

ORDINANCES AND REGULATIONS RELATED TO THE B.ED. EXAMINATION

Q. 320. The objective and the Learning outcomes of the B.Ed. course are:

Objectives:

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

Learning Outcomes:

1. Competence to teach effectively two school subjects at the Secondary level.
2. Ability to translate broad objectives of Secondary Education in terms of specific programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.
4. Ability to use:
 - a. individualised 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 organise various school programmes, activities for pupils.
9. Developing guidance point of view in educational personal vocational matters.
10. Ability to assess the all-round development of pupils and to maintain a cumulative record.
11. Developing certain practical skills such as:
 - a. Black board work.
 - b. Preparing improvised apparatus.
 - c. Preparing teaching aids.
12. Interest and competence in the development of the teaching profession and of education. Readiness to participate in activities of professional organisations.

Q.321. The objectives of the Practical work prescribed for the B.Ed. course are follows:

PART -II: PRACTICAL WORK

Objectives:

To develop the ability and self confidence of pupil teachers :

1. Be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess 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 educative process.
6. Develop in the pupils capacity for thinking and working independently and guide the pupil to that end.
7. Organise 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. Organise the prescribed subject-matter in relation to the needs interests 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 backward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organise co-curricular activities and participate in them.
20. Co-operate with the school teachers and administrators and learn to maintain school records and registers.

Practical skill in teaching the two subjects offered under Theory Papers V & VI and the following:

1. Observation of lessons delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans. Unit Plans and Lessons given (including criticism lessons)
4. Organisation and participation in co-curricular activities.
5. Setting follow up assignments.
6. Evaluation in terms of educational objectives use of teachers made tests, administration of standardized tests.
7. Black-board work
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in Sciences, Home Science, Geography and other subjects of experimental and practical nature.
11. Study of the organisation of work and activities in the school.
12. Observation and assistance in the Health Education programme.
13. Observation and assistance in the Guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching large classes.

0.322. A candidate who after taking a Bachelor's Shastri Degree of the University or any other University recognised for the purpose by the syndicate, with two teaching subjects (as defined in Note No.1 below) has completed a regular course of study in college, affiliated to the University for one academic year and has during

the course of the year delivered at least 40 lessons in a recognised school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

Notes:

- i. Teaching subject means a subject offered by the candidate at his Bachelor's Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subjects dropped by candidate at the part I stage of the degree course shall not be treated as teaching subjects. In case the honours graduates. besides the Honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the B.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
- iii. A person having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology.
- iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. examination.
- v. The additional optional subject of Bachelor's Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a Teaching subject. Further, if a candidate desired to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper V and VI for the B.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to B.Ed. Course.
- vi. A student teacher of B.Ed. course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's Shastri or Master Degree Examination..... A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subject and his teaching subjects from Group under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

0.323. No candidate shall be allowed to appear in the B.Ed. examination unless he/she has attended 66% of the periods devoted to Physical Training, Games and Sports/Dance or similar-other activities.

0.324 The Examination for Degree of Bachelor of Education shall be in two parts- part I comprising Theory papers and part II Practice of Teaching. in accordance with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialisations prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the Degree awarded to him.

0.325. Candidate who fail in B.Ed. examination in the Theory of Education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated Training College.

Provided that a candidate who fails in any one of the theory papers and secured at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he fails only. He shall be declared to have passed if he secures minimum

pass marks prescribed for the paper in which he appeared, and shall be deemed to have secured minimum pass marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

0.326. Candidate who fail in the B.Ed. Examination only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months and give atleast 40 supervised lessons.

0.326.A: A candidate who completes a regular course of study in accordance with the provision laid down in the Ordinances. at an affiliated Teacher's Training College for one academic year but for good reasons fails to appear at the B.Ed. Examination may be admitted to a subsequent examination as an ex-student as defined in . 0.325 or 326 above.

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

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

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

For a pass in the special subject, a candiate shall have to obtain atleast second class marks in the practical examination.

0.326.D A candidate who has already passed B.Ed. examination of the University or the B.Ed. or L.T. examination of some other University recognised for the purpose by the Syndicate may be permitted to take any one paper of Content cum-Methodology of and other teaching subject which he had not offered at his B.Ed./L.T. Examination provided that

- a. he is eligible to offer that teaching subject under provisions of 0. 322.
- b. He studies at a college of education affiliated to the University for the purpose for the atleast three months, and
- c. He completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers atleast 20 lessons in a recognised school under the supervision of the staff of the college.

Regulation-42



SCHEME OF B.ED. EXAMINATION

The B.Ed. programe will consist of the following components:-

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

Part I	Main theory paper I to VI
Part II	Teaching Practice and Practical Work
Part III	Spicialisation (Additionsl optional paper VII)
Part IV	Qualifying Compulsory Paper VIII (computer)
Compulsory Papers	- I to IV

Optional Paper - V & VI

Compulsory

Paper I	Education and Emerging Indian society.
Paper II	Psycho-Social Basis of Learning and Teaching
Paper III	Educational management and school organisation
Paper IV	Educational Technology and classroom Management
Optional	

Paper V and VI -Contents cum-Methodology Teaching Learning Specialisation-Paper VII

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

- | | | |
|----------------------|----------------------|------------------------------|
| 1.Hindi | 2. Sanskrit | 3. English |
| 4.Social Studies | 5. History | 6. Civics |
| 7. Geography | 8. Mathematics | 9. Physics |
| 10.Biology | 11. Chemistry | 12. General Science |
| 13. Domestic Science | 14. Arts | 15. Music |
| 16. Economics | 17.Commerce Teaching | 18. Book Keeping Accountancy |
| 19. Sindhi | | |

Qualifying Compulsory Paper : PAPER VII COMPUTER

Paper VIII Specialisation(Additional optional)

1. Environmental Education
2. Population Education
3. Physical Education
4. School Library organisation
5. Educational and Vocational guidance
6. Measurement and Evaluation
7. Elementary Education
8. Graduates in Arts, Science, Commerce Stream shall have to offer any two teaching subjects studied at Graduate Level at least for two years for paper V and VI

Evaluation papers I to VI

Each theory paper will carry 100 marks out of which 80 marks will be of theory paper at the final examination and 20 marks to be internally assessed. Out of the 20 marks 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.

III Question Papers:

1. Each question paper (in papers I to VII will have two sections. Section 'A' will contain 12 short answer type questions, out of which a candidate will be required to attempt 7 questions each carrying 5 marks. Section 'B' will contain three essay type questions with an internal choice for each question. Essay type questions will carry 15 marks.
2. Short answer type questions should aim at testing knowledge of concepts, facts definitions, laws principles and generalizations etc. and also testing of understanding of principles and concepts etc. The answer to such questions should not exceed a page for each question.
3. Essay type questions are to aim at testing abilities of critical thinking and application of principles etc. taught in theory.

4. The syllabus of content part in papers VI & VII shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the Senior Secondary Examination of the Board of Secondary education, Rajasthan, Ajmer from time to time.
5. No direct question will be set in this content part but it will be evaluated along with methodology prescribed in the syllabus i.e., the question set on this part will be based on the application of methodology.
6. (i) Each question paper set on subjects included under Papers V and VI will have two sections Section 'A' will contain 12 short answer type question of 5 marks each. Section 'B' will contain 3 essay type questions with an internal choice for each question and each essay type question will carry 15 marks.

(ii) Section 'A' will further have sections A1 and A2 Section A1 will have 5 questions related with the content based methodology and section A2 will 5 question related directly with methodology. Candidate will be required to attempt from section A and 3 question from section 'A' of these parts of Section A.
7. The first of the three questions set in Section 'B' in papers included under paper V to VI will be on content based methodology. The internal choice given in this question will be also of the same nature i.e. content base methodology (application of the methodology in content area).



PART II

Teaching practice and Practical Work

The teaching Practice will carry 300 marks comprising of :

1-Internal assessment	150 marks
2-External examination	150 marks

Board of Examiners for Teaching Practice: As far as practicable each candidates will be examined by at least one examiner of his stream. Board will consist of Two external examiners. and Principal or his nominee. The name of Internal examiner may be proposed by Principal.

Internal-The distribution of 150 marks of Internal assessment shall be as follows.

Internal Assessment scheme

S.N. Activities Marks Distribution

1. Micro Teaching (5 skills)
(Each skill of 2 marks) 10
2. Regular Practice Teaching including unit Test
(each subject of 25 marks) 50
3. Criticism Lesson (Each subject of 10 Marks)
4. Observation 05
 - i. Criticism lesson
 - ii. Demonstration
 - iii. Ordinary lesson
5. Teaching aids 05
(For Arts Student-four in each method subject)
(For Science Student-two teaching aids and practical in each method subject)
6. Practical in the Audio Visual equipments-two 05
(to be evaluated by Audio Visual in charge)

7. Open air session/SUPW camp and community service 20
 1. Beautification and sharmdan
 2. Community Participation
 3. Studies (work experience related with some theory course)
 4. Cultural and literary activities and games.

Internship (block Practice teaching)

1. Teaching of Method subject (15x1=15)
2. Social participation in group(5)
3. Participation in all activities of school (10)
4. Report of any feature of school/Case study/Action Research(5) Grand Total 150

V. Organisation and Evaluation of Practice Teaching:

1. Every candidate will teach atleast 40 lesson (20 lesson in each subject) during Practice teaching session. At least ten lesson in each subject should be supervised.
2. 40 lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lessong be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subject.
4. By and large, the evaluation of the performance in the pratical teaching will be based on the last lesson in the subject when the student has acquired some compectence and skills of teaching
5. The internal assessment in practice of teaching will be finalized by the principal with the help of the members of the teaching staff and the same will be communicated to the University before the commencement of the practical each year.
6. Each candidate should be prepared to teach two lessons (one in each subject) at the final practical examination. The external examiners may pickup 10% of the candidates to deliver two lessons.
7. There will be a Board of Examiners for the external examination for each college which will examine each candidate in atleast one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Exam. will Consist of :
 - a. The principal of the college concerned.
 - b. A principal or a senior and experienced member of the teaching staff of another training college, affiliated to Rajasthan University.
 - c. An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affilited training college.
 - d. The Board as far as possible will represent Humanities Languages and science.
9. Approximately 40 lessons will be examined by the Board each day.

