

समस्त पत्र व्यवहार "कुलसचिव" को संबोधित किया जाये किसी अधिकारी के व्यक्तिगत नाम से नहीं। पूर्व सन्दर्भ यदि हो, तो देना आवश्यक है अन्यथा कोई कार्यवाही संभव नहीं होगी।

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देवी अहिल्या विश्वविद्यालय, इन्दौर

विश्व विद्यालय भवन,
इन्दौर 452 001
दिनांक

क. शैक्ष. / पाठ्य/ 2010

सूचना

निर्देशानुसार यह सूचित किया जाता है कि बी.एड का सेमेस्टर पध्दति का पाठ्यक्रम विश्वविद्यालय की वेब साईट पर उपलब्ध है। अतः महाविद्यालय तथा छात्र बी.एड का पाठ्यक्रम www.dauniv.ac.in से प्राप्त कर सकते हैं। पाठ्यक्रम शैक्षणिक सत्र 2008-09 तथा 2009-2010 से प्रभावशील रहेगा।

भवदीय,

कुलसचिव

पृष्ठां क. / शैक्ष. / पाठ्य / 2010

इन्दौर, दिनांक

प्रतिलिपी :-

1. प्राचार्य/प्राचार्या, समस्त सम्बन्धित महाविद्यालय, इन्दौर, खांडवा, धार, खरगोन, झाबुआ बडवानी।
2. कुलपति के सचिव/ कुलसचिव के निज सहायक।
3. उपकुलसचिव (परीक्षा/ गोपनीय) दे.अ.वि.वि. इन्दौर। कृपया वेबसाइट से पाठ्यक्रम की प्रति प्राप्त करें
4. सम्बन्धित सहायक संकाय (परीक्षा/ गोपनीय) दे.अ.वि.वि. इन्दौर। कृपया वेबसाइट से पाठ्यक्रम की प्रति प्राप्त करें।

उप-कुलसचिव(शैक्ष.)

**CURRICULUM AND SYLLABI
FOR
BACHELOR OF EDUCATION PROGRAMME
(ONE YEAR - TWO SEMESTER)
DEVI AHILYA VISHWAVIDYALAYA, INDORE**

OBJECTIVES

1. To develop among student teachers a clear understanding of the psychology of the students.
2. To enable them to understand the process of socialization.
3. To develop in them the skills for guidance and counselling.
4. To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
5. To acquaint them with the factors and forces (within the school and outside) affecting educational system and classroom situation.
6. To acquaint them with educational needs of special group of pupils.
7. To enable them to utilize community resources as educational inputs.
8. To develop communication skills and use the modern Information and Communication Technology.
9. To enable them to undertake Action Research and use innovative practices.
10. To foster in them a desire for life-long learning.

Eligibility Criteria: As per M. P. SCERT and NCTE norms.

Mode & Duration of the Course: B. Ed. Programme will be regular. Its duration will be of **TWO SEMESTER**

FIRST SEMESTER: COURSES AND EXAMINATION

PAPER	TITLE	INTERNAL EXAMINATION	EXTERNAL THEORY EXAMINATION	EXTERNAL PRACTICAL EXAMINATION
I.	Educational Psychology	-----	100	-----
II.	Methods of Teaching – I*	-----	100	-----
III.	Methods of Teaching – II*	-----	100	-----
IV.	MICROTEACHING & MODELS OF TEACHING	15	85	-----
V.	PRACTICE TEACHIING	15	-----	85
VI.	WORK EXPERIENCE	15	-----	85

SECOND SEMESTER: COURSES AND EXAMINATION

PAPER	TITLE	INTERNAL EXAMINATION	EXTERNAL THEORY EXAMINATION	EXTERNAL PRACTICAL EXAMINATION
VII.	Education in Emerging Indian Society	-----	100	-----
VIII.	Secondary Education: Issues & Problems	-----	100	-----
IX.	Information and Communication Technology	-----	50	50
X.	Educational Technology	-----	100	-----
XI.	Educational Psychology Practical	15	-----	85
XII.	Specialization – Any One**	-----	100	-----

***Papers II and III (Methods of Teaching – Any TWO, out of which ONE is to be treated as MAJOR Method of Teaching)**

Hindi, English, Sanskrit, Urdu, Social Science, Civics, Economics, Geography, History, Chemistry, Physics, Biology, Mathematics, Home Science, and Commerce

****Paper XII: Specialization (Any One)**

Action Research, Educational Administration, Guidance and Counselling, Educational Measurement and Evaluation, Non-formal Education, Special Education

