

JU—1992

# University of Jammu

*Academic Section  
for office use*



## Syllabi & Courses of Study for B.Ed

Examinations to be held in the years

1992, 1993 and 1994 - 2001, 40 2003,

2014

PRICE Rs. 6/-

*30/-*  
*Khanna*

*21/11/25*  
Assistant Registrar (Academic)  
University of Jammu,  
Jammu

Paper VI&VII Content-cum-Methodology of Teaching any two school subjects with weightage for course content upto 20% of Secondary stage only from any of the following groups :-

| Group | Subjects                                       | Marks | Time   |
|-------|------------------------------------------------|-------|--------|
| I)    | English/Hindi/Urdu and Punjabi                 | 100   | 3 hrs. |
| II)   | Social Study (History/ Civics and Geography)   | 100   | 3 hrs. |
| III)  | General Science (Physics, Chemistry & Biology) | 100   | 3 hrs. |
| IV)   | Mathematics                                    | 100   | 3 hrs. |

The students shall have to opt any two subjects selecting not more than one from each of the groups mentioned above.

The theory papers will be of 700 Marks and practice of teaching for 400 Marks. There shall be four compulsory papers of 100 marks each, one optional paper of 100 marks and two teaching subjects of 100 marks each. Each paper will be of three hours duration. The theory paper for all the seven papers will be of eighty marks and twenty marks are reserved for internal assessment. The split of twenty marks is as under:-

|     |                                                             |                 |
|-----|-------------------------------------------------------------|-----------------|
| i)  | Two class tests and one written assignment of 5 marks each. | 15 marks        |
| ii) | Attendance                                                  | 5 marks         |
|     | <b>TOTAL</b>                                                | <b>20 marks</b> |

## PART—II Practice of Teaching :

The practice of teaching shall be done through Micro and Macro lessons to be delivered by the pupil teachers. The practice of teaching shall be of 400 marks. Out of which 200 mark shall be reserved for internal assessment. The distribution of 200 marks shall be as under :-

|      |                               |           |
|------|-------------------------------|-----------|
| i)   | 15 Micro-Lessons              | 30 Marks  |
| ii)  | 20 Supervised (Macro Lessons) | 120 Marks |
| iii) | Criticism lessons             | 30 Marks  |
| iv)  | Observation of 20 lessons     | 20 Marks  |

**TOTAL 200 Marks**

The micro-lessons are preparatory and are to be prepared and delivered for three different skills prior to the commencement of macro lessons. Any three skills can be chosen for developing competence in skills in teaching. The skills are as such :-

- Reinforcement
- Stimulus Variation
- Lecturing
- Probing

The pupil teachers have to choose any three skills out of the above mentioned skills for preparing 15 Micro-Lessons in any two teaching school subjects. Each pupil teacher will be required to produce a note-book prepared for 15 micro-Lessons and twenty

# UNIVERSITY OF JAMMU

## Syllabi and Courses of Study for B. ED. Examinations to be held in the years 1992, 1993 and 1994.

The Examination shall consist of two parts as under :

| PART—I General Professional Courses |                                                 | Marks | Time   |
|-------------------------------------|-------------------------------------------------|-------|--------|
| Paper I                             | Education in Emerging Society                   | 100   | 3 hrs. |
| Paper II                            | Foundations of Educational Psychology           | 100   | 3 hrs. |
| Paper III                           | Management of School Education                  | 100   | 3 hrs. |
| Paper IV                            | Trends in Education                             | 100   | 3 hrs. |
| Paper V                             | Any one of the following specializations :      |       |        |
|                                     | A) Guidance and Counselling                     | 100   | 3 hrs. |
|                                     | B) Educational Measurement and Evaluation       | 100   | 3 hrs. |
|                                     | C) Educational Technology                       | 100   | 3 hrs. |
|                                     | D) Issues in Education and National Development | 100   | 3 hrs. |
|                                     | E) Comparative Education                        | 100   | 3 hrs. |
|                                     | F) Educational Administration                   | 100   | 3 hrs. |
|                                     | G) Special Education                            | 100   | 3 hrs. |
|                                     | H) Health and Physical Education                | 100   | 3 hrs. |
|                                     | I) Home-Science                                 | 100   | 3 hrs. |
|                                     | J) Indian Music                                 | 100   | 3 hrs. |
|                                     | K) Computer Education                           | 100   | 3 hrs. |
|                                     | L) Work-Experience                              | 100   | 3 hrs. |

Supervised lessons in addition to two final lessons to be delivered at the time of final examination.