VI. Working out the result and awarding the division:

- i. A candidate in order to be declared successful at the B.Ed. Examination shall be required to pass separately in Part (theory) and Part II (Practice of Teaching).
- ii. For a pass in Part I (Theory) a candidate shall be required to obtain atleast (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 36 precent 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 obtain separately at least-
 - a. 40 precent marks in the external examination.
 - b. 40 precent marks in th internal assessment.

- iv. The successful candidate 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%
Pass	36%	40%
Computer Prac.	36%	40%

VII Part III Qualifying Compulsory Paper - VII Computer Literacy And Educational Applications

- 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.
- This paper will consist of 100 marks (50 marks for Theory paper and 50 marks for Practical) practical exam. will be taken by a board of examiners consisting of one external and one of the internal examiner.
- In order to be declared successful in this paper candidate must obtain a min. of 30% marks separately in Theory and Practical and 36 % marks in aggregate.

Evaluation 2.

1.	Theory paper of	50 Marks
	Practical Evaluation (a) Practical Exam.	50 Marks
	(b) Submission of Report	20 Marks
	(c) Viva	20 Marks
	Total	10 Marks
		50 Marks

VIII Part IV Specialisation Additional Optional Paper - VIII

- Candidate may offer any one of programme mentioned under paper VII. Each will consist of 100 marks. out of which 80 marks to be internally assessed out of 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.
- 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.
- The examination paper will comprise of questions based on theoretical as well as practical work prescribed for the paper.
- (i) Question paper set on subject included under Paper VII will have two sections. Section 'A' will contain **12 short answer type question** of 5 marks each. Section 'B' will contain 3 essay type question with an internal choice for each question and each essay type question will carry 15 marks.

(ii) Candidates will be required to attempt only 7 question out of **12 questions** from Section A and three question from section B. which have internal choice.
- The practical work record shall be properly maintained by the college and may be made available for satisfaction of external examiners in practice teaching who are expected to submit a report regarding this separately.
- In order to be declared successful in the Additional Special Programmes, the candidates must obtain a minimum of **50 marks** in this paper.

VIII. Special Papers:

Any one of following may be offered-

Paper VIII

1. Environmental Education
2. Population Education
3. Physical Education
4. School Library
5. Educational and Vocational guidance
6. Measurement and Evaluation
7. Elementary Education



EDUCATION AND EMERGING INDIAN SOCIETY

Objective

To enable the Student teacher to understand-

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

Course Content

Unit 1 :

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

Unit 2:

Educational implications of the following.

1. Idealism
2. Naturalism
3. Pragmatism

Educational contribution of the following:

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

Unit 3 : Indian Constitution and the status of education with refernce to the following:

1. Universlization of education.
2. Equality of opprtunities in education.
3. Education and Fundamental Rights and Duties.
4. Relationship between education and democracy.
5. Role of education in developing Socialistic patterns and notional integration.

Unit 4:

Education as a sub-System

Eduction as an agent of social change,social change influencing the trend of education and social disparities.

Social Mobility Cultural Lag,Gender disparities

Regional disparites.

The role of educational institution for creating new social orders.

Unit 5:

Emerging Indian Concerns and their educational implications;

Population education.

Ecological imbalance.

Globalisation.

Human rights.

Technological invasion.

Sessional Work (20 Marks)

1. One test of 10 marks
2. An essay of 10 marks on any one of the following:
 1. Role of teacher to prepare students for responsible citizenship.
 2. Inculcation of values in the present system of education.
 3. Edcuation oppourtunities
 4. Educational oppourtunities
 5. Universalzation of Edcuation
 6. Education and Culture

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Paper - II

PSYCHO-SOCIAL BASIS OF LEARNING AND TEACHING

Objectivies

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
3. To develop an understanding about the various factors that affect learner like personality intelligence, creativity and motivation.
4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. to develop effective teaching skills in the teacher-in the making.

6. to acquaint them with various aspects of teaching such as factors that affect it, teaching models and various teaching theories.
7. To develop necessary skills to evaluate and interpret the learning outcomes.

CONTENTS

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

Psychology of adjustment concept of adjustment, mechanism of adjustment Ego-defense mechanisms, identification and education of mal adjusted children.

Individual differences-meaning, causes and their educational Implications, (with special referencr to the slow learner gifted, delinquent, Physically disabled and Socially deprived children.

Unit-V

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

Sessional Work (20 Marks)

1. One test of (10 Marks)
2. Any one of the following (10 Marks)
3. case-Study of Special child

4. Administration of Psychological test and presentation of the result.
5. Observing the behaviour of an adolescent boy/girl and listing his/her characteristics and problem
6. Sociometry-preparation and interpretation
7. Study of community factors that effect pupil learning
8. One experiment on any aspect of learning.

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Paper - III : Educational Management and School Organization

Objectives:

To enable student teacher to

1. Acquire a knowledge of the concept of Educational Administration and Management.
2. 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 an understanding of the principles and practices of school organization.
5. Development understanding of the main issues related to Indian educational system.

Unit-I

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

Unit-II

Concept types, principles, styles, need, problems of Leadership Leadership role of school HM in Institutional planning.

Concept type, aims, need of Institutional planning and financial management/
School budget, nature, process of preparation, problems and solutions

Unit-III

Meaning, old and modern concept types differences objectives principles, nature, problem, remedies of supervision and inspection Role of school Headmaster in Supervision and Inspection

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

- Development and maintenance of infrastructure.
- Time table.
- Planning co-curricular activities
- School records
- Student discipline
- Overall school climate and tone.

Unit-IV

A brief survey of growth and development of education in India

(A) Pre-Independence era-

- i. Education during Vedic, Buddhist and Medieval period.
- ii. Development during British period-Macaulay's minute.

(B) Post-independence era-

Salient features of Secondary Education Commission 1952-53, Education Commission 1964 and National Policy on Education 1986.

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

Unit-V

Role of central and state agencies of education

- MHRD, NCTE, NCERT, CBSE, CAGE (Central Advisory Board of Education), NIEPA.
- State Dept of Education, RBSE, SIERT, IASE CTE, DIET Sessional Work-(20 Marks)

(1) One test of 10 Marks

Any one of the following: 10 Marks

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

Reference:

NO.S. Lekhka ka naam Book Name

Year Publication

1. Bhatnagar,Suresh	sakshik Padhandha and shisha ki samashaye	1996 Surya Publication
2. Gupta,L.D.	Uchacha sakshik Pashashan	1990 Hriyana Shahity Aakadami Chandigathaa
3. Sukhiya,S.P.	School Parshasan and Saganthan	1965 Vidon book minadir Agra
4. Vasheshta K.K.	School saganthan and baratiy shisha ki samsaye	1985 layal book Depot minadir Agra.
5.Dev Acharya Mahendra	School Pavandah	1998 Rastrvani pakashan delhi
6. Sharma,R.A.	School Saganthan and shisha pashasan	1995 Surya Publication meret
7. Vayas,Harisacha	Sakshik Padndha and shisha ki samsayaye	1996 khukhupal gupta,arya book Depot,delhi.
8. Agarwal,J.C.	School Pashasan	1972 Arya book depot, karol baug,new delhi
9. Yegendra Jit bhay	Sakshik and school prashasan	1977 Vinod pustak mandir,Agra.
10. Kochhar,S.K.	Secondary School Administration	1970 Sterling publishers
11. Mukerji S.N.	Secondary School Administration	1953-Acharya Book Depot Barpda
12. Mukerji,S.N.	Administration of Education in Inida	1962 Acharya Book Depot Baroda
13. Mohiyunddin,M.S.	School organization and management	1944 Govt.of Mysore.Banglore
14. Sharma,R.C.	School Administration	1970 Kendriya Vidyalaya Sangahan,Delhi
15. Kabir,Humayan	Student Indiscipline	1955 Ministry of Education, Delhi
16. Bhatnagar, R.P.	Educational Administration	1995 Surya Publication. Meerut
17. Mahajan.Baldev	Educational Administration in Rajasthan	1996 Vikash Publication house. Pvt.Ltd New.Delhi.
18. Mukhopadhyay	Total Quality Managment in Education	2001 NIETA,Delhi
19.Mathur,S.S.	Educational Administration	1969 Krishana Brothers Jullundur
20.	The Report of Education Commission	1964 Govt.of India Ministry of Education
21.	The Report of secondary Commission	1952 Govt of India Ministry of Edcuation
22 Shukla,J.c.	Administration of Edcuation in India	1983 Vikash Publishing House,Pvt Ltd. Delhi.
23. Agarwal,J.C.	School Administration	1972 Arya Book Depot Karol Bagh,New Delhi.
24. Khan Mohd.	Educational Administration	1979 Ashish Publishing House,H-12,Rajoury Garden.New Delhi.
25. Mukerjee,L.	Problems of Administration of Education in India	1960 Kitab Mahal Allahabad



Educational Technology and Classroom Management

Objectives

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

1. Explain the concept of E.T., its types, scope and role in educational practice
2. Make use of modern information and communication technology to improve teaching-learning process.
3. Differentiate the concept of teaching learning, training and instruction.
4. Structure the content for different levels of teaching.
5. Perform content analysis and write instructional objectives in students behavioural terms.
6. Distinguish approaches strategies and methods of teaching and there by plan and select the most appropriate method/streatgy/communication strategies/teaching aids to the context of classroom situation.
7. Identify the different teaching skills and device various teaching strategies for development of skills.
8. Explain the concept and significance of different teaching models in relation to instructional objectives
9. Realize the importance of feed-back devices in teacher education and develop the competency to probide feed-back through different procedures.
10. Diagnose learning difficulties and to suggest remedial procedures
11. Develop skill of computation and use of elementary statistics.
12. Construct and use of evaluation tools and techniques.

