different topic effectively.

Method of Teaching Mathematics

Course Content:

Unit-I: Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and western mathematician with reference to Bhaskaracharya, Arybhata, Ramanujan Euclid, Pythagorus, etc.

Unit-II: Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching mathematics-analytic, synthetic, inductive, deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill, assignment, supervised study and programme learning.

Unit-III-

- a) Meaning and importance/ purpose of a lesson plan Proforma of a lesson plan, and its rationality, meaning and purpose of a unit plan, yearly plan, short lesson plan developing/ preparing low cost improvised teaching aids relevant to local ethos. 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: Principles and rationale of curriculum Development for the secondary and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.

Unit-V: Using mathematics as a games for recreation, organizing Quiz Programmes, Skill development in answering Puzzles, riddles, Magic Square, Word Search etc. developing a maths laboratory, learning about the short cuts mentioned in Vedic mathematics with special reference to Arithmetic (Base 10 and 100)

Unit-VI: Text Book in mathematics- qualities of a good text book in mathematics; process of obtaining feed back and evaluation in mathematics in terms of

cognitive, affective and psychomotor behavioural development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.

Unit-VII: Diagnostic, Remedial and Enrichment programmes with respect to syllabus at upper primary, Secondary and Sr. Secondary stages in the state.

Session work

Select Any one:

- 1- Preparation of detail plan about (i) Development of Mathematics lab Or (ii) Mathematics Club.
- 2- Prepare an article related to general mathematical topic other than B.Ed. Mathematics syllabus student should select those type of topic which may be useful for creating mathematical interest such as mathematical Puzzles, Magic, Square, Vedic mathematics etc.
- 3- Prepare a Brief History of two mathematician specially emphasized that How these Mathematicians contribute in the field of mathematics.
- 4- Prepare a case study of slow learner in mathematics.
- 5- Prepare a case study of gifted child in mathematics.
- 6- Observation of mathematics class room teaching in any secondary school. prepare a list of errors committed by student then prepare a diagnostic test then remedial teaching.

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संस्कृत शिक्षण

उद्देश्य

1. माध्यमिक स्तर के शिक्षकों में संस्कृत भाषा सम्बन्धी व्याकरण की जानकारी एवं उनके प्रयोग की दक्षता का विकास करना।
2. ध्वनि विज्ञान एवं संस्कृत भाषा के सह सम्बन्ध को जानने की दक्षता का विकास करना।
3. तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त
4. संस्कृत शिक्षण के उद्देश्यों को निर्धारण कर सकना एवं उनके व्यावहारिक परिवर्तन हेतु प्रयास कर सकना।
5. संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण का विकास कर सकना।
6. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग कर सकना।
7. संस्कृत भाषा की प्रकृति के परिप्रेक्ष्य में अन्य भाषाओं के उपयोग की दक्षता का विकास करना।
8. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकना।
9. संस्कृत शिक्षण के मूल्यांकन हेतु प्रश्न पत्र निर्माण कर सकना एवं कौशलाधारित परीक्षण कर सकना।
10. संस्कृत भाषायी दक्षता में होने वाली अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकना।

न्दपज. ८

1. संस्कृत व्याकरण एवं प्रयोग :-
शब्दरूप, धातुरूप, कारक, विशेषण, सन्धि, समास, उपसर्ग, प्रत्यय, वाच्य
2. संस्कृत ध्वनि विज्ञान तत्व:-
स्वर, व्यंजन, बलाघात (शब्द एवं वाक्य) आरोहावरोह, लय
हिन्दी की ध्वनियों से तुलना एवं अन्तर

Unit- II

1. तृतीय भाषा शिक्षण के सिद्धान्त
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी, तृतीय भाषा अधिगम को प्रभावित करने वाले मनोवैज्ञानिक घटक :- अ. अभिवृत्ति ब. उत्प्रेरणा स. रूचि द. चिन्ता य. भय
2. तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य
(1) उच्च प्राथमिक स्तर पर
(2) माध्यमिक स्तर पर
(3) उच्च माध्यमिक स्तर पर

Unit- III

- 1- भाषायी कौशल शिक्षण
 - (1) श्रवण कौशल
 - (2) भाषण कौशल
 - (3) पठन कौशल
 - (4) लेखन कौशल
2. चारों कौशलों में सह-सम्बन्ध एवं समन्वयात्मक शिक्षण :-

Unit- IV

- 1- तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियाँ एवं प्रविधियाँ

विधि - प्रत्यक्ष विधि
अनुवाद विधि
व्याकरण विधि (आगमन निगमन)
समन्वित विधि
संग्रन्थन उपागम
सम्प्रेषण उपागम

प्रविधि- अभिनय
पात्राभिनय
समूह कार्य

2. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग
 - (1) तृतीय भाषा अधिगम मनोविज्ञान
 - (2) संस्कृत भाषा की प्रकृति
 - (3) कक्षा कक्ष वातावरण और परिस्थितियाँ
 - (4) भाषा का व्यवहार में प्रयोग
 - (5) भाषा शिक्षण के उद्देश्य
 - (6) मातृभाषा की भूमिका
 - (7) शिक्षक, छात्र, पाठ्यपुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका
 - (8) त्रुटियाँ एवं उपचारात्मक कार्य
 - (9) मूल्यांकन
3. संस्कृत शिक्षण की विधाएं एवं शिक्षण विधियाँ
 - (1) व्याकरण शिक्षण
 - (2) गद्य शिक्षण
 - (3) पद्य शिक्षण
 - (4) नाटक शिक्षण
 - (5) कहानी शिक्षण

- (6) संवाद शिक्षण
- (7) रचना शिक्षण
- (8) अनुवाद शिक्षण

न्दपज. ट

1. तृतीय भाषा शिक्षण में दृश्य-श्रव्य सामग्री निम्नांकित का चयन, निर्माण एवं प्रयोग :-
श्यामपट्ट, चित्र, चार्ट, शब्दचित्र, तालिका, फ्लैनरकार्ड, रेडियो, टेपरिकॉर्डर, ओ.एच.पी., समाचार पत्र, एवं वस्तुएँ ।

न्दपज. टप

1. मूल्यांकन :-
(1) भाषा में मूल्यांकन का सम्प्रत्यय
(2) तृतीय भाषा के रूप में संस्कृत में मूल्यांकन
(3) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय/व्याकरण अनुवाद एवं भाषा कौशलों का मूल्यांकन
(4) प्रश्न पत्र निर्माण (ब्लू प्रिंट)

न्दपज. टप्

निदानात्मक एवं उपचारात्मक शिक्षण :-

- (1) श्रवण सम्बन्धी
- (2) भाषण सम्बन्धी
- (3) पठन सम्बन्धी
- (4) लेखन सम्बन्धी
- (5) व्याकरण सम्बन्धी
- (6) अनुवाद सम्बन्धी

संदर्भ ग्रन्थ

1. भोला नाथ तिवार- भाषा विज्ञान
- 2- Ministry of Education - Report of the sanskrit Commission, 1958
- 3- Mishra Prabhakar- Sanskrit Teaching
4. मितल, डॉ. संतोष- संस्कृत शिक्षण, 1999-2000
- 5- New Education Policy 1986
- 6- Palmer, H.E.- Principle of Language Study
- 7- Prof. Apte D.G.- Teaching of Sanskrit in Secondary School
8. राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान, उदयपुर संस्कृत शिक्षण संदर्शिका
9. सफाया रघुनाथ- संस्कृत शिक्षण
- 10- Tripathi Ram Narayan – Sanskrit Adhyapan Vidhi

11. वैशनागर, 1996 सम्प्रेषणात्मक भाषा शिक्षण प्रकाशन संस्थान, दयानन्द मार्ग नई दिल्ली

Methods of Teaching English

Paper Content- cum- Methodology of Teaching English As a Second Language

Objectives:

- 1- To enable the student-teachers to develop their own skills of listening, speaking, reading and writing required for effective teaching of English at different school stages.
- 2- To enable the student-teachers to acquire a knowledge of the objectives of teaching English as second language .
- 3- To enable them to develop a good understanding of the principles of language teaching .
- 4- To enable them to develop their own linguistic, grammatical and communicative competence within the prescribed range.
- 5- To enable them to critically review different approaches to and methods of teaching English as a second language.
- 6- To enable student-teacher to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- 7- To enable the student –teachers to prepare lesson plans on different and prescribed aspects of English as a second language.
- 8- To enable them to choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- 9- To enable them to use various techniques of testing English as a second language and develop remedial material and conduct remedial teaching.

Course Content

Unit-1: English grammar and usage

- (i)
 - a) Basic sentences
 - b)Types of Sentences
- Affirmative
- Negative
- Interrogative
- Simple
- Compound
- Complex
- Verb- Patterns
- Question Tag
- (ii) Usage
- a) Determiners
- b) Model Auxiliaries
- c) Tenses
- d) Infinitives

- e) Gerunds
- f) Phrasal Verbs and idioms
- g) Concord
- h) Active and Passive voice
- i) Direct and Indirect Speech
- j) Punctuations

Unit- 2: General considerations in teaching English as a second language

- a) Concept of language, language acquisition, language-learning
- b) Principles and psychology of teaching English as a second language
 - i) Principles of second language teaching
 - ii) Psychological factors affecting second language learning :
 - Attitude
 - Motivation
 - Anxiety
 - Interest
 - iii) Role and use of language drills and pattern practice
- c) Objectives of teaching English as a second language at different levels of school education
- d) Problems of effective teaching of English as a second language and their possible and practical solutions.

Unit-3 : Approaches and Methods

- a) Direct Method
- b) Structural Situational Approach
- c) Bilingual Method
- d) Communicative Approach
- e) CALL (Computer Assisted Language Learning) and CALT (Computer Assisted Language Teaching)
- f) Eclectic Approach
- g) Role play, Simulation and Group- work

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-4: Teaching of listening and speaking skills:-

- a) Listening: Concept of listening in second language, Difference between hearing and listening, Difference between listening and listening comprehension, the elements of listening, listening skills, techniques of teaching listening, role of teaching aids in teaching listening, note-taking.
- b) Speaking: Concept of speaking in second language, organs of speech elements of speaking (monothongs, diphthongs, consonants, pause, juncture, strees,

accent, beat, intonation, rhythm), use of pronouncing dictionary phonemic transcription, teaching of speaking skills and pronunciation, role of A.V. aids and drills.

Unit-5: Teaching Reading Comprehension and Writing.

- a) Concept of reading in second language, mechanics of reading, silent reading-reading aloud, intensive and extensive reading, course reader and rapid reader, Cloze procedure Maza method, using dictionary and preparation of lesson plan,
- b) Writing: Concept of writing in second language, concept of composition in second language oral, written, controlled, guided and contextualized composition, Teaching, letter application, essays, report, pre-lecture note making, developing stories lesson plans on composition.

Unit-6: Teaching of Poetry

- (i) The place of poetry teaching in school curriculum
- (ii) Difference between prose and poetry teaching (in the light of aims, objectives, content and teaching procedure)
- (iii) Aims of teaching poetry, steps of preparing lesson plan on poetry

Unit-7: Teaching of lexical, and structural items

- A) Concept of lexical items
 - q) Active and Passive vocabulary
 - r) Techniques of teaching vocabulary
 - s) Preparation of lesson plan on vocabulary
- B) Concept of structural items
 - t) Techniques of teaching structural items

Unit-8: Teaching Aids in English.

- Concept and use of A.V. aids in second language teaching
- Text book, work-book, teachers-book, chart, picture, flash cards, flannel board, blackboard, tape-recorder, Radio, OHP, substitution tables, Language Lab, computer, newspapers, magazines, real objects.

Unit- 9: Testing in English

- Concept of testing in English as a second language.
- Testing language skills, lexical and structural items, poetry and grammar
- Preparation of unit test, blue-print
- Error analysis, concept of remedial teaching and rematerial

Bibliography

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- 2- Baruah, T.C. (1985): The English Teachers' Handbook, New Delhi: Sterling Publishing Pvt. Ltd.

