

# Maharshi Dayanand University Rohtak



## Ordinances, Syllabus and Courses of Reading for B. Ed. Examination

Session—~~1997-98~~

2001-2002

---

*Available from :*

Deputy Registrar (Publication)  
Maharshi Dayanand University  
Rohtak-124001 (Haryana)

*Price :*

At the Counter : Rs. 20/-  
By Regd. Parcel : Rs. 30/-  
By Ordinary Post : Rs. 25/-

## ORDINANCE

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

1. The duration of the course of instruction for the Degree of Bachelor of Education (B.Ed.) shall be one year.

The Examination shall be held once a year ordinarily in the month of April on such dates as may be fixed by the Vice-Chancellor. A Supplementary examination shall be held ordinarily in the month of September, on such dates as may be fixed by the Vice-Chancellor for Compartment and failed candidates.

The date fixed under this clause shall be notified to the recognised colleges.

2. The last date for the receipt of admission form and fee without late fee and with late fee of Rs. Rs. 105/- as fixed by the University shall be notified.
3. A person who possesses the following qualifications shall be eligible to join the course.

#### FOR SCIENCE STREAM

- (a) B.Sc./B.Sc. (Home Science)/B.Sc. (Agriculture) B.A. with Mathematics. with atleast 40% marks in the aggregate.

OR

A Master's Degree in Science or Mathematics.

#### FOR ARTS AND COMMERCE STREAM

- (b) B.A./B.Com./Shastri examination (New Scheme of this University) with atleast 50% marks in aggregate. 45% marks in the case of candidates of reserved categories.

OR

A Master's Degree in Arts or Commerce.

- (c) An examination of another University recognised as equivalent to (a) or (b) above.

Note :—Percentage of marks secured whichever may be higher in B.A./B.Sc./B.Com. or M.A./M.Sc./M.Com. exam. shall be taken into consideration at the time of admission.

( ii )

4. No one who is in employment (whole time, part-time or honorary service) shall be allowed to join B.Ed. course without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his examination both in Theory and Practical Skill in Teaching.

5.1 B.Ed. Examination shall be open to a person :--

A) who possesses the qualifications laid down in Clause-3 above. and

B) i) who has been on the rolls of a college recognised for the course for B.Ed. degree during the academic year preceding the examination; and

ii) whose name is submitted to the Registrar/Controller of Examinations by the Principal of the college he has last attended provided that the Principal certifies that the candidate : -

a) possesses good character;

b) has undergone the course of training for the degree of Bachelor of Education for one academic year at the College recognised for this examination,

c) has attended not less than 75% of the full course of lectures delivered in each subject in tutorials and practicals separately;

d) has submitted reports on the School Plant;

e) has participated in :

1) Tutorials

2) Seminars

3) Games and Sports; and

4) Community Living; and

f) has obtained not less than 25% marks in the aggregate of all the subjects calculated on the result of the following :—

i) the House Examination to be held in January—100 marks each of the theory papers only;

ii) to class-test to be held in October and November 50 marks each of the theory papers only;

( iii )

- iii) two Discussion Lessons to be delivered by the students in the Elective School subjects—100 marks each, or on the basis of five assignments of 20 marks in each paper as given in the Scheme of Examination.

OR

- C. who has not more than three years preceding the Examination completed the prescribed course of Instruction in a College admitted to the privileges of this University and has not appeared or having appeared has failed in the examination provided that the Principal of the College last attended by him recommends his admission to the Examination.

5.2 A Student :-

- a) who is unable to appear in the annual examination due to shortage of attendance and has complied with the requirement of Clause 5.1 (B) (ii) (f) may be exempted from this requirement, when he appears in the examination in the following year or thereafter, after making up the deficiency in lectures;
- b) who has completed the required percentage of lectures and practicals may be permitted to appear in the examination in the same year or the following year as an ex-student even if as a regular student, he did not comply with the requirement of Clause 5.1 (B) (ii) (f).
6. A student who has completed the prescribed course. But does not appear in the examination, or having appeared in the examination has failed, may be allowed on the recommendation of the Principal of the College concerned to appear in an examination as an ex-student for three consecutive years without attending a fresh course of instruction. He shall pay a fee as for the whole Examination.
7. The amount of examination fee to be paid by a candidate shall be Rs. 90/- for regular and Rs. 100/- for private plus Rs. 30/- for additional subject.

8. The examination shall be held according to the syllabus prescribed by the Academic Council. A candidate who fails in an examination or having been eligible fails to appear in an examination, shall take the examination as an ex-student according to the syllabus prescribed by the University for regular students appearing for that examination, provided that the syllabus for the candidates for the compartment examination held in September and April next shall be the same as was in force for the regular students in the last Annual examination.
9. The medium of examination shall be as under :—
- (a) The question-papers shall be set both in English and Hindi except for languages in which they will be set as under :—
- |                                  |                                      |
|----------------------------------|--------------------------------------|
| (i) For Sanskrit                 | Hindi                                |
| (ii) For Hindi, Punjabi and Urdu | Hindi, Punjabi and Urdu respectively |
| (iii) English                    | English                              |
- (b) The candidates shall write their answer :—
- (i) in English in the subject of English;
- (ii) in English, Hindi, Punjabi or Urdu in the case of other subjects.
10. The minimum number of marks required to pass the the examination shall be 33% in each subject, written and practical separately, and 40% in the aggregate.
11. A candidate who obtains 40 percent of the aggregate marks, and has failed in one subject only, may be admitted to a Supplementary Examination and at the next Annual Examination in that subject, and if he passes in it, he shall be deemed to have passed the examination. If he fails or fails to appear in both these examinations he shall have to appear in all the subjects, de novo.

Provided that the Academic Council may extend this period in the case of a member of the regular armed forces, who is unable, owing to defence exigencies, to avail himself of a chance within this time.

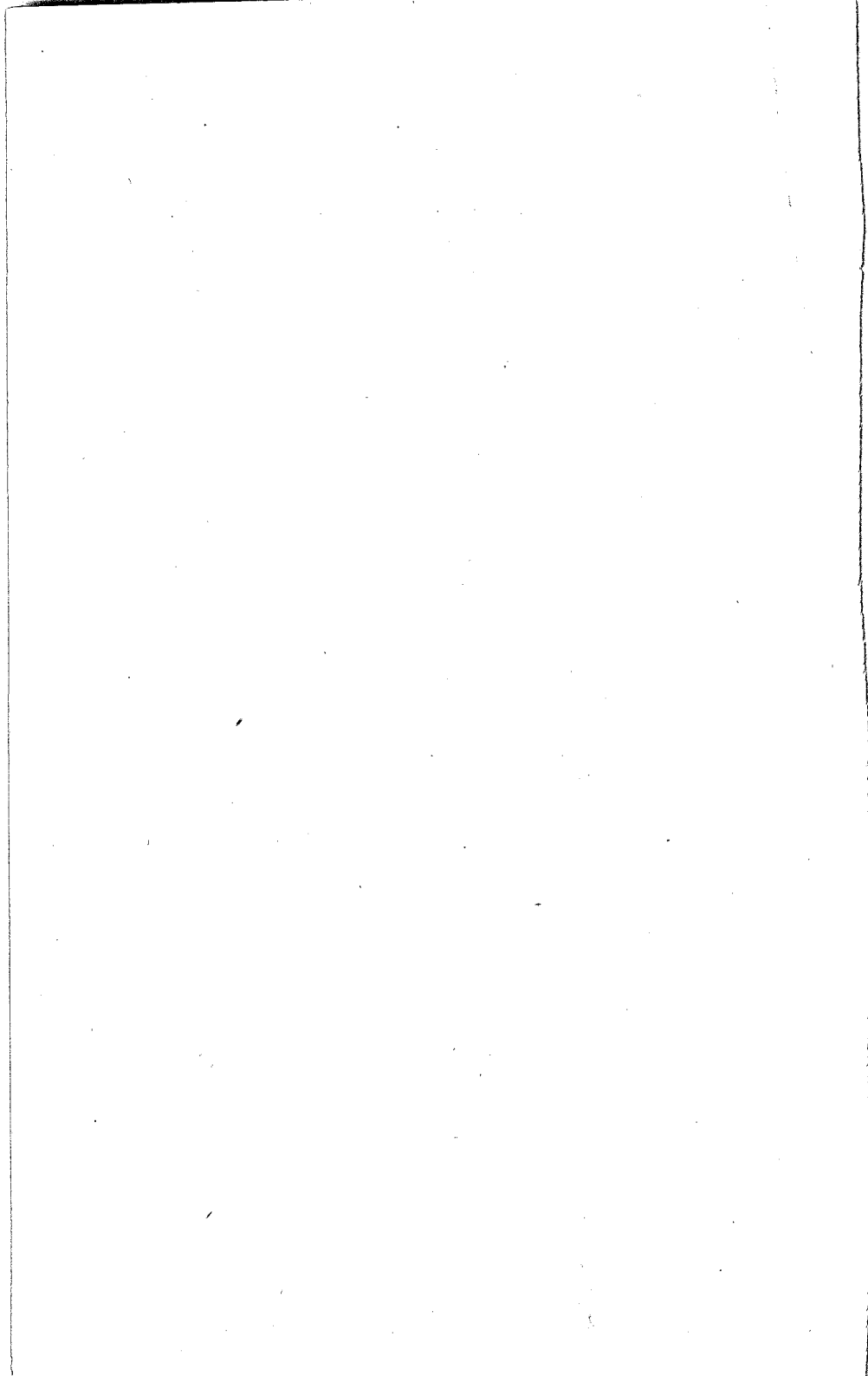
( v )

Provided that if a student passes in practical exam. (s) and get compartment in theory paper he/she shall not be required to re-appear in practical examinations and vice-versa.

12. The Registrar/Controller of Examinations shall publish the result of examination four weeks after the termination of the examination or as soon as is possible.
13. Successful candidates shall be classified as under :
  - (a) 60 percent marks and above First Division
  - (b) 50 percent marks and above Second Division  
but below 60 percent
  - (c) Below 50 percent Third Division
14. Each successful candidate shall be awarded a degree stating the division obtained.
15. A person who has already passed the examination for the degree of Bachelor of Teaching or Bachelor of Education, (Basic) or Bachelor of Education, may offer, as an additional, subject, any of the subjects or a craft, other than those in which he has already passed. He may be admitted to the examination on submission of application on the prescribed forms and on payment as admission fee as for the whole examination.

Provided that :

- (i) in the case of a teaching subject he must have already passed the degree examination in that subject;
  - (ii) in addition to the written paper of the teaching subject, the candidate shall undergo a practical test in the teaching of the additional subject taken by him;
  - (iii) in the case of craft, he shall join recognised colleges for training in the craft for one term.
16. The minimum number of marks required to pass in the additional subject shall be 40 percent.



## **B. Ed. PROGRAMME**

### **General Aim**

To prepare effective Secondary School teachers, who are capable of responding to the changing needs of the Modern Indian Society,

### **Objectives of The B. Ed. Programme**

1. To develop competency to teach effectively in accordance with the accepted principles of teaching-learning and using modern technology in teaching.
2. To develop skills in identifying, selecting, innovating, and organising learning experiences for teaching.
3. To acquire knowledge of Indian Education System and the way it functions.
4. To develop understanding of Psychological principles of growth and development, learning and transfer of training.
5. To develop necessary skills, understanding, interests and attitudes enabling the Pupil-teacher to foster allround development of children under his care.
6. To develop awareness among the student-teachers about the role of education in building up a democratic, secular and socialistic pattern of society.
7. To acquire appropriate professional behaviour and to develop commitment to teaching profession.
8. To acquire desirable social attitudes and to become effective instrument of social change and develop understanding of his role in the modernisation of Indian Society.
9. To possess sufficient competency and skills to guide pupils under his care in health education, recreational activities and work experience.
10. To develop skills and competencies in educational guidance and counseling.



**TABLE—1**  
**Weightage to Different Curricular Areas**

Area	Course	Weightage
1. Pedagogical Theory	1. Education in the Emerging Indian Society.	} 33.4%
	2- Educational Psychology and Statistics	
	3. (A) Indian Education System : Sturcture and Problems.	
	(B) Any one of the following	
	(a) Health Education, Physical Education and Recreation.	
	(b) Educational & Vocational Guidance.	
	(c) Audio-Visual Education.	
	(d) Adult & Continuing Education	
	(e) Curriculum and Text-Books	
	(f) School Library Organisation	
2. Content-cum-Methodology and Practice teaching including related Practical work	4 Essentials of Teaching-Learning	} 55.4%
	5. Content-cum-Methodology of I teaching subject.	
	6. Content-cum-Methodology of II teaching subject.	
	7. Black Board Writing	
3. Black Board Writing & Work Experiences.	8. Work Experiences	} 11.2%
<b>Total</b>		<b>100%</b>

TABLE—II

## Allocation of time to Different Curricular Areas

Area	Course	Time Allocated	
1. Pedagogical Theory	1. Education in the Emerging Indian Society.	Hrs. 100	
	2. Educational Psychology	100	
	3. A) Indian Education System : Structure and Problems.	50	
	B) Any one of the following :	50	
	a) Health, Physical Education & Recreation.		
	b) Educational & Vocational Guidance		
	c) Audio-Visual Education.		
	d) Adult & Continuing Education		
	e) Curriculum and Text-book		
	f) School Library Organisation		
	g) Mental Hygiene and Education		
2. Content-cum-Methodology and Practice Teaching including related Practical work	4. Essentials of Teaching Learning.	100 hrs.	
	5. Content-cum-Methodology of I Teaching subject	200 hrs.**	
	6. Content-cum-Methodology of II Teaching subject.	200 hrs.**	
	3. Black Board Writing Work Experiences and Adult Literacy	7. Black Board Writing and Adult Literacy	20 hrs.
		8. Work Experiences (Two)	40 hrs.
	9. Adult Literacy	40 hrs.	
Total		900 hrs.	