### Schema of Examinations

Part—I Theory

700 Marks

Part—II Practice of Teaching

400 Marks

The statutes relating to the result of B. Ed. Examinations shall continue to be on the old pattern of examinations.

## Detailed Syllabus

### PAPER—I

Duration of  
Examination : 3 hrs

Title : EDUCATION IN  
EMERGING SOCIETY

Maximum Marks : 100

- a) Theory paper : 80  
b) Internal Assessment : 20

Syllabus for the examinations to be held in the years 1992  
1993 & 1994

### OBJECTIVES :

1. The objective of the paper is to give broader exposure to the philosophical and sociological perspectives of emerging Indian Society.
2. To enable the pupil teachers to learn about the Indian philosophy of Education and the contributions made by leading Indian Educators.
3. To enable the pupil teachers to know about the Western Philosophies of Education.
4. To prepare the pupil teachers to understand the constituents of society and the factors responsible for building a better society.

5. To give insight to the teachers about the Indian Culture, National Integration and the role of Education for democratic, socialistic and secular pattern.

## Unit—I

Weightage : 20%  
Marks : 16

1. Concept of Education, Functions of Education : Distinction between Education and Training, Education and instruction and Education & Literacy, Formal, Informal and Non-formal Education.
2. Aims of Education : Individual, Social, and their synthesis, Factors affecting aims of Education, Modern Aims of Education as recommended by I.E.C. 1964-66.
3. Agencies of Education : The home, the school, the State, T.V. and press.

## Unit—II

Weightage : 20%  
Marks : 16

1. Indian Philosophy of Education : Main Features, concept of Knowledge, reality and values.
2. Contributions of Vivekananda, Tagore, Gandhi and Aurobindo with special reference to their concept on knowledge, reality and values, Educational Implications for setting up Aims, curriculum and methods of teaching.

## Unit—III

Weightage : 20%  
Marks : 16

1. Idealism, Naturalism and Pragmatism : Meaning, Salient Features and Educational Implications with reference to Aims, Curriculum, Methods and Role of teacher.

## Unit—IV

Weightage : 20%  
Marks : 16

1. Social change : Meaning, Factors viz. Caste, ethnicity, class, Language, Religion, Regional and Sectional imbalances and Role of Education.

Education in the context of —

Democracy  
Socialism  
Secularism

## Unit—V

Weightage : 20%  
Marks : 16

1. National Integration : Meaning, Barriers and Role of Education in promoting National Integration, Recommendations of Kothari Education Commission and New Education Policy (1986)
2. Culture : Meaning, Salient features of Indian Culture and Role of Education.

**NOTE FOR PAPER SETTING :**

The question paper will contain two questions from each unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each unit.

**BOOKS RECOMMENDED :**

- |                   |                                            |
|-------------------|--------------------------------------------|
| 1. Rass           | Ground work of Education Theory.           |
| 2. Rusk           | Philosophical Basis of Education.          |
| 3. Brubacher      | Modern Philosophies of Education.          |
| 4. Butler         | Four Philosophies of Education.            |
| 5. Gaina & Sharma | Educational theory and mode of Trends.     |
| 6. Singh, P       | Theory and practice of Education in India. |
| 7. Marmia         | Existentialism in Education.               |
| 8. Brown          | Educational Sociology.                     |
| 9. Green          | Education in a New Society.                |
| 10. Kabir         | Indian Philosophy of Education.            |
| 11. Dewey         | Democracy and Education.                   |

**Detailed Syllabus****PAPER—II**

Duration of  
Examination : 3 hrs.

Title : FOUNDATION OF  
EDUCATION PSYCHOLOGY

Maximum Marks : 100

- a) Theory Paper : 80  
b) Internal Assessment : 20

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Syllabus for the examinations to be held in 1992, 1993 and 1994.

**OBJECTIVES :**

1. The broader vision of this paper is concentrated towards the understanding of individual differences in the class-room situations.
2. To prepare the pupil teachers to know about the concept and stages of Growth and Development besides the salient features of Adolescence.
3. To prepare the pupil teachers to understand the concept of learning and allied factors.
4. To give the pupil teachers an understanding about the functions of intellect through the concepts of intelligence and creativity.