- 3- Brumfit, C.J. (1984): Communicative Methodology in Language Teaching. Cambridge: C.U.P.
- 4- Gimson A.C. (1980): An Introduction to the Pronunciation of English. London: Edward Arnold.
- 5- Lado, Robert (1971) : Language Teaching , New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- 6- Paliwal, A.K. (1998): English Language Teaching , Jaipur: Surbhi Publication.
- 7- Palmer, H.L. (1964-65): The Principles of Language study, London: O.U.P.
- 8- Quirk, Randolph and Greenbaum, (1973): A University Grammar of English, London.
- 9- Roach, Peter, (1991): English Phonetics and Phonology. Cambridge, C.U.P.
- 10- Richards J.C. and Rodgers,T.S.: Approaches and Methods in Language Teaching, Cambridge C.U.P.
- 11- Leech, Geofferey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge C.U.P.
- 12- Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
- 13- Bright and McGregor: Teaching English as Second Language, Longman.
- 14- Hornby, A.S. (1998): Guide to Patterns and Usage in English O.U.P
- 15- Willis, Jane : Teaching English Through English, O.U.P.
- 16- Collins cobuild English Grammar (2000) Harper Collins Publisher, India.
- 17- Venkateshwaran, S (1995) Principles of Teaching English. Dehli: Vikas Publishing House Pvt. Ltd.

Method of Teaching Commerce General

Objectives

The Student Teachers will be able :-

- 1- To help the students to acquire the basic understanding in the field of commerce education,
- 2- To enable the student to acquire necessary skills the use and preparation of teaching aids and instructional material in commerce education.
- 3- To develop the ability to plan curriculum and instructions in General Commerce at the school level.
- 4- To develop the ability to organize group activities and projects in the subject and use of various methods of teaching commerce.
- 5- To develop the ability to critically evaluate existing school syllabus and text books.
- 6- To develop competence in framing objective based achievement and diagnostic tests. their administration and their scoring and drawing conclusions there of.
- 7- To develop the ability of identification of competencies desired in commerce education.

Course Content

Unit-1: Commerce General its place in school curriculum

Unit-2: a) Aims, Objectives and Values of its teaching at the Secondary level.

- c) Instructional objectives, measurable and non measurable objectives, behavioural statements of objectives & for various learning points and lessons.

Unit- 3: Methodology of Teaching :

- a) Planning teaching lesson & Units
- b) Analysis of different Methods:
 - (i) Lecturer (ii) Assignments (iii) Discussion (vi) Projects (v) Problems Solving (vi) Field Trips (vii) Utilising Community resource.

Unit-4: Instructional material for :

- a) Importance of Proper equipment and material for effective instruction.
- b) Criteria for selection of instructional material and equipment.
- c) Different audio-visual equipment and material used in commerce education.
- d) Evaluation of text books in general commerce at the school level.
 - (i) Criteria of good text book.
 - (ii) Placement
 - (iii) Criteria of reference books & Journals.

Unit-5: Qualities of commerce teacher, role and professional growth of commerce teacher.

Unit-6: Evaluation in commerce:

Importance and purpose of evaluation in commerce.

- a) Different type of tests, their merits and limitation (Essay type shor answertype and objective type)
- b) Construction of achievement test administration and scoring of test.

Sessional Work:

A pupil teacher is required to do the following sessional work

- 1- Preparation of one lesson plan on any one method.
- 2- Preparation of four teaching aids related to subject.
- 3- Preparation of term paper

Or

Critical evaluation of curriculum at secondary or senior secondary level.

Or

Critical evaluation of text book at secondary or senior secondary level.

Selected Bibliography; (for intensive Reading)

1. Roo, Seema, - Teaching of commerce, Anmol publication Pvt. Ltd year, 1995
- 2- Agrawal J.C.- Teaching of commerce A practical approach; Vikash Publishing house, Pvt. Ltd. 1996
- 3- Jain, K.C.S- Vanyajaya shikhan Hindi, General Academy Jaipur 1986
- 4- Saxena, Udaivier- $\text{okf.kT; f'k}\{k.k$
- 5- Gartside, L- Teaching Business Subjects, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Letehworth, Hert Fordshire year 1970
- 6- NEEB. W.B.- Modern Business Practice The Ryerson Press Toronto 1965
- 7- Khan, M.S.- The Teaching of commerece Sterling publisher (P) Ltd., Jullundar-3
- 8- सिंह इकबाल बहादुर- वाणिज्य का अध्यापन लक्ष्मी नारायण अग्रवाल 1968

हिन्दी शिक्षण

उद्देश्य

1. भाषा संरचना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
3. माध्यमिक स्तर के लिए निर्धारित पाठ्यक्रम एवं पाठ्य पुस्तकों विश्लेषण एवं समीक्षा की कुशलता का विकास करना।
4. इकाई दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
5. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
6. हिन्दी की विभिन्न विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
7. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
8. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधियों का ज्ञान देना।
9. प्रश्न पत्र के निर्माण का ज्ञान देना।
10. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।
11. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।
12. पाठ सहगामी क्रियाओं द्वारा हिन्दी के भाषायी विकास का ज्ञान देना।

इकाई - प्रथम

- (अ) भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार, वाक्य विचार की दृष्टि से)
- (ब) भाषा कौशलों के विकास हेतु निम्नांकित पक्षों के स्वरूप का अंकन एवं शिक्षण
- (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (ड.) अभिव्यक्ति (मौखिक एवं लिखित)

इकाई - द्वितीय

- (अ) भाषायी पाठ्यक्रम निर्माण का सिद्धान्त
- (ब) पाठ्यक्रम स्तरीय पुस्तकीय पाठ्यपुस्तक का विश्लेषण सिद्धान्त
- (स) राजस्थान के माध्यमिक स्तर के पाठ्यक्रम एवं पाठ्यपुस्तकों का विश्लेषण एवं समीक्षा।

इकाई - तृतीय

पाठ योजनाएं आधार, प्रकार एवं निर्माण

- (अ) कक्षा अध्यापन के सामान्य सिद्धान्त
- (ब) भाषा शिक्षण सम्बन्धी समस्याओं का चयन विश्लेषण एवं समाधान
- (स) इकाई, दैनिक व सूक्ष्म पाठ योजनाएं (माध्यमिक स्तर पर) उद्देश्य निर्माण के सिद्धान्त एवं प्रक्रिया।
- (द) भाषा शिक्षण में अध्यापक की भूमिका

इकाई - चतुर्थ

हिन्दी शिक्षण में निम्नांकित विधियों का उपयोग

- (अ) प्रायोजना विधि
- (ब) निर्देशित स्वाध्याय विधि
- (स) सूक्ष्म अध्ययन विधि

इकाई - पंचम

हिन्दी की विभिन्न विधाओं का शिक्षण

- (अ) विभिन्न विधाओं का शिक्षण एवं अन्तर
- (ब) गद्य शिक्षण (व्यापक एवं गहन पाठ के रूप में, द्रुत पाठ)
- (स) पद्य शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- (य) एकांकी शिक्षा (वाचिक, अभिनयात्मक रूप में)
- (र) कहानी शिक्षण (मौखिक रूप में)
- (ल) व्याकरण शिक्षण (अनौपचारिक एवं व्यावहारिक शिक्षण रूप में)
- (श) भाषा शिक्षण एवं अन्य विद्यालयी विषयों से सह सम्बन्ध

इकाई - षष्ठम

हिन्दी शिक्षण में दृश्य-श्रव्य उपकरणों का महत्व एवं उपयोग

इकाई - सप्तम

(अ) हिन्दी शिक्षण में मूल्यांकन

- (क) मूल्यांकन का अर्थ, महत्व एवं विशेषताएं
- (ख) पाठ्यान्तर्गत एवं पाठोपरान्त मूल्यांकन
- (ग) मूल्यांकन विधियां
- (घ) प्रश्नों के विभिन्न प्रकार एवं रचना सम्बन्धी संस्थियां
- (ड.) मूल्यांकन प्रश्न पत्र का निर्माण

(ब) उपचारात्मक शिक्षण एवं निदानात्मक परीक्षण अर्थ, स्वरूप महत्व एवं उपयोग

- भाषा शिक्षणध में नवाचार

प्रायोगिक कार्य

निम्नलिखित विषयों में से किसी एक पर निबन्ध

- (अ) अपने क्षेत्र में बोली जाने वाली बोली का सर्वेक्षण
- (ब) हिन्दी भाषा शिक्षण के नवाचार
- (स) हिन्दी भाषा के विकास में किसी साहित्यकार का योगदान
- (द) स्थानीय लोक गीत, लोकाकृतियों का संग्रहण
- (य) हिन्दी भाषा में प्रयुक्त प्रचलित अनय भाषाओं के शब्द
- (र) हिन्दी भाषा के तत्वों का विवेचन
- (ल) राष्ट्रीय एकता, भावात्मक एकता एवं अन्तर्राष्ट्रीय, सद्भावना आदि मूल्यों के सम्प्रेषण से सम्बन्धित लेखकों एवं उनकी रचनाओं की सूची का निर्माण
- (श) हिन्दी भाषा एवं साहित्य से सम्बन्धित उत्कृष्ट रचनाओं की संदर्भ सूची

संदर्भ साहित्य

1. हिन्दी शिक्षण रमन बिहारी लाल
2. हिन्दी भाषा शिक्षण- भाई योगेन्द्रजीत
3. हिन्दी शिक्षण विधि- रघुनाथ सफाया
4. मातृभाषा का शिक्षण - के. क्षत्रिय
5. भाषा शिक्षण- सीताराम चतुर्वेदी
6. माध्यमिक विद्यालय में हिन्दी शिक्षण - निरंजन कुमार सिंह
7. हिन्दी भाषा शिक्षण - भोला नाथ तिवारी तथा कैलाशचन्द्र भाटिया
8. भाषा शिक्षण - रवीन्द्रनाथ श्रीवास्तव
9. हिन्दी शिक्षण - राजेन्द्र प्रसाद श्रीवास्तव
10. हिन्दी शिक्षण पद्धति- वैद्यनाथ प्रसाद वर्मा
11. हिन्दी शिक्षण - बी.एन. शर्मा
12. हिन्दी शिक्षण - डॉ. रामशकल पाण्डेय
13. मानक हिन्दी व्याकरण- आचार्य रामचन्द्र वर्मा
14. भाषा- ब्लूम फील्ड
15. राष्ट्रभाषा हिन्दी की समस्याएं एवं समाधान- डॉ. देवेन्द्र नाथ
16. शुद्ध हिन्दी- डॉ. भागीरथ मिश्र
17. हिन्दी प्रत्यय विचार- डॉ. मुरारी लाल
18. हिन्दी शब्दनुशासन- किशोरदास वाजपेयी
19. शब्दार्थ दर्शन -रामचन्द्र वर्मा
20. हिन्दी उच्चारण एवं वर्तनी

21. हिन्दी ध्वनियां और उनका शिक्षण- के.के. सुखिया
22. नागरी लिपि और हिन्दी वर्तनी- अनन्त चौधरी
23. अभिव्यक्ति विज्ञान- भोलानाथ तिवार तथा कृष्णदत्त शर्मा
24. भाषा संप्राप्ति मूल्यांकन- के.जी. रस्तोगी
25. व्यवहारिक हिन्दी व्याकरण- हरदेव बाहरी
26. दी एक्युजीशन एण्ड डवलपमेन्ट आफलेन्स पीमेन्यूक
27. डबलपिंग सेकेन्ड लेन्वेज स्किल्स- थ्यौरी एण्ड प्रेक्टिस कीनिथ चेष्टन

Method of Teaching Economics

Objectives:

- 1- To help the students to acquire the basic understanding in the field of Economics.
- 2- To enable the student teachers to understand the aims and objectives of teaching Economics at the secondary school stage.
- 3- To develop the ability to evaluate the present curriculum in Economics at the secondary level.
- 4- To develop the ability to organize group activities and projects in the subject.
- 5- To develop the ability to use of various methods of teaching Economics.
- 6- To enable the student to acquire necessary skills for the use and preparation of teaching aids and instructional material in Economics.
- 7- To develop in the students appropriate attitudes towards the country's Economy.
- 8- To develop in the student an adequate sense of awareness about Economic issues of the country and an out-look of problem solving through analysis and application of the theory of Economics.
- 9- To develop competence in framing objective based achievement and diagnostic test, their administration and their scoring and drawing conclusions there of.
- 10- To develop in the students an ability to conduct various surveys in Economics and organize field trips.
- 11- To enable the student-teachers to prepare unit plan, lesson plan and related teaching learning strategies.
- 12- To enable the student teachers to review the text book of Economics.