COURSE CONTENT

UNIT-I

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

UNIT- II

- i. Concept of teaching instruction training and learning, Relationship between teaching and learning.
- ii. Nature of teaching and maxims of teaching
- iii. Content analysis.
- iv. Classification and specification of instructional behaviour
- v. Strategies of Teaching : Group discussion,Panel discussion, Team teaching Programmed Instruction (concept organization, merits and limitations) Computer Assisted Instruction (CAI)

UNIT-III

1. Concept of Teaching Effectiveness and its development
2. Meaning concept of Teaching Skills.
3. Micro-Teaching, its meaning, need and concept, micro - teaching.
4. Skill of questioning probing, illustrating, reinforcement, stimulus variation and using Black Board (concept components, and observation schedule).
5. Concept,steps and significance of following teaching models
 1. I. enquiry Training Model
 2. Concept attainment Model.
6. Concept of feed-back in teacher education, Flander's interaction analysis category system (FIACS)

UNIT-IV

1. Concept of measurement and evaluation and purpose,types of evaluation.
2. Characteristics of a good test.
3. Steps of achievement test construction
4. Concept and procedure of Educational diagnosis and their characteristics
5. Concept of Remedial teaching,Preparation of a remedial programme

UNIT-V

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

SESSIONAL WORK(20 Marks)

(1) One test of 10 Marks

(2) (Any one of the following) : 10 Marks

1. Preparation of a Diagnostic Test on a unit
2. Preparation try out and reporting of an instructional plan based on teaching strategies (any one viz. Group discussion panel discussion team teaching)
3. Observation of two lessons of the same student-teacher for encoding and decoding on the basis of FLACS.
4. Preparation of Action plan

Agarwal Y.P.:	Statistical Method; Concept,Application and Computation : Sterling publisher Pvt.Ltd: New Delhi,1980
Alien,D. and Ryan K.:	Micro Teaching New York Addison,Wisley,1969.
Bamard,H.C.	An Introduction to teaching UL Publication,U.S.A. 1970
Bloom,B.S.	Taxonomy of Educational Objectives-Cognitive Domain Book-1 Mckay, New York
Chauhan,S.S.	Innovation in teaching learning process,Vikas Publication, New Delhi,1990
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Douglass, H.R.:	Trends and Issues in Secondary Education,Prentice Hall of Indian (P) Ltd.1965 New Delhi,1965
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Garrett,Henry,E:	Statistics in Psychology and Education Vakils Fet er And Simors,Bombay,1996

Gron Lund,N.E.:	Stating Behavioral objectives for classroom Instruction Macmillan Co., London 1970
John P De CeCCo	William R. Crawford: The Psychology of Learning and Instructions,Prentice Hall of India Pvt.Ltd New Delhi,1977 second Edition
Joyce,B.Well.M:	Models of Teaching Prentice Hall inc.Englewood Cliff,New Jersey.1985
K.K. Vasistha;	Teacher Education in India,Concept Publishing Company,New Delhi
Passi B.K. and Lalit,M.S.:	Micro Teaching Approach Ahmedabad,Sahitya Mudnranaly
Pathak C.K.:	Distance Education: Prospect and Constraints. Rajat Publication,New Delhi,.
Ramanna,R.K.:	Education is Digital Age,Ragat Publication,New Delhi.
Ruhela,S.P.	Education Technology,Faj Prakashan,New Delhi,1973
Saxena N.R. Swaryp	Oberoi S.C.: Technolog of Teaching Surya publication ,Lall Book Depot,1996
Sharma.,R.A.:	Technology of Teaching Meerut 1989
Skinner B.F.:	Technology of Teaching Appleton Century Crofts. N.Y. 1981
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Verma Ramesh:	Suresh K. Sharma: Modern trends in Teaching Technology Co., Anmol Publications Pvt.Ltd., New Delhi 1990
Purohit,Jagdisha Narayan:	Shishan ki liye Aayojan hindi grath aakadmi,jaipur 1982
Sharma,R.A.	Shishan Takniki Mardan Publication,Merad,1989
Badhila,Hetsingh:	Sheshanik Padhaigik rajsthan hindi garth aakdami,jaipur 1996
Mital,Santosha:	Sheshanik Takaniki
Purohit Ramdev Narayan	Bhavi shishako ka liye aadharbhut karykarm, rajsthan hindi garth aakadami.Jaipur
Kathuriya ramdev,P Sushaya	Aadhanyapan Vinod Book Manadir,Agra 1996.
Kapoor Uramila	Sheshak Takniki
Venugopal and aany	Parmibhak Computer Anupayog, Himanshu Publication,Udeypur



METHODOLOGY OF TEACHING ENGLISH

Objectives: to enable the student teachers to-

1. Develop a good understanding of the basic concepts in second language teaching
2. Teach basic language skills as listening speaking reading and writing and integrate them for communicative purpose.

3. Critically review and use appropriately different approaches and methods of teaching English as second language
4. Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio visual teaching aids for effective teaching of English
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.

Course Content

UNIT-1 : BASIC CONCEPTS, OBJECTIVES, AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

(A) Basic CONCEPT

1. Mother-tongue
2. Second Language
3. Difference between teaching and language teaching
4. Principles of Second Language Teaching
5. Forms of English-Formal informal, Written, Spoken Global English
6. English as a Second Language (ESL) English as a Foreign Language (EFL) English for Specific Purpose.(ESP)

(b) OBJECTIVES

Objectives of Teaching English as a Second language (a) Skill based (LSRW) (b) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference of LSRW skills.

(c) METHODS AND APPROACHES

Introduction to methods of and approaches to teaching of English as a second language.

- (1) (a) Direct Method (b) Structural Situational Approach (c) Audio-Lingual Method (d) Bilingual Method (e) Communicative Language Teaching (CLT)
- (2) Role of Computer and Internet in Second Language Teaching-Computer Assisted Language Learning (CALL) Computer Assisted Language Teaching (CALT)
- (3) Eclectic Approach to Second Language Teaching Study of the above methods and approaches in the light of :
 - a. Psychology of second language learning.
 - b. Nature of second language learning
 - 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. and language skills testing errors and remedial work.

Unit-2 Teaching of listening and speaking skills

(A) Listening:

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

- vii. Note taking.

(b) Speakings:

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

Unit-3 : Teaching Reading and Writing skills:

READING SKILLS

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

WRITING SKILLS:

- a. Written Skills;
- b. Concept of Writing in First Language and the Second language;
- c. Types of composition oral, written, controlled guided, contextualized and integrated composition;
- d. Teaching the following items keeping in view their style ingredients and mechanics Letters (formal and informal), Essays, Report, Telegram, E-mail, Notices, Precis, Paragraph, Developing stories, Note Making

UNIT-4 : RESOURCES AND PLANING FOR ENGLISH LANGUAGE TEACHING

(A) RESOURCES FOR ENGLISH LANGUAGE TEACHING

- i. The Blackboard and the White Board
- ii. Blackboard drawings and sketches
- iii. The Overhead Project (OHP)
- iv. Flashcards, Posters and Flip Charts
- v. Songs, raps and chants
- vi. Video clips
- vii. Pictures, Photos, Postcards, and Advertisements
- viii. Newspapers, Magazines and Brochures

- ix. Mind Maps
- x. Radio Tape-recorder, T.V.
- xi. Language Laboratory
- xii. Realia
- xiii. Stories and anecdotes

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

(B.1) : PROSE LESSONS:

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

(B.2) : Poetry Lessons:

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

Unit 5: Testing and Evaluation in English

Concept of testing and evaluation in English as a second language, Difference in Testing in content-subjects and skill-subjects;

- Testing language skills (LSRW) lexical and structural items and poetry.
- Type of test (Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and Summative Test).
- Preparation of unit and examination paper-their blue print and answer key;
- Types and preparation of test-items'
- Error analysis;
- Concept and need of remedial teaching and remedial work.

SESSIONAL WORK(20 Marks)

1. One test of (10 Marks)
2. The Student will be required to do any one of the following (10 Marks)
 1. Review of a text book
 2. Preparation of a list of structural items included in the text-book at the Secondary stage and its critical analysis
 3. Preparation of five (5) word-cards five (5) picture cards and five(5) cross word puzzles
 4. Preparation of twenty (20) test items in Listening/Spaking/Reading/Writing Skill

5. Preparation of five (5) OHT for teaching structures/composition exercises
6. Preparation of CALL material (five (5) pages)
7. Preparation of CALT material (five (5) pages)
8. Preparation of Language Lab.Magazine on Listening/Speaking skill (five (5) pages)
9. Collection of Newspaper and Magazine advertisement for teaching lexical and structural items and preparing language exercises bases on them.

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4. Brumfit,C.J. (1984): Communicative Methodology in Language Teaching Cambridge: C.U.P.
5. Collins Cobuild English Grammar (2000) Harper Colling Publisher India
6. Doff,A (1988) Teach English: Cambridge: CUP
7. Freeman Diane-Larsen(2000): techniques and Principles in Language Teaching Oxford: CUP
8. Gimson A.C. (1980): An Introduction to the Pronunciation of English London: Edward Arnold.
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12. Paliwal,A.K., (1988): English Language Teaching,Jaipur: Surbhi Publication
13. Palmer,H.L. (1964-65) The Principles of Language Study, Lonodn: O.U.P.
14. Quirk, Randolph and Greenbaum, (1973): A University Grammar of English London
15. Richards,J.C. and Rodgers, T.S. Approaches and Methods in Language Teaching Cambridge C.U.P.
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19. Venkateshwaran, S (1995) Principles of Teaching English Delhi: Vikas Publishing House Pvt.Ltd.
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21. Woodward, Tessa (2001) Planning Lessons and Courses. Cambridge; CUP.



