



Syllabus of

**BACHELOR OF EDUCATION EXAMINATION
(B.Ed.)**

(ONE YEAR COURSE)

Rules for Admission in B. Ed. (One Year Course)

A. Minimum Educational Qualification

- Graduation in Science, Arts and Commerce with at least two school teaching subjects.(Minimum 45% for General Candidates and 42% for OBC Candidates while for SC/ST 40% marks are required)

B. Reservation

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

C. Admission Procedure for B. Ed.

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

D. Objectives of B. Ed.

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

E. Course Design:

The syllabus of this course comprises the following –

(a) Theory: Consists of following papers –

1. Education and Emerging Indian Society.
2. Psycho- Social bases of Learning and Teaching.
3. Educational Management and School Organisation.
4. Educational Technology & Class Room Management.
5. Environmental Education.
6. First Teaching Paper
7. Second Teaching Paper
8. Specialisation Paper – One Specialisation paper to be decided by considering the following :
 - Distance Education
 - School Library Organisation
 - Educational and Vocational Guidance
 - Measurement and Evaluation
 - Population Education.
 - Elementary Education
 - Physical Education
 - Value Education
9. Computer Literacy and Educational Application.

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

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

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

(d) Work Experience

- i. Gardening
- ii. Tie and Dye
- iii. Paper and Cardboard Work
- i. Soft Toy and Doll Making
- ii. Woodwork
- iii. Interior Decoration
- iv. Photography
- v. Maintenance of Electronics and Electrical Instruments
- vi. Food Processing and Preservation

- vii. Embroidery & Knitting Work
- viii. Agriculture/Animal Husbandry.

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

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

- (ii) Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
 - (iii) A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
 - (iv) A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.
2. A candidate who fails in internal evaluation of any theory paper(s) and/or practical of environmental education and/or external practical of computer literacy and educational application paper he/she shall be declared fail in that theory paper(s).
 3. If a candidate fails in any theory paper(s), he/she will be declared failed in all theory paper. Candidate who fails in theory papers may present themselves for reexamination therein at a subsequent examination as an ex-student. He/She shall be required to attend 1/3 duration of the regular course and have to complete all internal evaluation activities related to theory papers. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.
 4. Candidate who fails in practical examination (practice of teaching) may present themselves for re-examination therein at a subsequent examination. He/she shall be required to teach 40 lessons in all and complete internal evaluation activities related to practicals (practice of teaching). He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.
 5. If a candidate who fails in theory paper as well as practical examination (practice of teaching) shall be required to re-appear in all theory papers of as well as practical examination(practice of teaching) as an ex-student in subsequent examination. He/She shall be required to teach 40 lessons in all and complete internal evaluation activities related to practicals (practice of teaching) and theory papers. He/she shall submit 1/3 fee of the B.Ed. course applicable at that time.

6. Candidate shall not be permitted to appear as an ex-student at more than one subsequent examination.
7. A candidate who does not meet minimum 75% attendance he/she will not be allowed to appear in theory and practical examination. He/She may present themselves for re-examination therein at a subsequent examination as an ex-student without attending the full course. He/She shall be required to attend the regular course to meet minimum percentage of attendance and have to complete all internal evaluation activities related to practical (practice of teaching) and theory paper and required to teach 40 lessons in all. He/She shall submit 1/3 fee of the B.Ed. course applicable at that time.
8. Candidate reappearing in a subsequent Examination shall be examined in accordance with the scheme and syllabus in force.
9. It will be necessary for a candidate to pass separately in Internal and External Examinations.
10. A candidate who has already B.Ed. Examination of the university or some other university recognized for the purpose by the Board of Management may be permitted to take any one paper of Teaching Methodology and other teaching subject which he or she has not offer at his/her B.Ed. examination provided –
 - a. He/she is eligible to offer that teaching subject under provision F.1.
 - b. He/she studied at a college/ Department of Education of the university, for the purpose for at least 1/3 duration of the semester, and
 - c. He/she completes the theoretical and practical work as laid down in the scheme of examination for that paper from time to time and also delivers at least 20 lessons in a recognized school under the supervision of the staff of the college/Dept. of Education of the University.
11. It is mandatory for every candidate to deliver 40 lessons (20 in each subject) under the supervision of the subject teacher. If a candidate who does not deliver 40 lessons and/or criticism lesson and/or any other activities related to teaching practice and practical work will not be allowed to appear in external assessment of practice teaching (i.e. final practical examination).

G. Courses of Study and Scheme of Evaluation

PAPER NO.	PAPER NAME	Paper Code	Max. Marks				Min. Marks			
			Ext.	Int.	Prac.	Total	Ext.	Int.	Prac.	Total
PAPER – I	Education and Emerging Indian Society.	BED-110	80	20	-	100	29	07	-	36
PAPER – II	Psycho- Social bases of Learning and Teaching.	BED-120	80	20	-	100	29	07	-	36
PAPER – III	Educational Management and School Organization.	BED-130	80	20	-	100	29	07	-	36
PAPER – IV	Educational Technology & Class Room Management	BED-140	80	20	-	100	29	07	-	36
PAPER – V	Computer Literacy and Educational Applications	BED-150	50	20	30	100	18	07	11	36
PAPER – VI	Environmental Education.	BED-160	50	10	40	100	18	04	14	36
PAPER – VII & VIII	Methodology of Teaching (Any two from the following Teaching Subjects)	BED-170	80	20	-	100	29	07	-	36
	a) Hindi	BED-170-I	80	20	-	100	29	07	-	36
	b) Sanskrit	BED-170 – II	80	20	-	100	29	07	-	36
	c) English	BED-170-III	80	20	-	100	29	07	-	36
	d) Social Studies	BED-170-IV	80	20	-	100	29	07	-	36
	e) Civics	BED-170-V	80	20	-	100	29	07	-	36
	f) History	BED-170-VI	80	20	-	100	29	07	-	36
	g) Economics	BED-170-VII	80	20	-	100	29	07	-	36
	h) Geography	BED-170-VIII	80	20	-	100	29	07	-	36
	i) Business Organization	BED-170-IX	80	20	-	100	29	07	-	36
	j) Financial Accounting	BED-170-X	80	20	-	100	29	07	-	36
	k) Mathematics	BED-170-XI	80	20	-	100	29	07	-	36
	l) Home Science	BED-170-XII	80	20	-	100	29	07	-	36
	m) General Science	BED-170-XIII	80	20	-	100	29	07	-	36
	n) Chemistry	BED-170-XIV	80	20	-	100	29	07	-	36

	o) Biology	BED-170-XV	80	20	-	100	29	07	-	36
	p) Physics	BED-170-XVI	80	20	-	100	29	07	-	36
	q) Arts	BED-170-XVII	80	20	-	100	29	07	-	36
	r) Computer Science	BED-170-XVIII	80	20	-	100	29	07	-	36

PAPER – IX	Specialization Paper (Any one from the following)	BED-180	80	20	-	100	29	07	-	36
	Distance Education	BED-180-I	80	20	-	100	29	07	-	36
	School Library Organization	BED-180-II	80	20	-	100	29	07	-	36
	Educational and Vocational Guidance	BED-180-III	80	20	-	100	29	07	-	36
	Measurement and Evaluation	BED-180-IV	80	20	-	100	29	07	-	36
	Population Education.	BED-180-V	80	20	-	100	29	07	-	36
	Elementary Education	BED-180-VI	80	20	-	100	29	07	-	36
	Physical Education	BED-180-VII	80	20	-	100	29	07	-	36
	Value Education	BED-180-VIII	80	20	-	100	29	07	-	36

PART - II

TEACHING PRACTICE AND PRACTICAL WORK

External Assessment	150
Internal Assessment	150
Internal Assessment is based on the following activities –	
a) Micro Teaching (5 Skills) (Both Teaching Subjects) (Each Skill of 1 Marks)	5+5=10
b) Criticism Lesson Plan in both teaching subject (Each Subject of 25 Marks)	25+25=50
c) Observation (5 in each subject)	05+05=10
d) Practical in Audio Visual equipments-five	10
e) Open air session / SUPW Camp and Community service i) Beautification and shramdan ii) Community Participation iii) Studies (work experience related with some theory course)	10

f) Practical in Science (5 Practicals)	10	
g) Evaluation of 5 Lesson plan in Each Subject	10+10=20	
h) Lesson Diary (Each Subject)	5+5=10	
i) Attendance	10	
Theory Classes		
76%-80% -		2
81%-85% -		4
86%-90% -		6
91%-95% -		8
96%-100% -		10
Co-curriculum Activities		
76%-80% -		2
81%-85% -		4
86%-90% -		6
91%-95% -	8	
96%-100% -	10	
TOTAL MARKS	300	

H. Notes -

1. Evaluation of co-curricular activities and other internal evaluation will be completed by the related faculty members. Minimum 75% attendance will be must for appearing in the final examination to each student.
2. In each theory paper except the paper of computer education, evaluation process will be as follows -
 - (a) External Evaluation = 80%
 - (b) Internal Evaluation = 20%
3. Candidate cannot appear in the final practical examination without completing all activities related to practical work and practice teaching.
4. Those successful candidates who obtained 60% or above of the aggregate marks will be awarded “First Division” and who obtained 48% and less than 60% will be awarded “Second Division”. The minimum pass marks in each paper shall be 36% in external as well as in internal assessments and 40% in the aggregate of all the theory papers including internal assessment marks.
5. Each question paper will be divided into five UNITS. Each UNIT will have questions – one essay type and one or two short answer type (with 2 to 3 parts) having 16 marks in total. But in the paper of computer literacy and educational applications, the distribution of marks and questions are as follows :-

S.No.	Type of Question	No. of Question	Marks of each question	Total marks of each types of question
1.	Multiple Choice Type (Four questions from each unit)	20	½	10
2.	One Word Answer type (Two question from each unit)	10	1	10
3.	Short answer type (One question from each unit)	5	2	10
4.	Essay Type questions (One Question from each unit)	5	4	20
	Total	40	-	50

6. Computer Literacy and Educational Application paper will consist of 100 Marks
 - Theory Examinations - 50 Marks
 - External Practical Examinations - 30 Marks
 - Sessional Work - 10 Marks
 - Two Tests - 5+5=10 Marks

Paper-I
EDUCATION AND EMERGING INDIAN SOCIETY

Objective:

To enable the student teacher to understand –

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

Course Content

UNIT I:

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

UNIT II:

Educational implications of the following.