Course content

Unit 1 : The place of Economics in school curriculum.

Unit 2:

- a) Aims and objectives of teaching Economics at the secondary level
- b) Instructional objectives behavioral objectives, measurable and non-measurable objectives; behavioral statements of objectives for various learning points and lessons.

Unit 3:

- (a) Principles and approaches to framing syllabus and its critical appraisal at secondary level.
- (b) Curriculum Planning and activities.
- (c) Evaluation of text-books in Economics at the school level:
 - a) Criteria of good text-book
 - b) Assignments, Exercises, Glossary and summary in the text.

Unit 4: Methods of teaching Economics:

- a) Lecture method.
- b) Project and Problem solving method.

- c) discussion method.
- d) Inductive and Deductive method.
- e) Auto educative method.
- f) Techniques of Economics teaching.

Unit 5: Planning for teaching and role of teacher:

- (i) (a) Purpose of lesson planning.
- (i) (b) Unit and Daily lesson plannings
- (i) (c) Formulation of objectives in terms of learning Experiences,
- (i) (d) Teacher's role and attitude
- (ii) Maxims and principles of class-room teaching.
- (iii) Class-room observation.

Unit 6: Use of Instructional material in Economics.

- (a) Black-board, maps, Graphs, Slides & Transparency.
- (b) Audio-visual aids, Slide Projector, Overhead Projector etc.

Unit 7: Evaluation in Economics.

- a) Importance and concept of Evaluations,
- b) Evaluation devices- Essay type, Short answer Type and Objectives Type Test.
- c) Preparation, Administration and scoring of unit test.

Sessional Work

Any one

- 1- Preparation of four teaching aids related to subject.
- 2- Review of two published papers related to subject.
- 3- Review of a text-book at school level.

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ऋचा प्रकाशन, 52 गायत्री मार्ग उदयपुर
- 2- Teaching of Social studies in secondary schools : Bining and Bining
- 3- Teachers Manual in Economics : Dr. N. Husen, Published by Regional college of
Education , Ajmer
4. अर्थशास्त्र शिक्षण : गुरुशरणदास त्यागी, विनोद पुस्तक मंदिर, आगरा
5. अर्थशास्त्र शिक्षण : श्री शुक्ल, प्रकाशक, नन्दकिशोर एण्ड ब्रदर्स, बनारस
6. अर्थशास्त्र शिक्षण : महेन्द्र पाल सिंह
7. अर्थशास्त्र शिक्षण : हरनारायण सिंह एवं राजेन्द्र सिंह प्रकाशन- लक्ष्मीनारायण अग्रवाल आगरा
8. अर्थशास्त्र शिक्षण : डॉ. राजीव कुमार वाष्णेय, साहित्य प्रकाशन, आगरा
9. अर्थशास्त्र शिक्षण : डॉ. निर्मल सक्सेना, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
- 10- Teaching of Economics: Edited by Kadamari Sharma, Tripat Tuteja
Commonwealth Publishers.
- 11- Teaching of Economics : Mujibul Hasan Siddiqui, Ashish Publishing House
8/88 Punjabi Bagh, New Delhi- 110026
- 12- Teaching of Economic : Tadar Anita

Paper IV

Methods of Teaching of Essentials of ET & Classroom Management:

Course Objectives

After completing this course the student teachers will be:

- 1- able to explain the concept of ET, its types and role in educational practice.
- 2- able to make use of modern information & communication technology in classroom.
- 3- explain the terms related to management of classroom teaching.
- 4- able to perform content analysis & write specification of instructional behaviour
- 5- able to differentiate the concept of teaching, training & instruction.
- 6- able to distinguish various approaches & methods of teaching & thereby plan & use the method most appropriate to the context of classroom situation.
- 7- able to construct & use evaluation tools techniques.
- 8- explain the concept of communication technology & its role in classroom & overcome problems related to its educational use.

Course Content

Unit-1: Educational Technology

- (i) Concept of ET & its role in educational practices.
- (ii) Approaches of ET- hardware, software & system approach.
- (iii) Types of ET- Teaching Technology, Instructional technology & Behavioural Technology.
- (iv) Hardware technology- cone of experience. Audio-Visual tools and projection tools.
- (v) Information & Communication technology- T.V., Radio, video tape and preparation of their scripts, teleconferencing, computer as an instructional aid, virtual class and web based education.

Unit-II: Managing class-room teaching.

- (i) Nature of teaching
- (ii) Concept of teaching , training and instruction.
- (iii) Levels of teaching
- (iv) Content analysis
- (v) Classification & specification of instructional behaviour.

Unit-III: Organization of Teaching-

- (i) Approaches of teaching- Herbertian, Morrison's, Hunt's, Kilpatric & Dewey approach.
- (ii) Strategies of Teaching at Secondary & Sr. secondary level (Concept, organization, merit & limitations): Group discussion, Panel discussion Brain storming, problem- solving, supervised study , peer group learning, team teaching, programmed instruction, Computer Assisted Instructiona (CAI).

Unit-IV: Communication & Communication technology.

Concept, types, process & functions of communication, Role of verbal & non verbal communication, communication skills, problems of communication

Unit-V: Developing Teaching Effectiveness.

- (i) Teaching skills - Pre- active skills
Interactive skills.
Post- active skills
- (ii) Micro teaching
- (iii) Interaction analysis (FIACS)
- (iv) Action Research

Unit-VI: Evaluating Learning.

- (i) concept of evaluation & measurement, purpose of evaluation.
- (ii) Tools & techniques of evaluation.
- (iii) Reliability, validity & objectivity of a test.
- (iv) Elementary statistics- normal distribution, central tendencies (mean, mode, median), S.D., Rank difference correlation.
- (v) Steps of achievement test construction.

Sessional Work

Any one of the following:

- 1- Content analysis and preparation of instructional material related to one unit of any subject.
- 2- Preparation, try-out and reporting of an instructional plan based on teaching strategies (any one) given in unit 3
- 3- Preparation of TV/Radio Script.
- 4- Preparation of an action research plan related to any classroom problem.
- 5- Preparation, execution & reporting of a plan of plnel discussion.

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कथूरिया रामदेव, पी. , 'सूक्ष्म अध्यापन', विनोद पुस्तक मंदिर, आगरा, 1996।

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Method of Teaching Music

Objectives

The Student will be able to :

- 1- Understand the important concepts used in the discipline.
- 2- To prepare unit plans and lesson plans for different classes.
- 3- Critically evaluate existing school syllabus and text book.
- 4- Prepare suitable teaching aids and use them in the classroom effectively.

Course Content

Unit-1: Importance & place of Music in School Curriculum.

Unit-2: Principles of class room teaching.

Unit-3: Aims and values of music.

- a) With particular reference to values of teaching music in school.
- b) Music as a typical representation of Indian cultural.

Unit-4: Critical appraisal of the prescribed syllabus.

Unit-5: History of Music.

- a) Origin of Music
- b) Samveda and Music
- c) Muslim Influence
- d) Causes of downfall
- e) Western influence, similarities and differences between eastern and Western Music.
- f) Rejuvenation of Indian classical music & Critical appraisal of the means adopted for the rejuvenation.
- g) Northern and southern styles of music

Unit-6: Teaching of Music.

- a) Qualifications of the music teachers
- b) Methods and techniques of teaching music
- c) Singing without reading notation.
- d) Spontaneity of expression.
- e) Equipments and site of the music room

Unit-7: Correlation of music with other school subjects, especially dancing and poetry.

Unit-8: Concept of evaluation, distinction between evaluation and examination. Its characteristics and functions.

Sessional work

- 1- Essay on any subject.
- 2- Lesson Plan
- 3- Unit Plan
- 4- Preparation of Teaching aids.
- 5- Setting a question paper for practical examination of Music.

Reference:

- 1- Gowri, Kuppaswamy, M Harinaran " Teaching of Music" Sterting Publishers, Pvt. Ltd., New Delhi.
2. दुबे, इन्दु "संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती" कल्याण मण्डल एण्ड संस, जयपुर, 1971
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4. शोभना शाह, "संगीत शिक्षण प्रणाली" विनोद पुस्तक मंदिर, आगरा
5. कोठारी, कोमल, " संगीत शिक्षा सेमीनार " राजस्थान संगीत नाटक अकादमी, 1960

Method of Teaching Book Keeping & Accountancy.

Objectives.

- 1- To enable the students teachers to understand the aims and objectics of teaching Book-keeping & Accountancy at school level.
- 2- To enable the student teachers to have a clear idea of the place of Book-keeping & Accountancy in school curriculum.
- 3- To inclucate desirable attitude and values in the teacher.
- 4- Student will be able to know a clear picture by using of journal & ledger accounts..
- 5- To enable the students to recognize and list out specific behavioural changes in relation to objectivs.
- 6- Students will be able to construct an Achievement Test.
- 7- To enable student teachers to have a full command of the subject matter prescribed for secondary senior secondary course.
- 8- Develop skill and abilites which are required for a good & efficient teacher and organizing school activities related to the subject.

Course Content:

Unit-1: Book keeping and Accounting: its place in school curriculum.

Unit-2: a) Aims and objectives of teaching book keeping and Accounting at Secondary level.

b) Instructional objectives behavrioural objectives, measurement and non m eaurable objectives, behavioural statements of objectives for various learning points and lessons.

Unit-3: a) Principles and approaches to framing syllabus and its critical appraisal at secondary level.

c) Evaluation of text books in Book-Keeping & Accounting at the Secondary level.

(i) Criteria of good text book

(ii) Assignments, Exercises, Glossary and summary in the text.

Unit-4: Various Approches of teaching the subjects.

(a) Journal Approach

(b) ledger Approach

(c) Cash Book Approach

(d) Equation Approach

Unit-5: Planning for teaching and role of teachers:

(i) (a) purpose of Lesson Planning

(b) Unit and Daily lesson Planning

(c) Formulation of Objectivies in terms of learning Experiences.

(e) Teachers role and attitude

(ii) Maxims and principles of classroom teaching.

(iii) Class room observation.

Unit-6: Evaluation in Book-Keeping & Accountancy : Importance and concept of Evaluation.

- (i) Various devices of testing and their need.
- (ii) Role of teachers in Evaluating students.
- (iii) Construction of an Achievement test in Book Keeping & Accountancy.
- (iv) Administration and scoring of unit test.

Unit-7: Curriculum in Book- Keeping & Accountancy.

Sessional Work.

- 1- Preparation of four teaching aids related to subjects.
- 2- Preparation of one term paper.
- 3- Critical analysis of a text book (Subject related) at school level.

Or

Critical analysis of curriculum of secondary or senior secondary level.

Or

Preparation of a lesson plan based on any innovative method.

Bibliography

- 1- Aystic Rowal: A philosophy for teaching Book keeping.
- 2- Tonne: Principles of teaching Business Education
- 3- Tone, Pohem and Freeman: Method of Teaching Business subject, Grega Pub.Dir, Mc. Grow Hill Book Co. Inc , New York.
- 4- Harvey: Ways to teachers Book-keeping and Accounting.
- 5- Selby: The Teaching of Book Keeping
- 6- Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi & English Version)
- 7- Kumbhat & Agrawal: Intermediate Book-keeping (M/s Students Book Co. Chaura Rasta Jaipur)
- 8- Agarwal and Dr. A.N.: Book keeping & Accountancy
- 9- Roo Sudha: Teaching of Commerce.
- 10- Aggarwal, J.C.: Teaching of Commerce (A Practical Approach Suetan Publication)

Method of Teaching General Science

Objectives:

After completing the programme the student teachers will be :

- 1- able to appreciate the contribution of eminent scientist in connection with the development of the subject.
- 2- familiar with the aims & objectives of the subjects in relation to present needs of the society and education policies of India.
- 3- able to plan curriculum at secondary & senior secondary level and analyze the syllabus of the subject in relation to its applicability to practical situations.
- 4- to prepare an efficient General Science teacher.
- 5- The content of this paper will introduce the prospective teacher with proper methodology to deal with the content which is to be handled by her as teacher in secondary and Higher secondary school.
- 6- Develop their essential skills for practicing modern science education.
- 7- Develop their skill necessary for preparing instructional accessories.
- 8- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives.
- 9- Develop a broad understanding of the principles and procedures used in modern science education.