\*\*Paper V & VI dealing with Content-cum-Methodology courses in teaching subjects at school level will be as follows :  
Group-A : English, Hindi, Sanskrit, Punjabi & Urdu.

Group B : Mathematics, Home Science, Commerce & Arts.

Group C : Life Sciences, Geography, Economics & Music.

Group D : Physical Sciences, Civics, History, Social Studies.

**Note :** The candidates shall choose two subjects for Methodology of Teaching from the above mentioned four groups. They will choose these from two separate groups.

One of the subject selected for these papers shall be the same as offered for the degree course. A candidate may offer Teaching of Art if he had Art or Fine Arts at the B.A. examination or possesses a B.A. Degree and Diploma in Drawing and Painting or has a B.A. Degree and did Art and Crafts Teacher's course from a recognised institution.

**TABLE - III**

**Allocation of Marks to Different Curricular Areas**

Area	Course	Theory Marks	Practical Marks	Total Marks
1. Pedagogical Theory	1. Education in the Emerging Indian Society	100		100
	2. Educational Psychology	80	20	100
	3. (A) Indian Education System Structure & Problem	50		50
	(B) Any one of the following :—	50		50
	a) Health, Physical Education & Recreation.			
	b) Educational & Vocational Guidance			
	c) Audio-Visual Education			
	d) Adult & Continuing Education			
	e) Curriculum and Text Books			
	f) School Library Organisation			

( 5 )

g) Mental Hygiene and Education

h) Yoga Education

i) Introduction of Educational Traditions and Thinkers.

j) School Management.

	4. Essentials of Teaching-Learning <i>8 I T</i> .	100		100
2. Content-cum-Methodology & Practice Teaching including related Practical work	5. Content-cum-Methodology of I teaching subject	100	100	200*
	6. Content-cum-Methodology of II teaching subject	100	100	200*
3. Black-Board Writing Work Experiences and Adult Literacy	7. Black Board Writing	20		
	8. Work Experiences (20+20) (Any two)	40		100
	9. Adult literacy <i>E.T.</i>		20	
Total		580	320	900

\*For asterix please see end of Table II.

### GUIDELINES FOR ORGANISATION AND EVALUATION OF PRACTICE TEACHING

1. Every candidate will teach atleast 40 lessons. 20 lessons in each subject during practice teaching session. Atleast 10 lessons in each subject should be supervised by a subject specialist.
2. The minimum of 10 lessons in subject will be supervised and evaluated by the subject specialist or a team of specialists of the subject.
3. By and large, the evaluation of the performance in the practice teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.

4. The Practice of teaching will carry 200 marks comprising the criteria for class-room teaching evaluation :  
The performance in classroom teaching is to be evaluated against the following criteria :
- i) Knowledge of the teaching subject.
  - ii) Ability to organise the subject content.
  - iii) Ability to present the subject matter systematically and methodically.
  - iv) Ability to arrange and control the class.
  - v) Ability to stimulate pupil participation.
  - vi) Ability to use illustrations and teaching aid.
  - vii) Ability to incorporate innovations into teaching.
  - viii) Ability to face new situations with ingenuity and tact.
  - xi) Ability to tryout and introduce innovations in teaching.

**PAPER-I : EDUCATION IN THE EMERGING  
INDIAN SOCIETY**

Max. Marks : 100

Time : 3 hrs.

**Objectives :**

Student-Teacher will be able to –

1. Understand the Philosophy of Idealism, Realism and Pragmatism.
2. Discriminate among the various terms commonly used in education and to describe the aims of education and their relevance in the context of present day Indian Society.
3. Critically describe education as an agent of social change and to establish relationship between school and community programmes.
4. Understand the process of national development, planning and the role of education.
5. Define Environment, Pollution, Population Education and to establish their relationship with Education.
6. Define nationalism, international understanding and the role of education. Education for nationalism and international understanding.

**Content :**

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast two units.

**Unit-I Education, its aims in modern context :**

- a) Concept of education, discrimination between education, training, instructions, schooling and indoctrination.
- b) Types of education formal-informal and non-formal.
- c) Aims of education relevant to modern Indian Society.

**Unit-II Relating education to Philosophy. Selected schools of philosophy (Idealism, Naturalism, Pragmatism and their educational implications).**

**Unit-III Education and present day Indian Society :**

- a) Education as an instrument of social change—concept of social change, different aspects of social change, factors affecting social changes in India.
- b) Role of the teacher in bringing social change.
- c) School as a sub-social system.
- d) School and community, relations, areas of collaboration and programmes of community school.
- e) Equality and Equity in education.

**Unit:IV Education, Planning and National Development :**

- (i) a) Meaning of National Development.
- b) Role of Planning in Economic Development.
- c) Role of Education in Economic Development,
- d) Education as Human Capital.
- (ii) Education for National Integration and International understanding.
  - a) Meaning of Nationalism.

- b) Education and Nationalism.
- c) Role of Teacher in National Integration and International understanding.
- d) Role of Education for International understanding.
- e) Education for Human Values.

**Unit-V Education in Relation to Problems of Environment :**

- a) Components of Environment Pollution.
- b) Deformation of Environment and its effects.
- c) Protection of Environment Ecological balance including legal aspect.
- d) Methods of Improving Environment and Role of Teacher.

**Suggested Readings**

1. Anand, C.L. et al      The teacher and Education in Emerging Indian Society New Delhi N.C.E.R.T. 1983.
2. Bigge, Marxis, L.      Educational Philosophies for teachers, Charles E. Morrill Publishing Company Columbus Chio 43216.
3. Dearden, R.F.      The Philosophy of Primary Education London, Routledge & Kegan Paul, New York. 1975.
4. Pandey, K.P,      Perspectives in Social Foundations of Education, Amitash Parkashan, Ghaziabad.
5. Pandey, K.P.      Navin Shiksha Darshan(Hindi) Amitash Prakashan, Ghaziabad.
6. Passmers, J.      The Philosophy of Teaching, Gerald Duckworth & Co. Ltd. London.
7. Peters, R.S.      The Philosophy of Education, Oxford University Press, 1980.
8. Sharma, D.S.      Shiksha Aur Samaj (Hindi),Loyal Book Depot, Meerut.

9. Taneja, V.R. Educational Thought and Practice, Delhi.
10. Ozman, H.A. & Craver, S.M. Philosophical Foundations of Education Charles E. Morrill Publishing Company Columbas, CHIO-43216.
11. Yadav & Yadav Education in the Emerging Indian Society (Hindi & English)

**PAPER-II EDUCATIONAL PSYCHOLOGY M.M. : 100**  
Time : 3 hrs.

**Objectives :** After going through the course, the student-teacher will be able to :—

1. Explain the scope and importance of educational psychology and its relevance in teaching.
2. Understand the process of learner's growth and development of Indian Adolescents.
3. Explain the concept of learning, various theories, laws and methods of learning.
4. Explain the concept of motivation, technology and devices of motivating the learner.
5. Understand the meaning of intelligence, different theories of intelligence vis-a-vis teaching, measurement of intelligence and application of Intelligence tests.
6. Define personality comprehensively, nature and how to assess personality.
7. Explain about education of the exceptional children.
8. Understand the concepts of elementary statistics especially those which are relevant to teachers functions (Measures of central tendency, measures of variability, correlation, rank difference only) and graphic representation of data.
9. Collect, calculate, tabulate, systematize and interpret basic data relevant to teacher tasks.

**PAPER-II EDUCATIONAL PSYCHOLOGY**

This paper has been divided into two parts as under :

- |                |          |
|----------------|----------|
| i) Theory part | 80 marks |
| ii) Practicum  | 20 marks |



**Contents : (Part-I Theory).**

**M.M. : 80  
Time : 3 hrs.**

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast two units.

**Unit-I** i) Educational Psychology, its scope and importance for the teacher.

ii) Growth and Development : Heredity and Environment Physical Intellectual, social and emotional development of the learner with special reference to Indian adolscents:

**Unit-II** Learning : its meaning, learning and ma:uration, learning theories viz. Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning and Gastalt's theory.

**Unit-III** (i) Motivation, its meaning, technology and devices motivating the learner.

ii) Intelligence, its meaning, theories, viz, Spearman's Two Factor Theory and Thurston's Group Factor Theory. Measurement of Intelligence and uses of Intelligence Tests.

**Unit-IV** i) Personality, its meaning, traits and types of Personality and assessment of Personality.

ii) Education of backward, gifted and delinquent children.

**Unit-V** Elementary Statistics in Education : Graphical representation of Data, Mean, Median, Mode, Standard Deviation and Correlation (Rank Difference method only).

**Part-(II) PRACTICUM Psychological Testing** 20 Marks

Understanding, Administration, Scoring and Interpretation of any one of the following areas :

- a) A Personality Test
- b) An Interest Test
- c) Intelligence Test
- d) Motivation Test

**Books Recommended :**

1. Bhatia, H.R. Elements of Educational Psychology (Bombay : Orient Longmans)
2. Ross, J.S. Ground work of Educational Psychology.
3. Skinner, C.E. Elementary Educational Psychology (Prentice Hall).

4. Jalota, S. : Educational Psychology (Banars Hindustan, 1950),
5. Crow and Crow : Educational Psychology (New Delhi Eurasia Publishing House 1964).
6. Sonen Son Herbert : Psychology in Education (New York, 1954 .
7. Mathur, S.S. : Educational Psychology (Agra Vinod Pustak Mandir 1965) (Hindi).
8. Khan Abdul Haq : Educating the gifted (New Delhi, Agra Book Depot 1967).
9. Bigge. Morris L. : Learning Theories for teachers (New York Harper & Row, 1964).
10. Mouly, George J. : Psychology for Effective Teaching 2nd Ed. (Holt Rinehart, and Winston London 1968).
11. Suresh Bhatnagar : Shiksha Manovigyan (Rastogi Parkashan Meerut).
12. K.L. Sharma et al : Shiksha Manovigyan, Agra,
13. Grandson, Arden N. : Educational Psychology Revised Ed- (Eurasia Publishing House, Ram Nagar New Delhi, 1954.)
14. Garret, H.E. : Elementary Educational Statistics.
15. Kundu C.L. : Educational Psychology (Sterling Publishers, New Delhi).
16. Dutt N.K. : Foundations of Educational Psycho-
17. Hurlock : logy Child Development.
18. Gates & others : Educational Psychology
19. Kundu, C.L. : Personality Development : A critique of Indian Studies Vishal Publication, Kurukshetra.
20. Sharma, R.N. : Shiksha Manovigyan (Hindi) Annu Prakashan, Meerut.
21. K.P. Pandey : Educational Psychology in Hindi Doaba House, Delhi.

22. Mangal, S.K. : Educational Psychology, Prakash Brothers, Ludhiana (1990).
23. Dagar, B.S. Culture, Education and Creativity, 1989, Uppal Publication Darya Ganj, New Delhi.

**PAPER-III (A) Indian Education System, Structure and Problems**

**Max. Marks : 50**

**Time 1-30 Hrs.**

**Note :** The students are required to attempt three questions in all selecting at least one question from each unit. There may be short answer type questions on atleast two units.

**General Objective**

To enable students to understand the Indian Education in its historical perspective and the present day education system and its problems in the modern context.

**Objectives :**

1. To acquaint student teachers with the structure of Indian Education from preprimary to higher education.
2. To acquaint student teachers with some of the current problems of Indian Education especially Adult, Continuing, Life Long and Distance Education.
3. To acquaint student teachers with the major recommendations of the various Commissions and Committees at various levels.
4. To create an awareness among student-teachers about various problems and proposed solutions.

**Contents :**

Unit 1 (i) Primary Education, Problems of wastage and stagnation, Universalisation and organising Non-formal Programmes for drop outs.

(ii) Secondary Education, structure and its organisational General problems, vocationalization of Secondary Education and implication.

Unit II. Teacher Education at various levels of Education : Pre service and in-service education. Measures for qualitative improvement of teacher Education.