1. Idealism
2. Naturalism
3. Pragmatism.

Educational contribution of the following:

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

UNIT III:

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

1. Universalization of education
2. Equality of opportunities in education
3. Education and Fundamental Rights and Duties.
4. Relationship between education and democracy
5. Role of education in developing Socialistic patterns and national integration.

UNIT IV:

Education as a Social System
Education as an agent of social change, social change influencing the trend of education and Social disparities
Social Mobility, Cultural Lag, Gender disparities
Regional disparities
The role of educational institution for creating new social orders

UNIT V:

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

Sessional Work

Sessional work : Any two of the following:-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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- Raymont Principals of Education, Longmans Green London.
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डॉ रामनाथ शर्मा, डॉ राजेन्द्र कुमार शर्मा, शैक्षिक समाजशास्त्र, 1999 एटलांटिक पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली – 110002

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पाठक पी.डी. शिक्षा के समान्य सिद्धान्त, विनोद पुस्तक मन्दिर, आगरा।

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

Saxena N.R. Swaroop Principals of Education International Publishing house Merut (U.P.)

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

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

Saxena N.R. Swaroop Philosophical and Sociological foundation of Education (1995-96) Usha Printer, New Mohan Poori, Merath.

Ruhela Satyapal Sociology of Education (1992)

Paper-II

PSYCHO-SOCIAL BASES OF LEARNING AND TEACHING

Objective:

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

Course 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 effecting learning and types of learning (Gagne)
2. Theories of learning- Trial and Error, Classical, 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 methods of assessment personality.
2. Intelligence-meaning, Theories, measurement and role in learning.
3. Creativity- meaning; components, development and measurement.

UNIT-IV

Psychology or adjustment-concept of adjustment, mechanism of adjustment Ego-defense mechanisms, identification and education of maladjusted children. Individual differences-meaning, causes and their educational Implications, (with special reference to the slow learner, gifted, delinquents, physically disabled and socially deprived children.

UNIT- V

1. Group Dynamics, Classroom as a group-its impact upon learning
2. Development of a child as an individual (concept development), School and development of self-concept.
3. Creative thinking, reasoning and problem-solving and the effects of social class on their development.
4. Learning incerments of Socialisation, Individualised instruction, Diagnosing learning Difficulties.
5. Concept of Social Learning (Bandura).

Sessional Work (10 Marks)

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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| भटनागर सुरेश | शिक्षा मनेविज्ञान |
| माथुर एस. एस. | शिक्षा मनेविज्ञान |
| सिंह उपाध्याय | विकास एवं अधिगम के मनो सामाजिक आधार |
| रामपाल सिंह | शिक्षा में नवचिन्तन |

Paper-III

EDUCATIONAL MANAGEMENT AND SCHOOL ORGANIZATION

Objectives:

To enable student teacher to

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

Course Contents

UNIT-I

Concept, need, characteristics, principles of Educational Administration and Educational Management

Concept of authority, delegation of power, centralization and decentralization, direction, communication, UNITY of command, TQM.

UNIT-II

Concept, types, principles, styles, need, problems of Leadership.

Leadership role of school HM in institutional planning

Concept, type, aims, need of Educational planning and financial management.

School budget, nature, process of preparation, problems and solutions.

UNIT-III

Meaning, old and modern concept, types, differences, objectives, Principles, nature, problem, remedies of Supervision and inspection, role of school Headmaster in Supervision and Inspection:

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

Development and maintenance of infrastructure

Time Table

Planning co-curricular activities

School records

Student discipline

Overall school climate and tone

UNIT -IV

A brief survey of growth and development of education in India.

A) Pre-Independence era-

i). Education during Vedic, Buddhist and Medieval period

ii) Developments during British period-Macaulay's minutes Woods dispatch-1854.

B) Post independence era

Salient features of Secondary Education Commission 1952-53.

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

UNIT – V

a) 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

Any two of the following:

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Reference:

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3.	सुखिया एस. पी. आगरा	विद्यालय प्रशासन एवं संगठन	1965	विनोद पुस्तक मन्दिर,
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6.	शर्मा आर. ए.	विद्यालय संगठन एवं शिक्षा प्रशासन	1995	सूर्या पब्लिकेशन, मेरठ
7.	व्यास हरिशचन्द्र बुक डिपो दिल्ली	शैक्षिक प्रबंध और शिक्षा की समस्याएं	1996	सुखपाल गुप्त आर्य
8.	अग्रवाल जे.सी. करोल बाग, नई दिल्ली	विद्यालय प्रशासन	1972	आर्य बुक डिपो
9.	योगन्द्र जीत भाई आगरा	शैक्षिक एवं विद्यालय प्रशासन	1977	विनोद पुस्तक मन्दिर,
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- | | | | | |
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| 23. | Agarwal, J.C. | School Administration | 1972 | Arya Book Depot
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| 24. | Khan Mohd. Sarif | Educational Administration | 1979 | Ashish Publishing House,
11-12, Rajoury Garden, New
Delhi. |
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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 to:-

1. Explain the concept of ET, its types, scope and role in educational practice
2. Make use of modern Information and Communication Technology to improve teaching-learning process.
3. Differentiate the concept of teaching, learning, training and instruction.
4. Define 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/strategy/communication strategies/teaching aids to the context of classroom situation.
7. Identify the different teaching skills and devise various teaching strategies for development of skills.
8. Explain the 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 provide feed-back through different procedures.
10. Diagnose learning difficulties and to suggest remedial procedures
11. Develop skill of computation and use of elementary statistics.
12. Construct and use of evaluation tools and techniques.

COURSE CONTENT

UNIT – I

1. Concept of Educational Technology - Scope and its role in Educational Practices.
2. Types of ET - Teaching Technology, Instructional Technology and Behavior Technology (meaning, characteristics, basic assumptions and content).
3. Concept of communication; Elements of communication, Communication Skills, Teaching Learning process as the process of communication.
4. System Approach in Education.

UNIT - II

1. Concept of teaching, instruction, training and learning, Relationship between teaching and learning
2. Nature of teaching and maxims of teaching.
3. Content analysis.
4. Classification and specification of instructional behavior.
5. 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 and concept of Teaching Skills.
3. Micro - Teaching, its meaning, need and concept, micro-teaching cycle, salient features of the Indian model of 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. Enquiry Training Model
 - ii. 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. Diagnostic Test.
6. Concept of Remedial teaching, Preparation, of a remedial programme.

UNIT -V:

- (i). Importance and uses of Educational Statistics.
- (ii). Frequency distribution.
- (iii). Graphical presentation: Histogram, Frequency Polygon, Ogive Curve
- (iv). Measures of Central Tendency Mean, Median and Mode
- (v). Measures of dispersion - Standard Deviation, Mean Deviation, Quartile Deviation.
- (vi). Correlation and its interpretation, Calculation of correlation by Rank Difference Method.

Sessional Work:

Any two of the following-

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 FIACS.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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Paper – V

COMPUTER LITERACY AND EDUCATIONAL APPLICATION

Objectives:

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

Course Content

UNIT - I

Computer Fundamentals

- 1) 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

UNIT-III

- 1). MS- Office
 - (a) MS- Word: - Text Management
 - (b) MS- Excel: - To support database and graphics.
 - (c) POWER POINT: - Preparation of Slides.

UNIT - IV

Internet and Multimedia

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

UNIT- V

Computer as teaching machine

- 1) Computer Aided Instruction (CAI):- Concept and modes.
- 2) Information Technology and Computer (concept, role, impact on education system).
- 3) Role of Computers in Education System. (e.g. library management, Educational Management and research, school management, evaluation, distance education, Education of special Children etc.,)

Practicals and sessional work (any two)

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

Evaluation:

- 1) Theory paper of 50 Marks
 - 2) Practical Evaluation

External Practical exam	--	30 Marks
Two Tests	--	10 Marks (5 marks each)
Sessional	--	10 Marks
- Total - 50 Marks

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- 1) Reghavan S.S. (1986) "Micro computer in Science and Language teaching" Mysore R.C.E.
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ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES:

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

COURSE CONTENTS:

UNIT I: Nature of Environmental Education and its Resources

1. Definition, Scope and Importance.
2. Need for Public Awareness.
3. Natural Resources and Associated Problems –
Forest, water, mineral, food energy and land
4. Role of and Individual in Conservation of Natural Resources.
5. Equitable Use of Resources for Sustainable Life Styles.