Syllabus of General Science

Unit-1: Science and its nature, body of knowledge, method of inquiring influence on man and environment, General Science and its importance in school curriculum. Principles of curriculum construction in General science.

Unit-2: Objectives of teaching General Sciences, writing objectives in behavioural forms. Needs for planning unit and daily lesson planning.

Unit-3:

- a) Providing learning experiences in General Science.
Methods of teaching General science:- lecturer methods, demonstration method, Project method, Problems solving method, heuristic method.
- b) Identifying and developing instructional and support material for General Science Teaching.

Unit-4 : Evaluation in General Science- Skill in framing items for evaluating learning outcomes in General Sciences.

Unit-5: Strengthening General Science Education.

- a) Stress on creativity and discovery, Science clubs, Science fair, Sciences museum. improvement of practical work.
- b) Science teacher and their professional growth.

Unit-6: Instructional materials and Resources.

- a) Types of practical work in general science.
- b) The role of laboratory, Text Book, Chart, Film-strip, Television and Model in teaching General Science.

Sessional Work

- 1- Writing of Radio & T.V. script.
- 2- Essay related to any unit prescribed above
- 3- Preparation on of comprehensive field trip plan for group of twenty students.
 - u) Prepare a plans of science laboratory for 20 students.
 - v) Make a list of local resources useful in teaching General Science and prepare a lesson plan using some of them.

Book for study and Reference

- 1- Heiss Obrun and Hffman: Modern Science Teaching, The Macmillan Company, New York 1961
- 2- Vaida N: The impact of science Teaching
- 3- Westway, F.W.: Scientific Teaching
- 4- UNESCO: Source Book of Science Teaching
- 5- NCERT: General Science, Handbook of activities Class-VI-VIII
- 6- Dass- R.C.: Teaching Science in India
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- 10- Sood, J.K.: New Direction in Science Teaching" Kohli Publication Chandigarh, 1989
- 11- Gupta Nirmal" Method of Teaching Science" , Rastogi and Company Meerut, 1967

Method of Teaching Arts

Objectives:

The Student teachers will be able to :

- 1- Understand the important concept used in discipline.
- 2- Understand the place of Art in general education.
- 3- Acquaint with the strategies of classroom teaching of art-education.
- 4- Understand the importance and educational values of art room; art museums, art exhibitions and art galleries.
- 5- Understand the role of Art in society, culture and international-understanding.
- 6- Prepare suitable teaching aids and use them in the classroom effectively.
- 7- Understand the creative aspect of the Teaching of child art.

Course Content

Unit-1: The Art and Education.

- (a) The meaning of Art, and Art- or Aesthetic-education.
- (b) The changing status of Education and the place of Arts in general education.
- (c) Systematic study in Art-education.
- (d) The educational values of art and its relations with other school subject.

Unit-2: The arts and creative expression:

- (a) Art and Creativity.
- (b) Importance of creative activities at various stages of school education from Nursery to Secondary level.
- (c) The Child as creator.

Unit-3: The Child Art:

- (a) Characteristics of the Child Art.
- (b) different developmental stages of child's creative expression.
 - (i) Beginning of Self-Expression- the scribbling stage.
 - (ii) The stage of first representational attempts- the pre-schematic stage.
 - (iii) The stage of achievement of form concept.- the schematic stage.
 - (iv) The stage of dawning realism-the gang age.
 - (v) The pseudo-realistic stage.
 - (vi) The stage of reasoning.

Unit-4: Teaching of Art.

- (a) The methods of teaching in art:
 - (i) Method of free expression.
 - (ii) Method of assign topic.
 - (iii) Dictated method.

- (iv) Copy method.
- (b) The Art-Teacher
 - (i) Role of art-teacher in classroom teaching.
 - (ii) Qualities of an art-teacher.
- (c) Visual aids in teaching of art-Black board : art objects: Reproductions; Photographs and other aids.

Unit-5:

- (a) Importance of Art room in school.
- (b) Educational values of Art-Exhibition; Art-Museum and Art-Galleries.

Unit-6: Art and Community:

- (a) Art and society.
- (b) Art and culture.
- (c) Art and international understanding

Sessional Work

- (a) Prepare three activity plan for creative teaching.
- (b) Prepare atleast four audio/visual or audio-visual aids for teaching of art.
- (c) Prepare an Evaluation schedule for assessing the creative activities of the students.

Bibliography:

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 Read, Herbert (1942):" Education through Art. : Faber & Faber, London.
 Whitfor, W.G. (1929):" An Introduction to Art-Education. " D. Appleton & Co.

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Method of Teaching social studies

Objectives

1. To enable the student-teachers to appreciate the need for learning social studies.
2. To help them to understand the place of social studies in the secondary school curriculum.
3. To develop the skills in student –teachers to select and apply appropriate methods and evaluate social studies.
4. To enable the student –teachers to critically examine the social studies syllabus and text books.
5. To develop the classroom skills needed for teaching of social studies.
6. To develop the ability to organize co-curricular activity and utilise community resources for promoting social science learning.
7. To acquire the ability to develop instructional support materials.

Course Content

Unit I: Social studies-nature and concept

- a) Historical development of social studies-modern concept, nature, scope and importance of social studies.
- b) Correlation of social studies with other social sciences.

Unit II: Aims and objectives of teaching social studies at different levels. (Primary, elementary secondary and senior secondary levels)

Unit-III: Curriculum construction: Selection and organization of content at various level. Characteristics of good text book

Unit IV: Instructional strategies and methods of Teaching; Lecture, Story telling, Source, Project, Supervised study, Problem solving, Team teaching methods. Approaches :- field trips visit, lab, use of community resources.

Unit-V: Planning for teaching and Role of Teacher

- a) Lesson planning- Annual plan, Unit plan and Daily lesson plan
- b) Qualities, role and professional growth of social science teachers .

Unit-VI: Use of Instructional material in Social Studies

- a) Maps, Graphs, Time Line, Charts, Slidies, Transparency.
- b) Audio-Visual aids- Slide Projector, Over head Projector, Films.
- c) Use of co-curricular activities.

Unit-VII: Evaluation in Social Studies

- Importance and purpose of evaluation in social studies
- b) Different type of tests, their merits and limitations (Essay type,Short answer and Objective type)
 - c) Blue print, Construction of test paper.
 - d) Construction of achievement test in social studies.

Sessional Work

Any one of the following:

- 1- Studying historical monuments available locally and writing report on it.
- 2- Case Study of any N.G.O. working locally.
- 2- Prepare a scrape book on any social issue.
- 3- Studying any social problem and write a report of the same.
- 4- Prepare a lesson plan using local/community resources as teaching aid (Fair, Festival, Person, Place etc.)
- 5- Critical appraisal of Social Study syllabus of Secondary level/
- 6- Two Abstracts of articles published in Newspapers/ Journals on current social issues.
- 7- Writing film script.

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- 1- Agrawal, J.C.: Teaching Social Studies , Vikas Publishing House , Put. Ltd., Delhi, 1989.
- 2- Bining ,A.C. and Brining , D.H. “ Teaching the social study in Secondary school , Mc Graw Hill Company , New York, 1952
- 3- Bhattacharya and Darji, D.R. “ Teaching of Social Study in Indian School, “ Acharya Book Depot, Baroda, 1966.
- 4- Ellis, Arthur K, “ Teaching and learning elementary social studies “ Alloy and Bacon, Boston 1991
- 5- Kaushik, Vijay kumar “ Teaching of Social Studies in elementary school “ Anmol Publication, New Delhi.
- 6- Kochher, S.K. “ Teaching of social studies” Sterling Publisher Pvt. Ltd. New Delhi, 1999.
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M.L.Sukhadia University, Udaipur
Scheme of Examination and Course of Studies
Bachelor of Education (B.Ed.)
B.Ed. Programme is a full time, one academic year programme

Introduction :- Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and a learning society. They disseminate knowledge and also generate new knowledge therefore it becomes essential for any nation to give necessary professional inputs to its teachers M.L.S. University pursues the following curriculum for its pre-service teacher training programme. Bachelor of Education (B.Ed.).

Provision for Admission to B.Ed. Course

Selection of Candidates for admission to B.Ed. course in every Teachers Training College affiliated to the University shall be made in accordance with the Result of P.T.E.T. only.

Objectives of the course:

- 1 To help prospective teachers to develop competence to teach subjects of their specialization on the basis of an adequate theory of learning and a sound knowledge of the subjects.
- 2 To develop interest, attitude and knowledge which will enable them (i) to foster the all-round growth and development of children under their care and (ii) to provide guidance to individual pupils.
- 3 To develop an understanding of the aims and objectives of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
- 4 To develop an understanding of the close relation-ship between society and the school, between life and school work.
- 5 To build up professional consciousness.

The objectives of Practical Work prescribed for the B.Ed. course are as follow:

- To develop the ability and self-confidence of pupil teachers to-
- 1- Be conscious of a sense of values and need for their inculcation in children through all available means including one's own personal life.
 - 2- Posses a high sense of professional responsibility.
 - 3- Develop resourcefulness so as to make the best use of the situation available.
 - 4- Appreciate and respect each child's individuality and treat him as an independent and integrated personality.
 - 5- Arouse the curiosity and interest of the pupils and secure their active participation in the education process.

- 6- Develop pupil's capacity for thinking and working independently and guide pupils to that end.
- 7- Organize and manage the class for teaching learning.
- 8- Appreciate the dynamic nature of the class situation and teaching techniques.
- 9- Define objectives of particular lessons and plan for their achievement.
- 10- Organize the prescribed subject matter in relation to the needs, interest and abilities of the pupils.
- 11- Use appropriate teaching methods and techniques.
- 12- Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
- 13- Convey ideas in clear and concise language and in a logical manner for effective learning.
- 14- Undertake action research.
- 15- Give proper opportunity to the gifted pupils and take proper care of the back-ward pupils.
- 16- Correlate knowledge of the subjects being taught with other subjects and with real life situations as and when possible.
- 17- Prepare and use assignment.
- 18- Evaluate pupils progress.
- 19- Plan and organize co-curricular activities and participate in them.
- 20- Co-operate with the school teachers and administrators and learn to maintain school records and registers.

Learning outcomes:

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

12-Interest and competence in the development of the teaching profession and of education. Readiness to participate in activities of professional organizations.

The B.Ed. Programme will Consist of the Following Components:-

- Part-I Main theory papers (I-VI)
- Part-II Teaching Practice and Practical work
- Part-III Specialization (Additional/Optional Paper VII)
- Part-VI Qualifying Compulsory paper VIII

Part-I

Main Theory Papers

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

- Paper-I Education in Emerging Indian Society
- Paper-II Development of learner and learning process.
- Paper-III Educational System in India and school organization.
- Paper-IV Essentials of Educational Technology and classroom management
- Paper- V & VI Methodology of Teaching

Graduates in Arts, Science, Commerce Streams shall have to offer any two teaching subjects studied at Graduate Level at least for two years for paper V and VI out of the following.

- 1- Teaching of Hindi
- 2- Teaching of English
- 3- Teaching of Sanskrit/Urdu/Rajasthani
- 4- Teaching of Mathematics
- 5- Teaching of General Science
- 6- Teaching of Social Science
- 7- Teaching of Art Education
- 8- Teaching of Commerce General
- 9- Teaching of any one of the following subjects.

Physics, Chemistry, Biology, Home Science, Agriculture, History, Political Science, Economics, Geography, Drawing, Music and Elements of Commerce, Book Keeping & Accountancy.

Evaluation of Papers I to VI

Each theory paper will carry 100 marks out of which 85 marks will be externally assessed at the final examination and 15 marks to be internally assessed. Out of the 15 marks 10 marks shall be for assessing the sessional work and 5 marks for the mid-term test.

Question Papers

- 1- Each question paper (in all six) will have two sections. Section-A will contain 8 short answer type questions, out of which candidate will be required to attempt 5 questions each carrying 8 marks. Section –B will contain 3 essay type questions with an internal choice for each question. Essay type question will carry 15 marks each.
- 2- The syllabus of content part in each of the papers V and VI shall be of the same level as prescribed in the relevant subject (optional whenever provided) for the Higer Secondary examination of the Board of Secondary Education, Rajasthan, Ajmer from time to time. The content part will be evaluated alongwith methodology.
- 3- Short answer type question would aim at testing knowledge of concepts, facts, definition, laws, principles; generalizations etc. and also understanding of principles and concepts.
- 4- Essay type questions are to aim at testing the abilities of critical thinking and application of principles taught in theory.