**Unit III Some Contemporary issues :**

- a) Pre-primary Education
- b) Distance Education
- c) Women Education
- d) Population Education
- e) National Literacy Mission
- f) National Policy on Education (1986)

**Bibliography**

1. Mukherjee S.N.—Education in India Today & Tomorrow.
2. Mukherjee S.N.—History of Education in India.
3. Pivotal Problems of Indian Education—S.K. Kochar.
4. Report of the Indian Education Commission 1964-66 (Kothari).
5. Report of University Education (Radhakrishnan Commission\*)
6. Report of Secondary Education Commission (Mudaliar 1952-53).
7. Shankar, Udai - Progressive Education
8. Mathur, V.S. - Shiksha Mai Naye Ankur (Hindi).
9. Mathur, V.S. - Bharatiya Shiksha Mai Naye Ankur (Hindi) Varistha Shiksha Ki Aur (Hindi).
10. Kaushal S.S.—Glimpses of Education in Haryana.
11. Narula and Naik—History of Education in India.
12. Johri and Pathak - Bharatiya Shiksha Samassyen (Hindi).
13. Saiyaddan—Problems of Educational Reconstruction.
14. First/Second Year Book by NCERT.
15. Mathur, V.S.—Indian Education Challenges and hope.
16. UNESCO : Learning to be.
17. Vashistha—K.K., Vidyalaya Sanhasthan Aur Bhartiya Shiksha Ki Samassayan. International Pub. House Meerut 1983.
18. Walia, J.S.—Modern Indian Education and its problems.
19. Sroj Yadav - Population Education—A Policy Perspective NCERT New Delhi.
20. N.K. Jangira—Effective Teacher Training National Publishing House Delhi

**PAPER-III (B)**

**NOTE :** The students will be required to opt any one of the following papers. The candidate will be required to answer two essay type questions and one short answer question in this part. The teacher teaching a specific paper shall present the mode of 'A' term paper, a practical exercise or survey report etc.

**General Objectives :**

To help student teachers to develop an interest in and knowledge of any one of two areas of educational activity associated with school education and develop skills wherever necessary.

**List of Options :**

- i) Health Education, Physical Education & Recreation.
- ii) Educational and Vocational Guidance.
- iii) Audio Visual Education.
- iv) Adult & Continuing Education.
- v) Curriculum and Text books.
- vi) School Library Organization.
- vii) Mental Hygiene and Education.
- viii) Yoga Education.
- ix) Introduction of Educational Traditions and Thinkers.
- x) School Management.

**PAPER-III (B) (i) HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION. M. M. : 50**  
Time : 1-30 Hours

**Note :—**The students are required to attempt three questions in all, selecting atleast one question from each unit. There may be short answer type questions on at least one unit.

**Contents—**

- Unit—1. (a) Aims and Objectives of Health and Physical Education.**
- (b) Role of teacher in the School Health Programme.
  - (c) Recreational Activities.

- Unit-II (a) Infectious diseases.**  
(b) Correct postures and Physical fitness.  
(c) First aid.  
(d) Nutrition and balanced diet.  
(e) Yoga and Mental Health.

**Unit-III** Elementary knowledge of different physiological systems viz respiratory system, digestive system & blood circulatory system.

**Bibliography :**

1. Health Education in School—William Aberhathy.
2. Foundations of Physical Education —(Text book for training College students) Bucher.
3. Nutrition and Physical fitness (Saunders Company, 1947 Robert )
4. Health and Physical Education Rajendra Singh, Dhanpat Rai & Sons, Delhi.
5. Health and Physical Education Dr. (Mrs.) G.P. Sherry.
6. Health Education and Hygiene—Dr. R.C. Rai.

**PAPER-III (B)(Option-ii) EDUCATIONAL AND VOCATIONAL GUIDANCE**

M.M. : 50

Time : 1-30 Hrs.

**Note :** The students are required to attempt three questions in all selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

- Unit-I (i) Nature and meaning of Guidance and Counselling.**  
(ii) Educational & Vocational Guidance and need for Educational and Vocational Guidance.

**Unit-II (i) Studying and appraising an individual, measuring achievement, intelligence, aptitude, interest and personality of an individual. Importance of studying an individual for imparting Education & Vocational Guidance.**

(ii) Cumulative Record Card.

(iii) Counselling Interview.

**Unit-III (i) Guidance Services and their organisation in schools.**

(ii) Role of Teacher in the Guidance Programme.

(iii) Use of educational and occupational information.

**Books Recommended :**

1. Ohlen Merle M. : Guidance and Introduction  
(New York, Harcourt Brace, 1953).
2. Traxler, A.E. : Techniques of Guidance (New  
York, Harper, 1966).
3. Warlens, Jane : Techniques of Counselling  
(New York, Mc Graw-Hill Book  
Co. 1954).
4. Mehta, Perin H. Wadia : Hand Book for Counsellors  
NCERT, Koshed A. Edger J.E.  
1964).
5. Nirdeshan Aur Pramash  
Haryana Hindi Granth Academy.

**Paper-III (B) (Option-III) Audio Visual Education**

M.M. : 50

Time : 1-30 Hrs.

**Contents :**

**Note :** The students are required to attempt three questions in all, selecting atleast one question from each unit. There may be short answer type questions on at least one unit.

**Unit-I (i) Need and importance of Audio-Visual Education.**

(ii) Types of Audio-visual Media, Graphic Aids, three dimensional aids and television.

**Unit-II (i) Preparation of Audio-visual Aids.**

(ii) Equipping Audio-visual Library.

**Unit-III(i) Educational use of some specific aids viz Tape-recorders, Film-strip, Radio, Television, Teaching Machine, Diastroscope, Epidioscope, and Photography.**

(ii) Organising a museum and an exhibition.





**Paper-III (B) (iv) ADULT AND CONTINUING EDUCATION**

Max. Marks : 50

**Contents—**

Time : 1-30 Hours

**NOTE :** The students are required to attempt three questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

- Unit-I** (i) The concept of Adult Education and Continuing Education.
- ii) Historical background and progress of Adult Education after independence.
- iii) Scope of Adult Education: Literacy, Vocational Education, Population Education, Recreation.
- Unit-II** (i) Methods of imparting Adult Education and needed equipment.
- ii) Training and Training facilities for Adult Education functionaries.
- Unit-III** i) Organisation of Adult Education with special reference to Haryana.
- ii) Agencies of Adult Education-Government & Voluntary.

**Books Recommended :**

1. Kundu, C.L.—Adult Education—Sterling Publishers, New Delhi.
2. Kundu, C.L.—Adult Education Research, Future Directions Kurukshetra University, Kurukshetra.
3. Teacher's handbook of Social Education New Delhi, Government of India, 1955.
4. Saiyaidain, K.G.—National Service Scheme. (A report Delhi) Government of India, 1961.
5. Saiyaidain, K.G.—Problems of Educational Reconstruction, Bombay, Asia Publishing House. 1962.
6. Singh S.—Social Education in India New Delhi. Govt. of India 1956.
7. Sharma, H.C. Adult Education for Democracy, London. W.E,A 1944.

8. Sharma, Dr. Inder Prabha—Adult Education in India, A policy perspective, N.B.O. Publishers' 1985.
9. Tight Malcolm,-Adult Learning and Education, Open, Uni , Croomhelm London & Canberra.
10. International Directory of Adult Education, Paris. UNESCO, 1952.
11. Indian Adult Education Association, Reports of the National Seminar, Delhi.

**PAPER—III (B) (v) CURRICULUM AND TEXT BOOKS**

Max. Marks : 50

Time : 1-30 Hours

Note : The students are required to attempt three questions in all, selecting atleast one question from each Unit. There may be short answer type questions on atleast one unit.

Unit—I (i) Old & New concept of Curriculum,  
(ii) General Principles of Curriculum Construction.  
(iii) Objectives of teaching various core-subjects and their specifications.

Unit—II (i) Importance and use of text-books.  
(ii) Qualities of a good text-book : subject matter, language, style, format, printing, get up etc.  
(iii) Preparation of a good text-book for each class, various systems in vogue.

Unit III Objectives of teaching of various core subjects and their specifications.

**Books Recommended :**

- |                              |   |
|------------------------------|---|
| 1. Jersid, A.T.              | Child development and Curriculum.       |
| 2. Krung                     | Curriculum Planning.                    |
| 3. Leonard                   | Developing Secondary School Curriculum. |
| 4. Smith, Stanely and Shores | Fundamental of curriculum Development.  |

5. Rangan Modern Elementary Curriculum.
6. Startemeyer Developing Curriculum for Modern living.
7. Report of the Secondary Education Commission, 1953
8. Dave, R.H. and Misra, R G. Preparation and evaluation of textbooks in the Mother Tongue NCERT : New Delhi, 1970.

**PAPER—III (B) (vi) SCHOOL LIBRARY ORGANISATION**

Max. Marks : 50

Time : 1-30 Hours

**Note**—The students are required to attempt three questions in all selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

**Unit—I** (i) Aims and objectives of school library.

(ii) Role and functions of the school librarian.

**Unit—II** (i) Technical Processes : Classification, Cataloging and circulation of books/periodicals and reference materials.

**Unit—III** (i) Library building and equipment in an educational institution.

(ii) Organizing a school library.

**Books Recommended :**

1. Crimshaw, E. The Teacher Librarian, Arnold and sons.
2. Ralph, R.G. The Library in Education, Turnstile Press London.
3. Ranganathan, S.S. School and College Libraries, Library Association.
4. Ranganathan Suggestions for the Organisation of the Libraries in India (UP).
5. Scott, C.A. School Libraries, A short Manual, Cambridge University Press.
6. Walraved and Hall Quest Library Guidance for teachers (John Willey and sons).
7. Ranganathan, S.S. Elements of Library Classification, second edition (Asia, 1959).

**Paper III (B)(vii) MENTAL HYGIENE & EDUCATION**

**M.M. : 50**

**Time : 1-30 Hours**

**Note :** The students are required to attempt three questions in all selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

**Unit-I** i) Mental Hygiene-its meaning, aims, need and importance in Indian schools.

ii) Factors influencing mental health.

iii) Causes of Mental Illness at different stages with special reference to adolescents

**Unit-II** i) Symptoms of mental illness and behaviour deviation, criminal behaviour and juvenile delinquency.

ii) Brief study of inferiority, depression, worries, neurotic and psychotic behaviour.

iii) Problems of exceptional children-frustration and ways of adjustment.

**Unit-III** Regaining the menal health.

i) Role of the Teacher for a) Preserving the mental health  
b) Preventing mental illness.

ii) Rules of mental health.

iii) Limitations in mental health efforts.

**Recommended Books**

1. Crow and Crow           Mental Hygiene.
2. Shankar Uday            Problem Children
3. Shankar Uday            A Study of Child Delinquency.
4. Schnaider, A.A.         Personality, Dynamics and Mental Health.
5. Kalme, L.                 Mental Health and Human Relations in Education.
6. Klein, D.G.              Mental Hygiene and Problems of Adjustment.

7. Carrol, H.A.

Mental Hygiene, The Dynamics of Adjustment.

Paper III (B) (viii)

YOGA EDUCATION

M.M. : 50

Time : 1-30 Hours

**Note :** The students are required to attempt three questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

**Part-A Theory**

**Unit-I** Yoga, its meaning, Scope, functions and Aims.

Philosophy of Yoga-Goals of life and Yoga Fundamental concepts common to all Schools of Indian Philosophy. The Trigunas-The concepts of Prakriti; Pursha & Purusha-Visesha (Ishwar) and their relationship; Samadhi, its meaning and kinds of Samadhi.

**Unit-II** Psychology of Yoga-Chitta (Mind) and the methods of Chitta control Pratyahara, Dharna and Dhyana Kinds of Dhyana : Sthula, Jyotir and Sukshama-Nirmala Chitta, the final goal.

Socio-moral Base of Yoga-The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustment in social and personal life.

**Unit-III** Classification of Yoga-Raja Yoga (Ashtang Yoga), Hata Yoga Shankhya Yoga, Bhagti Yoga and Mantra Yoga.

**Part-B (Parctical-cum-Viva Voce)**

(20 marks)

**1. PHYSIOLOGY OF YOGA**

(a) Comman Yogic Asanas-Shavasana, Sarvangasana, Halhasana, Paschimastana, Bhujangasana; Shalabhasana, Dhanurasana, Chakrasana, Vajrasana, Gomukhasana, Matasyasana, Janushirashana, Ardhamatayendrasana, Padmasana and Shrisahasana.

(b) Pranayama-Kechaka, Puraka and Kumbhaka (Internal External).

(c) Yogicksiyas-Neti, Dhauti. Basti, Nauli, Kapal, Bhati and Trataka.

**Paper-III B : (ix) INTRODUCTION OF EDUCATIONAL TRADITIONS AND THINKERS**

**TRADITIONS**

**M.M. : 50**

**Unit-I** Upnisada  
Budhist

**Time : 1.30 hrs.**

**Unit-II** Jainist  
Medivial

**THINKERS :**

**Unit III** Introduction of Modern Thinkers :

Dayanand, Lala Lajpat Rai, Gandhi, Tagore, and Aurobindo Ghosh.

**Paper-III B : (Option x) SCHOOL MANAGEMENT**

**M.M. : 50**

**Time : 1.30 hrs.**

**OBJECTIVES :**

- 1 To acquaint student-teacher with the organisation of a School.
- 2 To acquaint student-teacher with the functions of the head of the school and the relationship between head of the institution and staff.
- 3 To creat an awareness among students teacher about some of the activities such as, Parent-Teacher Association, Co-curricular activities, School time table and school record and registers.
- 4 To create an awareness among the student-teacher about the two major problems, i.e. indiscipline and shortcomings of evaluation system and their remedial measures.

**Note :** The students are required to attempt three questions in all, selecting atleast one question from each unit.

**Unit-I** School Management : its meaning, need and objectives.  
Institutional Planning-its meaning, purpose and characteristics; Institutional Planning at different school levels.