5. To prepare the pupil teachers to understand the meaning & differentials of personality and its associated components.
6. To enable the pupil teachers to understand the functions of Statistics in Education and its application in Education and Psychology.

## Unit—I

Weightage : 20%  
Marks : 16

1. Nature and Scope of Educational Psychology, contributions of Psychology in the field of Education, and Role of Teacher.
2. Methods of studying behaviour : Meaning, Process, Merits and Demerits of the following methods :
  - i) Observation
  - ii) Experimental
  - iii) Clinical
3. Human Growth and Development : Principles, Difference between the two-nature of Adolescence, Physical, Social, Emotional and Intellectual characteristics of Adolescence.

## Unit—II

Weightage : 20%  
Marks : 16

1. Learning—Nature of Learning, Factors affecting Learning, Theories of Learning—(1) Insight, (2) Classical conditioning, (3) Operant conditioning.
2. Memory and Forgetting—Nature of memory, short term memory and long term memory, causes of forgetting and improvement of memory.

3. Motivation : Meaning, Theories of motivation, Achievement Motivation, Motivation in class room.

## Unit—III

Weightage : 20%  
Marks : 16

1. Intelligence : Meaning, concept of I.Q., Theories of Intelligence (Spearman's two factors, Thurstone and Thorndike Theories of Intelligence).  
Educational Implications of I.Q.
2. Creativity : Concept, stages of creativity, methods of developing creativity (Brain-storming, Group Discussion, Playway, problem solving and Quiz), Role of teacher in promoting creativity.
3. Delinquency : Meaning, Symptoms, causes and remedial measures.

## Unit—IV

Weightage : 20%  
Marks : 16

1. Personality : Nature, Type and assessment of personality (Subjective, objective and projective techniques).
2. Mental Hygiene : Concept, functions, factors affecting mental Health, characteristics of Mentally Healthy Teachers.
3. Adjustment : Meaning, Adjustment, Criteria of good adjustment, Detection of maladjustment and role of teacher.

## Unit—V

Weightage : 20%  
Marks : 16

1. Statistics : Importance of Statistics in Education, concept of continuous and discrete series, Tabulation of raw scores into frequency Distribution, Graphical Representation of scores through Polygon and Histogram.

2. Measures of Central Tendency : Concept and Calculations of Mean, Median and Mode, Merits and De-merits of Mean Median and Mode.
3. Measures of variability : Meaning and calculations of Quartile and Standard Deviation. Merits and Demerits of Quartile and Standard Deviation.

#### NOTE FOR PAPER SETTING :

The question paper will contain two questions from each Unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there shall be internal choice within each question from each Unit.

#### BOOKS RECOMMENDED :

- |                                |                                                     |
|--------------------------------|-----------------------------------------------------|
| 1. Crew and Crew               | Educational Psychology.                             |
| 2. Sersason                    | Psychology in Education.                            |
| 3. Prassey-Robinson            | Psychology in Education.                            |
| Hurlock                        |                                                     |
| 4. Gatas and others            | Educational Psychology.                             |
| 5. Charles E. Skinner          | Essentials of Educational Psychology.               |
| 6. S.S. Chauhan                | Advanced Educational Psychology                     |
| 7. Hillgard E.R.               | Theories of Learning.                               |
| 8. Rassess Stagnor             | Psychology of Personality.                          |
| 9. Guilford, J.P.              | Fundamental Statistics in Psychology and Education. |
| 10. Garret, H.E.               | Statistics in Education and Psychology.             |
| 11. Verma, L.K. & Sharma, N.R. | Statistics in Education and Psychology.             |

## Detailed Syllabus

### Paper—III

Title : MANAGEMENT OF SCHOOL EDUCATION

Duration of

Examination : 3 hrs.

Maximum Marks : 100

- a) Theory Examination : 80
- b) Internal Assessment : 20

Syllabus for the Examinations to be held in 1992, 1993, 1994.