Part-II

Teaching Practice and Practical work.

Teaching Practice:

The Teaching Practice will carry 300 marks comprising of :

- 1- Internal assessment - 200 marks
- 2- Extenal Examination - 100 Marks
- 3- Examination will be held in both the subjects each of 50 marks.

The distribution of 200 marks shall be as follows:s

Internal Assessment Scheme

S.N.	Activities	Marks distribution
1	Micro Teaching (5 Skills) (Each skill of 4 marks)	20
2	Regular Practice Teaching including Unit-Test (Each subject of 30 Marks)	60
3	Criticism Lesson (Each Subject of 10 marks)	20
4	Observation (i) Criticism lesson (ii) Demonstration (iii) Ordinary lesson	5
5	Teaching aids. (for Arts Student –four in each method subject) (for Science students- two teaching aids and two practical in each method subject)	5
6	Psychological experiment (three) including case study	5

7	Physical Education (Participation in the entire session)	5
8	Review of a text book (To be evaluated by Method subject teacher)	5
9	Practical in the use of Audio-Visual equipments-two (to be evaluated by Audio-visual Incharge)	5
10	Open air session/ SUPW camp and community service (i) Beautification, and shramdan (ii) Community Participation (iii) Studies (work experience related with some theory course) (iv) Cultural and literary activities	10
11	Social Participation and community life at college level (i) Shramdan and beautification (ii) Punctuality and discipline (iii) Social participation and achievements (iv) Celebration of important days (v) Wall magazine preparation (vi) Other co-curricular group and individual activities according to local genius and situation. (vii) Cultural and literary activities	10
12	Internship (Block Practice Teaching) (i) Teaching of Method subject (15x 2=30) (ii) Social participation in group (5) (iii) Participation in all activities of school (10) (iv) Report of any feature of school/Case study/Action Research (5)	50
	Grand Total	200

Organization and Evaluation of Practice Teaching and Practical work.

Organization and Evaluation of Practice Teaching:

- 1- Every candidate will teach 40 lessons under supervision (20 lessons in each subject) during Practice teaching session. At least 2(each subject) lessons should be taught through innovative methods other than lecture and demonstration.
- 2- 40 lessons as desired in the syllabus should be completed as a full period class room lesson. Micro-teaching lesson be used in addition to these 40 lessons for developing certain teaching skills.
- 3- By and large, the evaluation of the performance in the practical teaching will be based on the last 10 lessons in the subject when the student has acquired some competence and skills of teaching.

- 4- The internal assessment in practice of teaching will be finalized by the principal with the help of the members of teaching staff and the same will be communicated to the University before the commencement of the practical examination each year.
- 5- Each candidate should be prepared to teach both the lessons at the final practical examination. Each candidate is to be evaluated in both the subjects.
- 6- The Board of Examination for external examiners will consist of :
 - a) The principal of the college concerned.
 - b) One senior member of the college such that the Board of examiners represent all the three faculties – Humanities, Languages and science.
 - c) Two external members appointed by the university.

Internship:

A part from teaching practice experience in school, the trainee- teacher should function as a regular teacher in a school (i.e. taking attendance, organizing and Participating in all the school activities, like assembly, games, Bal Sabhas, Cultural and literacy programmes, Preparing notice, examination papers, various letter, maintenance of school record etc.)

The trainee- teacher should prepare a report about the school experience with specific reference to their chosen areas of specialization.

Internship may also be utilized for completing the application based assignment of the theory papers.

Practical Work:

Trainee – teachers are expected to develop the following records.

- 1- Micro- Teaching lessons.
- 2- Regular Practice teaching lessons
- 3- Observation of lessons
- 4- Record of teaching aids
- 5- Report of psychological experiments
- 6- Audio-visual practical file
- 7- Report of school activity/case study/action research

Working out the result for awarding division.

- (i) A candidate in order to be declared successful at the B.Ed. Examination shall be required to pass separately in Part-I (Theory) and Part-II (Practice of Teaching)
- (ii) For a pass in Part-I (Theory) a candidate shall be required to obtain at least- (a) 30% marks in each theory paper the (b) 36% marks in the aggregate of all the theory papers.
- (iii) For a pass in Part-II (Practice of Teaching) a candidate shall be required to pass separately in the Internal & External Examinations and obtain at least 40 marks in each.
- (iv) The successful candidates will be classified in three divisions and shall be assigned separately in theory and Practice of Teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
III	36%	36%

Paper VII

Additional Optional Paper/ Programme (Specialization)

- 1- Candidate may offer any one of programmes mentioned under paper VII. Each paper will consist of 100 marks out of which 50 marks shall be allotted to practical sessional work.
- 2- Marks obtained in this paper will not be included to determine the overall division but if successful, a mention will be made to the effect in the Degree conferred.
- 3- (i) Question paper set on subjects included under paper VII will have two sections. Section-A will contain 8 short answer type question out of which a candidate is required to attempt 5 questions of 4 marks each. Section-B will contain 3 essay type questions with an internal choice for each question and each essay type question will carry 10 marks.
- 4- The practical- work record shall be properly maintained by the college and may be made available for the satisfaction of external examiners in practice teaching who are expected to submit a report regarding the examination separately.
- 5- In order to be declared successful in the Additional Special Programme, candidates must obtain a minimum of 50 marks in this paper.

Addition Special Programme.

- 1- Educational and vocational Guidance.
- 2- Basic Education
- 3- Non-formal Education
- 4- Physical Education
- 5- School Library organization
- 6- Audio-visual Education
- 7- Measurement and Evaluation
- 8- Moral Education
- 9- Education of the Handicapped
- 10- Primary Education
- 11- Yoga Education
- 12- Population Education
- 13- Educational Technology
- 14- Educational Television
- 15- Programmed Learning
- 16- Environmental Education
- 17- Computer Literacy & Education Application.

Part IV- Compulsory Qualifying Paper

Paper – VIII

Computer Literacy and Educational Applications

- (a) Each candidate is required to qualify this paper for obtaining the degree, However the marks obtained in this paper will not be included to determine the overall division
- (b) This paper will consist of 60 marks which will be examined externally and 40 marks shall be allotted to practical sessional work which will be assessed internally.
- (c) In order to be declared successful in this paper candidate must obtain a minimum of 36% marks.

Part-IV

Paper VIII

Computer Literacy and Educational Application

Objectives:

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

Course Content

Unit I Computer Fundamentals

1. History of Computer development.
2. General awareness about functioning of Computer:-
 - (a) Characteristics and uses of Computer.
 - (b) Block diagram of Computer .
 - (c) Classification of Computer.

Unit II

1. Concept of hardware and software
2. Input /Output devices- keyboard, Mouse, Monitor, Printers, Floppies, Joystick.
3. Storage devices (Secondary)-Hard disk, floppy disk, CD-ROM
4. Computer memory and its units- RAM, ROM, PROM, EPROM , bit and byte.
5. Computer Languages (Types)

Unit III Operating System

1. Basic features of Windows
2. 'Windows' and its accessories
 - (a) Explorer.
 - (b) File Manager.
 - (c) Managing Printing.
3. MS- Office

- (a) MS-Word :- Text Management
- (b) MS- EXCEL:- To support database and graphics.
- (c) POWR POINT:- Preparation of Slides.

Unit IV Internet and Multimedia

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

Unit V

1. Computer as teaching machine
 - (a) Computer Aided Instruction (CAI):- concept and modes
 - (b) Concept of other terms like CMI,CBI, CALT etc.

Unit VI

1. Information Technology and Computer. (concept , role, impact on education system).
2. Role of Computers in Education System. (eg. library management, Educational management and research, school management, evaluation, distance education, Education of special Children etc.)

Practicals and sessional work (any two)

1. Preparation of Mark-sheet/ Question Bank
2. Preparation of instructional material/courseware (based on content-analysis to be used as transparencies/ charts using MS-Word.
3. Preparation of marks register of a class and its statistical analysis and graphical presentation.

Evaluation

1. External examination - one theory paper of 50 marks.
2. Internal evaluation
 - (a) Practical exam - 20 marks
 - (b) submission of a report - 20 marks
 - (c) Viva - 10 marks

Total	- 50 Marks
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References:

1. Raghavan S.S. (1986) "Micro computer in Science and Language teaching" Mysore R.C.E.
2. Osborne, A. (1982) "An Introduction to Micro Computers Galgolia Book Source " New Delhi.

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5. Balamurali, Savitha (1996): "An introduction to COMPUTER SCIENCE", Vikas
Publishing house Pvt. Ltd., New Delhi.
6. Mansfield (2000) : "Mastering word 2000
Premium edition", BPB Publication , New Delhi. Rs. 399.00
7. Davis, "MS Word 2000 - No Experience required" ,BPB Publication, New Delhi
Rs. 150.00
8. Martin (2000) , " Mastering excel 2000 - Premium Ed. w/cd", BPB Publication,
New Delhi Rs. 399.00
9. Wempen (2000) " Excel Fast and Easy", BPB Publication, New Delhi.
Rs. 150.00
10. Norton (2000) ," Peter Norton's Complete guide to MS- Office
2000" , BPB Publication, New Delhi. Rs. 297.00
11. Perry (2000) , " Teach yourself MS- Office 2000 in 24 hours", BPB Publication,
New Delhi. Rs.150.00
12. Gralla (2000) , " How Internet works- Millenium Edition", BPB Publication, New
Delhi. Rs. 499.00
13. Sybex Series (1998), " Windows 98 complete", BPB Publication ,New Delhi Rs.
249.00
14. Sybex (2000), " Mastering windows 2000 Professional ", BPB Publication, New
Delhi. Rs. 399.00
15. Sybex (2000), " Windows 2000 Instant Reference" , BPB Publication, New Delhi.
Rs. 199.00

PART- III
Paper VII- Specialization (Additional/Optional Paper)

(1) Educational and Vocational Guidance :

Theoretical

- 1- Importance of Guidance in the life of individuals.
- 2- Development Concepts of Guidance , Meaning of Guidance .
- 3- Philosophy and Aims of Guidance.
- 4- Educational and Guidance : Democracy and guidance. Individual Difference and Guidance,
- 5- Guidance: Implications of the Current Indian Scenes.
- 6- Importance of Occupational and Environmental information.
- 7- Study of the Individual: A basic introduction to Guidance , means of studying the individual.
- 8- Introduction to Guidance Services.
- 9- Guidance in the School Programme.

Books Recommended:

- 1- Erickson, Clifford E: A Basic Text for Guidance workers, N.Y. Prentice Hill Inc, 1947
- 2- Forelich Cliffored P.P. : Guidance Services in Smaller School, New York, MC Graw Hill Book Company, 1950.
- 3- Strang, Ruth : The Role of Teacher in Personnel Work, New York, Teachers College, Columbia University, 1933.
- 4- Humphreys, Anthony J. and Arthur S. Trasein Guidance Services, Chicago, Science Research Associate inc., 1946.
- 5- Super Donald: Appraising Vocational Fitness, New York, Harper and Brothers, 1947.
- 6- O;olkf;d funsz'ku ds fl}kUr ,oa izkfo/kkuA
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(2) Basic Education

Theoretical

The Theory of Basic Education.

- (a) Philosophy of Mahatma Gandhi and its educational implications.
- (b) Gandhiji's experiments in education- Tolstoy farm in South Africa. Gujarat Vidyapeeth in Sabarmati and Anand Niketan in Sevagram Culminating in Nai Talim, Essential elements in Gandhiji's constructive programme. The progress of Basic Education in India since 1937. The policy of National Educational Conference (Wardha, 1937). Implication in report of Zakir Hussain Committee, 1938 and in work of Hindustani Talimi Sangh, various stages of Nai Talim Pre-Basic and Post Basic training of Teachers for Basic Schools.
- (c) The Psychological Basis-The laws of learning as applied to the acquisition of skills, individual difference in practical ability, Measurement of progress in acquiring Skills.
- (d) The Basic Curriculum- Principles of Basic Curriculum, critical study of the following syllabuses.
 - 1- Syllabus prepared by the Zakir Hussain Committee.
 - 2- Syllabus prepared by the Ministry of Education.
 - 3- vkb lkyksa dk f'k{kkøe ¼fgUnqLrkuh rkyhe la?k¼A
 - 4- Syllabus of the Basic School in Rajasthan, Correlation of Studies : Correlation, Coordination, Integration and Unification.