**Unit-II School Staff strength and Qualifications; Functions of the head of the institutions; Duties and functions of a teacher Discipline-Causes of Indiscipline, Preventive and remedial measures to combat indiscipline : Role of reward and punishment.**

**Unit-III Evaluation Periodical tests, External-Internal examinations, cumulative records Cards**

- a) School Time Table.
- b) Co-Curricular Activities.
- c) Parent-Teacher Association.
- d) School Record and Register.

**BOOKS RECOMMENDED :**

1. Andersen, L.W. and Van Dykel : School Administration.
2. Gaiind, D.N. and Sharma, R.P. : Education and Secondary School Administration (Ram Prasad & Sons, Agra, 1966).
3. Singh, Jaswant : How to be a successful Headmaster
4. Kochhar, S.K. : Secondary School Administration (Uni. Publishers, Delhi, 1964).
5. Safaya, Roghunath and Shaida, B.D. : School Administration and Organisation (Jullundur Dhanpat Rai & Sons, 1964).
6. Aggarwal Y.P. Sachdeva, M.S. : Educational Administration-A New Approach Parkash, 1988.
7. Walia, J.S. : Foundation of School Administration and Organisation (Paul Publishers, Jullundur).

**PAPER-IV : ESSENTIALS OF TEACHING-LEARNING :**

Max. Marks : 100

Time : 3 hrs.

**Objectives :**

1. To acquaint student-teachers with the concept of teaching and its components.
2. To develop an understanding among student teachers about general Principles of teaching.

## Essentials of Teaching-Learning and Information Technology

Time: 3 Hrs.

Paper – IV

Max. Marks: 100

### Objectives:

1. To acquaint student teachers with the concept of teaching and its components.
2. To develop an understanding among student teachers about general principles of teaching.
3. To make student teachers conversant with educational technology and its classroom implications.
4. To help the student teachers to learn about the types, principles and preparation of programmed learning.
5. To help the student teachers to acquire various teaching skills, simulated teaching, with interaction analysis and action research.
6. To develop an understanding among the students about the use of hardware and software technology.
7. To help the student teachers utilise information technology more effectively.
8. To help the student teachers to understand the fundamentals and use of computers.
9. To acquaint student teachers with the world wide web (www) and how it works.
10. To help the student teachers to explore the internet and use a browser to search for documents.

### Contents:

Note: The students are required to attempt five questions in all, selecting at least one question from each unit. There may be short answer type questions on at least one unit.

- Unit - 1 (a) Concept of Teaching, variables of Teaching, relationship between Teaching and Learning, Phases of Teaching, level of Teaching-Learning, principles of Teaching-Learning and factors affecting Learning.  
(b) Instructional Objectives: their domains and levels, writing objectives in behavioural terms.
- Unit - 2 (a) Educational Technology: its meaning, concept, scope, types, principle of selection and use of hardware and software.  
(b) Programmed learning, principles of programmed learning, styles of programming (Linear, Branching and Mathematics). Preparation of Programmed learning material (writing, try out and evaluation of programme).
- Unit - 3 (a) Microteaching: its concept and significance. Indian Model of Microteaching. Practicing selected teaching skills viz. Explaining, Probing, Questioning, Stimulus Variation, Classroom Management and Reinforcement.  
(b) Simulation: its concept and procedure. Importance of Simulation in teacher training.  
(c) Action research strategy and its use for behaviour modifications.
- Unit - 4 (a) Models of teaching: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Suchman Inquiry Training Model.  
(b) Flanders interaction analysis procedure and practice in coding and decoding.
- Unit - 5 (a) Information Technology: The concept, theory, approaches of Information. Taxonomy of Information System. Information Technology and Computers.  
(b) Computer Fundamentals: Input / Output, Data Storage Devices, Operating Systems Concepts, Graphical User Interface (GUI), Computer Virus. Internet and its tools like - E-mail, FTP (File Transfer Protocol), HTTP, www (World Wide Web), Browsers and E-commerce.  
(c) Multimedia approach to Teaching-Learning.



**Books Recommended:**

1. Amidon EJ, and Elizabeth Hunter (1976) *Improving Teaching. The analysis of classroom verbal instruction*, New York, Holt Rinehart and Winston Inc.
2. Bloom, B.S. (1956) *Taxonomy of Educational, Objectives, Cognitive Domain Book*, New York, Mc Kay.
3. Bruce Joyce and Marshaweil, (1980), *Model of Teaching*, New Jersey, Prentice Hall.
4. Dececco, Joh (Ed) (1964) *Educational Technology-A Book of Reading*, New York, Holt, Rinehart and Winston Inc.
5. Flander, Ned,A. (1960), *Analysing Teacher-Behaviour*, London Addison, Wesley Publishing Company.
6. Hooda, R.C. and Rana S.S.(1993) *Essentials of Teaching-Learning (Hindi)*: Raj Publications, Vijay Nagar, Bhiwani.
7. Hooda, R.C. (1997)*Creativity and Mastery Learning Silen Sea Publications, Lajpat Nagar, Gurgaon,*
8. Hooda, R.C. Hooda S.K.and Dahiya S.S.(2001) *Mastery Learning to Enhance Creativity*S.S. Publishers, Delhi.
9. Jangira, N.K. & Singh, Ajit (1980), *Core teaching skills-Micro teaching approach*, New Delhi, NCERT.
10. Mavi, N.S. *Programmed Learning, Kurukshetra (English)*, NCERT film on Concept of Micro-teaching, New Delhi.
11. Mehra, V: (1995) *Educational Technology*, New Delhi, S.S. Publishers.
12. Gill, N.S *Essentials of Computers and Network Technology. Khanna Book Publishing Co., New Delhi.*
13. Rajaraman, V. *Fundamentals of Computers*, Prentice Hall, India.
14. Sinha P.K. ( 1997): *Computer Fundamentals*, New Delhi, BPB Publications.
15. Sampath K.Et al (1981) *Introduction to Educational Technology*, New Delhi, Sterling Publishers.
16. Skineer B.F.(1968) - *Technology of Teaching*, New York Maredeth Corporation.
17. While William F.(1969): *Psychology of Principles applied to class room teaching*, New York, Mc Graw Hill.
18. Vashistha, K.K.(1982) *Interaction Analysis, Theory & Research*, Extension Service Depot, R.C.E. Ajmer.

3. To make student-teachers conversant with educational technology and its class room implications.
4. To help the student-teachers to learn about the types, principles and preparation of programmed learning.
5. To help the student-teachers to acquire various teaching skills, simulated teaching, with interaction analysis & action research.
6. To develop and understanding among the students about the use of Hardware and Software technology.

**Contents :**

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast one unit.

**Unit-I (i)** Concept of teaching, variables of teaching, relationship between teaching and learning. Phases of teaching, Levels of teaching, learning, principles of teaching & learning & factors affecting learning.

(ii) Instructional objectives : their domains and levels, writing objective in behavioural terms.

**Unit-II (i)** Educational Technology, its meaning, concepts, scope, types principle of selection and use of hardware & software.

(ii) Multi-media approach to teaching learning.

**Unit-III (i)** Programmed learning, principles of programmed learning, styles of programming (linear, Branching and Mathematics) Preparation of Programmed learning material (writing, try out and evaluation of programme).

(ii) Action research strategy and its use for behaviour modifications.

**Unit-IV (i)** Micro-teaching : its concept and significance. Indian model of micro-teaching. Practicing selected teaching skills viz explaining or probing, questioning, stimulus variation, class-room management and re-inforcement.

(ii) Simulation : its concept and procedure. Importance of simulation in teacher training.

**Unit-V (i) Models of Teaching : Glaser's Basic Teaching Model, Bruner's concept Attainment Model, Suchman. Inquiry Training Model.**

**(ii) Flader's interaction analysis procedure and practice in coding & de-coding.**

**Suggested Readings**

1. Amidon E.J. and Elizabeth Hunter (1976) Improving Teaching. The analysis of classroom verbal instruction, New York, Holt Rinehart and Winston Inc.
2. Bloom, B.S. (1956) Taxonomy of Educational. Objectives, cognitive Domain Book, New York Mc Kay
3. Bruce Joyce and Marshaweil, [1980], Models of Teaching, New Jersey : Prentice Hall.
4. Dale Edger, Audio Visual Methods in Teaching, New York, Dryden Press.
5. Dececco, John[Ed ] [1964], Educational Technology—A Book of Reading, New York, Holt, Rinehart and Winston Inc.
6. Flander, Ned, A. [1960] Analysing Teacher-Behaviour, London Addison, Wesley Publishing Compay.
7. Hooda R. C. and Rana, S. S. Essentials of Teaching-learning [Hindi] : Raj Publication Vijay Nagar, Bhiwani 1992-93
8. Hooda R.C. & Jangira N.K. Mastery Learning, Kurukshetra 1987.
9. Jangira. N.K. & Singh, Ajit (1980), Core teaching skills-Micro teaching approach, New Delhi NCERT.
10. Jangira N.K. A to Z of Effecting Teaching National Publishing House, New Delhi, 1992,
11. Mangal, S.K. Educational Technology, Prakash Brothers Ludhiana [1990]
12. Mavi, N.S. Programmed Learning, Kurukshetra (English), NCERT film on Concept of Micro-teaching, New Delhi.
13. Mehra, V. (1995) Educational Technology, New Delhi : S.S. Publishers.

14. Pandey, K.P.—Programmed Learning, Amitash Prakashan, Ghaziabad, (Hindi and English both).
15. Sampath K. Et al (1981) Introduction to Educational Technology, New Delhi, Sterling Publishers.
16. Saxena, N.R. Swaroop,—Shikshan Bidhiyan, Meerut, Loyal Book Dept.
17. Sharma, R.A.(1977)—Technology of Teaching, Meerut, Loyal Book Dept.
18. Shukla, R.S. Dagar, B.S. & Shukla, Anil Shikshan Aiwam Adhigam Ke Adharbhoot Tatva.
19. Skinner B.F. (1968)—Technology of Teaching, New York Macdeth Corporation.
20. White William F. (1969)—Psychology of Principles applied to class room teaching, New York, Mc Graw Hill.
21. Vashistha, K.K. Interaction Analysis, Theory & Research, Extension Service Depot., R.C.E. Ajmer, 1982.

**PAPER-V & VI CONTENT-cum-METHODOLOGY OF  
(I) TEACHING SUBJECT AND (II) TEACHING SUBJECTS**

**M.M. : 100**

**Time : 3 Hrs.**

There will be four groups as follows—

Group-A : English, Hindi, Sanskrit, Panjabi & Urdu.

Group-B : Mathematics, Home Science, Commerce and Arts.

Group-C : Life Science, Geography, Economics & Music.

Group-D : Physical Sciences, Civics, History & Social Studies.

**Group-A (i) Teaching of English.**

**General :** To develop the competencies required for teaching of English.

**SPECIFIC :**

1. To acquaint the student teachers with the elements of English language viz. sounds, structures, vocabulary.

2. To enable the student-teachers to develop the basic linguistic skills among their pupils and for that purpose, to familiarise them with various methods and techniques.
3. To enable the student-teachers to make effective use of various teaching Aids in teaching of English.
4. To develop competency in modern techniques of evaluation in English.
5. To create awareness of constraints and limitations of our Indian context.

**Contents :**

- Unit-1.**
1. The role of English in India today.
  2. The conditions under which English is taught and learnt.
  3. Nature of language and its implications for the language teacher (what language is and how it is learnt) Definition, linguistic principles and misconception about language.
  4. General principles of language learning and teaching with special reference to the teaching of English.
  5. Aims of teaching English as a second language in India
  6. Methods of Teaching English.
    - a) Grammar/Translation
    - b) Direct
    - c) Bilingual

**NOTE :** Actual demonstration of the said methods is to be done with the school students selecting appropriate content from their text books.

7. Structural Approach

**Unit-2.** Teaching the Elements of Language.

8. Voc. Nature of words/and meaning-Function of content words. active & passive vocabulary, selection gradation, presentation, expansion of vocabulary.

**Structure :** Meaning of structure and patterns, principles of selection and gradation of structure-Presentation and practice of structures.

**Unit-3. Developing Linguistic Skills :**

9. Development of skills of listening and speaking,
10. Development of reading skill-meaning and importance of reading, Teaching mechanics of reading.
11. Teaching - reading with comprehension.
12. Teaching skills required for developing reading skills  
Selecting and presenting reading material, preparing reading material, asking questions, diagnosing reading difficulties, organising practice sessions, organising reading games.
13. Development of the writing skills, Importance and characteristics of writing (good handwriting) Causes of bad handwriting and remedial measures. Teaching the mechanics of writing.
14. Teaching of poetry.
15. Characteristics of a good English text-book.
16. Teaching Composition-Guided to free composition.

**Unit-4. Instructional Aids for Teaching English.**

17. a) Importance of Instructional Aids and their effective use.  
b) Uses of the following Aids : Chalkboard, flannel, boards, pictures, picture cut-outs, charts, tape recorder, record player (Linguaphones), radio, Television, films and filmstrip, language laboratory.  
c) To develop skill for developing appropriate teaching aids with available resources.

**Unit-5. Evaluation of Language Skills.**

18. a) Importance and characteristics of a good test.  
b) Construction of test items for evaluating students acquisitions of [i] listening and reading comprehension [ii] Speaking ability and pronunciation, [iii] Vocabulary [iv] Structures.