METHODOLOGY OF TEACHING URDU

Objectives: To enable student teachers to :

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

CONTENTS

UNIT-I

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

Speaking - Pronunciation, Recitation and Punctuation
Reading - Aloud silent, Intensive and Extensive
Writing - Knowledge of Urdu script

- i. Khat-e-Naskh
- ii. Khat-e-Nastaliq
- iii. Khat-e-Shikasht

Place of Urdu language in the present educational system as prevalent in the State of Rajasthan
Suggesting for a better of Urdu in the syllabi
Relation of Urdu with other Indian Languages

UNIT-II

Objectives of teaching Urdu at Secondary stages of education.
Problems of teaching and learning Urdu and their solutions
Value outcomes of teaching, Urdu at different levels of education
Methods of teaching Urdu:1) Direct Methods,ii) Structural Method iii) Grammar Method,iv) Translation Method.

UNIT-III

Teaching of various forms of urdu Literature (i) Prose (ii) Composition (iii) Grammar, (iv) Poetry: Ghazal;Nazam and Drama.
Support system of teaching Urdu: Visual aids: Verbal Pictorial (non-projected-two and three dimensional) projected still and motion Audio and Audio-visual aids.
Co-curricular activities,Language Laboratory.

UNIT-IV

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

UNIT V

Purpose of concept of Evaluation in Urdu
Techniques of evaluation, teacher made test, Examination Paper Design and blue print various types of Questions and their uses for Evaluation.

SESSIONAL WORK (20 MARKS)

1. One test of 10 Marks
2. Any one of the following (10 Marks)
 - i. Preparation on One Achievement Test
 - ii. Analysis of one text book prescribed at the Secondary Stage.
 - iii. Writing knowledge, Understanding and skill objectives of teaching prose and poetry with specification (5 for each area)
 - iv. Preparation of two teaching aids useful for Urdu teaching.
 - v. Preparation of a lesson plan for remedial teaching.

BIBLIOGRAPHY

S.N.	Author	Title	Publisher
1.	Muenuddin	Hum Urdu Kaise Padhen	National Council for Promotion of Urdu Language, West Block, RK Ouram, New Delhi
2.	Muenuddin	Urdu Zaban Ki Tadrees	National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi.
3.	Inamullah Sharwani	Tadres-e-Zaban-e-Urdu	Usmania Book Depot 1,25, Rabindra Saraud Cal.73
4.	Rasheed Hasan	Hum Urdu Kaise Likhaen	Maktaba Jamia Limited Jamia Nagar, New Delhi Makataba Jamia Limited Jamia Nagar, New Delhi.
5.	Rasheed Hasan	Urdu Imla	Maktaba Jamia Limited Jamia Nagar, New Delhi
6.	Maulvi Abdul	Quwaid-e-Urdu	Anjuman Taraqqi Urdu (Hindi) New Delhi.
7.	Afzal Hyssain	Fun-e-Ataleem aur Tarbeet	Makazi Maktaba Islam Delhi.
8.	Akhta Ansar	Ghazai and Dara-e-	National Council for Promotion of Urdu Language, West Block R.K. Puram, New Delhi.



METHODOLOGY OF TEACHING SOCIAL STUDIES

Objectives : To enable the student teacher to

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

Unit-I-Nature, Scope and Objectives

-Nature, scope and concept of Social Studies

- Importance

- Aims and Objectives of teaching Social Studies at different levels

- Co-relation of Social Studies with other school subjects.

Unit-II-Curriculum and Planning

- Nature,scope and concept of Social Studies
- Characteristics of good Social Studies curriculum.
- Critical appraisal of Social Studies curriculum,
- Concept and objective of lesson planning
- Social Studies text books.
- Qualities role and professional growth of a teacher of Social Studies.

Unit-III-Instructional Strategies, Methods and Approaches

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

Unit-IV-Instructional Support System

- Planning of Social Studies lab its use.
- Use of mass media and Computers in Social Studies teaching
- Resource material-use of local resources in teaching social studies

Unit-V-Evaluation of Teaching Social Studies

- Concept and objectives of evaluation
- Tools and teachiques of evaluation in social studies teaching
- Preparation of achievements test

- i. Different types of question
- ii. Blue Print
- iii. Preparation of question papers

Sessional Work (20 Marks)

1. One test of 10 Marks
2. Any one of the following (10 Marks)
 1. Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
 2. Preparation of TV/Radio Script.
 3. Study of anyone aspect of social issue and prepare report.
 4. Collection of newspaper cutting related to Social Study's issues.
 5. Construction of different objective types test items.

Bibliography/Book for study & reference

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

11. Jain Ameerschand : Social Science teaching
12. Ram Pal Singh : Social Studies teaching.



Methodology of teaching Civics

Objectives : To enable the Student teachers to-

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

Unit-I - Nature, Scoper and Objectives

- Concept, nature and scope of Civics
- Contemporary importance of Civics
- Aims and Objectives of teaching Civics at different level (elementary, Upper Primary, Secondary and Senior Secondary)
- Correlation of Civics to other subjects.
- Role of Civics in promoting international Understanding

Unit-II-Curriculum and planning

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

Unit-III- Methods and approaches of civics teaching

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

Unit -IV- Instructional Support System

- Community resources
- Teaching aid in Civics Teaching
- Teachinques of interviewing

Unit-V-Evaluation of Civics teaching

- Purpose and concept of evaluation

- Objectives based evaluation
- Preparation of achievement test-

- i. Various types of question
- ii. Blue Print
- iii. Preparation of question paper

Sessional Work (20 Marks)

1. One test of 10 Marks
2. Any one of the following(10 Marks)
 1. Content analysis and preparation of instructional material related to any unit of subject related to civics.
 2. Preparation of TV/Radio script.
 3. Study of anyone aspect of indian political issues.
 4. Visit any local bodies as panchayat, Municipality, Municipal corporation and nagar nigram and prepare report about the functions of local bodies.
 5. Prepare a plan of civics class room.
 6. Preparation of a plan for equipping a civics lab.
 7. Prepare five slides related to civics teaching contents at secondary level.
 8. Collection of news paper cutting related to civics issues.

Bibliography/Book the study and reference

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



METHODOLOGY OF TEACHING HISTORY

Objectives:To enable the student teachers to:-

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

7. Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
8. Evaluate methodically the tools and techniques of evaluation at the different levels of secondary stage.

UNIT 1-Nature and scope of the subject

- Meaning nature and scope of history.
- Importance of teaching history.
- Aims and objective of teaching History at different levels.
- Importance of studying Local History, National History and world History in the context of National Integration and International brotherhood and global citizenship.
- Co-relation of History with other school subjects.

UNIT II-Curriculum and Planning

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

UNIT III-Methods and Approaches

- Various methods of teaching History (Story Telling, Biographical, Dramatization time sense, source, project and supervised study method)

UNIT IV-Instructional Support System.

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

UNIT V-Evaluation

Concept and purpose of evaluation
Objectives based evaluation
Tools and techniques of evaluation in history teaching

- i. Various types of question
- ii. Blue print
- iii. Content analysis.

Session Work (20 Marks)

1. One test of 10 Marks
2. Any one of the following(10 Marks)
 1. Content analysis and preparation of instructional material related to any unit of subject related to History.
 2. Study of analysis aspect of Historical issue and preparation of a report
 3. Visit to any historical place and preparation of report.

4. Collection of news paper cutting related to history's issues.
5. Developing a lesson plan based on new methods/technique in history.

Bibliography/Book for study and reference

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



METHODOLOGY OF TEACHING ECONOMICS

Objectives-To enable student Teachers to:

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

Contents

UNIT I-Nature,Scope and objective.

1. Meaning,nature,scope of Economics.
2. Importance of economics in school curriculum.
3. Aims and objectives of teaching economics at different level.
4. Correlations of economics with school subjects.

UNIT II-Curriculum and planning

1. Concept and objectives of curriculum.
2. Fundamental principles of formulation of corriculum in economics.
3. Critical Appraisal of the existing syllabus.

a)Lesson Plan-Annual Plan, Unit Plan and Daily Lesson Plan of teaching Economics.

4. Planning Outdoor activities.

UNIT III-Methods and Approaches to Teaching Economics

1. Various methods of teaching economics-Project,problem solving, Discussion, Analytic-Synthetic and Lecture Method.
2. Innovative Practices in Economics teaching-Brain storming,work shop.

UNIT IV-Instructional Support System

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

UNIT V-Evaluation of Teaching Economics

1. Purpose and concept of evaluation.
2. Objective of based evaluation
3. Preparation of achievement test-
 - i. Various types of question
 - ii. Blue print
 - iii. Preparation of question paper

Session Work (20 Marks)

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

Bibliography:

1. Teaching of social studies in secondary schools :Bining and Bining.
2. Teacher's Manual in economics :Dr.N.Hasen published law, Regional College of Edu.Ajmer.
3. Arithshastra shikshan :Rampalsingh prakashak-shabd sanchar,ajmer
4. Arithshastra shikshan :Harnarayan singh avum rajendra pal singh Prakash-Laxminarayan agarwal,Agra
5. Arithshastra shikshan :Shri shukl prakashak-Nandkishor and Brothers Banaras

6. Arithshastra shikshan :Dr. Kamto prasad pandey
7. Arithshastra shikshan :Gursarandas tyagi,vinod pustak mandir,Agra
8. Arithshastra shikshan :Mahendrapal singh

- Susham adhyan:Dr.R.P.Kathuriya,Vikas prakashan,Bhopal
- Shusham adhyapan:Dr. R.A.Sharma,Modern publishers,Merut
- Abhikramik adhyapan:Tela v srivastav
- Arithshastra ke sidhant:Anand swaroop Garg
- Bhartiya arithshastra ke sidhant:P.C. Jain
- Bharat ka arthik vikas:Harishchandra sharma v N.R. Singh
- Arithsharstra ke sidhant:Sundram avum Vesy



METHODOLOGY OF TEACHING GEOGRAPHY

Objectives-To enable student Teacher 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 and use them effectively.
4. Critically evaluate the existing school syllabus and review the text book of Geography.
5. Apply appropriate methods and techniques of teaching of particular topics a different levels.
6. Arrange field trips and local surveys.
7. Prepare achievement test and diagnostic test, administration of the test, analysis of result and make suggestion for remedial teaching.