Group – I

(a) **Spinning and Weaving:**

Theoretical Knowledge : Preliminary knowledge of main fibres i.e. Cotton, Nante, Wool, Silk. Process of preparing 'pooni' from Cotton fibre. Takfl-its parts and their functions, different types of 'Charkhas', defective yarn, process of winding, wrapping, looming, different types of looms.

(b) **Agriculture and Gardening.**

- 1- Theoretical Knowledge : Development and importance of Agriculture in India, Definition and classification of crops., Improvement of crops, soils, The soil formation and classification in India Tillage-Type of Tillage, and its effects on soils and Crops and its necessity.
- 2- Sources of Irrigation : Methods of Irrigation adopted in India, Manures and fertilizers, Difference between manures and fertilizers, their necessity and changes made by them in the soils. Their effect on crops.

(c) **Carpentry and Wood Works.**

1. Theoretical Knowledge : Important Timbers of India and their use, Shrinkage in wood, effects of weather on wood, Seasoning of wood advantage of seasoning, Method of saving wood from climatic effects, Insects, attack and defect in Timber.
2. Four articles from the following Group- (two from each group)

Group- 1. Book Rack, Wall Bracket, Any one Science apparatus or other models for spinning use.

Group-2. Toys, Crane, Zebra, Elephant and other kinds of birds, etc.

(d) Leather Work:

- 1- Theoretical Knowledge : Kind of skin hide and their description. Tanning the skins into leather, Spirit colours and their use, Tools and their use, Different systems of polishing the products and their maintenance Setting, sewing, Modeling, embosing, engraving and fastening.
- Group-I Key-case, spectacte case : Comb case: Needle case: Pen case (Sheep skin, Note-Book or Diary case)
- Group-II Gents Purse: Ladies purse (sheep skin).
- Group- III Ladies hand-bag, Writing case, Document case, Children School Bag, (Crocodile Chrome Leather).
- Group-IV Attachie case, Toilet set case, Brief case (Travelling), Under arm bag (Gents, and Ladies), Chrome calf leather, Ladies Vanity Bag with velvet and ornamental designs (fivy sheep skins).

(e) Clay Modelling:

Theoretical Knowledge : sources of getting good clay for:

- (a) Clay Modelling, Using different kinds of clay, Methods of using tools (wooden), Maintenance and method of shortage of clay. Method of model making, moulds, and casting models through moulds in clay. Baning of Clay Models and Moulds.,
- (b) Preparation of plaster of Paris , Moulding and Casting, Modelling through mould in plaster models. glazing articles, colouring with the paints and water colours.

(f) Card Board Modelling:

Theretical Knowledge: tools and materials used in the craft; their correct specification. Maintenance and method of storage. Name of the papers, Card Boards, Binding Cloth, Leather and their size Principal features of desiging.

(g) Smith:

Theoretical Knowledge : Description of force and fuel used common hand tools, their names material from which they are made and their use . Care and maintenance of tools, Properties of metals, wrought from mild steel,, carbon, steel alloys smithy operation. Meaning and detailed description of all operations.

Books Recommended:

- 1- Duttova: Dassana : Katai Bunai Nirdeshika, Basic Education Board Bihar, Patna, 1957.
- 2- Pasel S.G. and others : Primers and hand weaving Gujarat Vidyapeeth, Ahmedabad 1957.
- 3- Pugha and Dutta : Crop Producation in India, Longman, Green & Co, Loddon.
- 4- Shcomak, J.S.: Vegetable Growing.
- 5- Grindal. F W. : Every day gardening in India.-

- 6- Russel, R.J. : Soil conditions and plant Growth .
- 7- Bhatia. H C. : Craft in Education.
- 8- Rob, M.K. : Hasthakala Parichaya (Hindi) Allahabad, (Kitab Mahal) .
- 9- Johan Hooper : Handicraft in Wood. London. B.T. Batsfold Ltd.. 1952
- 10- Haper Rodney ; Wood Craft in desing and Practice.
- 11- David S.C. ; Leather work.
- 12- Thompson, L : Leather Craft.
- 13- Greenwood, E.C. : Leather Crafts I and II Parts, London : E.N. Spon Ltd.
- 14- Bholanath : A Complete Coures of Cook craft and Allied Art,Lucknow. Naval Kishore Press Book depot, 1955.
- 15- Glenister, H.S. : the techniques of Handicrft teaching, London, George G .Harrap and Co. Ltd
- 16- Gurg Premparkash : Mitt Cutti.
- 17- Ferguson, R Technical Metal Crafts for School. .
- 18- Acharya Narendar Deo Committee Report on Primary and Secondary Education.
- 19- Rybrun : Creative Education.
- 20- Primary Education Acts.
- 21- Shrinath Chaturvedi: Educational Servey of a Disitirct.
- 22- Varkey : The Wardha Scheme of Education.
- 23- Report of the Zakir Jussain Committee of Basic National Education.
- 24- Two Years of Work (Hindustani Talimi Sangh).
- 25- Kriplani, J.B. : The Latest Edu-Basic Education.
- 26- Educational Codes of Rajasthan and a few premier States
- 27- Hand Book for Basic School Teachers (Ministry of Education , government of India)
- 28- Buniyadi Shiksha Ke Sidhant aur Pragati : M.R. Varma, Arya Book Depot , Karol Bagh, New Delhi-5, Rs. 4.00.

(3) Non Formal Education

(a) Objectives : The students teachers will –

- 1- Know the concepts of Non-formal & Informal Education.
- 2- Know the need and importance of Non Formal Education in Rajasthan and India Specially for the development of rural people.
- 3- Understand the difference between Non-formal Education and allied concepts.
- 4- Understand the Psycho-social and Philosophical based of Non-Formal Education.
- 5- Indentify suitable methods of teaching Non-Formal Education.
- 6- Know the historical background of Non-Formal Education in India.
- 7- Understand the financial implications involved in Non-Formal system of Education.

- 8- Identify differences between curriculum for Non-Formal and Formal Education at different levels.

(b) Syllabus:

- 1- The concept of Non-Formal Education : Its meaning , scope and importance, difference between Non-Formal, Formal and Informal Education.
- 2- Functions of Non-Formal Education with special reference to all round development of rural people.
- 3- Process of Non-Formal Education – Its need for personal, family, Social and National improvement.
- 4- The Philosophy of Non-Formal Education.
- 5- Psychological and sociological bases of Non-Formal Education.
- 6- Curriculum for Non-Formal Education.
- 7- Modern methods of teaching Non-Formal Education,
- 8- Agencies of Non-Formal Education.
- 9- Public relations and Non-Formal Education.
- 10- The place of Non-Formal Education in the Teacher Training Curriculum.
- 11- Financial sources of Non-Formal Education.
- 12- Organization of Non-Formal Education.
- 13- Brief historical survey of Non-Formal Education in Rajasthan and India.
- 14- Evaluation.

(c) Bibliography:

- 1- Shah, A.B. & Bhan, S. : Non-Formal Education and the NAEP , Delhi, Oxford University, Press 1980.
- 2- Mich Ivan : Deschooling Society Penguin, London, 1972
- 3- Reimer : The school is Dead, Penguin London 1972.
- 4- Chatar Singh Mehta (Sampadan) anopcharic siksha Ke Aayam, Ajmer, Mishra Bros.
- 5- Shah, G.B. : Future of a place called School . Teacher To-day, July-Sept.,1983.
- 6- Report of the National Seminar on Non-Formal Education, Department of Education, South Gujarat University, Surat, 1980.

(4) Physical Education.

Theoretical

- 1- Modern concept of Physical Education , its relationship with education and its place in school.
- 2- Aims and objectives of Physical Education.
- 3- Needs and interest of Secondary school children and activities and programmes to meet these.
- 4- Corrective exercise with special reference to Yogic Asanas.

- 5- Short history of Physical Education in India and abroad (with special references to Russia, U.S.A., Germany and Japan) and History of Olympic Games.
- 6- Methods of marking a standard track (400 M) and other connected areas and markings.
- 7- Biological and Psychological foundations of Physical Education and age characteristics of children.
- 8- Organization, management and administration of group competitions, efficiency test, tournaments, sport meets intramural, demonstrations, health day, play day, picnics, excursions, play centres, scouting girls guide, youth movements, hiking, mountaineering and other similar activities.
- 9- Tests and measurements.
- 10- Rules of important major games and sports and chief points of coaching in different items-Hockey, Football, Volleyball, Cricket, Basketball, Athletics, Kabadi, and Kho-Kho.
- 11- Methods of teaching Physical Education, lesson-planning class organization and management.
- 12- Introduction of Physiology and Exercises and proper nutrition.
- 13- Yogic Asanas-their special features and values.

Book Recommended:

- 1- National plan of Physical Education and Recreation (Ministry of education, Govt. of India)
- 2- Physical activities for Secondary School (T.I.P.E. Kandivali Bombay-Sub)
- 3- Syllabus of Exercises for Primary and Middle Schools, Education Department, Govt. of Rajasthan.
- 4- Thomes, J.P. : Physical Education Lesson.
- 5- Thomes, J.P. : Organization of Physical Education (Text books for training colleges) Madras Y.M.C.A.
- 6- Voltmer & Esolinger : Organization of Physical Education (India Edition)
- 7- Williams, J.C. : Principles of Education.
- 8- Buck, H.C. : Rules of Games and Sports.
- 9- Sharma J.R. : Principles of Physical Education,
- 10- Tirunaryan, O. and Harisharan, S. Analytical History of Physical Education (A.C.P.E. Karalkudi-4)
- 11- Tirunaryan, O. and Harisharan, S. Methods in Physical education (A.C.P.E. Karalkudi-4)
- 12- Rice, E.A., : A Brief History of Physical Education.
- 13- T.I.P.E., Bombay : Our Physical Activities.
- 14- Rathoon, J.L. : Correlative Physical Education.
- 15- Stanely, S.C. : Calisthenics.
- 16- Ministry of Education : Hand Book of Physical Education of School Boys.
- 17- R. Mc Carrison : Food, (Macmillan and Co. Ltd.)
- 18- yk;y % 'kkjhfd f'k{kk ¼'kdqUryk izdk'ku] y[kum½
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(5) School Library Organization :

Theoretical

- (a) School Library and Secondary Education.
 - (b) Some modern methods of teaching and school Library.
 - (c) Introduction to the Gen. Book and methods taking notes and preparing Bibliography.
 - (d) School Libraries in India and abroad-a brief introduction.
- 2- Organization and Administration.
- (a) Planning a School Library
 - (b) School Library Budget.
 - (c) Book Selection.
 - (d) Ordering. Accession.
 - (e) Maintenance, stock-taking.
- 3- Technical Services.
- (a) Classification.
 - (b) Cataloguing.
- 4- Readers Services.
- (a) Issue work, different issues methods and School library.
 - (b) Reference Work.
 - (c) Library Publicity and Audio Visual Aids.
- 5- Periodicals.
- (a) Their selection and use.
- 6- Special problems of School Libraries.
- (a) Class Libraries.
 - (b) Supervised study and the role of School library.
 - (c) Library period and its use.
 - (d) Reading interest of children and inculcation of Reading habits

Books Recommended:

- 1- Srivastava, S. N. and Varma, S.C. : Pustakalaya sangthan evam Sanchalan.
- 2- Ranganathan, S.R. : School and College Libraries.
- 3- Ranganathan, S.R. : Pustakalaya Vigyan Ki Bhoomika.
- 4- Ranganathan, S.R. : Library Manual.
- 5- Shastri Dwarka Prasad : Pustakalya Vigyan.
- 6- Fargo, L.F. : School Pustakalaya Ke Vividh Roop (Atma Ram & Sons, Delhi-6)

- 7- Magnand and Vaish : Higher Secondary School Libraries. (Ram Narayan Lal Beni Prasad Allahabad-2)
- 8- Gidwani, N.N.Ed: Manual of School Librarianship Rajashtan University Library, Jaipur)
- 9- Trehan, G.L. : Administration and Organization of School Libraries in India (Sterling Publisher Pvt. Ltd. Jullundhur.)
- 10- Vishwanathan : High School Library, (Asia Publishing House, Bombay)
- 11- Dutt C.K. : Practical Guide to Library procedure (Latest Ed.) Asia Publishing House, Bombay)

Books Reference:

- 1- Dewey, M. : Decimal classification 17th Ed.
- 2- Ranganathan, S.R. : Classification catalogue code 5th Ed. Asia Publishing House, Bombay.
- 3- Sengupta B.: Cataloguing, its Theory and Practice, World Press, Calcutta.
- 4- Ranganathan, S.R. : References Services, Asia Publishing House, Bombay.
- 5- Mukherji, A.K. : Reference work and its tools, World press Calcutta.
- 6- Geer H.T. : Charging Systems.
- 7- Davison, D.E. : Periodicals, Andre Deutch Ltd. London W.C.I.