**Books Recommended**

1. Thomson and Wyatt Teaching of English in India, [Bombay, Oxford University Press].
2. R.L. Mehta Teaching of English in India [Bombay Orient Longmans].
3. T.K.N. Menon and M.S. Patel Teaching of English as a Foreign Language (Baroda : Achrya Books).
4. W.M. Ryburn Teaching of English in India (Bombay: Oxford University Press.
5. Gaind and Sharma Talks to Teachers of English in India (Agra : Ram Parssad).
6. D.S. Anand Aims and Methods of Teaching English in India, Sahitya Sangam.
7. V.K. Gokak English in India-Its Present and Future (Bombay : Asia Publishing House, 1965
8. Bhandari and others Read and Learn, Teaching English A Hand book for Teachers [Bombay; Orient Longmans 1961].
9. E.V. Gatenby A Direct Methods English Course London : Longmans, 1953].
10. Cole and Bhandari A Hand Book of English Pronunciation.
11. A.S. Hornby A Guide to pattern and usages of English.
12. A.W. Frisby Teaching English [London : Longmans 1964].
13. F.G. French Teaching of English Abroad, Part-I, II, III.
14. P. Gurrey Teaching of English as a Foreign Language [London Longmans, 1955]
15. M. West Teaching English under Different Circumstances.
16. Somaratane, V.R.P. Aids and Tests in the Teaching of English as Second Language.

Paper-V & VI (ii) Teaching of Hindi/Punjabi

M.M. : 100  
Time : 3 Hours

लक्ष्य (Objective)

- १ छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
- २ छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी-कक्षा-शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- ३ छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी-कक्षा शिक्षणोपरांत अपेक्षित कुशलताओं का विकास करना ।
- ४ छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी सम्बन्धी विभिन्न कक्षोत्तोरभाषिक एवं साहित्यिक क्रिया कलाओं के आयोजन की क्षमता का विकास करना ।
- ५ छात्राध्यापक/छात्राध्यापिकाओं में क्रियात्मक अनुसंधान, निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण की योग्यताओं एवं कुशलता का विकास करना ।

हिन्दी शिक्षण पाठ्यक्रम :—

नोट : छात्रों को किन्हीं पांच प्रश्नों का उत्तर देना है । प्रत्येक युनिट में से एक प्रश्न चुनना अनिवार्य है । किन्हीं दो युनिटों पर लघु उत्तर प्रश्न होने आवश्यक हैं ।

इकाई-१

- (i) मातृभाषा का महत्त्व एवं मातृभाषा-शिक्षण के उद्देश्य ।
- (ii) भाषा-शिक्षण के सामान्य सिद्धान्तों का परिचय ।
- (iii) भाषाई चार कौशलों (श्रवण, भाषण, पठन, लेखन) का सामान्य ज्ञान एवं अभ्यास ।
- (iv) निर्मांकित विभिन्न कौशलों के घटकों का ज्ञान एवं शिक्षण :—
  - क) श्रवण-कौशल शिक्षण ।
  - ख) मौखिक-अभिव्यक्ति कौशल शिक्षण ।
  - ग) पठन-कौशल-शिक्षण ।
  - घ) लिखित अभिव्यक्ति कौशल शिक्षण ।

इकाई-२

- (i) इकाई योजना, दैनिक पाठ-योजना निर्माण ।
- (ii) हिन्दी पाठ्यक्रम-निर्माण एवं समीक्षा ।
- (iii) हिन्दी पाठ्य-पुस्तक समीक्षा ।



## इकाई-३

हिन्दी की विभिन्न विधाओं का शिक्षण ।

- (i) कविता-शिक्षण (रसपाठ एवं बोधपाठ रूप में)
- (ii) गद्य शिक्षण ।
- (iii) कहानी-शिक्षण (मौखिक पाठ रूप में)
- (iv) नाटक-शिक्षण ।
- (v) व्याकरण-शिक्षण (औपचारिक एवं अनौपचारिक रूप में)
- (vi) रचना-शिक्षण (कहानी, पत्र, निबन्ध रचना) ।

इकाई-४ हिन्दी में मूल्यांकन एवं गृह कार्य ।

- (i) मूल्यांकन, अर्थ, स्वरूप, क्षेत्र । हिन्दी में मूल्यांकन अस्वरूप, प्रश्न-पत्र निर्माण, विधाओं में मूल्यांकन प्रक्रिया ।
- (ii) हिन्दी शिक्षण में गृह-कार्य, स्वरूप, नियोजन एवं संशोधन-प्रक्रिया तकनीक एवं विधियां ।

इकाई-५ हिन्दी विषयबस्तु तथा उसका शिक्षण ।

- (i) हिन्दी ध्वनियां—वर्गीकरण, उच्चारण एवं शिक्षण ।
- (ii) हिन्दी शब्द स्रोत, रचना (उपसर्ग, प्रत्यय, समास, सन्धि) एवं हिन्दी शब्द रचना शिक्षण ।
- (iii) हिन्दी-वाक्य-रचना, विश्लेषण, विराम-चिह्न एवं हिन्दी वाक्य रचना-शिक्षण ।
- (iv) हिन्दी साहित्य की अधुमत्तन प्रवृत्तियां ।

सत्रोय कार्य

१. उपर्युक्त इकाईयों में से किसी एक पर निबन्ध । ५ अंक
२. क्रियात्मक अनुसंधान, निदानात्मक परीक्षण, उपचारात्मक शिक्षण १० अंक
३. सत्रोय परीक्षा । ५ अंक

सन्दर्भ ग्रन्थ सूचि :

१. मॅन्यूक पी० : दी एक्यूजीशन एण्ड डेवलपमेंट ऑफ लैंग्वेज, प्रिटिसहल १९७१ ।

- २ चैस्टेन कैनियथ : डवेलपिंग सैकिण्ड लैग्वेज, स्किल्स— ध्योरी एण्ड प्रैविठस रैप्स मैकनली, १९७३ ।
- ३ शुक्ल भगवती प्रसाद : हिन्दी उच्चारण और वर्तनी, आयें बुक डिपो नई देहली, १९७४ ।
- ४ सुखिया के० के० : हिन्दी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद ।
- ५ चौधरी अनन्त : नागरी लिपि और हिन्दी वर्तनी, बिहार हिन्दी ग्रंथ अकादमी पटना, १९७३ ।
- ६ तिवारी भोलानाथ तथा शर्मा, कृष्णदत्त (अन) : अभिव्यवित विज्ञान लिपी प्रकाशन देहली, १९७४ ।
- ७ तिवारी, भोलानाथ तथा भाटिया, कैलाशचन्द्र : हिन्दी शिक्षण लिपि प्रकाशन देहली, १९८० ।
- ८ श्रीवास्तव, रविन्द्रनाथ : भाषा-शिक्षण, दि मैकमिलन कम्पनी ऑफ इण्डिया लि०, १९७६ ।
- ९ निरंजन कुमार सिंह : माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान
- १० श्रीवास्तव राजेन्द्र प्रसाद : हिन्दी शिक्षण-दि मैकमिलन कम्पनी ऑफ इण्डिया लि०, देहली, १९७३ ।
- ११ रसतोगी, के० जी० : भाषा संप्राप्ति-मूल्यांकन केन्द्रीय हिन्दी संस्थान, आगरा ।
- १२ बाहरी हरदेव : व्यवहारिक हिन्दी-व्याकरण, लोक भारती प्रकाशन, इलाहाबाद, १९७२ ।
- १३ मुरारी लाल उप्रेति : प्रत्यय, विचार, विनोद पुस्तक मन्दिर, आगरा ।
- १४ रमन बिहारी : हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
- १५ भाई योगेन्द्र जीत : हिन्दी भाषा-शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
- १६ सिन्हा शत्रुघन प्रसाद : हिन्दी शिक्षण, विश्व दिल्ली पुस्तक सदन, दिल्ली ।
- १७ सफाया, रघुनाथ : हिन्दी शिक्षण-विधि, पंजाब किताब घर, जालंधर ।
- १८ वर्मा वैद्यनाथ प्रसाद : हिन्दी-शिक्षण पद्धति, बिहार हिन्दी ग्रंथ अकादमी पटना-३ ।
- १९ क्षत्रिया, के० : मातृभाषा-शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।

२० पाण्डेय, रामशुक्ल-हिन्दी-शिक्षण, त्रिनोद पुस्तक मन्दिर, आगरा ।

२१ सवित्रि सिंह शिक्षक, लायल बुक डिपो, मेरठ ।

२२ जय नारायण कौशिक—हिन्दी शिक्षण—हरियाणा साहित्य अकादमी-चण्डीगढ़ ।

Paper V & VI

(ii) संस्कृत शिक्षण

M.M. : 100

Time : 3 Hours

उद्देश्य—

- १ छात्राध्यापक/छात्राध्यापिकाओं को संस्कृत भाषा एवं साहित्य के महत्त्व से परिचित कराना ।
- २ छात्राध्यापक/छात्राध्यापिकाओं में संस्कृत शिक्षण के लिए अपेक्षित योग्यताओं का विकास करना ।
- ३ संस्कृत अध्ययन के उद्देश्यों की समझ ।
- ४ भाषायी शिक्षण के कौशलों का विकास ।
- ५ विकास-शिक्षण-विधि विशेष को उपयुक्त पाठ्य सामग्री के साथ समाहित करके शिक्षण योग्यता का विकास ।

पाठ्यक्रम :

नोट : छात्रों को किन्हीं पाँच प्रश्नों का उत्तर देना है । प्रत्येक युनिट में से एक प्रश्न चुनना अनिवार्य है । किन्हीं दो युनिटों पर लघु-उत्तर प्रश्न होने आवश्यक है ।

इकाई—१

- अ) संस्कृत भाषा एवं साहित्य का महत्त्व व वर्तमान स्थिति ।
- आ) संस्कृत शिक्षण के लक्ष्य ।
- इ) संस्कृत भाषा शिक्षण के सामान्य सिद्धांत ।
- ई) संस्कृत पाठ्य पुस्तक निर्माण एवं समीक्षा ।
- उ) इकाई एवं दैनिक पाठ योजना ।

इकाई—२

- अ) चार भाषायी कौशलों का सामान्य ज्ञान व अभ्यास संस्कृत श्रवण, भाषण (मौखिक अभिव्यक्ति पठन) लेखन (लिखित अभिव्यक्ति)
- आ) भाषायी योग्यता का विकास—शब्द रचना (सन्धि, समास, उपसर्ग प्रत्यय—कृ) वाक्य रचना (कारक विभक्ति) ।

इकाई—३

- अ) संस्कृत व्याकरण शिक्षण—महत्त्व एवं प्रक्रिया
- आ) संस्कृत गद्य शिक्षण—
- इ) संस्कृत पद्य शिक्षण—
- ई) संस्कृत रचना शिक्षण—
- उ) संस्कृत अनुवाद शिक्षण—

इकाई—४

संस्कृत शिक्षण में मूल्यांकन एवं गृहकार्य : मूल्यांकन अर्थ, स्वरूप एवं प्रक्रिया, गृहकार्य-नियोजन एवं संशोधन-प्रक्रिया ।

इकाई—५

संस्कृत भाषा की सहपाठ्य क्रियाएं श्लोकोच्चारण, भाषण, रचना, प्रतियोगिता अभिनयोकरण, प्रहेलिका ।

सत्रीय कार्य

- अ) सत्रीय परीक्षा । १० अंक
- आ) विभिन्न इकाईयों में से किसी एक विषय पर निबन्ध लेखन । ५ अंक
- इ) संस्कृत भाषा में स्वकीय रचना । ५ अंक

### Recommended Books

1. Safaya, R.N. : Teaching of Sanskrit, Punjab Kitab Ghar, Jallundur.
2. Shankar, Gauri : Sanskrit Shikshan Vidhian V.V.R.I. Hoshiarpur.
3. Boki, V P. & Pranis, N K. : A new approach to teaching of Sanskrit Loksangarh Press, Poona .
4. Apte. D G. : Teaching of Sanskrit, Padma Publication, Bombay.
5. Huparikar : The problems of Sanskrit Teaching, Bharat Books Stall Kollahpur.

6. Palmar, H.B. : The Principles of Language study Harrab  
7. Apte D.G. and : Teaching of Sanskrit in Secondary  
Donore, P.K. School Baroda, Acharya Book Depot,  
1961.  
8. Sanskrit Shikshan : Haryana, Hindi Granth Academy.  
६ राम शुक्लपाण्डेय : संस्कृत शिक्षण

PAPER V & VI (iv) Teaching of Urdu Max. Marks : 100  
Time : 3 Hours

Objectives : GROUP—A

- 1 To develop understanding and insight into the objectives of learning Urdu Language.
- 2 To develop basic skills and competencies required for teaching of Urdu as a second Language.
- 3 To develop understanding of various methods for teaching of Urdu.
- 4 To develop competencies and basic skills of evaluating procedures in Urdu Language.

NOTE : The students are required to attempt five questions in all selecting atleast one question from each unit. There may be short answer type questions on least two units.

- 1 The place of Urdu in School Curriculum. Aims of teaching Urdu at different levels.
- 2 Mental development and growth of vocabulary. Importance of expression in speech and writing.
- 3 Teaching of Reading and writing to beginners. Silent reading and loud reading Place of rapid readers.
- 4 Teaching of composition. Teaching of spellings Teaching of grammar Evaluation Procedures.
- 5 Teaching of Prose different forms of prose. Teaching of Poetry different forms of poetry Ghazal. Qasida, Masnawi etc Place of text-books in the teaching of Urdu.