*****PAPER VI: Work Experience: (Any One)**

Gardening, Sewing & Embroidery, Toy Making, Chalk Making, Library Science

NOTE:

- To pass in each Theory paper, the candidate should get 33 % marks in each paper and to pass in each practical, the candidate should get 36 % marks in each practical.
- Candidates should pass both in Theory and Practical separately. To pass in Theory, the requisite aggregate is 36% and to pass in Practical, the requisite aggregate is 40%. To pass on the whole, a candidate must get both in Theory and Practical an aggregate of 40%. The division will be given separately for Theory and Practical. First Division will be given to those candidates who get 60% and above. Second will be given to those candidates who get equal to 48% but less than 60 % and Third Division will be given to those candidates who get equal to 40% but less than 48%.
- In all practical examinations, not more than approximately 50 students should be examined in a day. Marks are to be given only by the **EXTERNAL EXAMINER directly to the University.**
- For final Teaching Practice Examination, the candidate must prepare two lessons – one related to Major Method of Teaching and another related to Minor Method of Teaching. **If external examiner wants, the candidate has to give Minor Lesson also.**
- **Those students who do not appear in the FIRST SEMESTER examination will not be allowed to go in the SECOND SEMESTER.**

The Candidate is allowed to carry any TWO papers. The examination of Odd Semester Carry papers will be only in the Odd Semester and that of Even Semester be in Even Semester.

SEMESTER - I

Paper - I: EDUCATIONAL PSYCHOLOGY

Objectives:

To enable the teacher trainees:

1. To understand the methods and techniques of Educational Psychology.
2. To understand concept of learning, theories of learning and their implications.
3. To know characteristics of adolescents and their problems.
4. To develop understanding of concept of personality causes of maladjustment and remedial measures.
5. To identify special needs of the children.
6. To understand the mental health of children and their educational implication.
7. To be acquainted with Group Dynamics and Role of the Teachers.
8. To understand the nature and causes of individual differences among the children.
9. To develop the skills for guidance; and
10. To develop understanding of various statistical techniques to develop skills of them uses.

CONTENT

Unit - I: Nature and Role of Educational Psychology

Meaning, Nature & Scope of Educational Psychology; Relevance of Educational Psychology for the secondary teachers in understanding the learners' development including learning and adjustment; Methods of studying learners' behaviour at adolescent stage: observation introspection, experimental and case study

Unit - II: Growth and Development of Learner

Concept of growth and development and general principles of development, dimensions and stages of development, developmental tasks (with special reference to Adolescents); Factors influencing development; Piaget's Cognitive Development Theory, Kohlberg 's Moral Development Theory, Social Development; Physical Development and Emotional Development of adolescent

Unit - III: Learner as Individual

Measuring and significance of study of individual differences; Individual differences with regards to: Intelligence, Creativity, Aptitude, Interest, Personality. Education of Gifted, Creative and Mentally Retarded Children

Unit - IV: Learning

Concept of learning; learning maturation and development & factors influencing Learning; Theories of learning and their educational implications: Classical Conditioning, Operant Conditioning, Trial and Error Learning and Insight Learning; Contrast and Contiguity; Meaningful Reception Learning: Advance Organizer. Motivation: Meaning and Methods. Theory of Self- Actualization; Memory S. T. M. and L. T. M.; Effective

Conditions and Methods of Interference-Retroactive and Proactive Inhibition; Transfer of learning: concepts, and applications

Unit -V: Group Dynamics and Processes

Group Dynamics; Structure and Characteristics of Classroom Group; Social and Interpersonal Relations; Sociometry and Grouping

Unit - VI: Learner's Personality and Adjustment

Concept of Personality, Types, Trait, and Theory; Assessment of Personality-Projective Techniques, Observations and Inventories; Adjustment Concept and Process, School Adjustment, Factors affecting Adjustment and Defense Mechanism.