Contents

I. Nature, Scope and objectives.

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

II. Curriculum & Planning

- a. Characteristics of a good geography curriculum
- b. Critical Appraisal of geography syllabus.
- c. Planning daily lesson plan & Unit plan.
- d. Geography Text Book.
- e. Qualities, role and professional growth of Geography teacher

III. Methods & approaches

- vi. Regional method, Demonstration, Inductive Deductive, Project commparative, Lab.Method.

- vii. Field trips, local & Regional Geography
- viii. Other Innovative practices-Programmed Learning, Computer geography Club, Geography Lab.

IV. Instructional support system

- i. Teaching aids lab equipment.
- j. Geography room/Laboratory & Museums.
- k. Resource material and use of local resources in teaching Geography.
- l. Co-Curricular activities.

V. Evaluation

- m. Tools techniques of evaluation in geography.
- n. Achievement Test
- xv. Different types of questions.
- xvi. Blue print
- xvii. Preparation of question paper.
- xviii. Diagnostic & Remedial teaching in Geography.

Sessional Work (20 marks)

- 19. One test of 10 Marks
- 20. Any one of the following-10 Marks
- 21. Preparation on maps, charts and models for physical geography
- 22. Develop two lesson plan based on new methods and approaches.
- 23. Critical appraisal of geography syllabus at secondary level.
- 24. Construction of objective type test items
- 25. Collection of news paper cuttings related to Geographical issues.
- 26. Preparation of a report on visit some place of Geographical interest.

Bibliography

- 27. Source Book for Teaching of Geography, UNESCO Publication
- 28. Singh L.R. Practical Geography, Allied Publication Allahabad.
- 29. Monk House F.J.: Maps and Diagrams
- 30. Verma J.P.: Bhugol Shikshan, Vinod Pustak Mandir, Agra
- 31. Sharma, C.R.: Bhugol Shikshan. Modern Publishers, Vinod Pustak Mandir, Agra.
- 32. H.N. Singh Bhugol Shikshan, Vinod Pustak Mandir, Agra.
- 33. Arora K.L.: Bhugol Shikshan, Praksh Bros. Ludhiana.
- 34. Barnard, H.C.: Principles and Practice of Geography Teaching London University, Tutorial Press, 1953.
- 35. Kual A.K.: Why and How of Geography Teaching Ambanu Publication, Sringer 1983.
- 36. Machee: Teaching of Geography, Oxford University Press, Bombay
- 37. Mishra, A.N.: Bhugl Shikshan Opanthati Shikshan Niketan Kanpur 1959.
- 38. Verma O.P.: and Vedanayagam E.G.: Geography Teaching Sterling Oublishers, New Delhi 3rd Ed. 1987.
- 39. Simpson, C.A.: The Study of Local Geography Methuen.
- 40. Gopsil, G.H.: The teaching of Geography Macmillon & Co. Ltd. London 1958.



METHODOLOGY OF TEACHING BOOK KEEPING AND ACCOUNTANCY

Objectives: To enable student Teacher to:

41. Acquire the basic understanding of teaching of Book-Keeping
42. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at School level.
43. Develop the ability to critically evaluate the existing school curriculum of Book Keeping & accountancy
44. Impart knowledge of the methods and devices of teaching Book-Keeping and accountancy to develop the skill of using the same.
45. Apply appropriate methods in teaching particular topics for Book-Keeping & accountancy.
46. Prepare achievement and diagnostic test.
47. Develop necessary skills in preparation of using various teaching aids.

Unit-I

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

Unit-II

Planning for teaching and role of teacher-

- XX. Unit Plan and Daily Lesson Plan
YY. Teacher role and attitude
ZZ. Maxims and principles of classroom teaching

UNIT-III

- AAA. Journal teaching approaches of Book-Keeping and Accountancy
 a. Journal Approach
 b. Leader Approach
 c. Cash Book Approach
 d. Equation Approach
BBB. Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project Problem solving. Lecture-cum-demonstration and discussion methods
CCC. Techniques and devices to teaching Book-Keeping and Accountancy.

UNIT-IV

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

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

UNIT-V

(A) Evaluation of Students performance.

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

Sessional Work (20 Marks)

58. One test of 10 Marks
59. Any one of the following-10 Marks
60. Preparation of teaching aids
61. Preparation and construction of a achievement test
62. Preparation of a lesson plan based on any innovative method.

BIBLIOGRAPHY

63. Verma A Musselma and J. Marshall Hannia: Teaching Book-keeping and Accountancy, Gregg Pub.Div., Mc Graw Hill Book Co., Inc. New York.
64. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London
65. Selby: The teaching of Book-keeping
66. Tonne,Pohem and Freeman: Method of teaching Business Subject Gregg Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
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69. Aggarwal, J.C.:Teaching of commerce.
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72. Parikh, Dr.A.K.M.:Lesson planning in India schools,Subha sanchar,Ajmer.



METHODOLOGY OF TEACHING COMMERCE

Objectives-To enable student Teacher to:

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

Contents

UNIT-I

- g. Meaning, Nature and scope of commerce education.
- h. Aims, objectives and values of teaching commerce at senior secondary Level.
- i. The place of commerce in Education.

UNIT-II

Methodology of teaching

- j. Unit plan and daily lesson plan.
- k. Maxims of Teaching
- l. Classroom observation

UNIT-III

- m. Modern methods of teaching commerce.
- n. Devices of teaching commerce.
- o. A critical estimate of the present syllabus in commerce at senior secondary Level.

UNIT-IV

Instructional material for :

- p. Importance of proper equipment and material for effective instruction.
- q. Criteria for selection of instructional material and equipment.
- r. Different audio-visual equipment and material used in Commerce education
- s. Evaluation of text books in Commerce at Senior Secondary Level.

UNIT-V

- t. Qualities of commerce teacher, role and professional growth of commerce teacher.
- u. Evaluation in commerce-Importance, type of Tests-Essay, short answer and objective type.

Sessional Work (20 Marks)

- (1) One test of 10 Marks
- (2) Any one of the following-10 Marks

- 22. Preparation of teaching aids.(Two)
- 23. Preparation and construction of achievement test on any unit.
- 24. Preparation of lesson plan based on any innovative method.

BIBLIOGRAPHY

25. Roo, Seema: Teaching of commerce, Anmol publication Pvt. Ltd., 1995.
26. Jain KCS: Vanyjava Shikhan (Hindi) General Academy, Jaipur, 1986.
27. Gortside, L.: Teaching Business subject, The Modern Approach made and printed in Great Britain by the Garden Press Ltd., Letehworth, Hert Fordshire, year 1970.
28. Neeb, W.B.: Modern Business Practice, The Ryerson Press, Toronto, 1965.
29. Khan, M.S.: The Teaching of commerce, Sterling publishers (P) Ltd., Jullunder-3.
30. Singh, I.B.: Vanijaya Ka Adhyayan, Laxmi Narayan Agarwal, Agra, 1968.
31. Bhorali Devadas: Commerce Education in India. D.K. Publishers Distributors (P) Ltd., New Delhi, 1988.
32. Rai, B.C.: Method or Teaching commerce, Prakashan kendra, Lucknow, 1986.



METHODOLOGY OF HOME SCIENCE TEACHING

Objectives-To enable student teacher to:

- Understand the nature and importance of home science and its correlation with other subjects.
- Understand aims and objectives of the subject.
- Realise the essential unity between laboratory work and theoretical background of the subject.
- Analysis school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching Home Science.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in Home Science and to provide suitable remedial individual instructions to them.

HOME SCIENCE TEACHING

Contents

UNIT-I

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

UNIT-II

- a. Problem solving Method
- b. Demonstration Method
- c. Experimental Method
- d. Project method
- e. Lecture-Cum-demonstration method
- f. Question-Answer Techniques
- g. Text Book
- h. Dramatization and Field Trips

UNIT-III

- a. Concept of planning for home science teaching.
- b. Various steps of planning-unit and lesson planning.
- c. Importances and advantage for planning of unit and lesson plan.
- d. Qualities of a good Home-science teacher.
- e. Role of Home-Science teacher.

UNIT-IV

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

UNIT V

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

Session works :(20 Marks)

(1)One test of 10 Marks.

(2)Any one of the following-10 Marks

- a. Writing of any Essay on any topic based on the content of the above units.
- b. Preparation of visual-aid for solving community nutrition problems.

References:

1. Sherry.G.P.avum saran,D.P. grah vigyan sikshan vonod pustak mandir,Agra
2. Asthana, S.R., Grah vigyan ka adhyapan,Laxminarayan Agarwal,Agra
3. Dass, R.R.and Ray,Binita,Teaching of Home Science, Sterling Publisher Pvt.Ltd., New Delhi.
4. Sukhiga, S.P.avum Mahrotra,grah vigyan, hariyana sahitya academy,chandigar
5. Sherry, G.P.Grah prabandh v vyavastha
6. Agarwal laxminarayan ka adhyan



METHODOLOGY OF TEACHING GENERAL SCIENCE

Objectives-To enable student Teacher to:

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

UNIT-I - Nature, Scope and Objectives

- A. Definition and concept of Science.
- B. Place of science in school curriculum
- C. Values of teaching science at school level.
- D. Correlation Science with other subjects.
- E. Objectives of teaching sciences at Secondary level.