UNIT II: Eco-systems:

1. Concept of an ecosystem.
2. Structure and function of an ecosystem.
3. Producers, Consumers and decomposers.
4. Energy flow in ecosystem.
5. Ecological Succession.
6. Food Chain, Food webs and ecological pyramids.
7. Introduction, types, characteristic features, structure and function of the following ecosystem a). Forest ecosystem.
b). Grassland ecosystem.
c). Desert ecosystem.
d). Aquatic ecosystem (ponds, stream, lakes, rivers, oceans, estuaries)

UNIT III: Biodiversity, Its Conservation and Environmental Pollution :

Bio-diversity and Its Conservation:

1. Introduction – Definition of Bio- Diversity, genetic, species and ecosystem diversity.
2. Environmental Pollution- Concept Causes, effects and control measures of
 - a). Air Pollution.
 - b). Water Pollution.
 - c). Soil Pollution.
 - d). Marine Pollution.
 - e). Noise Pollution.
 - f). Thermal Pollution.
 - g). Nuclear Hazards.
3. Solid Waste Management: Causes, effects and control measures of Urban and Industrial wastes.
4. Role of an Individual in preventions of pollution.

5. Disaster Management: Floods, earthquake, Cyclone and Land slides.

UNIT – IV: Social Issues and the Environment:

1. From Unsustainable to Sustainable development
2. Urban Problems related to energy.
3. Water conservation, rain water harvesting, watershed management.
4. Climate change, global warming, acid rain, ozone layer depletion.
5. Wasteland reclamation.
6. Consumerism and waste products.
7. Environment Protection Act.
8. Air (Prevention and Control of Pollution) Act.
9. Water (Prevention and Control of Pollution) Act.
10. Wildlife Protection Act.
11. Forest Conservation Act.
12. Issues involved in enforcement of environmental legislation.
13. Public awareness.

UNIT – V: Human Population and Environment

1. Population Growth, variation among nation.
2. Population explosion – Family Welfare programme.
3. Environment and human health and role of IT.
4. HIV/AIDS.
5. Women and Child Welfare.

Sessional Work:

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

Evaluation Procedure

- (a) Sessional work & Two tests (Covering UNIT I – V)
- (b) External Evaluation

Total Marks - 100
40+10 = 50 Marks
50 Marks

पेपर – VII एवं VIII

हिन्दी – शिक्षण

उद्देश्य :-

1. भाषा संरचना में हिन्दी तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
3. ईकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिन्दी की विद्याओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
6. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विद्याओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परिक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

विषयवस्तु-

इकाई (1)

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

इकाई (2)

1. मातृभाषा और उसका महत्व
2. मातृभाषा शिक्षण के उद्देश्य
3. मातृभाषा के सिद्धान्त
4. कक्षा-शिक्षण के सिद्धान्त

इकाई (3)

1. हिन्दी की विभिन्न विधाओं का शिक्षण :
(क) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ के रूप में)
(ख) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)
(ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)
(घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रूप में)
(ङ) रचना शिक्षण (निबंध रचना एवं कहानी रचना)

- (च) व्याकरण शिक्षण
2. हिन्दी शिक्षण में दृश्य श्रव्य उपकरणों का महत्व एवं उपयोग।
 3. हिन्दी भाषा शिक्षण में पाठ्यपुस्तक का महत्व।

इकाई (4)

हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारूप :

- | | |
|-------------------------|-----------------------------|
| (क) प्रायोजना विधि | (ख) पर्यवेक्षित अध्ययन विधि |
| (ग) अभिक्रमिक अनुदेष्टन | (घ) क्षेत्रीय भ्रमण |
| (ङ) सामुदायिक संसाधन | (च) कम्प्यूटर |
| (छ) दूरदर्शन | (ज) भाषा प्रयोगशाला |

इकाई (5)

1. हिन्दी शिक्षण में मूल्यांकन :
 - (क) मूल्यांकन का अर्थ एवं विशेषतायें
 - (ख) पाठान्तर्गत, पाठोपरान्त मूल्यांकन
 - (ग) प्रश्न पत्र निर्माण एवं नील पत्र
 - (घ) प्रश्नों के विभिन्न प्रकार एवं रचना
2. (क) भाषा शिक्षण संबंधी विषय वस्तु का विश्लेषण
(ख) पाठ योजना निर्माण एवं प्रकार – दैनिक पाठ योजना एवं इकाई योजना

सत्रीय कार्य

निम्नांकित में से कोई दो सत्रीय कार्य होंगे—

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

सन्दर्भ पुस्तकें

1. हिन्दी शिक्षण रमन बिहारी लाल
2. हिन्दी भाषा शिक्षण भाई योगेन्द्रजीत
3. माध्यमिक विद्यालयों में हिन्दी शिक्षण निरंजन कुमार सिंह
4. हिन्दी भाषा शिक्षण भोलानाथ तिवारी तथा कैलाशचंद भाटिया
5. भाषा शिक्षण रविन्द्रनाथ श्रीवास्तव
6. हिन्दी शिक्षण राजेन्द्र प्रसाद श्रीवास्तव
7. हिन्दी शिक्षण पद्धति बैद्यनाथ प्रसाद वर्मा
8. हिन्दी शिक्षण वी. एन. शर्मा
9. हिन्दी शिक्षण डॉ. रमनलाल मांडेय
10. मानक हिन्दी व्याकरण आचार्य रामचन्द्र वर्मा
11. भाषा ब्लूम होल्ड
12. राष्ट्रभाषा हिन्दी की समस्यायें एवं समाधान डॉ. देवेन्द्रनाथ
13. शुद्ध हिन्दी डॉ. मुरारी लाल
14. हिन्दी शब्दानुशासन किशोरीदास वाजपेयी
15. हिन्दी प्रत्यय विचार भगवती प्रसाद शुक्ल
16. शब्दार्थ दर्शन रामचन्द्र वर्मा
17. हिन्दी उच्चारण व वर्तनी भगवती प्रसाद शुक्ल
18. हिन्दी ध्वनियां और उनका शिक्षण के. के. सुखिया
19. गागरी लिपि और हिन्दी वर्तनी अनन्त चौधरी
20. अभिव्यक्ति ज्ञान भोलानाथ तिवारी तथा कृष्ण शर्मा
21. भाषा सम्प्राप्ति मूल्यांकन के. जी. रस्तोगी
22. व्यवहारिक हिन्दी व्याकरण हरदेव बाहरी

संस्कृत शिक्षण

उद्देश्य :

छात्राध्यापक –

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

विषयवस्तु—

UNIT – I

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

UNIT – II

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

UNIT – III

1. तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्व, प्रक्रिया विशेषताएँ एवं कमियाँ :-
(1) प्रत्यक्ष विधि (Direct Method)
(2) संग्रन्थन विधि (Structural Approach)
(3) सम्प्रेषण उपागम (Communicative Approach)
(4) समग्र उपागम (Elective Approach)

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

UNIT – IV

1. तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री –
 - (1) सम्प्रत्यय महत्व एवं सावधानियाँ
 - (2) निम्नांकित का चयन, निर्माण एवं इनके प्रयोग के सिद्धान्त
अ. श्यामपट्ट, चित्र, चार्ट, शब्द चित्र फ्लैट बोर्ड, रेडियो, कम्प्यूटर, इन्टरनेट एवं ओ.एच.पी.
ब. अभिनय युग्म कार्य, समूह कार्य।
3. संस्कृत पाठ्य सामग्री का शिक्षण : निम्नांकित का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री एवं गुण दोष :-
 - (1) व्याकरण शिक्षण
 - (2) गद्य शिक्षण
 - (3) नाटक शिक्षण
 - (4) कहानी विकास शिक्षण
 - (5) संवाद शिक्षण
 - (6) पद्य शिक्षण
 - (7) रचना शिक्षण
 - (8) अनुवाद शिक्षण

UNIT – V

1. मूल्यांकन :
 - (1) भाषा में मूल्यांकन का सम्प्रत्यय, अर्थ, महत्व।
 - (2) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशलों का मूल्यांकन।
 - (3) तृतीय भाषा के रूप में संस्कृत में मूल्यांकन – अर्थ, सम्प्रत्यय एवं महत्व
 - (4) प्रश्न-पत्र निर्माण (ब्ल्यू प्रिंट)
2. निदानात्मक एवं उपचारात्मक शिक्षण : सम्प्रत्यय, महत्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त।
 - (अ) संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण-
 - (1) श्रवण सम्बन्धी
 - (2) कथन सम्बन्धी
 - (3) पठन सम्बन्धी
 - (4) लेखन सम्बन्धी

(5) व्याकरण सम्बन्धी

सत्रीय कार्य (Sessional Work)

निर्देश : निम्नांकित में से किसी दो पर सत्रीय कार्य :

1. माध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा।
2. पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
3. संग्रन्थन उपागम पर आधारित अभ्यास कार्य की पाँच तालिकाएं बनाना।
4. विभिन्न कौशलों पर आधारित 20 प्रश्नों का निर्माण करना।
5. रचनापाठ के लिए पाँच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पाँच अभ्यासिकाएं बनाना।
6. व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (पाँच पृष्ठ)
7. पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (पाँच पृष्ठ)
8. कहानी शिक्षण हेतु पाँच चित्र एवं अधिगम सामग्री का निर्माण (पाँच पृष्ठ)
9. संवाद शिक्षण हेतु पाँच चित्र एवं अधिगम सामग्री का निर्माण (पाँच पृष्ठ)
10. सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण (पाँच पृष्ठ)
11. आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (पाँच पृष्ठ)
12. प्रदर्शनी, प्रदर्शनी रिपोर्ट

सन्दर्भ ग्रन्थ सूची

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METHODOLOGY OF TEACHING ENGLISH

Objectives:

To enable the student teacher to-

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

Course Content

UNIT-I:

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 to LSRW skills.