#### OBJECTIVES :

1. To prepare the pupil teachers to understand working of school as an institution.
2. To enable the pupil teachers to understand the school plant and school complex.
3. To enable the pupil teachers to understand the essentials involved in the process of teaching.
4. To prepare the teachers to know about the ingredients of institutional planning and lesson planning.
5. To give an insight to the pupil teachers to learn the role which school is to play in the community.

## Unit—I

Weightage : 20%  
Marks : 16

1. Management of school Education : Meaning, scope and objectives of school Management.
2. Role of Headmaster and Teachers as elements in School Management.
3. School Plant :
  - a) Concept
  - b) Library
  - c) Laboratory
  - d) Hostel
  - e) Play ground
  - f) Time Table

## Unit—II

Weightage : 20%  
Marks : 16

1. School Complex : Concept, objectives and programmes for Effective Implementation.
2. Co-curricular activities : Meaning, significance and principles of organising co-curricular activities in the School.

## Unit—III

Weightage : 20%  
Marks : 16

1. Methods of Teaching : Meaning, Essentials, Steps followed in problem and project method, Advantage and limitations.
2. Maxims and Principles of successful Teaching.
3. Effective Teacher : Meaning, Characteristics of an effective teacher, conditions essential for promoting effective teaching.

## Unit—IV

Weightage : 20%  
Marks : 16

1. Institutional Planning : Meaning, characteristics and steps for preparing an effective institutional plan.
2. Lesson Planning : Meaning, Importance, Principles of lesson planning, criteria of good plan, types of lesson plan, steps for the preparation of effective lesson plan.

## Unit—V

Weightage : 20%  
Marks : 16

1. School Community : Meaning, Factors effecting relationship, Relationship between school and community.
2. School Records : Concept, salient features, types, Maintenance of school Records including cumulative records.

## NOTE FOR PAPER SETTING :

The question paper will contain two questions from each Unit (total ten questions) and the candidates will be required to attempt one question from each unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each unit.

## BOOKS RECOMMENDED :

- |                    |                                         |
|--------------------|-----------------------------------------|
| 1. Mukharjee, S.N. | Secondary School Administration.        |
| 2. Jacobson P.B.   | The Effective School Participation.     |
| 3. Mohiuddin, M S. | School organisation and Management.     |
| 4. Mukharjee, S.N. | Education in India To-Day and Tomorrow. |

- |                       |                                                       |
|-----------------------|-------------------------------------------------------|
| 5. Bhatia, B.D.       | The principles and Methods of Teaching.               |
| 6. Verma, I. B.       | Principles of Education & Methods.                    |
| 7. Ryburn, W.M.       | Principles of Teaching.                               |
| 8. Smith and Harrisan | Introduction to Teaching.                             |
| 9. Bossing            | Progressive Methods of Teaching in Secondary Schools. |
| 10. Ryburn, W.M.      | Organisation of Schools.                              |
| 11. Bhatia & Arora    | Methodology of Teaching.                              |
| 12. Flanders, N.      | Analysing Teaching Behaviour.                         |
| 13. Passi, B. K.      | Becoming Better Teacher.                              |
| 14. Pandey, K. P.     | Programmed Teaching.                                  |

## Detailed Syllabus

### Paper—IV

Duration of Examination : 3 hrs.

Title : TRENDS IN EDUCATION

Maximum Marks : 100

- a) Theory paper : 80  
b) Internal Assessment : 20

Syllabus for the examinations to be held in the years 1992, 1993 and 1994.

### OBJECTIVES :

1. To enable the pupil - teachers to understand the emerging trends of education,
2. To familiarise the pupil - teachers with the widening role of Non-formal Education.
3. To give insight to the pupil-teachers about the concept and contribution of Educational Technology.
4. To provide an elementary knowledge about the new trends in Education.
5. To build the knowledge of the concepts of Special Education, Leadership styles, Guidance and Counselling, Examination Reforms and the broad National Policy of Education.

## Unit—I

Weightage : 20%  
Marks : 16

1. Distance Education : Meaning, Importance, Objectives and Method of distance Education through correspondence and Open University.
2. Adult Education : Concept, Functions, Recommendations of Adult Education programme and Critical Appraisal.

## Unit—II

Weightage : 20%  
Marks : 16

1. Educational Technology : Meaning of Technology, Educational Technology, scope and role of Educational Technology in improving theory and practice of Education.
2. Micro-Teaching : Meaning, Features, Steps, advantages and Limitations.