(6) Audio-Visual

Objectives:

The Objectives of this course shall be to produce an Audio-Visual specialist who will be:

- 1- Competent to show leadership in his schools to be a media specialist. Thoroughly grounded in the theory and psychology of teaching learning process he would be involved in the utilization, Production, evaluation and administration of these materials.
- 2- Able to help the subject specialists to continue and develop low cost learning materials.
- 3- Able to act effectively in the function of the school.
- 4- Able to develop in the subject specializations the skill in the maintenance and Preparation of Audio-Visual equipment.

Course Content

Unit-I- The Process of communication- Types of communication, tools of communication, Barriers of communication process of teaching and learning, confusion about different terminologies of com. Verbalisation.

Unit-II- Concept of Audio-Visual education –Types of Material (Old and the New) The core of experience of Dole-Bunnors' system of classification-Trends in A.V. Education.

Unit-III- Qualities of an Audio-Visual specialist.

Unit- IV- Audio-Visual Aids for non-formal education and sale of mass media.

- i) Study of Rustic delights, Peep show, magic lantern and tableaux and puppets.

- ii) Audio-Visual aids for population education in the village.
- iii) Making use of community resources for producing low cost teaching materials.

Unit- V- The Graphic Aids:

- i) Charts, Diagrams, Maps, Globes, Flannel Board and Bulletin Boards.
- ii) Use of Chalk Board, for improving classroom instruction-writing, matchstick figures.
- iii) Objects, collection of specimens and their utilization.
- iv) Preparation of low cost Teaching Aids.

Unit-VI- The Projection Aids.

Study of the construction and operation of the following electronic gadgets.

- i) Movie Projectors; 16 mm, 8 mm, (Super & Standard) and 35 mm.
- ii) Filmstrips-cum slide Projector- 36 mm.
- iii) Over Head Projector and the use of transparencies and overlays.
- iv) Tape Recorders.
- v) Epidiascope.
- vi)

Unit- VII- Detailed study of Film as a media of Instruction:

Use of 16 mm Instructive film- advantage limitation types of difficulties in setting up a projector and audio unit-arrangement of seats and position of speakers.

Unit- VIII- Administering Audio-Visual Material.

- i) Principles governing administration of Audio-material.
- ii) Setting up of an Audio-Visual Resource Centre.
- iii) Evaluating Audio-Visual material in terms of different criteria laid down for different aids and efficiency.

Bibliography:

- 1- Edge Doles- Audio-Visual Methods in Teaching.
- 2- Lewis Brown – Audio-Visual Material in Teaching.
- 3- Wittict and Scheller- Audio-Visual Material.

(7) Measurement and Evaluation.

Objectives:

- 1- Acquisition of Knowledge:
 - A) To gain familiarity with:
 - (i) The system of examination in India in general and Board of Secondary Education, Rajasthan in Particular.
 - (ii) The system of examination in the other countries.
 - B) To Acquire knowledge to :
 - (i) The basic concepts such as measurement evaluation, reliability and objectivity.

- (ii) The theory of evaluation-objectivity, learning experiences, purpose of evaluation.
 - (iii) The tools and techniques of evaluation and the criteria of good evaluation procedure.
- 2- Application of knowledge; Statistical analysis of set of score (i) planning and implementing objective based introduction and evaluation programmes at the different levels and (ii) tabulating and interpreting test scores.
 - 3- Development of Testing skills.

To Develop skills necessary for the following:-

- (i) Formulation and clarification of educational objectives.
 - (ii) Construction of objective-based question of different types, preparation of achievement and diagnostic test, preparation of designs and blue prints of question papers.
 - (iii) Preparation of certain other evaluation tools such as check-lists, rating scales, questionnaires etc.
 - (iv) Conducting practical and oral examination.
 - (v) Administration of different types of achievement Test, diagnostic Tests and Intelligences tests.
 - (vi) Analysis and interpretation of test scores.
- 4- Development of Critical Thinking.
 - (i) Appraisal of a public and a school examination at the secondary stage in India.
 - (ii) Appraisal of technique and tools of evaluation in the light of the accepted criteria.
 - (iii) Critical analysis of the different types of evaluation for a particular purpose and level.

Syllabus:

- I- Examination systems in India and abroad.
 - 1- Detailed study of the system of examination of any one Board of Secondary Education in the country .
 - 2- Examination system in any one country: U.K. , U.S.A. and Russia.
- II- The concept of Measurement and Evaluation.
 - 1- Modern concept of evaluation, different between measurement and evaluation.
 - 2- Educational Objectives, their source and level including Taxonomic classification (elementary knowledge).
 - 3- Objectives-centered teaching and testing.
 - 4- Purpose of evaluation-diagnosis, prognosis, survey guidance, placement, improvement of teaching learning process.
- III- Techniques and tools.
 - 1- Techniques and tools of evaluation questionnaire check list, rating scales steps in the construction as standardized test.

- 2- Procedure of construction of diagnostic test Purpose and procedure of oral and practical examination, administration and scoring of test.
- IV- Test Statistic.
 - 1- Product moment coefficient of correlation.
 - 2- Introduction of sampling statistics; ungrouped and grouped data.
 - 3- Area under the Normal Probability Curve.
 - 4- Tests. of significance for difference between means.
 - 5- Different methods of determining reliability and validity.

Bibliography:

- 1- Anastasi, A: Psychological Testing .
- 2- Green forensar : Measurement and Evaluation Secondary School.
- 3- Harret: Statistics Psychology and Education.
- 4- Pandey: Shiksha Men Saral Sankhyiki, Vinod Pustak Mandir, Agra.
- 5- Alfred and stuart : Evaluating Stduent Progress in the Secondary School- Longman Green and Co, New York London.
- 6- Agrawal, R.N. : Manovigyan aur Shikasha Men Mapan Even Mulyankan- Vinod Pustak Mandir, Agra.

(8) Moral Education,

- 1- Meaning, Scope and Philosophy of Moral Education.
- 2- Significance of Moral Education at Home, School and Soceity.
- 3- Relationship of Moral Education with Religion and Ethics.
- 4- Principles of Curriculum Development for Moral Education .
- 5- Moral Education as related to:
 - (a) School Subjects.
 - (b) Co-curricular activities.
- 6- Place of Moral Education in A Democratic Soceity.
- 7- Role of moral Education in National Intergration.
- 8- The relationship between Moral Education and the social Curltural set up of Rajasthan.
- 9- A critical study of Kabir, Gandhi and Vivekanand with reference to their moral teachings.
- 10- Relationship between Moral Education and the Character Development.
- 11- Evaluation of Moral Education.

Bibliography:

- 1- L.L. Joshi : Hamara Naitik Jeevan Part I and II Mc-Millan.
- 2- John S. Brubacher : Modren Philosophies of Education.
- 3- Dr. Radhakrishanan S.: An Idealist view of life.
- 4- Miles T.R.: Religion and Scientific outline.
- 5- Broad C.D.: Five Types of Ethical Theory.
- 6- Mukerjee H.B.: Education for fillness .
- 7- Pettern Hendrson S.V.: Introduction to philosophy of Education.
- 8- Patel M.S : The Educational Philosophy of M. Gandhi.
- 9- Joseph S. Roucek and Associates : Sociological Foundations of Education.

- 10- Jean Piaget : The Moral Judgement of child.
- 11- C.E. M. Joad: Guide to the Philosophy of Morals and Politiecs.
- 12- James Bonas. Moral Ed.
- 13- Ethics (Vol.-I) Moral Phenomena : Nicolai Hart Mann.
- 14- Dr. D.S. Kothari : Report of the Education Chairman (1964-66) Chairman.
- 15- Report of the Committee on Moral Education Govt. of India.
- 16- [kyhy ftczku %thou n'kZu
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(9) Education of the Handicapped

- 1- The Problem of handicapped children; its nature and setting ; the need for special education.
- 2- Types of handicap, the physically, socially and mentally handicapped.
- 3- Social and Psychological influences on schooling.
- 4- (a) Psychology of teaching the physically handicapped; visual and Aural defects, the blind and partially sighted, the deaf, and hard of hearing, speech defects.
(c) The socially handicapped, nature of social handicaps, delinquent and the maladjusted remedial programme.
(d) The mentally retarded and the mentally handicapped. Diagnosis, special classes for mentally handicapped.
- 5- Programmes, Projects and Curriculum issues relating to education of the handicapped.
- 6- The need for specialists, requirements and training the teacher for the handicapped.
- 7- The school Administrators and special education Existing provisions in India for education of special children national policy and programme for education of the handicapped.

Bibliography:

- 1- Samuel A, Krik : Educating Exceptional Children.
- 2- William J.E.W. : The Education of Handicapped Children.
- 3- Mc Clell and David E. : Talent and Society.
- 4- Willim J.E.W. : Children with Mental and Physical Handicap.
- 5- Garret, James : Psychological Aspects of Physical Disability.

- 6- Good Enough Florence L : Exceptional Children.
- 7- Dr. Udai Shanker : Problem Children.
- 8- Dr. R.S. Pandey : Our Adolescents.
- 9- Mackle, Romaine : Education of Visually Handicapped Children.

(10) Primay Education:

Theory

- 1- Primary Education –Plan, Scope and Objectives.
- 2- A study of the development and expansion of:
 - (a) Elementary Education in India with a special reference to Basic Education. (A Comparative study of Primary Education in India with that U.K., U.S.A. U.S.S.R)
- 3- Different problems of Primary Education in India.
 - (a) Universal and Compulsory Education .
 - (b) Disparity in enrolment of Girls and Boy in various region and different socio-economic group, case and tribes.
 - (c) Wastage and stagnation.
 - (d) Single-teacher schools.
 - (e) continuation of dual system and non-basic schools.
 - (f) Primary schools and the scommunity.
- 4- Organization set up to primary Education.
 - (a) Lower Primary and Upper Primary Schools .
 - (b) Administration and Supervision of Primary Schools.
 - (c) Transfer of Primary School Administration to Local Bodies, Panchayat Samities and Municipalities.
 - (d) Qualifications, training and service conditions of primary school teachers.
- 5- Method of Teaching and Learning .
 - (a) Story Telling.
 - (b) Dramatization and Demonstration.
 - (c) Play way
 - (d) Activity
 - (e) Multi-subjects teaching
 - (f) Correlated Teaching craft or activity centred.

(11) Yoya Education.:

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English Books:

- 1- Asanas- Kuvalayanand, Popular Prakashan, Mombay.
- 2- Pranayam- Kuvalayanand , Popular Prakashan, Mombay.
- 3- Yogic Terapy- Kuvalayanand and Vinekar, Ministry of Health , New Delhi.
- 4- Yogic Exercise- Majumdar, Orient Longman, Bomaby.
- 5- Yoga Hygien , Simplified- Yogendra, Yoga Institute, Bombay.
- 6- Yoga and Personality- K.S. Joshi Udayan Prakashan, Allahabad.
- 7- Yoga Today- Dr. Yogendra (Editor) Friends of Yoga Society, Bombay.
- 8- Hath Yoga Simplified- Yogendra, Yoga Institute, Bombay.
- 9- Yoga Minasa (Quarterly) Back Issue, Kaivalyodham Lonavia (Poona).
- 10- Yoga Philosophy, Y.N. : Dasgupta Calcutta.
- 11- Complete Illustrated Book on Yoga- Vishnu Devanand. Julain Press London.
- 12- Yogic Assans- V.G. Rele Taraporewala, Bombamy.
- 13- Mysterious Kundalini-V.G. Rele, Taraporewala Bombay.