Unit - VII: Elementary Educational Statistics

Measures of Central Tendencies, Measures of variability, Quartiles, Percentiles and their uses; Graphs: Frequency Distribution, Histogram, Bar Graph, Pai Diagram and their uses; Normal Probability Curve: Its characteristics and uses; Correlation: Concept, Rank Difference Method and Product Moment Method of Correlation, its' Interpretation and uses

Assignments: (Any ONE of the following)

- 1.Survey of Aspirations and Needs of Special Children
- 2.Study of Personality and Needs of Special Children
- 3.Case Study of Problem Child
- 4.A Study of Group Dynamics through Socio-metric Technique

References:

- 1.Bhatia, H. R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay, 1990.
- 2.Chauhan, S. S.: Advance Educational Psychology, Vikas Publishing House, New Delhi, 2000.
- 3.Chauhan, S. S.: Psychology of Adolescence, Vikas Publishers, New Delhi, 2000.
4. Dandipani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd., 2000.
5. Dash, M.: Educational Psychology. New Delhi: Deep and Deep, 1991.
6. Garrett, H.E.: Statistics in Psychology and Education. Bombay: Allied Pacific Pvt. Ltd, 1962.
7. Gulati, Sushma: Education for Creativity, NCERT, 1995.
8. Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
9. Kapil, H. K.: Sankhiyiki Ke Mool Tatva, Vinod Pustak Mandir, Agra, 2000.
- 10.Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000.
- 11.Mathur, S. S.: Shiksha Manovigyan, Lyal Book Depot, Meerut.
- 12.Pal, H. R.: Advanced Educational Psychology (Hindi) New Delhi, Hindi Medium Implementation Directorate, Delhi University, 2006.
13. Pal, H.R. & Sharma, M.: Education of Gifted (Hindi). New Delhi: Kshipra, 2007.

14. Srivastava, G. N. P.: Recent Trends in Educational Psychology, Psycho Research Cell, Agra, 2000.
15. Tripathi, S. N.: Pratiba Aur Srijnatmakta, Mcmillan Co., Bombay, 1983.
16. Woodworth, R.S. and Schloberg: Experimental Psychology. New Delhi: Oxford and IBH Publishers, 1971.

SEMESTER- I
PAPER – II / III: METHODS OF TEACHING HINDI

Objectives:

1. To attain efficiency and effectiveness in teaching and learning Hindi Language.
2. To have a critical study of learning Hindi as a first language in the multilingual Indian society.
3. To understand the role of Hindi in India and decide its place in the school curriculum of Madhya Pradesh so as to improve Hindi Language Attainment and Cognitive Skills.
4. To be committed, inspired and interested in teaching Hindi.
5. To teach with skill using interaction mode.
6. To inculcate right language habits in students.
6. To acquire accurate knowledge of the Devanagri Script and correct pronunciation.
7. To develop low-cost learning materials for teaching Hindi and to remedy the errors that pupils make.

CONTENT

Unit - I: Objectives of Teaching Hindi at Secondary Level

Evolution and Development of Hindi; Dialects of Hindi and Standard Hindi; Role of Hindi in India as Mother Tongue, National Language and Contact Language; Objectives of teaching Hindi as First Language and Second Language at the Secondary Level

Unit - II: Methods and Approaches

Natural and Spiritual Powers in Learning a Language; Importance of Exercise and Drills; Qualities and Role of the Hindi Teacher; Relative Co-ordination among various Components of Language; Use of Various Teaching Maxims

Unit - III: Methods of Teaching Jerk Technology, Concept Attainment Model

Methods of Teaching Prose, Poetry, Grammar, Composition and other type of Prose as story, drama and letter writing. Jerk Technology: Meaning, Tools and its use in Teaching Hindi, Concept Attainment Model for Teaching Hindi Concepts.

Unit - IV: Development of Skills

Listening Comprehension; Type and Modes of Spoken Hindi; Implications of Stress and Intonation; Making Notes While Listening; Reading Comprehension

Communication: Use of Spoken form in dialogue Stories, Reading aloud, Dramatization and Poetry reading; Correct Use of Stress and Intonation and Division of Utterance into Meaningful World-Groups

Good Reading Habits: Reading with Appropriate Speed for Various Purposes Such as studying, Looking for Information, Scanning etc.; Reading for Overall Comprehension; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalization, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books.

Good Writing Habits: Advanced Mechanics of Writing i.e. spelling, punctuation, indenting, title and subtitle of section. Underlining quotation, Use of parentheses, Use of abbreviation. Capital Letters and Correct Forms of Address in Letters, Applications etc.; Organisation of Subject Matter and Paragraph in an Essay or any writing

Unit - V: Lesson Planning

Format of Lesson Planning for Prose, Poetry, Grammar, and Composition

Unit VI: Evaluation

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Standardizing an Achievement Test, Developing different types of questions in Hindi.

Unit VII: Audio Visual Aids

Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Hindi.

Assignments: (Any ONE of the following.)