## Unit—III

Weightage : 20%  
Marks : 16

1. Special Education : Meaning, Importance and characteristics of special Education, types of children needing special education.
2. Leadership in Educational Administration : Concept, styles of Leadership and Assessment of Leadership.
3. Guidance and Counselling : Concept of Guidance and Counselling, types of Guidance, Concept of Educational and Vocational Guidance services, concept of individual, placement and follow up.

## Unit—IV

Weightage : 20%  
Marks : 16

1. Modern Trends of Educational Development : Meaning and need of New Educational Pattern (10+2+3), Vocationalisation and Diversification of Education at +2 stage, Population Education, Women Education, Environmental Education, Computer Assisted Instruction, Value Education, Education for International Understanding, Curriculum Development, Educational Planning, Educational Technology, Life-Long and Continuing Education.

## Unit—V

Weightage : 20%  
Marks : 16

1. National Education Policy : Salient Features and Critical Appraisal of National Education Policy (1986).
2. Examination Reforms : Drawbacks of examination system : Meaning, Importance and Problems of following innovations as reforms of Examination system.

- i) Semester System
- ii) Continuous Internal assessment
- iii) Question Bank.

## NOTE FOR PAPER SETTING

The question paper will contain two questions from each Unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each Unit.

## BOOKS RECOMMENDED :

1. Allen, D & Tyan, K. Micro-Teaching, Addison, Wesley, 1969.
2. Chauhan, S.S. A Text-book of Programmed Instruction, New Delhi, Sterling, Publ. Co. 1978.
3. Bhatnagar, R.P. & Verma, I.B. Educational Supervision.
4. Strange, R. Educational Guidances, its Principles and Practice.
5. Linder, Ivan H. & Gunn, Herry M. Secondary School Administration.
6. Myers, George F. Principles and Techniques of Vocational Service.
7. Management of Examinations System by Amrik Singh.
8. Researchers in Examinations by Edwin Harper.
9. Monograph on Grading, Question Bank, Semester system, Internal Assessment, by Association of Indian Universities.
10. Klitty, Paul Gifted Child.



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## Detailed Syllabus

Paper—V—B

Title : EDUCATIONAL  
MEASUREMENT & EVALUATION

Duration of  
Examination : 3 hrs.

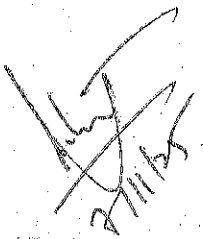
Maximum Marks : 100

- a) Theory Examination : 80
- b) Internal Assessment : 20

Syllabus for the examinations to be held in the years 1992, 1993 and 1994.

### OBJECTIVES :

1. To familiarise the pupil-teachers with the utility of Measurement and Evaluation.
2. To enable the pupil - teachers to understand the concept and use of action research.
3. To familiarise the pupil-teachers with different kinds of psychological tests.
4. To prepare the pupil-teachers to understand the steps for the construction of an achievement test.
5. To familiarise the pupil - teachers with the characteristics of a good test and type of test i.e. standardised and non-standardised tests.
6. To give an insight to the pupil - teachers with the concepts and application of Statistical Techniques.

  
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## UNIT—I

Weightage: 20%  
Marks : 16

1. Concept of measurement and evaluation in Education, Difference between measurement and evaluation, Relationship between teaching and evaluation.
2. Action Research: Concept of Action Research, Importance of Action Research; Steps of conducting Action Research, Limitations of Action Research.

## Unit—II

Weightage : 20%  
Marks : 16

1. Tools of evaluation : Psychological Tests, Rating scales, Questionnaire, interview, observation and inventory.
2. Achievement Test : Steps in the construction and standardisation of an achievement test.
  - i) Writing of item, ii) Item analysis, iii) Reliability
  - iv) Validity, v) Norms.

## Unit—III

Weightage : 20%  
Marks : 16

1. Characteristics of a Good Test :
  - i) Validity ii) Reliability iii) Norms iv) Usability
2. Knowledge of Standardised tests, Teacher-made tests, Differences between the two, uses and limitations.