UNIT II - Curriculum and Planning

- A. Principles of developing science curriculum at secondary level.
- B. Factors affecting the selection and organization of science curriculum.
- C. Unit plan and lesson plan
- D. Qualities of and responsibilities of science teacher
- E. Role of teacher in training students in scientific method and developing creativity among students.

UNIT III - Methods of approaches

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

UNIT IV - Instructional support system

- A. Multi sensory aids-charts, models, Bulletin, board flannel board Transparencies, Overhead Projector, Radio, T.V. Computer
- B. Co-curricular activities-Organization of Science club, Science fair and excursions, use of community resources.

- C. Science Lab. Planning & equipping science Lab. Guidelines for organizing practical work care and maintenance of equipment, safety precautions for work in science Lab.

UNIT V - Evaluation

- Evaluation:concept, types and purposes.
- Type of Test items-objective type, S.A. & Essay type.
- Planning objective based test items of different types.
- Preparation of blue print and construction of Achievement test.
- Evaluation of practical work in Science.

Session Work :-20 Marks

(1)One test of 10 Marks

(2)Any one of the following-10 Marks

- Life sketch and contribution of any one prominent Indian Scientist.
- Conducting and reporting two experiments useful at secondary level.
- Preparation of 10 frames of linear or branching type programmes on any topic of General Science.
- Construction and administration of a Diagnostic test on any one unit of General-Science.

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



METHODOLOGY OF TEACHING CHEMISTRY

Objectives -To enable student teacher to:

- Understand the nature, place, values and objectives of teaching chemistry at secondary/senior secondary level.

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

Contents

UNIT - Nature, Scope and Objectives

1. Nature of science with special reference to chemistry.
2. History of chemistry with special reference to India.
3. Place & values of teaching chemistry at secondary/senior secondary level.
4. Correlation of chemistry with other subjects.
5. Objectives of teaching chemistry at secondary/senior secondary level.

UNIT II - Curriculum and planning

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

UNIT III - Methods and approaches

1. Lecture method, Demonstration method, Lab. based methods, Inductive & deductive method, problem solving, Heuristic & Project method.
2. Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, CAL, Seminars & Workshops.

UNIT IV - Instructional Support system

1. Multisensory aids: Charts, models, Flannel Board, Transparencies, OHP, Radio, T.V., Computer.
2. Co-curricular Activities: Organization of science club science fair and visits to places of scientific interest.
3. Chemistry Lab: Layout Plans, equipments, furniture, maintenances of records, repair, care and improvisation of apparatus safety measures in Lab. Organization of practical work.
4. Role of state & National Level Instructions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical companies like Hindustan Zine Ltd.

5. Characteristics of a good text book and evaluation of a Text Book.

UNIT V - Evaluation in Chemistry

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

Sessional Work (20 Marks)

(1) One test of 10 Marks

(2) Any one of the following - 10 Marks

1. Life sketch & contribution of any one prominent Indian Chemist.
2. Preparation of scrap book containing original science (Scientific cartoon) Stories/articles/features/plays/Interview report useful for teaching of chemistry.
3. Planning an out of class activity of use local environment to teach chemistry.
4. Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
5. Description & designing of any Improved apparatus.
6. A critical study of any one senior secondary Lab of chemistry.
7. Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.
8. Preparation of a Radio or T.V. script

S.No.	Author	Year	Title & Publisher
1.	Yadav, M.S.	1995	Teaching of chemistry, Anmol publication, New Delhi.
2.	Negi, J.S. & Negi, Rajita	2001	Teaching of chemistry
3.	Yadav, M.S.	2000	Teaching science at Higher Level, Anmol Publications, New Delhi
4.	Misra, D.C.		Chemistry Teaching Sahitya
5.	Kherwadkal, Anjali	2003	Teaching of Chemistry by Modern Method, Sarup & Sons, New Delhi
6.	Das, R.C	1985	Science Teachg in Schools, Sterling Publishers Pvt.Ltd., New Delhi
7.	Venkataih, S. 2001	2001	Science education in 21st Century, Anmol Publishers, New Delhi
8.	Rao, D.B.	2001	World Conference on Science Education, Discovery Publishing House, New Delhi
9.	Singh, U.K. &	2003	Science Education Common Wealth Publishers Daryaganj, New Delhi



Objectives To enable student Teacher to

1. Understand the nature place values and objectives of teaching Biology at Secondary Secondary level.
2. Establish its correlation with oter subjects
3. Evalauate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Second classes.
5. Provide training in Scientific method and develop Scientific temp among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system
8. Plan and organize chemistry practical work at the Laboaratory
9. Organise Co-curricular activities and utilize community resoruces promoting Science learning.
10. Use method most appropriate to asses the progress and achievement the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

UNIT-I Nature,Scope and Objectives

1. Nature of science with special reference to Biology.
2. Main discoveries and development in Biology.
3. Place & values of teaching Biology at secondary/senior secondary level.
4. Correlation of chemistry with other subjects.
5. Objectives of teaching chemistry at secondary/senior secondary level.

Contents

UNIT-II Curriculum and planning

1. Principles of Biology curriculum at secondary/senior secondary level.
2. Modern trends in Biology Curriculum : B.S.C.S., CHEM Study NUFFIELD-O & A level.
3. Critical appraisal of chemistry syllabus at secondary/senior secondary level prescribed by Board of secondary Education,Rajasthan.
4. Planning Daily lesson plan, unit plan & yearly plan.
5. Qualities & responsibilities of Biology teacher Teacher's role in training students in scientific method and in developing creativity and scientific temper among students.

UNIT-III Methods and approaches

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

UNIT-IV Instructional Support System

1. Multi sensory aids:Charts,models,specimen,bulletin-boards,flannel Board, Transparencies slides, projector, OHP, Computer, T.V., Radio etc.
2. Co-curricular Activities:Organization of science club science fair trips and use of community resources.

3. Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
4. Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture.
5. Characteristics of a good text book and Evaluation of a Text Book.

UNIT-V Evaluation in Biology

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

Sessional Work: (20 Marks)

(1) One test of-10 Marks

(2) Any two of the following-Each 5 Marks-10 Marks

1. Life sketch & contribution of any one prominent Indian Biologist.
2. Preparation of Harbarium (scrap book)
3. Prepare any one of the following related to environment education. (i) poster (miniature), (ii) Article, (iii) Story, (iv) Play
4. Description of any two teaching models.
5. Prepare a Radio or T.V. script.
6. Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
7. A case study of any one senior secondary lab. of Biology.
8. Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
9. Construction and administration of Diagnostic test on any one unit of Biology.

References :

S.No.	Author	Year	Title & Publisher
1.	Sood, J.K	1987	Teaching Life sciences, Kohli Publishers, Chandigarh
2.	Sharma, L.M>	1977	Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi
3.	Kulsherstha, S.P	1988	Teaching of Biology, Loyal Book Depot.
4.	Yadav, K.	1993	Teaching of life sciences, anmol publishers, Daryaganj, Delhi
5.	Yadav, M.S.	2000	Modern Method of teaching sciences, Anmol Publisher, Delhi
6.	Singh, U.K., &	2003	Science Education common wealth publishers Daryaganj, New Delhi
7.	Venkataih, S	2001	Science Education in 21st Century, Anmol Publishers, Delhi
8.	Yadav, M.S. (Ed.)	2000	Teaching science at Higher Level, Anmol publishers, Delhi
9.	Eger, Marlow &	2003	Teaching science successfully

	Rao,D.B.		
10.	Mangal, S.K.	1996	Teaching of science,Arya Book Depot, New Delhi
11.	Dave, R.H.	1969	Taxonomy of Educational objectives & achievement testing, London University press, London
Sood, J.K.	1989		New Direction in science teaching, Kohli publishers, Chandigarh.



METHODOLOGY OF TEACHING PHYSICS

Objectives-To enable student teacher to:

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

Contents

UNIT I- Nature,Scope and Objectives

1. Nature of Science Physics as a fundamental science.
2. Major milestones in the development of physics
3. Contribution of Indian Physicists C.V. Raman M.N. Saha,K.S. Krishana,Narlekar.J.C. Bose,S.N. H.J. Bhabha ans S. Chandra Shekhar
4. Objectives and values of Teaching Physics at Senior Secondary Level

UNIT II-Curriculum and Planning

1. Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum
2. Correlation of physics with other school subjects and its role in daily life
3. writing of objectives in behavioural terms, content analysis developing yearly unit and daily lesson plan and concept mapping

4. Teachers role in planning for developing scientific attitude and creativity among students and for training them in scientific method.