(C). METHODS AND APPROACHES:

Introduction to Methods of and Approaches to Teaching of English as a Second Language.

- (1) (a). Direct Method
- (b). Structural-Situational Approach

- (c). Audio-lingual Method
 - (d). Bilingual Method
 - (e). Communicative Language Teaching (CLT)
- (2) Role of Computer and Internet in Second Language 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 the English Language.
 - (c) Classroom environment and conditions.
 - (d) Language functions.
 - (e) Aims of language teaching, role of mother-tongue, role of teacher learners, text-books and A.V. aids, language skills, testing, errors and remedial work.

UNIT-2:

Teaching of listening and speaking skills.

a) Listening:

1. Concept of listening in second language;
2. The phonemic elements involved in listening at the receptive level (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm);
3. Listening skills and their sub-skills;
4. Authentic listening vs Graded listening;
5. Techniques of teaching listening;
6. Role of teaching aids in teaching listening skills;
7. Note-taking.

b) Speaking:

1. Concept of speaking in second language;
2. The phonemic element involved in speaking at the productive level. (Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm);
3. The Stress System- Weak Forms and schwa;
4. Use of pronouncing dictionary;
5. Phonemic transcription; - Techniques of teaching speaking skills and pronunciation Pronunciation practice and drills- Ear Training, Repetition, Dialogues and Conversation;
6. Role of A.V. aids in teaching speaking skills.

UNIT-3:

Teaching Reading and Writing skills:

READING SKILLS:

- I. Concept of Reading in second language;
- II. Mechanics of Reading (Eye span, Pause, Fixations, Regressions);

- III. Types of Reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive Reading, Extensive reading; Local and Global Comprehension
- IV. Role of speed and pace;
- V. Relating teaching of Reading to listening and speaking skills:
- VI. Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of Inference, Prediction, Critical Reading, Interpretation, Judgement, Summarizing, Central idea, etc.
- VII Role of course reader and rapid reader, Cloze procedure Maza method, dictionary in teaching Reading skills.

WRITING SKILLS:

- (a) Writing Skills;
- (b) Concept of Writing in First Language and the Second language;
- (c) Types of composition- oral, written, controlled, guided, contextualized, and integrated composition;
- (d) Teaching the following items keeping in view their style, ingredients, and mechanics:
Letters (Formal and informal), Essays, Report, Telegram, E-mail, Notices, 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 Projector (OHP)
- (iv) Flashcards, Posters and Flip Charts
- (v) Songs, raps and chants
- (vi) Video clips
- (vii) Pictures, Photos, Postcards, and Advertisements
- (viii) News papers, 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.I): PROSE LESSONS:

- (i) Content Analysis:
 - a) Planning a UNIT (Based on a lesson in the Course Reader (text book)
 - b) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses)

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

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

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

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

UNIT 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 Tests);
- Preparation of UNIT test and examination paper - their blue-print and answer key;
- Types and preparation of test-items;
- Error analysis;
- Concept and need of remedial teaching and remedial work.

Sessional Work

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

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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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 topics at different levels.
7. Prepare; select and utilize different teaching aids.
8. Evaluate his pupils in Social Studies
9. Clarify particular concepts trends, principles, methods etc. with the help of Co-relation to similar Content or situation.

Course Content

UNIT I - Nature, Scope and Objectives

- Nature, scope, concept and importance of Social Studies.
- Aims and Objectives of teaching Social Studies at different levels.
- Correlation of Social Studies with other school subjects.

UNIT-II-Curriculum and Planning

- Concept and Objectives of curriculum
- Characteristics of good curriculum.
- Critical appraisal of Social Studies syllabus at secondary level.
- Concept and objective of lesson planning.
- Planning of daily lesson plan, UNIT plan and yearly lesson plan.
- Social Studies text books.
- Qualities, role and professional growth of a teacher of Social Studies.

UNIT- III Instructional Strategies, Methods and Approaches-

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

UNIT IV-Instructional Support System-

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

UNIT –V

Evaluation of Teaching Social Studies-

- Concept and objectives of evaluation
- Tools and techniques of evaluation in social studies teaching.
- Preparation of achievements test
 - (i) Different types of question
 - (ii) Blue Print.
 - (iii) Preparation of question papers

Sessional Work

Any two of the following:

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Bibliography / Book for study & reference

1. Bining and Bining : Teaching of Social Studies
2. Brantom, F.K. : The teaching of Social Studies in a 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.
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 Ameerchand : 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 Civics.
2. Establish co-relation of Civics with other school subjects
3. Apply appropriate methods in teaching particular topics at different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of correlation
to similar content or situation.
- 7, Prepare yearly, UNIT and daily Lesson plans,
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

UNIT I - Nature, Scope and Objectives

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

Course Content

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 Civics of teaching

UNIT III - Methods and Approaches of Civics Teaching

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

UNIT IV -Instructional Support System

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

UNIT V - Evaluation of Civics Teaching

- Purpose and concept of evaluation
- Objectives based evaluation.

Preparation of achievement test

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

Sessional Work

Any two of the following:

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Bibliography/Book for study and reference

- 1 Bining and Bining : Teaching of Social Studies in Secondary Schools. 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. Bourn, 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 his pupils methodically at the different levels of secondary stage.

Course Content

UNIT I - Nature and Scope of the Subject

- Meaning, nature and scope of history.
- Importance of teaching history.
- Aims and Objective of teaching History at different levels.
- Importance of studying Local History, National History, and World History in the context of National Integration and International brotherhood and global citizenship..
- 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, UNIT plan 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)
- Resource Material.

UNIT IV -Instructional Support System.

- Audio-Visual aids in teaching History
- Text book, teacher, co-curricular activities
- Community Resource: 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.

Sessional Work

Any two of the following:

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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 Macmillan. : Teaching of History in Elementary and Secondary Schools
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 Teaching, Vinod Publication, Agra.
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 Teacher to:

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

Course Content

UNIT- I Nature, Scope and objectives.

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

UNIT II - Curriculum and Planning

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

UNIT III - Methods and Approaches to Teaching Economics

1. Various methods of teaching Economics - Project, Problem solving, Discussion, Analytic – Synthetic and Lecture Method.
2. Innovative Practices in Economics teaching - Brain Storming, 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 :-
 - 1) Various types of question
 - 2) Blue Print
 - 3) Preparation of question paper.
 - 4) Sessional Works
 - 5) Bibliography

Sessional Work

1. Preparation of any two teaching Aids.
2. Report writing on exhibition/Economics room/museum.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

METHODOLOGY OF TEACHING GEOGRAPHY

Objectives:

To enable the student teachers to:

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

Course Content

UNIT – I Nature, Scope and Objectives

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

UNIT –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 & Professional growth of Geography Teacher

UNIT – III Methods & Approaches

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

UNIT- IV Instructional support system.

- (a) Teaching aids and lab equipment
Geography room / Laboratory & Museums.
Resource material and use of local resources in teaching Geography.
Co-Curricular activities.

UNIT – V Evaluation

Tools Techniques of evaluation in Geography.

Achievement Test

- 1) Different Types of Questions.
- 2) Blue Print.
- 3) Preparation of question paper.
- 4) Diagnostic & Remedial teaching in Geography

Sessional Work

Any two the following

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)

External Evaluation

Total Marks – 100

10+10 = 20 Marks

80 Marks

BIBLIOGRAPHY

1. Source Book for Teaching of Geography, UNESCO Publication
2. Singh L. R. : Practical Geography, Allied Publications, Allahabad.
3. Monk House F. J. : Maps and Diagrams,
4. Verma, J. P. : Bhugol Shikshan, Vinod Pustak Mandir, Agra
5. Sharma C.R. : Bhugol Shikshan, Modern Publishers, Vinod Pustak Mandir, Agra.
6. H. N. Singh : Bhugol Shikshin, Vinod pustak Mandir, Agra
7. Arora K. L. : Bhugol Shikshan, Prakash Bros Ludhiyana
8. Barnard, H. C. : Principles and Practice of Geography Teaching London – University, Tutorial Press, 1953
9. Kual, AK. : Why and How of Geography Teaching Ambanu Publication. Srinagar 1983
10. Macnee : Teaching of Geography, Oxford University Press, Bombay
11. Mishra, A.N. : Bhugl Shikshan Padhati Shikshan Niketan, Kanpur 1959
12. Verma, O.P. and Vedanayagam E.G. : Geography Teaching, sterling Publishers, New Delhi, 3rd Ed. 1987.
13. Simpson, C. A. : The study of Local Geography, Methuen.
14. Gopsil, G. H. : The teaching of Geography Macmillon & Co. Ltd., London 1958

METHODOLOGY OF TEACHING BUSINESS ORGANISATION

Objectives:

The Student -teacher will be able to:

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

Course Content

UNIT - I

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

UNIT - II

Methodology of teaching.