## Unit—IV

Weightage : 20%  
Marks : 16

1. Measures of Relative position : uses, limitations and computations of :
  - a) Percentile,
  - b) Percentile Rank,
  - c) Standard Scores,
2. Normal Distribution Curve-characteristics and application of normal distribution curve.
  - a) Determination of Standard scores from Raw scores.
  - b) Determination of percent of cases and number of cases falling above, below and between the given scores from the mean.

## Unit—V

Weightage : 20%  
Marks : 16

1. Measures of Relationship : Concept and uses of product Moment correlation (ungroup data) and Rank Difference method.
2. Hypothesis Testing : Meaning of Null Hypothesis, level of confidence, levels of significance, Degree of Freedom, Testing significance of difference between means for small and large samples (uncorrelated).

## NOTE FOR PAPER SETTING :

The question paper will contain two questions from each unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each Unit.

## BOOKS RECOMMENDED :

1. Leona & Tylor                      Tests and Measurement.
2. Quentin Siodala &              Basic Educational Tests &  
    Kalmerstordahi                  Measurement.
3. Anastasi, A.                      Psychological Testing.
4. Cronbach                          Essentials of Psychological Testing
5. Garrett, H.E.                      Statistics in Education & Psychology
6. Guilford, J.P.                      Fundamental Statistics in Psychology  
                                                 & Education.
7. Thorndike, E.W.                   Measurement & Evaluation.  
                                                 in Psychology.
8. Verma, L.K. and                   Statistics in Education and  
    Sharma, N.R.                      Psychology.



## Detailed Syllabus

Paper—VI/VII

Group-I

Title : TEACHING OF HINDI

Duration of  
Examination : 3 hrs.

Maximum Marks : 100

- a) Theory Examination : 80  
b) Internal Assessment : 20

Syllabus for the examinations to be held in the years 1992, 1993 and 1994.

### OBJECTIVES :

1. To enable the pupil -teachers to understand the importance and role of Hindi language in our country and aims of teaching Hindi.
2. To prepare the pupil -teachers with the concepts of behavioural objectives.
3. To enable the pupil -teachers to understand the concept of curriculum in teaching of Hindi, qualities of text books and co-curricular activities for teaching of Hindi.
4. To give insight to the pupil -teachers about the various methods of teaching Hindi.

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5. To familiarise the pupil teachers with appropriate audiovisual aids, steps for lesson planning and tools of evaluation.

### UNIT—I

Weightage : 20%  
Marks : 16

1. Importance and role of Hindi language in India, place of Hindi in School Curricular, Hindi as medium of instruction.
2. Aims of teaching Hindi as a National Language and as a link language.
3. Behavioural objectives : Meaning and Importance of behavioural objectives, Essentials of behavioural objectives, steps for preparing behavioural objectives for teaching of Hindi.

### Unit—II

Weightage : %20  
Marks : 16

1. a) Curriculum : Importance and Principles for preparing good curriculum in teaching of Hindi.  
b) Text Book : Importance, qualities of good text-book, qualities of a language teacher.
2. Co-curricular activities : Meaning, Importance of co-curricular activities for teaching of Hindi through—  
a) Literary clubs, b) School magazines, c) Debates,  
d) Dramatics.

## Unit—III

Weightage : 20%  
Marks : 16

## 1. Methods of Teaching Hindi.

Importance of intensive, extensive, loud and silent reading for pronunciation, clear comprehensive fluency and thinking, various methods of initiating reading at elementary and secondary stage.

## 2. Methods of teaching grammar at various levels.

## 3. Aims and Methods of teaching prose, poetry, Drama and composition at various stages, Aims of teaching prose, poetry drama and composition.

## Unit—IV

Weightage : 20%  
Marks : 16

## 1. Audio-visual Aids : uses and abuses of audio-visual aids, use of black boards, charts, film strips, tape-recorder and V.C.R.

## 2. Lesson Planning: Steps for preparing lesson plans for teaching of Hindi with appropriate teaching aids and pupil activity.

## Unit—V

Weightage : 20%  
Marks : 16

## 1. Evaluation in Hindi : Construction of objective type tests. Life history and works of the following poets :-

भारतेन्दु हरिश्चन्द्र, राजधारी सिंह दिनकर, सुमित्रानन्दन पन्त, धर्मवीर भारती महादेवी वर्मा।

Grammar : संधियां, समास, चन्द्र और अलंकार।

## NOTE FOR PAPER SETTING

The question paper will contain two questions from each Unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each Unit.