**Books Recommended :**

- 1 Ansari, Akhtar Ghazal aur Darse Ghazal, Aligarh Anjuman-e-Taraqui-e-Urdu, 1959.
- 2 Ryburn, W.M. Suggestions for Teaching of Mother Tongue London, Oxford University Press, 1950.
- 3 Gray, W.S. Teaching of Reading and Writing Paris UNESCO, 1956.
- 4 Strickland, R.G. The language Arts, in the Elementary Schools, Boston, D. C. Heath and Co, 1957.
- 5 Walts, A.F. The language and the mental development, London George, G Harrap and Co, 1944.
- 6 Farani, Salim Urdu Zaban aur Uski Taleem, Lahore Pakistan Books Store, 1953.
7. Fahear-ud-Din Tariqi-a-Taleem Urdu.

**PAPER—V & VI (i) Teaching of Mathematics**

**Group-B**

**M.M. : 100**

**Time : 3 Hours**

**Objectives**

- 1 To acquaint student-teachers with the elements of new Mathematics.
- 2 To acquaint student-teachers with the History and development of National system and Computer Mathematics.
- 3 To acquaint student-teachers with the contribution of Indian Mathematicians.
- 4 To acquaint student-teachers with the values of teaching Mathematics.

- 5 To acquaint student-teacher with the aims and objective of teaching Mathematics and to develop proper skill for writing these objectives.
- 6 To acquaint student-teachers with the concept and techniques of correlation in mathematics.
- 7 To acquaint student-teachers with the principles and procedures of constructing mathematics curriculum and preparing a unit curriculum.
- 8 To acquaint student-teachers with the methods and techniques of teaching mathematics.
- 9 To acquaint student-teachers with the necessary equipments, aid, material and essentials of teaching mathematics.
- 10 To help student-teachers to identify the backward and gifted children in mathematics and to prepare possible remedial or enrichment material.
- 11 To develop proper knowledge and skills of planning lessons in mathematics.

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast two unit.

**Contents :**

**Unit - I (a) Elements of new Mathematics.**

- i) Ideas of undefined terms, axioms, postulates methods of reasoning and proof.
- ii) Sets and their elementary operations.
- iii) Structures of number systems.
- iv) Shortcomings of Euclidian Geometry and characteristics of non-euclidian Geometry.

(b) History of the notation system and computer Mathematics.

(c) Contribution of Aryabhata, Bhaskaracharya, and Ramanujam in Mathematics.

**Unit-II (i) (a) Importance or value of teaching of Mathematics.**

(b) Aims and objectives of teaching Mathematics at the Secondary stage.

(c) Translation of objectives in behavioural terms.

(ii) Curriculum in Mathematics.

(a) Principles of Curriculum Construction

(b) Formulation of Curriculum :—

—Formulation of objectives

—Selection and organisation of the content and topics

—Suggesting appropriate learning experiences.

—Suggesting suitable methods and techniques for evaluation.

Unit—III (i) Methods and Techniques of teaching Mathematics

a) Methods : Inductive, Deductive, Analytic-synthetic  
Heuristic, Laboratory and Project.

b) Techniques : Oral work, written work, drill work  
Home-work and self study.

NOTE : The various methods and techniques are to be demonstrated by selecting appropriate learning experiences.

(ii) Equipments for teaching Mathematics

a) Text-books function, selection and evaluation.

b) Audio-visual aids in teaching of Mathematics.

c) Organisation of (i) Mathematics Laboratory.

(ii) Mathematics Library

(iii) Mathematics Club

Unit—IV (i) Evaluation in Mathematics. Preparing objective based test items in Mathematics.

(ii) Backwardness in Mathematics-Diagnosis and remediation preparing a diagnostic test in Mathematics.  
Enrichment programmes for the gifted.

Unit V Lesson planning in Mathematics.

Bibliography

1 Adler, Irving                      A new look at Geometry. New York,  
American Library.

2 Bell, E.T.                              Men of Mathematics, New York,  
Simon and Schuster.



3. Butler C.H. and Wren F.L. The teaching of Secondary Mathematics Mc Graw Hill.
4. Dutta and Singh History of Hindu Mathematicians Vol. I & II.
5. Khinchand Khinchin (Ed) The teaching of Mathematics, London the English University Press.
6. Mangal, S.K. Teaching of Mathematics Ludhiana Prakash Brothers.
7. Newman, J.R. (Ed). World of Mathematics. Vol. I & II Simon and Schuster.
8. Saxena, R.C. Curriculum and teaching of Mathematics in Secondary School (Brochure) New Delhi, N.C.E.R.T.
9. Shanti Narayan and Mohan Lal. Modern Algebra Part I & II. New Delhi N.C.E.R.T.
10. Willoughby, Stephen S. Contemporary Teaching of Secondary School Mathematics, New York, John Wiley and Sons.
11. Dr. S.K. Arora How to teach Mathematics Shanti Publishers Hansi Gate, Bhiwani.

PAPER - V & VI

(GROUP - B)

(ii) Teaching of Home Science

M.M. : 100

Time : 3 Hours

**Objectives :**

1. To develop understanding of the aims of teaching of Home Science.
2. To develop understanding of the various methods and procedures required for teaching Home Science effectively.
3. To develop basic skills and competencies required for the teaching of Home Science.

4. To develop practical skill to organise various activities related to Home Science.
5. To develop skills and competencies required to prepare Audio Visual Aids in teaching of Home Science.
6. To develop competencies and skills for effective evaluation in Home Science.

**NOTE :** The students are required to attempt five questions in all selecting at least one question from each unit. There may be short answer type questions on at least two units.

**Theory**

50 Marks

1. Meaning and scope of Home Science.  
Aims of teaching the subject and its place in the school curriculum.
2. General principles and methods of teaching, demonstration, practical work, group and individual work.  
Various methods and approach : project assignment, correlation with other subject of the school.
3. Study of the existing syllabus in the school in the state, Construction of syllabi in the Needle work, Laundry, Child Care, Home Nursing, Cookery and Housewifery. Principles of selection in planning Home Science Course for School.
4. Organisation of Home Science room, equipment, inexpensive and improvised to facilitate functional and economical class room and Home Activities,  
Maintenance of records, Log-Books. Stock Books and Accounts Books.
5. Planning of lessons, lesson-notes, time table and organization of the demonstration.  
Aids in teaching of Home Science, Visual Aids, place of Text book & home task.

**SUGGESTED PRACTICAL WORK**

50 Marks

A course of ten practicals by the pupil-teacher in the following ;  
Cooking, Laundry, House wifery and any one of (a) Child care and (b) Home Nursing. Two charts and one model should be prepared by the pupil-teacher.

**Recommended Books :**

1. Allgood, Mary **Brown-Demonstration Techniques** (Prentice-Hall Inc, 1955),
2. Army, Clara B. **Evaluation in Home Economics** (Appleton Century Crafts, Inc., 1955).
3. Devads-**Teaching Home Science in Secondary School, 1955,** New Delhi. (All India Council for Secondary Education 1955).
4. Hatcher, H M. and Andrews, M.E. **The Teaching of Home Making** (Houghton Mifflin Co.) N.Y.
5. **Lady Irwin College-Report on the Workshop for Science Teachers in Higher Secondary and Multi-Purpose School in India** (All India Council for Secondary Education).
6. **Stafford, I.-Fundamentals in Teaching Home Economics,**
7. **Williamson and Xyle : Home Making Education High School.**

**PAPER-V & VI (iii) TEACHING OF COMMERCE**

Max. Marks : 100

Time : 3 Hrs.

**Objectives :** Students-teachers will be able to :

1. Describe objectives of teaching elements of Commerce.
2. Acquire competencies necessary for a Commerce Teacher.
3. Use instructional material effectively.
4. Understand and apply principles and methods of teaching elements of Commerce.
5. Evaluate student's achievement

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short-answer type questions on at least two units.

**Unit-I Nature, Scope and Objectives of teaching elements of Commerce at the school stage.**

Competencies desired of students passing out Higher Secondary stage,

**Unit-II Instructional facilities and material required for its teaching.**

- a) The importance of proper equipments and materials for effective instruction.
- b) Physical facilities, equipment instructional materials necessary for the project.

Criteria for selection of Text-books, reference-book and Journals.

**Unit-III** Basic principles and practices of teaching Commerce :

- a) General principles techniques, practices of teaching General Business subjects.
- b) Critical analysis of methods of teaching with reference to Elements of Commerce. (i) Lecture Method. (ii) Group Dynamics in Teaching General (iii) Question – Answers Method (iv) Discussion Method (v) Group-Dynamics in Teaching General Business (vi) Case-Study Method (vii) Role Playing.
- c) Techniques of teaching Commerce subjects. Questioning, Drill, Assignment, Narration, Observation, Examination and Illustration.

**Note :** Each of the above methods or Techniques are to be demonstrated selecting curricular content appropriate to the method in question.

- d) Analysis of learning experiences, Direct and contrived experiences, Dramatisation, Field trips, exhibits, films, film strips, Visual Aids Source Methods.
- e) Planning and marketing assignments.
- f) Community Resources and their use.

**Unit-IV** Evaluation of students Achievements :

- i) Need of testing and Various devices of testing.
- ii) Role of teacher in evaluating students.
- iii) Criteria for evaluation of a General Business Education Programme in School.
- iv) Grading and recording test results.
- v) Using test results as a basis for remedial measures.
- vi) Administration of Aptitude and other prognostic tests.

**Unit-V** (i) Guidance and placement: The importance of a guidance programme in General Business subject.

- ii) Role and competencies of Commerce teacher.
- iii) Co-curricular activities in Commerce.

**Contents**

- 1 Office Management
- 2 Bank
- 3 Trade
- 4 Insurance

**Bibliography**

1. Herbert A. Tone Principles of Business Education Gragg Publishing Division.
2. A S. Baugherty Methods of Basic Business & Economic Education, Western Publishing Co.
3. Harm Harms & B.W. Stehr Methods in Vocational Business Education.
4. Tone Popham & Freeman Methods of Teaching Business subjects, Gragg Publishing Division N.Y.
5. L.V. Doughlsh.Bland, Teaching Business subjects, Prentice Ford & N.J Anderson Hall Inc, Englewood Cliffs, N.J.
6. C A. Nolan, Carlos C. Hydon Principles & problems of Business Education South, Western Publishing Co. N.Y.
7. G I. Report of the Special Committee on re-organisation and Development of Poly-technic Education in India, Ministry of Education and Social Welfare, New Delhi. 1970-71.
8. G.I. Teaching Commerce in Multi-purpose Schools DEPSE New Delhi : 1961.
9. Srinivasan, K.R. A Guide to the Methods of teaching General Bussiness, Regional College of Edu, Mysore.
10. Board of Sec. Edu. Rajasthan Objectives of Teaching Commerce Board of Secondary Education, Rajasthan, Ajmer.

11. Singh M.N.                    Dynamism in Teaching.
12. Aggarwala, A.N.            Business Methods & Machinery part-I & II  
    Kitab Mahal, Allahabad.
13. Achary & Govekar        Principles of Business Organisation,  
    Kitab Mahal, Allahabad.
14. P.C.Segwalker &        The Structure of Commerce, Kitab  
    Sarleker                            Mahal, Allahabad.
15. G.I.                            Karyalaya Padhati, Ministry of Edu-  
    cation, Cabinet Secretariate, New Delhi.

**PAPER - V & VI (iv) TEACHING OF ART**

**Group - B**

**M.M. : 100**

**Time : 3 Hours**

**Objectives :**

1. To develop an understanding of the place of Art in education of the child.
2. To develop competencies and skills for teaching of Art.
3. To develop an understanding and insight into the stages of 'Art' development in children at various age levels.
4. To develop competencies and skills of the methods and techniques, in teaching of 'Art' of different kinds.
5. To develop competencies in evaluating some products of Art.

**NOTE :** The students are required to attempt five questions in all selecting at least one question from each unit. There may be short-type answer question on atleast two units.

**Theory**

**50 marks**

**Unit I (i) Art and meaning of Visual Communication.**

- (ii) Appreciation of Art.
- (iii) Art in daily Life
- (iv) Art in Education.

**Unit II (i) Art material through the ages**

- ii) Some Art movements : Abstraction, Cubism, Expressionism  
    Realism, Impressionism, Romanticism.

**Unit-III Methods of Teaching Art**

- i) Qualities of an Art Teacher and his role in Education.
- ii) How to prepare lesson notes for Art classes ?
- iii) How to prepare Art Syllabus for Art classes ?
- iv) How to teach still life, designs, nature, study and composition.

**Unit-IV Stages of development in Children's Art**

How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class ?

**Unit-V i) Art in Education**

- ii) Correlation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.
- iii) Class room decoration

**Practical -**

**50 Marks**

- (a) Landscape from memory : Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.
- (b) Decoration designs : Pictorial composition in water or temper colour.
- (c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
- (d) Poster : will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.

**Note :** The Examination in the teaching of Art shall be in two parts (Theory and Practical). The Practical examination shall be conducted by a team of external and internal Examiners at the Centre concerned. This part will carry 50 marks.