- (a) UNIT Plan and Daily Lesson Plan.
- (b) Maxims of Teaching.
- (c) Classroom observation.

UNIT -III

- (a).Modern methods of teaching Commerce.
- (b) Devices of teaching Commerce.
- (c) A critical estimate of the present syllabus in Commerce at Senior Secondary Level.

UNIT-: IV

Instructional material for:

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

UNIT - V

- (a) Qualities of Commerce teacher, role and professional growth of Commerce teacher.
- (b) Evaluation in Commerce - Importance, type of Tests-Essay, Short answer and objective type.

Sessional Work:

Any two of the following-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

BIBLIOGRAPHY:-

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

METHODOLOGY OF TEACHING FINANCIAL ACCOUNTING

Objective

To enable the student teachers to

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

Course Content

UNIT – I

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

UNIT – II

Planning for teaching and role of teacher-

- A. UNIT Plan and Daily Lesson Plan.
- B. Teachers role and attitude
- C. Maxims and principles of classroom teaching.
- D. Classroom observation.

UNIT-III

Teaching approaches of Financial Accounting

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

- A) 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.
- B) Techniques and devices of teaching Book-Keeping and Accountancy.

UNIT – IV

1. Principles and approaches of framing syllabus and its critical appraisal Secondary level.
2. Text Financial Accounting- their importance, criteria for selection text book, reference books and journals.

UNIT – V

- A) Evaluation of Students performance.
- B) Audio-visual aids in teaching Financial Accounting Computer, (Tally) Internet

Sessional Work

Any two of the following-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

BIBLIOGRAPHY

1. Verman A Musselma and J. Mershall Hanna: Teaching Book – Keeping and Accountancy, Gregg Pub., Div., Mc Graw Hill Book Co. Inc. New York.
2. Williams: Principles of Teaching applied in Book-keeping and Accounts. Sir Isaac Pitman, London.
3. Selby: The teaching of Book-keeping
4. Tonne, Pohem and Freeman: Method of teaching Business Subject, Gregg Pub-Dir., Me Graw Hill Book Co., Inc., New York.
5. Harvey: Ways to teach Book-keeping and accounting.
6. Boynton Lewis D: Methods of teaching Book-keeping, South Western Publication Co. Cincinnati, Ohio.
7. Aggarwal, J. C. : Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
9. J. N. Vaish: Book-keeping and Accounts, Part I and II (Hindi and English version).
10. Parikh, Dr. A. K.M.: Lesson Planning in Indian Schools, Subha Sanchar, Ajmer

METHODOLOGY OF TEACHING MATHEMATICS

Objectives:

To enable the pupil teacher to:

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

Course Content

UNIT-I:

- (a) Meaning and nature of Mathematics, History of Mathematics and contribution of Indian and western mathematician with reference to Bhaskaracharya, Aryabhata, Ramanujan Euclid, Pythagorus, etc.
- (b) Mathematics for gifted and retarded children. Journal and reference book in mathematics.

UNIT-II:

- (a) Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching mathematics-analytic, synthetic, inductive, deductive heuristic, project and laboratory; using various techniques of teaching mathematics viz, oral, written, drill, - assignment, supervised study and programmed learning.
- (b) Arousing and maintaining interest in learning of mathematics.

UNIT-III

- (a) Meaning and importance of planning. Preparing lesson plan, meaning and purpose of a UNIT plan, yearly plan, short lesson plan, preparing low cost improvised teaching aids, AudioVisual aids in mathematics.
- (b) Transfer of mathematics learning to various school - subjects, among it different branches and in actual life situation.

UNIT-IV:

- (a) Principles and rationale of curriculum Development for the secondary, and Sr. Secondary level. Recent trends in mathematics curriculum. Critical evaluation of existing mathematics curriculum prescribed by Rajasthan Board of Secondary Education and CBSE at different levels.
- (b) Mathematics laboratory (Planing and equipment), the mathematics teacher, academic & Professional preparation. .

UNIT- V:

- (a) Text Book in mathematics- qualities of a good text book, process of obtaining feed back and evaluation in mathematics in terms of cognitive. Affective and psychomotor development. Preparation and use of tests for evaluation such as achievement test & diagnostic test.
- (b) Diagnostic. Remedial and Enrichment programmes with respect to syllabus ,at upper primary, Secondary and Sr. Secondary stages in the state,

Sessional Work:

Any two of the following

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Bibliography

1. Aggarwal, S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons. Delhi.
2. Aiyangar and Kuppaswami, N. A : Teaching of mathematics in the new education universal Publication
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4. Jagadguru Swami: Sri Bharti Krishna Tirthji 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 Brothers Ludhiana.
7. JhokLro ,oa HkVukxj] xf.kr f" k{k.k] jes" k cqd fMiks] t;iqj
8. Sidhu, K.S.: Teaching of mathematics Sterling Pub. Pvt. Ltd. New Delhi
9. Shanti Narayan : Modern Abstract Algebra, S Chand & Co. New Delhi.
10. Kapoor and Saxena : (Mention year of Publication) Mathematical Statistic, S. Chand & Co. New Delhi.

METHODOLOGY OF HOME-SCIENCE TEACHING

Objectives.

To enable the pupil teacher to

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

Course Content

UNIT-I

- (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. Importance 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 or Home - Science
- (b) Laboratory (Location, Building)
- (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 of Unit Test.

Sessional Work

Any two the following-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References:

1. शैरी, जी. पी. एवं सरन, डी.पी., गृह विज्ञान शिक्षण विनोद पुस्तक मन्दिर, आगरा।
2. अस्थाना, एस.आर., गृह विज्ञान का अध्यापन, लक्ष्मीनारायण अग्रवाल, आगरा
3. Dass, R.R. and Ray, Binita, Teaching of Home Science, Sterling-Publisher Pvt.Ltd, New Delhi.
4. सुखिया, एस.पी. एवं महरोत्रा, गृह विज्ञान शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
5. शैरी, जी.पी., गृह प्रबंध व व्यवस्था।
6. अग्रवाल, लक्ष्मीनारायण, गृह विज्ञान का अध्ययन।

METHODOLOGY OF TEACHING GENERAL SCIENCE

Objectives:

To enable the student teacher to:

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

Course Content

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 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, Heuristics 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

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

Sessional Work

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References:

- 1. Sood, J.K. Teaching Life Sciences Kohli Publishers, Chandigarh, 1987
- 2. Sharma, L.M. Teaching of Sciences & Life Sciences Dhanpat Rai & Sons, Delhi, 1977
- 3. Kulshertha, S.P. Teaching of Biology, Loyal Book Depot, Meerut, 1988
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- 6. Singh U.K. & Science Education Common Wealth Publishers Darayaganj, Nayab, A.K. New Delhi, 2003
- 7. Venkataih.S Science Education in 21st Century Anmol Publishers, Delhi, 2001
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METHODOLOGY OF TEACHING CHEMISTRY

Objectives:

To Enable the Student Teachers to

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

Course Content

UNIT -I: NATURE, SCOPE AND OBJECTIVES

1. Nature of Science with special reference to Chemistry.
2. History of Chemistry with special reference to India.
3. Place & values of teaching Chemistry at Secondary/Senior Secondary level.
4. Correlation of Chemistry with other subjects.
5. Objective 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, and maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab. Organization of Practical work
4. Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
5. Characteristics of a good text book and evaluation of a Text Book.

UNIT - V: EVALUATION IN CHEMISTRY

1. Evaluation: Concept, Types and purposes.
2. Type of 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

Any two of the following:

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References:

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9. Singh U.K & Nayak A.K. Science Education Common Wealth Oublishers, Darayaganj, New Delhi, 2003.

METHODOLOGY OF TEACHING BIOLOGY

Objectives:

To enable the student teaches to

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

Course Content

UNIT I: NATURE, SCOPE AND OBJECTIVES

- a) Nature of Science with special reference to Biology
- b) Main discoveries and developments in Biology
- c) Place and values of teaching Biology at Secondary/Senior Secondary level.
- d) Correlation of Biology with other subjects
- e) Objectives of teaching Biology-at Secondary/Senior Secondary level.