(12) Population Education

- 1- Population Education :- Meaning and deffination, Scope, Need and importance of Population education. Role and purpose of Population Education as an Integral part of Education.
- 2- Population in India in a World Perspective Concept of Population , Theories of Population. Over Population, under population , growth distribution and density of population with demographic data of India in a world perspective.
- 3- Standard of Living and the Quality of Life:- Food and nutrition, health, hygiene, Sanitation, housing clothing , Education travel, leisure, empolyment, income, consumption levels, efficiency and output, social, cultural and spiritual enlightenment, ethies and aesthetics, Different aspects and their inter-relationship with examples and illustrations from India and abroad.
- 4- Population and India's Development Endeavour:- Population growth and production with special reference to Natural resources. Agriculture and Industries : Per capital income, Net and Gross National Income. The impact of development on Family life, Society, Culture and Personality.

- 5- Population Control and Planning : India's Population Policy. The role of society and the formation of public opinion favourable for population control. Role and responsibilities of family and individual. Small family unit for health, Happier and better homes, improved standard of living, better quality of life.
- 6- Population Equilibrium : Emergency and long measurement and role of Population Education.
- 7- Emergences of Population Education : Action taken for Population Education (Historical background) Introduction of Population Education in School, Colleges and teacher education/institutions.
- 8- Role of different agencies' organization :- Home School, Community, Govt. (Population Policies and Programme) voluntary Agency, mass media.
- 9- Teacher of Population Education : His preparation. qualities. Role of teacher education.
- 10- Educational Activities for Population Education : Extension lectures, Debates, Surveys Camps, Exhibition, Meeting with Parents, Preparation of aids, etc.

(13) Educational Technology

Objectives:

- 1- To help the student-teachers to understand the meaning need and scope of Educational Technology.
- 2- To familiarise the student teachers with various models of Teaching, learning and techniques involved in E.T.
- 3- The pupil teacher will be able to make use of local resources for bringing about optimum educational outcomes keeping in conformity with educational goals.
- 4- To develop the skills of using and maintaining various hardware gadgets of E.T.

Concept

Unit I : Educational Technology in Indian Situation:

- 1- Meaning concept and scope.
- 2- E.T. as a chief agent in improving educational standards in order to arrive at optimum results.
- 3- Hardware and software approach.

Unit II : System Approach to Instructional Technology.

- 1- Identification of objectives-cognitive, affective and Psychomotor.
- 2- Task Analysis- selection learning experiences making use of available resources.
- 3- Competence based learning education.
 - (a) Modular approach.
 - (b) Micro-teaching.
 - (c) Programmed learning (Linear and Branching).
 - (d) Self learning packages.
 - (e) Multi-media approach
 - (f) Education and feed back:

- (g) Making use of community resources easily available for making optimum use of them.

Unit III: Information theory and various information system

- 1- Various mediums of Mass Communication Radio, Television, Press and the use of Films Pupets and Maridrets.
- 2- The role of tape- recorders, slides and filmstrips as a potent medium of systems.
- 3- Teacher's role in utilization mass media tell cast and post- telecast activities.

Unit IV : Other Teaching Resources:

Working knowledge about the operation, Handling and maintenance of Hardwares like the following :

- (a) Charts; diagrams; flash cards : cartoons ; maps , gloves flannel boards, etc.
- (b) Models-realia or contrived including improvisation.

(c) Other Aids:-

- Slide Projectors (2"x2")
- Filmstrip projector (35 ")
- Tape Recorder (Double track & four track)
- Kaleidoscope for preparation of Graphic strip
- Overhead projector.

- (d) Making use of community resources easily available for making optimum use of them.

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- 1- Dele, E (Ed.) Audio-visual methods in teaching , Revised Editions, New York, Holt, Rinehart and Winston, Inc. 1973, (III Editions preferred).
- 2- Green E.J. The learning process and programmed Instruction New York: Holt Rinchar and Wonston Inc. 1960.
- 3- Knork F.G. and Childs T. Inc. Instructional Technolop.
- 4- A book of Readings, Holt, Rinehart and Winston. 1968.
- 5- Niekson, Mriylyn, Educational Technology : A systmatic Approach for Teachers, Wardlock Educational London, 1981.
- 6- Sampath, K. Pairniselvam. A. and Santhanam S. : Introduction to Educational Technology, New Delhi. Sterling Private Ltd., 1981.
- 7- Sharma, R.A. Technology of Teaching , Meerut Inter-National Publishing House, 1990 (Available in Hindi also)

(14) Educational Television.

Objectives:

- 1- To make the student-teacher understand the importance and the fundamentals of ETV programmes.
- 2- To prepare him for the effective utilization of ETV programme.
- 3- To enable him to participate in the planning preparation and evaluation of the ETV programmes.

Concepts:

- 1- Importance and scope of TV as medium of education, formal and informal.
- 2- Development of ETV programmes in India.
- 3- Types of broadcast.
 - (a) Open circuit
 - (b) Closed Circuit
 - (c) Satallite system.
- 4- Approaches to TV Teaching.
 - (a) Total Television Teaching (TTT)
 - (b) Supplemented Television Teaching (STT)
 - (c) Television as a Teaching Aid (TTA)
 - (d) Television Supplementing Class-room Teaching (STCT)
 - (e) Satellite instruction TV Teaching (SITT)
 - (f) Syllabus Oriented TV Teaching (SOT)
 - (g) (Non-formal Teaching through Television (NFTT)
- 5- Preparation and presentation of STV programmes. The Role of the script writer, producer and the Presenter and teacher's involvment in the process.
- 6- Utilization of TV programmes in the class-room/ School for the best advantage of the pupil.
- 7-
 - (a) Organization and Physical facilities for viewing in the class-room school.
 - (b) Pre and post telecast activities.
- 8- Evaluation of the impact of the ETV programmes.
- 9- Feedback and improvement of ETV programmes.
- 10- Development of some practical skills for telecast.

Reference Books.

- 1- Cassire Henry R.
Television Teaching Today-Paris, UNESCO, 1962.
- 2- Philips Lewis:
Educational Television Guide Book.
McGraw Hill Book Company, New York.
- 3- Hillard R.I.
Writing for T.V. and Radio, Hastings House, New York.
- 4- Scramm Wibur:
New Media Memo to Educational Planning, Paris UNESCO, 1967.
- 5- Chamman, Dave and Fram C.
Design for ETV Planning for school with Television New York : Educational Facilities Laboratories.
- 6- Cole Barry G:
Television : A Selection of Reading from T.V. Guide Magazines, London : Free Press, 1970.

(15) Programmed Learning:

Objectives:

The Pupil teachers will be able to :

- 1- Develop understanding of the developmental Concepts of programmed learning and their applications.
- 2- Gain familiarity with the historical background and origin of programmed learning.
- 3- Identify, define, discriminate and differentiate the technical terms related to programmed learning.
- 4- Develop skill and abilities to select appropriate programmed learning material for use in class-room teaching .
- 5- Develop skills to write specific behavioural objectives in operational terms.
- 6- Develop ability to undertake content/task analysis.
- 7- Enlist and describe the principles of programmed learning.
- 8- Explain the relative importance of various important in a programmed learning.
- 9- Develop skills in writing simple frames for developing programmed learning material.
- 10- Develop elementary skills and ability to prepare and try out programmed material.

Contents:

Unit-I :1- Meaning, Scope and importance of programmed learning

2- History, Origin and Characteristics of Programmed learning.

Unit-II :1- Type of Programmes:

Their Principles, type and their hybrids, i.e. Linear Branching, Mathematics, Skill Linear, Linear-cum Branching and Adjunct Programmes.

2- Comparative analysis of characteristics of various types of programmes.

Unit-III: Formulating instructional Objective:

1- Three domains; Cognitive, Psychomotor;

2- Specificity Versus generality in instructional objectives;

3- Use of observable, measurable , behavioural terms in formulating specific operational instructional objectives.

Unit-IV : Development Programmes:

1- Dynamics of Programmed Construction;

2- Content/Task analysis;

3- Writing of Frames;

4- Step in developing criterion test;

5- Types of frames.

6- Testing of programmes, Individual small group field testing; Final editing Evaluation of programmes in terms of error rate, Sequence Progression, Density and 90/90 standard.

Unit-V: Certain concepts in writing of Frames:

1- Cues and Prompts, Formal and Thematic Prompts, Fading and Vanishing.

2- Types of Frame: Copying Frames, Defining Frames, Shaping Frames, Terminal Frames

3- Specifying steps and sequence in programmes, the Ruie and Egrule Systmes.

- Unit-VI: 1- Criteria for assessing programmed learning material.
 2- Advantages and Limitations of using programmed material.
 3- Teacher's role in the use of programmed learning material in the class-room.

Reference Books:

- 1- Bloom, B.S.: Taxonomy of Education Objectives, New York, Longman (1954)
- 2- Deterline, W.A. : An Introduction to Programmed Instruction, N.Y. Prentice Hall Inc. 1962.
- 3- Fry, F.B. : Teaching Machines and Programmed learning , New York, McGraw Hills, 1962.
- 4- Gilbert, T.E. Mathematics : the Technology of Education Journal of Mathematics, (1962) b.I. (1.7.73)
- 5- Mager, R.F. : Preparing objectives for Programmed Instruction, Fearson, San Francis, 1961.
- 6- Mark, Susan Moyer, Good Frames and Bad Frames : A Grammer and Frame Writing, New York: John Wiely and (1964).
- 7- Pipe Peter, Practical Programming , New York Hilt Rinechar and Winston, Inc. (1966)
- 8- Smith, Wendell and Moors (eds): Programmed Learning Princeton , NJ (1962)
- 9- Sharma, R.A. : Technology of teaching, Loyal Book Depot, Meerut.

(16) Enviornmental Education:

Objectives:

- 1- To enable the prospective teachers to understand the problems concering environment through multi-disciplinary approach.
- 2- To enable the pupil-teacher to make the students in the schools environmentally conscious.
- 3- The develop in them the skill of planning and organizing ecological activities in the schools so that the Children be equipped to play their part in protection and enrichment of environment.
- 4- To enable the pupil-teacher to create environmental consciousness among the adult learners.
- 5- The enable them to use different techniques and materials for the effective dissemination of environmental information.
- 6- The enable them to conduct local surveys, arrange field trips environmental games and hobbies.

Course content:

Unit-I: Man and the biosphere:

- 1- Ecosystem, Communities and biotic regions.
- 2- Problem of Modren Civilization:
 - (a) Population explosion.
 - (b) Pollution –Air, Water, Noise and Waste.

- (c) Deletion of natural resources and the need for conservation of forests, wild-life, water, soil and energy.

Unit-II: The nature and Scope of Environmental Education:

- 1- Meaning , Importance, Objectives and Philosophy of Environmental Education.
- 2- Scope of Environmental Education – Multi-disciplinary approach, a fusion of subjects of science, arts and humanities.
- 3- Environmental Education as a subject, its curriculum; A text-book on Environmental Studies prepared by N.C.E.R.T.
- 4- Environmental Education through different subject.

Unit-III: Planning and implimentation of Environmental Education.

- 1- Environmental Education in Schools.
 - (a) Primary Stage.
 - (b) Secondary Stage.
- 2- Environmental awareness among school and adult learners through Adult education Programmes.
- 3- Environmental Education for Text-Book
 - (a) Under-training and,
 - (b) In-service.

Unit-IV: An Action Programme for Environmental Education.

- 1- Problem solving project.
- 2- Ecology Club, Ecology Laboratory, Library and Publications.
- 3- Field trips, Audio-Visual media, Games, Simulation.
- 4- Social Forestry activities of Societies Friends of Trees, W.W.F., etc.

Unit-V: Looking at the Future-

- 1- Destruction of environment:
 - (a) Population
 - (b) Food
 - (c) Housing
 - (d) Education
- 2- The need for a global outlook-
A Futurological approach-
UNEP and International Co-operation for Quality of Life. A Case for optimism.

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- 2- Laptex, I, The World of Man in the World of Nature, Progress publishers, Moscow.
- 3- UNESCO, Trends in Environment Education, UNESCO, Paris, 1977.
- 4- Verma, V.A. Text Book of Plant Ecology, Emkary Publications, Delhi, 1972