## BOOKS RECOMMENDED :

1. Bhasha Shiksha Sutra—Ram Seander Rao.
2. Bhasha Shiksha Ki Ropa Rekha—L.N. Gupta.
3. Matra Shasha Shikshani—Srivastava.
4. Hindi Bhasha Ki Shikshani Vidhi—Shatrugrd Prasad.
5. Hindi Shikshan Vidhi—Sita Ram Chatarvedi.
6. Hindi Shikshan Vidhi—R.N. Safaya.



## Detailed Syllabus

**PAPER—VI/VII**      **Group-II**      **Title : TEACHING OF SOCIAL STUDIES**

**Duration of Examination : 3 hrs.**      **Maximum Marks : 100**

- a) Theory Examination : 80  
b) Internal assessment : 20

Syllabus for the examinations to be held in the years 1992, 1993 and 1994.

### OBJECTIVES :

- 1 To familiarise the pupil - teachers with the place of Social Studies.
- 2 To enable the pupil - teachers with the concept and role of behavioural objectives relevant to the Social Studies
- 3 To prepare the pupil - teachers with the concept of curriculum text book and co-curricular activities in Social Studies.
- 4 To provide insight to the pupil - teachers with the methods relevant to the teaching of Social Studies.
- 5 To enable the teachers to understand the procedure for preparing lesson plans and tools of evaluation.

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### Unit—I

Weightage : 20%  
Marks : 16

- 1 Nature and scope of Social Studies. Aims and values of teaching Social Studies in Secondary Schools.
- 2 Behavioural Objectives : Meaning. Importance, Steps for preparing behavioural objectives for teaching of Social Studies.

### Unit—II

Weightage : 20%  
Marks : 16

- 1 a) Curriculum : Meaning and principles for preparing curriculum for teaching of Social Studies.  
b) Text-books : Importance of text books in the teaching of Social Studies, qualities of a teacher teaching Social Studies.
- 2 Co-curricular Activities : Importance and steps for organising co-curricular activities for teaching of Social Studies through  
a) Excursion      b) Supervised study,      c) Dramatisation  
d) Debates,      d) Visit to museums.
- 3 Audio-visual Aids : Uses and abuses of Audio-visual aids, viz. Black-boards, Maps, Charts pictures, Models, Slides, Films, Radio, T.V. and V.C.R. Games and Field trips.

### Unit—III

Weightage : 20%  
Marks : 16

- 1 Methods of teaching Social Studies with their merits and demerits.  
i) Lecture method.  
ii) Question-Answer Method.

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- iii] Project method.  
iv] Discussion methods.

## Unit—IV

Weightage : 20%

Marks : 15

- 1 Lesson planning : Importance and steps for preparing lesson plans for Social Studies.
- 2 Evaluation : Need for constructing diagnostic and objectives Tests in Social Studies.
- 3 National Integration and International understanding through teaching of Social Studies.

## Unit—V

Weightage : 20%

Marks : 15

- 1 Our Heritage.
- 2 India's struggle for Independence.
- 3 Indian Foreign Policy & the United Nations.
- 4 Employment and output in Industry and Agriculture.
- 5 Human Impact on the Environment.
- 6 Our National Resources.

## NOTE FOR PAPER SETTING :

The question paper will contain two questions from each unit (total ten questions) and the candidates will be required to attempt one question from each Unit (total questions to be attempted will be five) i. e. there will be internal choice within each question from each Unit.

## BOOKS RECOMMENDED :

- 1 Ailen, J. Teacher of Social Studies.
- 2 All-India Council Evaluation in Secondary Schools. for Sec Edu.
- 3 Branon, F.K. Teaching the Social Studies in Changing World.
- 4 Hamelton, J. New Trends in Social Studies Text Books.
- 5 Johnson, S. Earl Theory and practice of the Social Studies.
- 6 National Education Association-Education for International understanding.
- 7 Nicholson and Wright Social Studies for future citizens.
- 8 Nesiah, K.S. Social Studies in the School.
- 9 Schutte, T. H. Teaching the Social Studies in Secondary level.
- 10 Wesley and Wrenski Teaching Social Studies in High Schools.
- 11 Swindler, R. E. Social Studies instructions in the Secondary School.