UNIT - II: CURRICULUM AND PLANNING

- a) Principles of constructing Biology curriculum at Senior Secondary Level.
- b) Modern trends in Biology curriculum: BSCS, Nuffield Biology - 0 & A level
- c) Critical appraisal of Biology syllabus at Secondary/ Senior Secondary level prescribed by Board of Secondary Education, Rajasthan,
- d) Planning lesson plan, UNIT Plan and yearly plan.
- e) Qualities and responsibilities of Biology teacher, Teachers role in training students in Scientific method and in developing creativity and Scientific temper among students.

UNIT - III METHODS & APPROACHES

- a) Lecture method, Demonstration method, Lab, method, Inductive & deductive method, problem solving, Heuristic and project method.
- b) Inquiry approach, programmed instruction, Group-Discussion, self study, Team - teaching, computer assisted learning, seminars and workshops,

UNIT - IV INSTRUCTIONAL SUPPORT SYSTEM

- a) Multi sensory aids - charts, models, specimen, bulletin-boards, flannel Board, Transparencies, Slides, slides projector, OHP, Computer, T. V., Radio etc.
- b) Co-curricular Activities: Organization of Science club, Science fair, field trips and use of Community resources.
- c) Biology Laboratory: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
- d) Role of State & National Level institutions & Laboratory, Research Centers in Botany, Zoology & Agriculture.
- e) Characteristic of a good Text Book & Evaluation of Text Book.

UNIT - V: EVALUATION IN BIOLOGY

- a) Evaluation: Concept, types and purpose.
- b) Type of test items & their construction
- c) Preparation of Blue Print & Achievement test
- d) Evaluation of Practical work in Biology

Sessional Work:

Any Two of The Following

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References:

1. Sood J.K. Teaching of life Science, Kohli Publishers, Chjandigarh, 1987
2. Sharma L.M. Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi, 1977
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METHODOLOGY OF TEACHING PHYSICS

Objectives

To enable the student- teachers to:

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

Course Content

UNIT-I Nature, Scope and Objectives.

- (a). Nature of science, Physics as a fundamental science.
- (b). Major milestones in the development of physics
- (c). Contribution of Indian Physicists, C.V. Raman, M.N. Saha, K.S. Krishnan, Narlekar, J.C. Bose, S.N. Bose, H.J. Bhabha and S.Chandra Shekhar
- (d). Objectives and values of Teaching Physics at Senior Secondary Level.

UNIT-II Curriculum and Planning

- (a). Principles of selection and organization of course content and experiences for senior secondary level physics curriculum and characteristics of good physics curriculum.
- (b). Correlation of physics with other school subjects and its role in daily life.
- (c). Writing of objectives in behavioral terms, content analysis, developing Yearly-unit and daily lesson plan and concept mapping.
- (d). Teachers role in planning for developing scientific attitude and creativity Among students and for training them in scientific method.

UNIT-III- Methods and Approaches

- (a). Demonstration method, laboratory method, project method, problem solving method and assignment method.
- (b). Heuristic approach, Inductive deductive approach.
- (c). Out of class activities like science club, science fairs and field trips.

UNIT- IV- Instructional Support System.

- (a). Physics Laboratory - planning, equipping and organizing practical work.
- (b). State and national level institutes and laboratories (DST, NPL, ISRO, CEERI, RAPS and BARC)
- (c) Community resources like science centers/museums, planetarium and solar observatory.
- (d). Multisensory aids: chart, models, over-head projector, Computer and Internet, improvised apparatus.
- (c). Textbooks - characteristics of a good textbook and evaluation of textbook.

UNIT- V Evaluations

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

Sessional Work.

Any two of the following.

1. Case study of one senior secondary lab of Physics
2. Description of design of any two improvised apparatus.
3. Planning an out of class activity to use local resources to teach physics,
4. Life sketch and contribution of one physicist.
5. Preparation of scrap book containing original cartoon (scientific cartoon)/stories/latest articles/feature/play interview report useful for teaching physics.
6. Report writing on exhibition/science room/science laboratory
7. Preparation of any two teaching aids.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References:

1. Heiss, Obum and Hoffman: Modern Science "The Macmillan Company", New York, 1961.
2. Thurber W. and A Collette: Teaching Science in Today's Secondary schools. Boston Allyn and Bacon Inc. New York, 1959.
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5. Richardson, S.: "Science Teaching in Secondary Schools", Prentice. Hall, USA 1957
6. Sharma, R.C. and Sukla: 'Modern Science Teaching Dhanpat Rai and sons, Delhi, 2002.

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9. Rao Aman: Teaching of Physics, Anmol Publications, New Delhi 1993
10. Wadhwa Shalini: "Modern Methods of Teaching Physics" Sarup and Sons New Delhi, 2001
11. Prasad Janardan: "Practical aspects in Teaching of Science", Kanishka Publisher, New Delhi, 1999.
12. भटनागर ए.बी., : भौतिक विज्ञान शिक्षण, आर,एल, बुक डिपो, मेरठ 2000 ।
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14. Nanda V.K. : "Science Education Today" Anmol Publications Pvt. Ltd., New Delhi, 1997.
15. Kumar Amit: "Teaching of Physical Science" Anmol Publication New Delhi, 1997.
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METHODOLOGY OF TEACHING : ART

COURSE OBJECTIVES :

To enable the pupil teacher to :

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

COURSE CONTENTS

UNIT I : Nature, Scope and concept of the subject :

1. Structure and rationale of the subject and its place in school curriculum.
2. Scope, Nature, and Concept of Art
3. The place of Art in general education.
4. Educational values of Art and its relationship with other school subjects.
5. Role of Art in Indian culture and values.
6. Art and International understanding.
7. Contributions of Indian Artists.
8. Art and society.
9. Indian folk art.
10. Creative Art.

UNIT II : Instructional Objectives and Methodology of Teaching :

1. The aims and objectives of teaching Art.
2. Teaching of Art at different stages of development.
3. General and specific objectives of teaching art.
4. Development of national integration through Art.
5. Principles of classroom teaching.
6. Methodology of Teaching Art.

UNIT III : Instructional Support System :

1. Resource material, Classroom - its management and organisation.
2. Visual aids in teaching Art, The black board, Art objects and reproduction, Photograph and other aids.
3. Text books.
4. Art teacher.
5. Art room.
6. Co-curricular activities.
7. Importance of creative activity in elementary education.
8. Art and social useful productive work.
9. Line, Colour, Printing, Material, Puppets, Mask.

UNIT IV : Innovative Practices in Teaching Art :.

1. Team teaching.
2. Field trips.
3. Community resources.
4. Computer.
5. T.V.
6. Clubs.
7. Museum.

8. Subject Labs.
9. Art Gallery.
10. Exhibitions.
11. Survey of Rajasthani folk art.
12. Collection of photographs.
13. Art-Album.
14. Antics

UNIT V : Planning and Evaluation of Teaching :

1. Purpose and concept of evaluation, Objectives and process based evaluation.
2. Preparation, Construction and Evaluation and administration of –
 - a) Teacher made tests
 - b) Various type of questions
 - c) Blue print and paper construction.
 - d) Content Analysis.
 - e) Unit plan, Daily lesson plan and yearly, Plan.

Sessional Work :-

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

Evaluation Procedure

- (a) Sessional work & Two tests (Covering Unit I – V)
- (b) External Evaluation

Total Marks - 100

10+10 = 20 Marks

80 Marks

Bibliography :

1. Gearge Conard : The process of Art education in the elementary school practice hall, inc. England, Cliets No. 1, 1964.
2. Ruth Dunneth : 'Art and child personality', Methuen and Co. Ltd. London 1945.
3. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
4. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
5. AAMS : Memorandum on the teaching of Art London.

SPECIALIZATION PAPER - DISTANCE EDUCATION

Objectives:

To enable student teacher to:

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

Course Content

UNIT-I- NATURE, SCOPE AND OBJECTECTIVES :

- Concept of Distance Education.
- History of Distance Education.
- Distance Education as a Discipline
- Theories of Distance Education.

UNIT-II- CURRICULUM AND PLANNING :

- Open Education
- Correspondence Education
- National and State Universities

UNIT-III- METHODS AND APPROACHES :

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

UNIT-IV-INSTRUCTIONAL SUPPORT SYSTEM :

- Instructional Procedure
- Support System of distance Education
- Evaluation Process of Distance Tcaching
- Role of Regional and Study Centers
- Role of Counsellor and distant learner.

UNIT –V EVALUATION:

- Concept of evaluation in distance education.
- Need for continuous evaluation
- An Analysis of Distance Education
- Research in Distance Education.

Sessional Work

Any two of the following.

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Bibliography/Book for study and reference

- Aitchison. J. (1987). Text Design in Distance Education
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- Andrews, J and Strain, J.(1985) Computer -assisted distance education:
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on Distance Learning in Asia, Penang 4-7 May
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SCHOOL LIBRARY ORGANISATION

OBJECTIVES

To enable the student teacher to

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

Course Content

UNIT- I:

- A) Five Law's of Library Science
- B) Library in Education
- C) Library Equipment
- D) Library Furniture

UNIT - II

- A) Aims and objects of School Library
- B) Planning of Library Building.
- C) Class Library and Subject Library.