**Recommended Books**

- 1 Jeswani, K.K. Art in Education. Atma Ram & Sons  
Kashmiri Gate, Delhi-6
- 2 Road, H. Education through Art, Faber and Faber  
London.
- 3 Lowen Feld, V. Creative and mental Growth, Macmillan  
Co., New York.
- 4 Jeswani K.K. Appreciation of Art, Atma Ram and  
Sons. Kashmiri Gate, Delhi-6
- 5 Tolstoy What is Art ? An Essay on Art, Oxford  
University Press, New York.
- 6 Percy Brown Indian Paintings.

**PAPER V & VI (i) TEACHING OF LIFE SCIENCE**

**GROUP—C**

M.M. : 100

Time : 3 Hrs.

**Specific Objectives**

- 1 To enable student-teachers to appreciate role of Life Sciences in day to day's living.
- 2 To develop skill in using different methods of Life Sciences effectively in teaching of Life Sciences.
- 3 To develop competency in organising Physical facilities and equipments.
- 4 To develop abilities and competency to organise co-curricular activities in Life Sciences.
- 5 To develop scientific attitude in student-teachers.
- 6 To develop abilities and competency to effectively organise teaching-learning experiences with maximum involvement of students

**Note :** The students are required to attempt five questions in all selecting at least one question from each unit. There may be short answer type questions on at least two units.



**Unit-I (i) Aims and objectives of Teaching Life Sciences.**

- a) General aims of teaching of Life Sciences.
- b) Formulation of instructional objectives of life sciences.

(ii) Present position of life science in school curriculum.

**Unit-II Method of teaching of Life Sciences.**

- i) Lecture-cum-demonstration Method.
- ii) Pre-demonstrations, preparation, setting of the demonstration activities illustration with suitable content (actual) demonstration of the above method.
- iii) **Project Method.**  
Selection of suitable project of Life Sciences planning of the selected project Execution, Evaluation and recording of the selected project.
- iv) Heuristic approach with pertinent examples from contents related to particular Class.
- v) Lesson planning based on the above methods.
- vi) Problem Solving Approach.

**Note :** Every specific-method of teaching of Life Sciences is to be demonstrated by selecting some appropriate content.

**Unit-III (i) Laboratory Work**

Life Science laboratory equipments in life science laboratory, Various laboratory techniques as dissections, section cutting, staining, mounting, collection, culturing and preservation, preparation of museum material, devising of aquarium vivarium and terrarium etc.

(ii) Teaching aids in Life Sciences.

**Unit-IV) Evaluation in Life Sciences**

Nature purpose and techniques of evaluation, preparation of objective type tests, assessment of practical project and sessional work

**Unit-V i) Co-curricular Activities in Life-Sciences.**

- a) Importance and organisation of science club, Hobbies and Fairs.
  - b) Organisation of Excursions and visits to places of scientific interest.
- (ii) Professional growth of Life Science Teacher.
- (iii) Biology and Healthy environment.
- Space Biology.
  - Cell structure and cell theory.
  - Life history and scientific contribution of Dr. Har Gobind Khurana.

**Bibliography :**

1. F. W. Westway—Science Teaching Blackie and Sons, Ltd. London.
2. H.H. Cawthrow—Science in Education.
3. Nair, C.P.S.—Teaching Science in our school.
4. Kohli, V.K.—Teaching of Science, Krishna Brothers Amritsar.
5. Sharma, R.C.—Modern Science Teaching Dhanpat Rai and Sons Delhi.
6. Sharma, L.M.—Teaching of Sciences and Life Sciences Dhanpat Rai & Sons, Delhi.
7. Vaidya, N.—The Impail of Science teaching.
8. Chadha Bhavlula and Sharma—Teaching of Science, Parkash Brothers, Ludhiana (Hindi).
9. Dr. R. S. Shukla—Vigyan Ka Adhyan, Laxmi Narayan Aggarwal, Agra (Hindi).
10. Kulshreshta—Life Science (Teaching).
11. D.S. Rawat—Vigyan Shikshan, Vinod Pustak Mandir, Agra (Hindi).
12. Chhikara, M. S. and Sharma, S.—Peaching of Biology (Life Science), Ludhiana, Parkash Brothers, 1982.

13. Mangal, S.K.—Teaching of Physical and Life Sciences, New Delhi, Arya Book Dept., 1988.
14. N.C.E.R.T.,—Teaching of Science in Secondary Schools, 1982.
15. Sood, J.K.—Teaching of Life Sciences, Chandigarh. Kohli Publishers, 1987.
16. Yadav, K.—Teaching of Life Sciences, New Delhi, Anmol Publications, 1993.
17. Gupta, V.K.,—Life Science Education Today, Chandigarh, Arun Publishing House (P) Ltd. 1994.

PAPER V & VI

(ii) TEACHING OF GEOGRAPHY

Max. Marks : 100

Time : 3 Hrs.

**Objectives :** The student will be able to :

- 1 Understand the important concepts used in the discipline.
- 2 To prepare unit plan and lesson plan for different classes.
- 3 Critically evaluate existing school syllabus and text books.
- 4 Prepare achievement test and diagnostic test, administer them and analyse the results for further research.
- 5 Prepare suitable teaching aids and use them effectively in the class room.

**Note :—** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast two units.

**Unit-I —Modern concept of Geography—Human Geography and its importance.**

**Aims and objectives of Teaching Geography, Geography and international understanding.**

- Unit-II** Place of Geography in the School Curriculum, Syllabi for Primary and Secondary Schools and Principles of their construction. Correlation of Geography with other school subjects.
- Unit-III** Methods of teaching Geography in (a) the Primary (b) Middle (c) High School classes story telling, Regional, Inductive and Deductive method, Demonstration method, Observation method, Heuristic method, Project method and Problem Solving method.
- Unit-IV** Study of Home, Region and Local Geography and its place at the Higher Secondary stage. Importance of excursion. Practical Geography in and outside the class room, nature and content of work in different classes. Geography room-Equipments, apparatus and appliance, Geography Library, museum. Teaching Aids of different kinds-maps, models, pictures, audiovisual aids, Atlases and Wall Map.
- Unit-V** Geography text books, their characteristic features at different stages of education.  
Evaluation of student achievement in Geography.

**Practical :**

- 1 Preparation of a few maps, charts and models for Physical Geography.
- 2 Practical demonstration to the ability of use some of the common audiovisual equipments, such as slide projector, 16 m.m. projector, manual projection camera and tape recorder.

OR

A report on visit to some places of geographical interest.

**Bibliography :**

- 1 Wallis —The Teaching of Geography.
- 2 Fair Grivee—Geography in School.
- 3 Bernard—Principle and Practice of Geography teaching.
- 4 H.N. Singh—Bhugol Shiksha.
- 5 UNESCO—Teaching of Geography for International understanding.

**PAPER-V & VI (iii) TEACHING OF ECONOMICS**

**GROUP—C**

**M.M. : 100**

**Time : 3 Hours**

- 1 To develop understanding of Economics Principles for growth and development of the Economy.
- 2 To acquire knowledge of present economic conditions in India.
- 3 To acquire desirable Economic attitudes and to become effective instrument of economic change.
- 4 To acquire appropriate professional behaviour and to develop commitment to teaching profession.

**Note :—**The students are required to attempt five questions in all, selecting atleast one questions from each unit. There may be short answer type question on at least two units.

**Unit-I** Meaning and scope of Economics as a teaching subject. Aims and objectives of teaching Economics with special reference to present day Indian Economic conditions. Its importance and place in education its correlation with History, Geography, Civics and Maths.

**Unit-II** Curriculum in Economics, Its meaning, principles of Instruction suggestions, for the improvement or existing curriculum in Economics.

**Unit-III** Methods of teaching Economics—Lecture Method, Unit Method, Survey Method, Heuristic Method, Project Method and Problem Solving Method.

**Unit-IV** Preparation of lesson plans.  
Abilities, attitudes and skills required in a Economic Teacher

- a) Use of mass media in Teaching of Economics--Radio, T.V., Press and Films.
- b) Class-room teaching aids—Maps, Graphs and Charts.

**Unit-V** Evaluation in economics with due emphasis on objective type test.

**Content—**Wants and their classification, laws of returns and their application in industry and agriculture. Population Density of population, population problem in India and methods to control it.

**Suggested Readings**

1. Dr. A.K.M, Parik--Lesson planning in Indian School, Sabda Sanchar Ajmer.
2. F. Benhom Economics.
3. P.C. Jain-Text Book of Modern Economics.
4. Arthshastra Shikhsan-Gurusarandas Tyagi, Vinod Prakashan Agra.  
Arthshastra Shikshan Singh & Singh Pub. Lakshminarayan. Agra.
6. Arthshastra Shikshan R.S. Pandey, Minakshi Prakashan, Meerut.
7. Arthshastra Shikshan-R.P.S. Verma, Sabda Sanchar, Ajmer.

**PAPER V & VI (iv) TEACHING OF MUSIC**

Group—C

M.M. : 100

Time : 3 Hours

**Objectives :**

To develop understandig of aims of teaching of Music.

2. To develop competencies and skill for teaching of Music
3. To develop understanding and awareness of the essentials of Music
4. To develop understanding of the important evaluative procedure in Music

**Note :** 1) There shall be one paper in Theory of 50 marks and one paper in Practical of 50 marks. The later will be conducted by a team of internal and external examiners at the centre concerned.

**Note :** 2) The students are required to attempt five questions in all selecting at least one question from each unit. There may be short answer type questions from atleast two units.

**Theory** 50 marks

**Unit : I** Aims and objectives of Music as a subject in the School curriculum.

A brief history of Indian Music.

**Unit-II** Knowledge of Swaras differences of Swaras and Sruti :  
Division of Swaras in measures of Sruti.

Possibilities of notation for Indian Music.

**Unit-III** Voice, culture important information about voice and  
culture and earynx.

Knowledge of Motion and Rhythm.

**Unit-IV** Developing of the child's interest and capacity for self  
expression. Suggestions for popularisation of classical  
music.

**Unit-V** Qualities of a Music Teacher, Gayak, Vadak and Vadyakar  
Aids to the teaching of Music.

**Practical Work**

50 marks

- b) 1. Every candidate should be able to sing a fast khyal or  
play a rezakhoni Gat With Tanas and Alaps or Jhala and  
Toras in each of the following Ragas:-  
Toras in each of the following Ragas--  
Bhupali, Bhairvi, Brindavani, Sarag, Asawari, Bhimplas  
Bhimplasi, Mal-kauns, Raffi.  
Every candidate should be able to sing or play a slow  
khyal (Vilambit Bara Khyal) or Masit Khyal Gat in Asa-  
wari and Malkauns Rag.
2. The following Tablas are required to be practised in Thah's  
and Dvigun Laya on Tabla:—  
Teen tal, Dadra, Jhaptal, Kharva, Ektal.
3. Tuning of the instrument for the instrument player and  
tuning of the Tanpura for vecal music students.
4. Candidate shall be able to read, write music notation either  
of Bhatkhande or Vishnu Digamber Pulskar.

**Books Recommended :**

- |                |   |
|----------------|---|
| 1. Madan, P.B. | Teaching of Music (Hindi).  |
| 2. Awasthis    | Teaching of Music (Hindi) Jullundar<br>Extension Services, Govt. Training Coll-<br>ege. |

3. Ranaday                      Indian Music (Its Physical and aesthetics)
4. Bhatkhande                 Short Historical survey.
5. Patwardhan                Rag Vigyan.
6. Goswami, O.                Indian Music.
7. Sambamoorthy, P. Teaching of Music.

**PAPER V & VI (i) TEACHING OF PHYSICAL SCIENCES**

Max. Marks : 100

Time : 3 Hours

**General Aims :**

To develop in pupil-teacher competencies to effectively perform the job of a science teacher :—

1. specific objectives to develop knowledge of various scientific facts & theories;
2. to develop among student-teacher skills of experimentation, demonstration and drawing of conclusion;
3. to acquaint the student-teacher with the methods & techniques in teaching physical sciences making proper use of aids;
4. to acquaint the student-teacher with the laboratory management skills;
5. to develop scientific attitudes among the student teacher;
6. to enable the student-teacher to organise the various science based curricular and co-curricular activities;

**Note :** The students are required to attempt five questions in all selecting atleast one question from each unit. There may be short answer type questions on atleast two units.

**Unit-I** What is Science. meaning of facts. concepts, generalization, Law and theory. Importance, aims and objectives of teaching Physical Sciences in Secondary Schools. Translating general objectives into performance based objectives. Co-relation of Physical Sciences with other subjects, with in itself and daily life.

**Unit-II** Lesson Planning in Physical Sciences for Secondary Schools  
Formulating performance objective and preparing a lesson plan on a given unit/topic.



**Unit-III Methodology of teaching physical sciences.**

- 1 Heuristic method.
- 2 Lecture-cum-demonstration method.
- 3 Project method.
- 4 Problem solving method (steps of scientific method).

**Note :** All these methods are to be demonstrated by selecting appropriate learning experiences from text books of Secondary Schools.

**Teaching Aids :**

- 1 Importance & principles for the selection of teaching aids.
- 2 Types of teaching aids.
- 3 Specific aids like charts, models, epidiascope, overhead projector etc.
- 4 Preparing improvised teaching aids.