UNIT III-Methods and approaches

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

UNIT-IV-Instructional Support System

1. Physics Laboratory-planning equipping and oganizing practical work
2. State and national level institutions and laboratories (DST,NPL,ISRO,CEERI,RAPS, and BARC)
3. Multisensory aids: chart models over-head projector, computer and internet,imporveised apparatus.
4. Community resources like Science Centres/museums, planetarium and solar observatory.
5. Textbooks-Characteristics of a good textbook and evaluation of textbook

UNIT-V-Evluation

1. Type of test items and their construction
2. Preparation of blue print and achievement test
3. Diagnostic testing and remedial teaching in physics
4. Evaluation of practical work

Sessional Work (20 Marks)

1. One test of -10 Marks
2. Any one of the following -10 Marks
1. Case study of one senior secondary lab of Physics.
2. Description of design of any two improvised apparatus
3. Planning an out of class activity to use local resources to teach physics
4. Life sketch and contribution of one physicist
5. Preparation of scrap book containing original science (scientific cartoon)/stories/latest articles/feature/play/interview report useful for teaching physics

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2. Thurber W. and A Collette : Teaching Science in Today' ssecondary schools Boston Allyan and Bacon Inc. New York, 1959.
3. Magal S.K. : Sadharan Science Sikshan,Aray book Depot,New Delhi,1996
4. Vaiday,N." The impact of science Teaching" Oxford and IBH Publication Company, New Delhi 1971
5. Richardson S.: "Science Teaching in Secondary School" Prentice Hall USA 1957
6. Sharma,R.C. and Sukla: "Modern Science Teaching' Dhanpat Rai and sons Delhi 2002
7. Taygi S.K. Bhotik science Education Sahitay pakashan,agra-200

8. Ravi Kumar S.K."Teaching of Science" Mangal deep Publication,2000
9. Rao Aman Teaching of Physics,Anmol Publications New Delhi 1993
10. Wadhwa Shalini:"Modern Methods of Teaching Physics" Sarup and Sons and New Delhi,2001
11. Prasad Janardan:"Practical aspects in Teaching of Science" Kanishka Publication New Delhi 1999
12. Bjatnagar,S.B.: Bhotik Science Education R.Lal Book Depot, Merat,2000
13. Nigam D.S. : Science Education Hariyana Sahtiya, Chadigat,1990
14. Nanda V.K." "Science Education today" Anmol Publication Pvt.Ltd New Delhi,1997
15. Kumar Amit:" Teaching of Physical Science" Anmol Publication.New Delhi,1997
16. Negi,J.S. V Negi rashita: Botiki Education,Vinod Pustak Mandir, Agra,1999



METHODOLOGY OF TEACHING MATHEMATICS

Objectives :

1. To enable pupil teachers to understand and appreciate mathematical structure and their isomorphism with physical realities
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and wide of applicability

To enable the student teacher to have a clear idea of the plan of mathematics in school curriculum and of its relation with the objectives of general education

3. To enable them to analyse the school syllabus of mathematics in relation to its objectives
4. To enable them to see meaningfulness of the school mathematics programme in relation to life situations
5. To give them competence in teaching different topics effectively
6. To enable them to check up the results of their teaching against the objectives and their valid criteria
7. To enable them to devise and suitably use aids for teaching so that it may result in better learning
8. To enable them to use various techniques and practices in the classroom to make pupil learning lasting and meaningful
9. To enable them to organize co-curricular activities in mathematics
10. To enable them to enrich and refresh their knowledge of content in Mathematics

Notes :

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

Contents

UNIT-I

Diagnostic, Remedial and Enrichment programmes with respect to the following content areas-

- a. Set theory and mathematical structures -sets, Relations and Functions An elementary idea of Boolean algebra and numbers with different bases
- b. Statistics-Graphical representation of the statistical data.Measures of central tendency, dispersion and coefficient of correlation
- c. Axiomatic development of Geometry: Concepts of line ray line segment angle triangle interior and exterior of angles and triangles Concepts of equality congruency and similarity.

(b) Any other topic from the prevailing syllabi at upper primary secondary and higher secondary stages in the state.

UNIT-II

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

UNIT-III

- a. The mathematics Curriculum Strategy and principles of curriculum construction for the secondary level Recent trends in mathematics curriculum Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education at different levels
- b. Unit and Lesson planning
- c. Methods of teaching
 - a. Analytic and Synthetic
 - b. Inductive Deductive
 - c. Demonstration Laboratory
 - d. Heuristic and project
 - e. Problem solving

UNIT-IV Aids in Teaching and their proper use:

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

UNIT-V Evaluation in Mathematics

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

Session Work (20 Marks)

1. One test of -10 Marks
2. Any one of the following -10 Marks
 1. Make a Diagnostic Remedial and enrichment programmes of set theory and mathematical structures
 2. Preparation and construction of an achievement test based on any unit
 3. Preparation of a lesson plan based on any Innovative method Preparation of 10 frames of linear or Branching tupe programmes on any topic of mathematics

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2. Ryangar and kuppuswami,N.A. teaching of mathematics in the new education universal Publication.
3. Butler and Wren The teaching of Secondary mathematics McGraw Hill Book company
4. Jagadguru Swami: Sri Bhari Krisna Turthji Vedic mathematics Moti lal Banarsidas Publisher Delhi
5. Kapur J.N.: Modern mathematics for teachers Arya Book Depot,New Delhi
6. Mangal,S.K. : Teaching of mathematics Prakash Brother Ludhiana
7. Sidha,K.S.: Teaching of mathematics Streling pub.Pvt.Ltd,New Delhi
8. ShriVastov and Bhatnagar, Maths Edcuation ,Ramesh Book Depot, Jaipur
9. Shanti Narayan, Modern Abstract Algebra S. Chand & Co. New Delhi
10. Kapoor and Saxena : Mathematical Statistic S. Chand & Co. New Delhi



COMPUTER LITERACY AND EDUCATION 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 the applications
4. The students will be able to understand the Educational application of Computer
5. The students will develop positive attitude towards handling of computers
6. The students will develop skill in the use of Internet

Course Content

UNIT-I

Computer Fundamenatals

1. General awareness about functioning of Computer-
 - a. Characteristics and uses of Computer
 - b. Block diagram of Computer
 - c. Classification of Computer
2. Concept of hardware and software
3. Input/Output devices keyboard Mouse, Monitor, Printer

4. Storage devices (Secondary)-Hard disk, Floppy disk CD-ROM ZIP
5. Computer memory and its units-RAM ROM bit and byte

UNIT-II

Operating System

1. Basic features of Windows
2. Windows' and its accessories
 - a. Explorer
 - b. File Manager
 - c. Managing Printing
3. MS-Office
 - a. MS-Word-Text Management
 - b. MS-Excel-To support database and graphics
 - c. POWER POINT- Preparation of Slides

UNIT-III

Internet and Multimedia

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

UNIT-IV

1. Computer as teaching machine:

- a. Computer Aided Instruction (CAI)-Concept and modes
- b. Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching)

UNIT-V

1. Information Technology and Computer (Concept, role, impact on education system)
2. Role of Computer in Education System (e.g. library Management, Education Management and research School management, evaluation distance education, education of special Children etc)

Practicals and sessional work (any two)

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

Evaluation

1. Theory paper of 50 marks
2. Practical evaluation
Practical exam - 20 marks
Submission of report Viva-10 marks +one test 10 marks)
-10 marks
Total-50 Marks

References :

1. Reghavan S.S.: (1986) "Mocrp Computer in Science and Language teaching" Mysore R. C.E.
2. Osborne A (1982) "An Introduction to Micro Computers Galgolia Book Source" New Delhi
3. Koor Harjit (1993) Computer, Aatmaram & sons, New Delhi
4. Vakatachamal, S. Computer ek parichay, pitabar publication company pvt.Ltd New Delhi
5. Balamurali, Savitha (1996) "An introduction to Computer Science" Vikas Publishing House, Pvt.Ltd.New Delhi
6. Payal Lotia and Pradeep Nair-Computer an introduction BPB Publication, New Delhi-110001



EDUCATIONAL AND VOCATIONAL GUIDANCE

Objectives : To enable the student teachers to-

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

Contents

UNIT-I- Concept, Nature and Scope of guidance

Importance of guidance in the lives of individuals meaning of guidance Distinction between guidance and counselling

UNIT-II-Importance of Guidance

Philosophy and aims of guidance, Importance of guidance in Schools for individuals and for siciety.

UNIT-III-Areas of Guidance

Areas of Guidnace, Educational Guidance Vocational Guidance.

Personal Guidance, Development Guidance Psychology of Careers. Concept of Vocational development and Careers Patterns.

UNIT-IV-Guidance in Present context

Guidnace Implications in the current Indian Scenario Edcuation and Guidance Democracy and Guidance, Individual Difference and Guidance.

UNIT-V-Guidance Services

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

Sessional Work (20 Marks)

1. One test of -10 Marks
2. Any one of the following -10 Marks
 - i. Evaluation an Educational Programme Guidance and Curriculum Approach
 - ii. Write one essay and two abstracts.

BOOKS RECOMMENDED

- i. Erickson, Clifford E.,: A Basic Tent for Guidance Workers N. Y.Prentics Hill Inc.1947.
- ii. Forclich Clifford P.: Guidance services in smaller Schools New York Mc.Graw Hill Book Co. 1950.
- iii. Hoppock: Group Guidance, Principles, Techniques and evaluation
- iv. Strang, Ruth: The Role of Teacher in Personnel work New York Teachers Colleges Columbe University 1933.
- v. Super Donald: Appraising Vocational Fitness New York Harper and Brothers 1947.



METHODOLOGY OF SCHOOL LIBRARY ORGANISATION

1. Know and understand and basic concepts in School Library Organization
2. Know and understand the aim and objectives of School Library Organization.
3. Know understand and use the principles and methods of School Library Organization.
4. Know, understand and use the techniques of classification

Contents

UNIT-I

1. Five Law's of Library Science
2. Libarary in Edcuation
3. Libaray Equipment
4. Libaray Furniture

UNIT-II

- a. Aims and objects of Schools Library
- b. Planning of Library Building
- c. Class Library and Subject Library.