UNIT - III

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

UNIT-IV

- A) Classification: Meaning, Aims and Need of Classification
- B) Library Rules
- C) Stock Verification

UNIT - V

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

Sessional Work:

Any two of the following-

1. One Essay
2. Survey of School Library and preparation of a report.
3. Classification of 25 Books by Dewey - Decimal classification Scheme of 18th Edition.
4. Simple cataloging of Five Books by Rangnathan "Classified catalogue Code."

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

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- a) Ranganathan, S. R.: Pustakalaya Vigyan Ke Panch Sutra, Rajasthan, Hindi Granth Acadmy, Jaipur 1980
- b) Shukla, Lalita, S : Basic Foundations of Library Science, Metropolitan Book Co., Delhi.
- c) Ranganathan, S.R.: Library Manual, Asia Publishing House, Bombay, 1960.
- d) Fargo, L.F.: Sthool Pustakalaya Ke Vividh Roop, Atama Ram and Sons, Delhi 1966.
- e) Shastri, D. P.: Pustakalaya Vargikaran, Sahitya Bhawan, 1974.
- f) Tripathi, S. M.: Adhunik Grantha1aya Vargikaran, Shri Ram Mehra & Co., Agra, 1976.
- g) Bhargava, G. D. : Granthalaya Vargikaran, Madhya Pradesh Hindi Granth Academy, Bhopal, 1971..
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- i) Agarwal, S.S.: Suchikaran Ke Sidhant.
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- k) Pandey, S.K. Cataloguing Theory, Ere Ers Publication, New Delhi, 1986
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- n) Banarjee, P.R.: Pustakalaya Vyavasthapan, Madhya Pradesh Hindi Granth Academey, Bhopal.
- o) Shrivastav and Verma: Pustakalaya Sangathan Avam SanchalanI, Rajasthan Hindi Granth Academy, Jaipur.
- p) Kanti, M : Pustakalya Vigyan Nirgam Paddhatiya, Chaitanya Prakashan, Kanpur
- q) Sundeshvaran, K.S.: -sandarbh Seva, Madhya Pradesh Hindi Granth Academy, Bhopal.
- r) Dewey, Melvil: Decimal Classification, Edition 18, Forest Press, New York.

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 nature and types of guidance services with reference to School Education.

Course Content

UNIT - I Concept, Nature and Scope of guidance

Importance of guidance in the lives of individuals, meaning of guidance: Distinction between guidance and counseling.

UNIT - II Importance of Guidance

Philosophy and aims of guidance, importance of guidance in Schools, for individuals and for society.

UNIT - III Areas of Guidance

Areas of Guidance, Educational Guidance, Vocational Guidance, Personal Guidance, Development Guidance, Psychology of Careers, concept of Vocational development and Careers Patterns.

UNIT - IV Guidance in Present context

Guidance Implications in [the current Indian Seenario, Education and Guidance: Democracy and and Guidance, Individual Difference and Guidance.

UNIT - V Guidance Services

Introduction to Guidance Services: Individual Inventory Service Commulative Record, Information Service, Follow up service, Group Guidance Service, Guidance in the school Programme Role 7 Responsibilities of Guidance worker in schools.

Sessional Work

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

BOOKS RECOMMENDED:

- 1) Erickson, Clifford E.; A Basic Text for Guidance Workers N.Y. Prentice, Hill Inc. 1947.
- 2) Forelich Clifford P.: guidance services in smaller Schools New York Mc. Graw Hill Book Co. 1950.
- 3) Hoppock: Group Guidance, Principles, Techniques and Evaluation.
- 4) Strang, Ruth: The Role of Teacher in Personnel work, New York Teachers College, Columbia University, 1933.
- 5) Super Donald: Appraising Vocational Fitness New York, Harper and Brothers, 1947.

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 evolution.
3. The preparation of objective type test items.
4. The meaning of Intelligence, Interest, Personality and Creativity.
5. Development of standardized and teacher made test.
6. Analyse the statistical methods.
7. Use techniques of Evaluation.

Course Content

UNIT - I:

- 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:

1. Examination and how to improve it.
2. Preparation of objective type test items.
3. 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) Characteristics 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:

Any two of the following-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

BIBLIOGRAPHY:

1. Agrawal, Y.P. (1990): Statistical Methods, Sterling Publishers Pvt. Ltd., New 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), Macmillan, New York.
4. Fergusan, George,A. (1971): Statistical Analysis in Psychology and Education (3rd Edition), Mc Graw Hill, New Delhi.
5. Groundland, N.E. (1967): Measurement and Evaluation in teaching: Mac Millan Co. fourth Printing, New York.
6. Numally Jum, C. (1964) : Educational Measurement and Evaluation, McGraw, Hill Book Company, New York.

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.

Course Content

UNIT-I

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

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

UNIT-V

Teacher of population Education: His Preparation, qualities; Role of teacher education, Education Activities for Population Extension.

Sessional Work- ANY TWO

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

BIBLIOGRAPHY/REFERENCES

1. Mehta, T.S. & Patak B.S. Population Education for Teachers NCERT Publication
2. Mehta, T.S. & Chandra R. Population Education: Selected Reading NCERT Publication
3. Mehta, T.S. Saxena, R.C. Reading in Population in Education NCERT Publication & Mukharjee
4. Wadia, A.B. Population Education for FPAL, Young on the Nature and Methodology of Population Education FPAT, Mumbai.
5. UNESCO Reading on the Nature and Methodology of Population Education, Bangkok, 1982.

ELEMENTARY EDUCATION

Objectives:

Student Teachers will be able:

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

Course Content

UNIT-I

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

UNIT- 2 :

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

UNIT - 3

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

UNIT- 4

- (a) Objectives and methods of teaching language, environmental studies. Mathematics and SUPW
- (b) Methods of Teaching
 - (i) Story Telling
 - (ii) Activity
 - (iii) Play-way
 - (iv) Multi-subject teaching

(d) Continuous and Comprehensive evaluation.

UNIT - 5

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

Sessional Work

Any two of the following-

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

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

References

1. Mohanty, J & Mohanty, B. Early Childhood care and Education, Deep & Deep Publications, New Delhi, 1964.
2. Ravat, D.S. & Others, Universalisations or Elementary Education NCERT, New Delhi, 1981
3. Mohanty, Jagmohan, "Primary and Elementary Educations" Deep & Deep Publications, Pvt. Ltd., F159, Rajouri Garden, New Delhi-110027 Published in 2002
4. Rao, R.K. 'Primary Educations', Kalpar Publications Delhi-110052
5. Grewal, J.S. (Dr.) 'Early Childhood Education' National Psychological Corporations 4/230, Kacheri, Ghat, Agra – 282004 (U.P.) India Printed in 1995.
6. Shukla, Chaya - 'Teaching of Social studies in Elementary school, Mohit National Publication - 2002.
7. National Policy of on Education, 1986 (With modifications of Action 1992)(New Delhi :MHRD)(1992a)
8. National Policy of Education 1986, Programme of action 1992 (New Delhi : MHRD)(1992b)
9. Report of the Committee of State Education Ministers on Implications of proposal to make Elementary Education a fundamental Right (New Delhi. Department of Education. (1997)
9. Sinha, Amarjeet, Primary Schooling in India, (New Delhi : Vikas) 1998

10. Elementary Education in the 1990s, Problems and Perspectives Mimeo, NIEPA, New Delhi (1994).
11. Public Report on Basic Education in India Oxford University Press (1998).
12. कुलपति निर्मला, बाल शिक्षण की आदर्श विधियां, जनवाणी प्रकाशन, प्रा. लि. दिल्ली-110032, संस्करण 2003।
13. कोका गिजुभाई, प्राथमिक विद्यालय की शिक्षा पद्धतियां, संस्कृति साहित्य, दिल्ली – 110032, प्रकाशन वर्ष 2000।
14. चौहान आर. एस. – बाल विकास के मनोवैज्ञानिक आधार, प्रकाशन, आगरा साहित्यिक, 2002।
15. वधेका गिजुभाई, "गिजुभाई ग्रन्थमाला" भाग 15 टववोद्ध मोन्टेशरी बाल शिक्षण समिति, राजलदेसर, (चूरू) प्रकाशन वर्ष 1998।

PHYSICAL EDUCATION

Objectives:

To Develop -

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

Course Content

UNIT - I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

Sessional Works:

Any two of the following-

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

3. Report of physical Education programmes of a Sec./ Sr. Sec. School.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

10+10 = 20 Marks
80 Marks

Books Recommended:

1. National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
2. Thomas, J.P, : Organisation of Physical Education Madras Y.M.C.A.
3. Williams J.F. Principles of Education.
4. Sharma, J .R. Principles of Physical Education.
5. Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
6. Rice E.A., A Brief History of Physical Education.
7. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
8. Dr. R.L. Anand: Playing Field Manual (NIS Edition)
9. Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
10. Y.M.C.A. Madras, : Rules of Games and Sports.
11. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
12. लायल : शारीरिक शिक्षा (शकुंतला प्रकाशन, लखनऊ)
13. मोहन, व्ही.एम.ए. : शारीरिक शिक्षा के सिद्धान्त एवं तत्व ज्ञान (केट्रोपोलिटन कम्पनी, दिल्ली)
14. हरिकिशन शर्मा : विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, 1333 वैरवाड़ा, नई सड़क दिल्ली-6
15. डा. जी.पी. शैरी, स्वास्थ्य शिक्षा, विनोद पुस्तक मन्दिर, आगरा।