**Unit-IV Sciences laboratories and its equipments.**

- 1 Physics and Chemistry laboratories in Secondary School.
- 2 Physics and Chemistry Kits.
- 3 First aid box its use.

**Co-curricular Activities**

- 1 Science clubs
- 2 Science Fairs
- 3 Science excursions

**Evaluation in Physical Sciences**

- 1 Defects of the present system of examinations.
- 2 Process or evaluation
- 3 Objective based evaluation different types of objective and short answer tests with examples.

**Unit-V Preparation of gases e.g. O<sub>2</sub>, H<sub>2</sub>, Co<sub>2</sub> etc. and studying the properties of the same.**

- i) Acids, bases and salts.
- ii) Oxidation and reduction.
- iii) Atomic Structure.
- iv) Law of motion
- v) Sources of energy.

**Bibliography :**

- 1 Bonlind, H.G.—Teaching of Physics in Schools.
- 2 Ghanshyam Dass -Teaching of Science.

3. New Burry, N.I. —Teaching of Chemistry in secondary schools.
4. Sharma, R.C.—Teaching of Science.
5. Kohli V.K.—Teaching of Science.
6. Vaidya N. —Impact of Science Teaching.

**PAPER-V & VI (ii) TEACHING OF CIVICS**

**Group—D**

**Max. Marks : 100**

**Time : 3 Hours**

**Objectives**

1. To enable the student-teacher to define, discriminate and analyse the concept of civics and explain its relative position in the syllabus.
2. To enable the student-teacher to formulate aims and objectives of teaching civics at various stages of schooling.
3. To enable the student-teacher to critically evaluate the existing school syllabus of civics and give appropriate suggestions to improve it.
4. To enable the student-teacher to understand and apply different methods and techniques of teaching civics by selecting appropriate content and plan a lesson accordingly.
5. To enable the student-teacher to prepare different teaching aids and use them appropriately.
6. To enable the student-teacher to write a review of text book of civics.
7. To enable him/her to understand the specific role and qualities of a civics teacher.
8. To enable the student-teacher to prepare a good evaluation tool on a given topic.
9. To enable the student-teacher to understand the fundamental rights and duties, citizenship and other salient features of constitution of India.

**Note :** The students are required to attempt five questions in all selecting at least one question from each unit. There may be short answer type questions on at least two units.

**Contents**

- I Meaning of Civics and the place of Civics in the school curriculum, Correlation with other Social Sciences.**  
**Aims and objectives of teaching civics.**

**Unit-II Curriculum of Civics at different levels, principles of curriculum construction, preparing unit curriculum in civics.**

**Unit-III Methods of teaching Civics-Project method, problem solving socialised recitation, supervised study, lecture; actual demonstration of these methods by selecting appropriate learning experience.**

Audio-Visual aids in the teaching of civics, Preparing A.V. aids, in civics.

**Unit-IV Importance of Civics text book; qualities of a good text book.**

Civics teacher and his qualities.

Lesson Planning in civics, Preparing a lesson plan on a given unit/topic.

**Unit-V Evaluation in Civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.**

Citizenship, fundamental rights and duties and salient features of Indian Constitution.

#### **Bibliography :**

1. Dr. Iqbal Narayan—Principles of Civics (Shiv Lal & Co. Ltd, Agra-3).
2. Dr. Iqbal Narayan — Our Constitution & Civics Life (Shiv Lal & Co. Ltd., Agra-3).
3. Shyam Kishore Malvia—Administration in free India and civil life (Bal Bharti, Allahabad),
4. Practical citizenship for Secondary School. (The Indian Institutes for social order, Poona).
5. Oxford Press Education for Citizenship.
6. Naroliker-Teaching of Civics.
7. White, E.N.—The Teaching of Modern Civics.

**PAPER V & VI (ii) TEACHING OF SOCIAL SCIENCES**

**Group—D**

**M.M. : 100**

**Time : 3 Hours**

**Objectives :**

**The student-teacher will be able :**

1. to explain the meaning and scope of Social Sciences.
2. to state the aims of teaching Social Sciences.
3. to use different methods of teaching Social Sciences effectively in the actual class room situation;
4. to explain the procedure of utilizing the community resources for the teaching of Social Sciences.
5. to prepare and use the various aids which are appropriate in the teaching of Social Sciences.
6. to plan a lesson in Social Sciences.
7. to explain the procedure of evaluation in the teaching of Social Sciences and prepare an objective based tool of evaluation;
8. to describe the natural resources of India, our fundamental rights and duties, and the causes and events of the first War of Independence;
9. critically examine the existing curricula in Social Sciences.

**Note :** The students are required to attempt five questions in all, selecting at least one question from each units. There may be short answer type questions on at least two units.

- Unit-1** i) Aims of teaching Social Sciences.  
ii) Social Sciences Curriculum—selection and organisation.

**Unit-2** Methods of teaching Social Sciences project method, lecture method, discussion method, problem method and discussion unit method.

**Note :** The specific methods are to be taught through actual demonstration by selecting appropriate content and not at all in isolation.

- Unit-3** i) Social Sciences teacher.  
ii) Social Sciences Laboratory.  
iii) Audio-Visual Aids in teaching of Social Sciences.

**Unit-4** i) Utilisation of community resources for the teaching of Social Sciences.

ii) Fundamental rights & duties, natural resources of India  
First War of Independence (1857).

**Unit-5** Lesson planning in Social Sciences.

Evaluation in Social Sciences.

**Suggested Readings—**

1. Binning & Binning Teaching of Social Studies.
2. Binning Mohr, M.C. Organising the Social Studies in Feely, Secondary School.
3. Brantom, F.K. The Teaching of Social Studies in a changing World.
4. Draya and David Jordan, A Handbook of Social Studies.
5. Hemming, James The Teaching of Social Studies, in Secondary School.
6. Oxford University Press Social Studies for School.
7. Wesley, Edger Brose, Social Studies for School.
8. Taneja, V.R. Teaching of Social Studies.
9. Forrester, J.F. Introducing Social Studies.
10. Horn, B.E. Methods of instruction in the Social Studies.
11. UNESCO, History Geography and Social Studies.
12. Nicholson F.J. & Wright, V.K. Social Studies for future Citizen.
13. Bhunashaver, Sharma Bharatiya Schools mai Samaj Adhayan ka Shikshan (Hindi).
14. Vanimadhava, Sharma Samajik Adhayan ki Shiksha (Hindi).
15. Shaidai, B.D. & Gupta Basic Samajik Adhayan Amrit Lal
16. Sharma, M.B., Samajik Adhayan kee Shikshan Vidhi (Hindi).
17. Jain, Ameer Chand, Shamajik Gyan Shiksan (Hindi).

(61)

**PAPER V & VI (iv) TEACHING OF HISTORY**

**Group - D**

**M.M. ; 100**

**Time : 3 Hours**

**Objectives :**

The student teacher will be able :

1. to explain the meaning, scope and importance of History;
2. to develop skill and competence to translate general objectives into performance objectives in teaching of history;
3. to describe the principles of curriculum construction in history and prepare a unit curriculum;
4. to demonstrate the different important methods of teaching history by selecting appropriate learning content;
5. to comment upon the concepts of time and space and the ways by which these concepts can be developed;
6. to use different aids in the teaching of History;
7. to prepare a write up of the places of historical Importance visited by him/her;
8. To prepare a lesson plan using a specific method of teaching history;
9. to prepare appropriate tools for evaluation of some content of history;
10. to explain concepts of history as casual phenomenon of human behaviour.

**Note :** The students are required to attempt five questions in all, selecting atleast one question from each unit. There may be short answer type questions on atleast two units.

**Unit-I**      **Meaning, scope and Importance of History.**  
                 **Aims and objectives of teaching History.**

**Unit II (i)** Curriculum of history selection and organisation of material (a) Periodic (b) Concentric (c) Topic  
**(ii)** History and current affairs-their value selection

**Unit-III Methods of teaching History.**

Story telling, Narration, Project method, source method, discussion, dramatisation.

Aids and equipment for teaching History Excursions, field trips, time lines, museum.

**Unit-IV History teacher and his qualities.**

Lesson planning in History based on performance objectives.

**Unit-5 Evaluation in History-tools and techniques**

Indus Valley Civilisation, Budha, Ashoka Golden age of Guptas and first War of Independence (1857).

**Bibliography :**

1. Arora, K.L. Teaching of History, Prakash Brothers, Ludhiana
2. Ghose, K.K. Creative Teaching of History, Bombay, Oxford, University Press
3. Ghate, V.D. The teaching of History (Bombay: Oxford University Press).
4. Hill, C.P. Suggestions on teaching of History (UNESCO).
5. Johnson, H. The Teaching of History (Mac).
6. Singh, R.L. The Teaching of History and Civics.
7. Chaudhary., K.P. The Teaching of History, Audio-Visual aids in teaching. Indian History, Delhi, Atma Ram & Sons.
8. Carr, F.H. What is History, Harmondsworth Penguin Books 1961.
9. Budha Prakash Modern Approach to History Jullunder Univ. 1963.
10. Colling Wood, R.G. Idea of History Oxford : the Clarendon 1962.
11. Gooch History and Historians in the XIX century.
12. Kaushanb, D.D. An Introduction to the study of History.
13. Nikanth Shastri Historical Method in Relation to Indian History.

- |                                   |   |
|-----------------------------------|---|
| 14. Burston, W.H.                 | Principles of History Teaching<br>(London, Methuen, 1963) |
| 15. Burston, W.H. &<br>Green C.W. | Hand-Book of History Teaching<br>(London : Methuen 1962). |
| 16. Varjeshwari, R.               | Hand-book for History Teachers<br>in India.               |
| 17. Jasvir                        | Teaching of History.                                      |
| 18. Durmond                       | Teaching of History.                                      |

**PAPER-VII**

**(i) BLACKBOARD WRITING**

**Max. Marks : 20**

**PAPER-VIII**

**(ii) WORK EXPERIENCES (I, II)**

**Max. Marks : 40**

(Any two of 20 marks each selecting one from Group—  
A and one from Group B)

**Objectives :**

- 1 To develop practical skill in the chosen area of work experience
- 2 To inculcate the sense of dignity of labour, manual labour.
- 3 To develop among the students the sense of learning by doing.
- 4 To develop among the students the concept of learning to do.

Every student shall have to offer one activity from each group i.e. A & B out of the following and will be required to keep record of the work done during the session. Suggested areas of work experience are given below :—

**GROUP—A**

- 1 Vegetable Growing.
- 2 Growing of flowers.
- 3 Making Jam; Jellies and Pickles.
- 4 Adult Literacy.
- 5 Domestic Electric wiring and repairing of household appliances  
Such as Stove, Electric Iron, Heater, Fan, Electric Tubes,  
putting a plug on an appliance, mending a fuse etc.



- 6 Preparation of items of Interior Decoration,
- 7 Clay Modeling
- 8 Paper Mache
- 9 Book Binding

**GROUP- B**

- 1 Leather Work
- 2 Embroidery
- 3 Knitting
- 4 Preparing teaching aids, (10 teaching aids to be prepared).
- 5 Cutting and tailoring; preparation of any three items.
- 6 Drawing and Painting.
- 7 Spinning and Weaving.
- 8 Cloth weaving and Hand-loom.
- 9 Working with the community (Service, Recreation, Health Education).
- 10 Candle making/Chalk making/Ink making/Soap making/Polish making/Liquid Soap Making.

(iii) Adult literacy (Making literate atleast 5 Adults illiterates)

40 marks

That each college of Education under M. D. University Jurisdiction shall adopt atleast one village as a composite unit for eradication of total illiteracy during the academic year. Each student of B.Ed. (Regular) shall make literate atleast 5 illiterates during this period. In order to make it effective it was felt that Adult Literacy Programme be introduced as an essential Component in the category of Work Experience (Paper 7 & 8 of B.Ed. Syllabus). Under this scheme, therefore, a candidate will be required to opt. for two work experiences in addition to Adult Literacy which will be compulsory for all. The distribution of marks now may be made as under :

- |   |          |
|---|----------|
| a) Black Board Writing  | 20 marks |
| b) Work Experience No. I  | 20 marks |
| c) Work Experience No. II   | 20 marks |
| d) Adult Literacy (Making literate atleast 5 Adults illiterates). | 40 marks |

D-7j

2011

Total Marks 20

## INFORMATION TECHNOLOGY(PRACTICAL)

- Know your computer (List the configurations, input / output devices).

Write and practice on Computer:

- How start the computer, create a programme folder, create a file, save the file, close the file, shut down the computer. Use of Mouse and Keyboard.
- Microsoft Windows
  1. Often used windows terms, managing the file system, printing in windows.
- Microsoft Word
  1. Basic functions.
  2. Typing and Editing.
  3. Formatting Text.
  4. Page design and layout.

*(Students are supposed to prepare documents, News, letters etc..)*

- Microsoft PowerPoint
  1. Presentation Graphics.
  2. Introducing PowerPoint.
  3. Creating a Presentation.

*(Students are supposed to prepare a presentation.)*

- Read, compose and send E-mail messages.
- What is World Wide Web (www) and how it works? Use a browser to search for documents and explore the Internet. What is Web Search Engines?

*(Students are supposed to visit few web sites like – <http://www.ncte-in.org>, <http://www.ignou.org>, <http://www.nic.in>, <http://www.mduonline.com> etc..)*