UNIT-III

- a. Organisation and Administration of School Library
- b. Issue Methods
- c. Brown Charging System
- d. Network Charging System
- e. Book Selection

UNIT-V

- a. Catalogue: Meaning, Aims and Functions of Catalogue
- b. Library Rules
- c. Stock Verification

UNIT-V

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

Sessional Work (20 Marks)

1. One test of -10 Marks
2. Any one of the following -10 Marks
 1. One Essay
 2. Survey of School Library and preparation of a report.
 3. Classification of 25 Books by Dewey-Decimal classification Scheme of 18th Edition.
 4. Simple cataloging of Five Books by Ranganathan "Classified catalogue Code"

BIBLIOGRAPHY

3. Ranganathan S.R.: Pustakalaya Vigyan Ke Panch Sutra Rajasthan Hindi Grant Academy Jaipur 1980.
4. Shika, Lalita S: Basic of Library Science, Metropolitan Book Co. Delhi.
5. Ranganathan, S.R. Library Manual, Asia Publishing House, Bombay 1960
6. Fargo, L.F.: School Pustakalaya Ke Vividh Roop Atama Ram and Sons, Delhi, 1966.
7. Shastri, D.P.: Pustakalaya Vargikaran, Sahitya Bhawan 1974
8. Tripathi, S.M.: adhunik Granthalaya Vargikaran, Shri Ram Mehta & Co. Agra, 1976.
9. Bhargava G.D.: Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971.
10. Agarwal, S.S: Catalogue Entries and Procedure, Lakshmi Book Store New Delhi, 1972
11. Agarwal, S.S.: Suchikaran Ke Siddhant.
12. Giraj Kumar and Kumar, C. Suchikaran Ke Siddhant, Vikash Publishing House, New Delhi, 1976.
13. Giraj Kumar and Kumar C: Suchikaran Ke Siddhant, Vikash Publishing House, New Delhi 1976.
14. Ranganathan, S.R.: Library Administration, Asia Publishing House Bombay.
15. Mittal, R.L.: Library Administration Theory and Practice, Metropolitan Hindi Granth Academy, Bhopal
16. Banarjee, P.R.: Library Administration Vyavasthapan, Madhya Pradesh Hindi Granth Academy, Bhopal

17. Shrivanstav and Verma: Pustakalaya Sangathan Avam Sanchalan Rajasthan Hindi Granth, Academy, Jaipur.
18. Kanti M : Pustakalya Vigyan Nirgam Paddhatiya, Chaitanya Prakashan Kanpur.
19. Sundeshvaran, K.S.: Sandarbh Seva, Madhya Pradesh Hindi Granth Academy, Bhopal
20. Dewey, Melvil: Dewey Decimal Classification, Edition IS, Forest Press New Delhi.



METHODOLOGY OF TEACHING MEASUREMENT AND EVALUATION

Objectives: Student Teacher will be able to understand

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

Contents

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

- a. Standardized versus Teacher made test
- b. Constructing an achievement test.

c. Characteristic of good evaluation system

- a. Reliability
- b. Validity
- c. Objectivity
- d. Comparability
- e. Practicability

UNIT-V

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

Sessional Work 20 Marks

- 1. One test of 10 Marks
- 2. Any one of the following-10 Marks

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

BIBLIOGRAPHY

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



ENVIRONMENTAL EDUCATION

Objectiver : To enable the pupil teachers to :

- 1. Understand the concept of Environment and the problems concerning Environment through multidisciplinary approach.
- 2. Develop environment consciousness in their students
- 3. Develop the skills of planning and organizing Ecological activities in the schools so that the children can be equipped to play their role in protection and enrichment of environment.
- 4. Use different techniques and material for the effective dissemination of Environmental information
- 5. Conduct local surveys arrange field trips and Environmental games and related activities.

UNIT-I

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

UNIT-II

Problems of modern civilization:

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Sessional Work 20 Marks

1. One test of 10 Marks
2. Any one of the following-10 Marks

Select one from each section:

Section-A (Each 5 Marks-10 Marks)

Any one of the following:

1. Prepare a scrap-book of an environment articles and news.
2. Preparation of maps of charts or models or Transparencies related to Environmental issues
3. Study any Environment problems and write a report of the same.
4. Find out Environment friendly or Bio-undergradable products and prepare a list.
5. Study the role of nay local NGO
6. Planning of an out of class activity/Games/simulation related to Environment.

Section-B

Prepare an article on any one of the following:

1. Concept of Eco-system and Interdependency
2. Green house effect Global warming
3. Depletion of Ozone Layer and Acid rain
4. Acts related to conservation of Environment

Bibliography

1. Bedydo, M.L.: Global Ecology, Progress publishers, Mc.Graw 1980
2. Clapham, W.B.: Natural Ecosystem: Macmillan and Co., London
3. Deshbandhu and G. Berberet: Environmental Education for conservation and Development. Indian Environmental society, New Delhi.
4. Dubey and S singh : "Environmental Management" Geography Deptt Allahabad University
5. Garg, R.K. & Tatair Prakash. "Oaryavaram Shiksha". Community Centre.
6. Holliman, J.: "Consumer's Guide to the Protection of the Environment" Ballanine London
7. Laptex, J.: "The world of man in the world of nature". Progress publishers, Moscow
8. Pal, B.P.: "National Policy on Environment Education Teaching" (Hindi) Radha Prakashan Mandir, Agra.
9. Sharma, R.A.: "Educational Education Teaching" R.Lall Book Depot, Meerut.
10. Simmons, I.G.: "The Ecology and Natural Resources", Edward Arnold, London
11. Unesco, "Trends in Environment Education", UNESCO, Paris, 1977.
12. Verma, V.A.: "Test-book of Palant Ecology", Emkary Pulication, Delhi 1972
13. Vya, H.: "Paryavaran Shiksha", Vidya Vihar, New Delhi.



POPULATION EDUCATION

Objectives : Students will be able to :

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

UNIT-I

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

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

UNIT-V

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

Sessional Work 20 Marks

1. One test of 10 Marks
2. Any one of the following-10 Marks
 1. Study the causes of population problem and write a report of the same.
 2. Write one essay on any topic of population
 3. Write any two abstracts related to population education.



ELEMENTARY EDUCATION

Objectives : Student-Teachers will be able:

1. To understand the concept scope and objectives of elementary education.
2. To recall the constitutional provision and understand the efforts made by different agencies for the expansion of elementary education

3. To understand the ideology and experiments of Mahatma Gandhi and Giju Bhai in the field of elementary education.
4. To understand the child and development of school-community relationship
5. To use the teaching methods in the elementary school classrooms.
6. To prepare and use teaching-learning material in the classrooms.
7. To understand and use techniques of evaluation
8. To understand and analyse the significant problems related to elementary education.

Conents : Theory

UNIT-I

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

UNIT-II

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

UNIT-III

- a. Experiments in elementary education by Mahtma Gandhi and Giju Bhai
- b. Training Service conditions and responsibilites of elementary school teachers.
- c. Role of elementary school teacher in developing school-community relationship

UNIT-IV

- a. Objectives and methods of teaching language, environmental studies, Mathematics and SUPW.
- b. Methods of Teaching:
 - i. Story telling
 - ii. Activity
 - iii. Play-way
 - iv. Multi-subject teaching
- c. Continuous and Comprehensive evaluation

UNIT-V

- a. Problems in Elementary Education (Status, Causes and suggestions)
 - i. Quality V/S Quantity
 - ii. dropouts
 - iii. Disparity in enerolment of girls and groups based on Socioeconomic state and catgorise (ST/SC etc.)
- b. Administration and supervision of elementary schools.

Sessional Work 20 Marks

1. One test of 10 Marks
2. Any one of the following-10 Marks
 1. Observation of learning process (five periods of any one elementary class)
 2. Preparation of instructional material on any topic/concept in any of the two subjects.
 3. Planning organization and reporting of one play-way class

Bibliography

1. Mohanty, J & Mohanty B. Early Childhood care and Education, Deep & Deep Publications, New Delhi, 1964.
2. Rawat D.S. & Other, Universalisations of Elementary Education: NCRET. New Delhi, 1981
3. Mohanty, Jagmohan, "Primary and Elementary Educations" Deep & Deep Publications, Pvt.Ltd F159, Rajouri Garden, New Delhi-110027, published in 2002
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12. National Policy of Education 1986 Programme of Action 1992 (New Delhi: MHRD) 1992 b)
13. Report of the Committee of State Education Ministers on Implications of Proposal to make Elementary Educations a Fundamental Right (New Delhi Department of Education)(1997)
14. Sinha Amarjeet Primary Schooling in India (New Delhi: vikas)1998.
15. Elementary Education in the 1990s, Problems and Perspectives Mimeo NIEPA A, New Delhi (1994)
16. Public Report on Basic Education in India Oxford University Press (1998)



PHYSICAL EDUCATION

Objectives to develop-

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

Contents : Theory

UNIT-I

Modern concept of Physical Education its relation to education its place in schools Aims and objectives objectives of Physical Education Olympic games & their place in India Physical Education in democracy its Social Economic and Political implications

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Practical and Sessional Works (20 Marks)

1. One test of -10 Marks
2. Any one of the following -10 Marks
 1. Pupil teachers will be required to perform and show proficiency in atleast three activities which include marching as one out of the following
 2. Prepare teaching aids any two from the following (1) Charts(2) Diagram (3) Model
 3. Report of physical Education programmes of a Sec/Sr.Sec.School

Book Recommended

1. National Plan of Physical Education and Recreation (Ministry of Education, Govt of India)
2. Thomas, J.P.: Organisation of Physical Education Madras Y.M.C.A.
3. Williams J.F.: Principles of Education
4. Sharma, J.R. Principles of Physical education
5. Tirunarayan, O and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4
6. Rice E.A.,A. Brief History of Physical Education
7. Weight Training in Throwing Events-Viodya Sagar Sharma (NIS Edition)
8. Dr. R.I. Anand: Playing Field Manual (NIS Edition)
9. Layak, saririk education (shakuntla parkashan lakhanav)
10. Mohan V.M.A. Saririka Education ke Sidhant and tatv gyan (ketropolita book company delhi
11. Syllabus of Exercise for Primary Upper Primary and Secondary Schools Education Department Govt of Rajasthan
12. Harikishana sharma: Physical education in school and games sachalan parshan and science (pandit prakashan 1333 vervada new delhi
13. Y.M.C.A. Madras: Rules of Games and Sports

14. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing house
9.2325, Street No 12. Kailash Nagar Delhi-11003
15. Dr.J.P.sori, savasahthay education , Vinod pustak minadirm agra