मूल्य—शिक्षा

उद्देश्य—

1. मानव संस्कृति के प्राचीन, मध्य तथा आधुनिक काल के स्वरूपों की व्याख्या करना।
2. देशकाल और परिस्थिति के अनुसार मूल्यों की भारतीय अवधारणाओं को समझने की सूझ विकसित करना।
3. भारतीय संस्कृति परम्पराओं और मान्यताओं में निहित मूल्यों की वैज्ञानिक व्याख्या करना।
4. भारतीय जीवन मूल्यों के प्रति सकारात्मक सोच विकसित करना।
5. भारतीय जीवन मूल्यों में श्रद्धा तथा तर्क के महत्व को समझना।
6. भारतीय जीवनशैली और जीवन मूल्यों में समन्वय स्थापित करना।
7. मूल्यों के भावात्मक, कलात्मक, सौन्दर्य बोधात्मक पक्षों की व्याख्या करना।
8. राष्ट्रीय एवं अन्तर्राष्ट्रीय स्तर पर शाश्वत मूल्यों में वैश्वीकरण एवं भूमण्डलीकरण की व्याख्या करना।
9. जीवनमूल्यों के पठन—पाठन को सुग्राह्य, सुपाच्य बनाने की विधियां विकसित करना।

सैद्धान्तिक पक्ष

इकाई — प्रथम

मूल्यों का अर्थ, प्रकृति एवं उद्भव

1. मूल्यों का उद्भव, अर्थ, आवश्यकता एवं महत्व
2. मूल्यों की प्रकृति एवं क्षेत्र तथा वर्तमान समय में विचार एवं भ्रांतियां।
3. मूल्यों का विविध आधारों पर वर्गीकरण — शाश्वत एवं सार्वभौमिक, मानव मूल्य, आध्यात्मिक एवं नैतिक, सांस्कृतिक, सामाजिक, आर्थिक, राजनैतिक, पर्यावरणीय एवं मनोवैज्ञानिक।

इकाई — द्वितीय

शैक्षिक पाठ्यक्रम में जीवनमूल्यों के विकास के तत्व

1. सामाजिक, सांस्कृतिक, परम्परागत, जीवन शैली के मूल्य, आर्थिक, धार्मिक, जीवनपर्यन्त चलने वाले व्यक्तिगत मूल्य।
2. मूल्यों में पारस्परिक सम्बन्ध एवं समन्वय।
3. मिलजुलकर रहना सिखाने से सम्बन्धित मूल्य।
4. स्व निपुणता के लिए वैयक्तिक मूल्य कार्यक्रम तथा सामाजिक दायित्व बोध का निर्वहन।
5. मूल्यों की शिक्षण, प्रशिक्षण की विधाएं — पाठ्यक्रमीय, सह-पाठ्यक्रमीय, पाठ्यक्रमेतर — घर, परिवार, समाज, विद्यालय आधारित विधाएं।

इकाई — तृतीय

मूल्यांकन एवं प्रगति प्रतिवेदन

1. व्यक्तिगत एवं सामूहिक मूल्यांकन, मनोवैज्ञानिक परीक्षण प्रणाली –साक्षात्कार, अवलोकन, स्तर मापनी, समाजमिति, चिन्हांकन सूची।
2. केस स्टडी, प्रक्षेपण, विद्यालयी अभिलेख, मस्तिष्क उद्वेलन।

प्रायोगिक पक्ष इकाई – चतुर्थ

मूल्य विकास की विद्यालयी क्रियाएं

1. प्रार्थना, प्रेरक प्रसंग, अनमोल वचन, सुभाषित, विचार-विमर्श, क्षणिक मौन, सामान्य अभिवादन।
2. यौगिक क्रिया (यम, नियम, प्रत्याहार, आसन और प्राणायाम)
3. विविध प्रकार के आयोजन, मूल्यों के प्रभावी कार्यक्रमों का संगठन तथा प्रबन्धन, साहित्यिक कार्य – पाठ्य पुस्तकों की उद्धरण वार्ताएं, वाद-विवाद, निबंध लेखन, समूह चर्चा, श्रृंखला वार्ता, सेमीनार, विचार गोष्ठी, सांस्कृतिक कार्यक्रम – सामुदायिक नृत्य एवं गीत, चित्रकला, मेले, प्रदर्शनी का आयोजन, अन्य क्रियाएं – विविध धर्मों के महापुरुषों के वचन, उद्बोधन, व्याख्यान, परिसर के बाग-बगीचे, छात्रावास की सफाई एवं दैनिक दिनचर्या।
4. मूल्यों की पहचान एवं विविध विषयों, भाषा, गणित, विज्ञान एवं सामाजिक, अध्ययन के शिक्षण प्रशिक्षणीय समुचित क्रिया कलापों का वर्णन।

इकाई – पंचम

व्यावहारिक जीवन में मूल्यों का आत्मसातीकरण एवं व्यवस्था

1. सहपाठियों के जन्मोत्सव का आयोजन, विवाह, सामाजिक एवं धार्मिक पर्वों की व्यवस्था
2. महापुरुषों की जयन्तियों का आयोजन।
3. राष्ट्रीय एवं ऐतिहासिक घटनाओं पर कार्यक्रम, वृक्षारोपण, श्रमदान।
4. सामुदायिक कार्य, मूल्यों के आत्मसातीकरण की विधियां – खेल, गीत, नाटक, कहानी, झांकी, प्रदर्शनी, मेले, उत्सव तथा पर्व आदि।

सत्रीय कार्य

निम्नांकित में से कोई दो-

1. मूल्य आधारित कार्यक्रमों का आयोजन, प्रतिवेदन।
2. विद्यालयी/सामाजिक/सांस्कृतिक क्रियाकलापों द्वारा मूल्य निरूपण का सर्वेक्षण।
3. मूल्य निरूपण में भारतीय परम्परा, आस्था के प्रभाव का सर्वेक्षण।
4. अपने शिक्षण से भिन्न किसी विषय की पाठ्य-पुस्तक से दो पाठों का मूल्य विषयक विषयवस्तु विश्लेषण।
5. शान्ति शिक्षा में मूल्य।
6. मानवाधिकार शिक्षा में मूल्य।
7. पर्यावरणीय शिक्षा में मूल्य।

संदर्भ ग्रन्थ

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मूल्य शिक्षा के सम्पादन की व्यूह रचना

1. ख्याती प्राप्त संस्थाओं का अवलोकन – भारत के विभिन्न स्थलों जैसे रामकृष्ण मिशन, चिन्मयानन्द मिशन, सतसाई मिशन, गुरुकुल विश्वविद्यालय, हरिद्वार का अवलोकन करके वहां के वातावरण एवं क्रियाओं से प्रेरणा प्राप्त की जाए।
2. लोक विश्रुत विद्वानों द्वारा वार्ता – संत, महात्मा, शिक्षाविद् तथा दार्शनिकों के विचारों को सुनने हेतु समय-समय पर अपनी संस्था में गोष्ठियों का आयोजन किया जाए।
3. प्रयोजना कार्य – मूल्यों की वर्तमान स्थिति का अध्यापन। मूल्यों का विद्यार्थियों के संवेगात्मक स्थिति, चरित्र एवं आकांक्षा स्तर पर पड़ने वाले प्रभावों का अध्ययन।

4. महापुरुषों के विचारों का चयन – मानवीकी भाषा, साहित्य एवं दर्शन की पुस्तकों में उल्लिखित महापुरुषों के विचारों का संग्रह किया जाए। नाटक, उपन्यास में दिए गए कथाओं का संग्रह एवं मंचन।
5. मानवमूल्यों से सम्बन्धित कहानियों एवं कविताओं का संकलन – हिन्दी, संस्कृत एवं अंग्रेजी आदि भाषाओं से अच्छी कविताओं एवं कहानियों का संग्रह।

अंक वितरण

सैद्धान्तिक पक्ष	50 अंक
इकाई प्रथम	20 अंक
इकाई द्वितीय	20 अंक
इकाई तृतीय	10 अंक
प्रायोगिक पक्ष	30 अंक
इकाई चतुर्थ	15 अंक
इकाई पंचम	15 अंक
सत्रीय कार्य	20 अंक
दो क्रियाएं	10 अंक
सत्रीय परख – दो	10 अंक
कुल	100 अंक

नोट – सम्पूर्ण पाठ्यक्रम की परीक्षा में 80 प्रतिशत बाह्य एवं 20 प्रतिशत आन्तरिक मूल्यांकन की व्यवस्था रहेगी।

इकाई अनुसार समय वितरण

सैद्धान्तिक पक्ष	110 कालांश (प्रतिदिन एक)
इकाई प्रथम	30 कालांश
इकाई द्वितीय	30 कालांश
इकाई तृतीय	10 कालांश
इकाई चतुर्थ	10 कालांश
इकाई पंचम	30 कालांश
व्यावहारिक पक्ष	80 कालांश
कुल	180 कालांश