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one Hindi textbook prescribed for Classes IX, X, XI or XII.
3. Preparation of a language kit for teaching Hindi.
4. Preparation of a lesson plan for All India Radio Broadcast.
5. Preparation of question papers.
6. Developing two games for teaching any Hindi Topic.

References:

1. Bhai Yogendrajeet: Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
2. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
2. Kshatriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra.
3. Lal, Raman Bihari : Hindi Shikshan, Rastogi Publications, Meerut.
4. Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
5. Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
5. Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.

6. Satya, Raghunath : Hindi Shikshan Vidhi, Punjab Kitabghar, Jullundur.
7. Sharma, Dr. Laxminarayan : Bhasha 1, 2 Ki Shikshan-Vidhiyan Aur Paath-Niyojan Vinod Pustak Mandir, Agra.
6. Singh, Savitri : Hindi Shikshan, Lyall Book Depot, Meerut.
7. Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
8. Pal, H.R.: Speech Communication – Hindi. Bhopal: M.P.Granth Academy, 2003.
9. Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
10. Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

SEMESTER- I

PAPRE – II / III: METHODS OF TEACHING ENGLISH

Objectives:

1. To develop English Language teaching competency.
2. To have a critical study of learning English as a second language in the multilingual Indian Society.
3. To understand the role of English in India and decide its place in the school Syllabus of Madhya Pradesh and to improve English Language attainment and cognitive skills.
3. To be committed, inspired and interested in teaching English.
4. To train in using interaction mode to evaluate himself and pupils and inculcate right language habits, and
5. To train in developing materials for teaching English as Second Language and remedy the errors that the pupils make.

CONTENT

Unit - I: Objectives of Teaching and Learning English at Secondary Level

Second Language Learning and Mother Tongue Learning; The Function of a Second Language in Multilingual Society; Role of English in India and its Place in the School Curriculum; The Curriculum of English in the Secondary School; Qualities and Role of the English Teacher

Unit - II: Methods, Approaches & Models of Teaching

Grammar Cum Translation Method; Direct Method; Structural Approach; Communicative Approach; Jerk Technology and Concept Attainment Model

Unit - III: Methods of Teaching

Methods of Teaching Alphabets, Spelling, Prose, Poetry, Grammar, Composition

Unit - IV: Language Skills

Listening Comprehension; Type of Modes of Spoken English; Making Notes While Listening; Communication Habits; Correct Use of Stress and Development of four basic skills, namely, listening, speaking, reading and writing

Good Reading Habits: Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.; Reading for overall comprehension, practice of analyzing a text for organization; Reading for evaluation and reading for appreciation; Reading for facts, reasoning, logical relationship, definition, generalizations, understanding diagrams, reading manuals, charts, schedules and rule books

Good Writing Habits: Advanced mechanics of writing i.e. spelling, punctuation, indenting title and subtitle of section. Underlining, quotations, use of parentheses, use of abbreviations, capital letters and correct forms of address in letter, applications, etc.; Organization of Paragraph, an Essay or a paper i.e. organization of Letter, Language Games

Unit V: Lesson Planning

Lesson Planning format of Prose, Poetry, Grammar, and Composition.

Unit VI: Evaluation in English

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in English.

Assignment: (**Any ONE of the following**)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one English textbook prescribed for classes IX, X, XI or XII.
3. Preparation of Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of an Achievement Test in English.

References:

1. Allen & Campbell: Teaching English as a second language, TMH Edition. New Delhi : Tata McGraw Hill Publishing Company, 1972.
2. Baruah, T.C.: The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
3. Bechhold, H. F. and Behling: The Science of Language and the Art of Teaching, Charles Scribners Sons, New York.
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6. Bright, J.A.: Teaching English as Second Language. London: Long Man Group, 1976.
7. Chaudhary, N.R.: Teaching English in Indian Schools. New Delhi: H.. Publishing Corporation, 1998.
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10. Jain, R.K.: Essentials of English Teaching. Agra: Vinod Pustak Mandir, Agra, 1994.
11. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

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15. Munby, John: Read and Think. London: Long Man Group Ltd., 1978.
16. Newton and Handley: A Guide to Teaching Poetry. London: University of London Press, 1971.
17. NCERT: Reading in Language and Language Teaching Book I, Publication div. NCERT, New Delhi.
18. Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
19. Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
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21. Sachdev, M.S.: Teaching of English in India. Ludhiana : Prakash Brothers Educational Publishers, 1983.
22. Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
23. Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
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27. Shrivastava, B.D.: Structural Approach to the Teaching of English. Agra: Ramprasad and Sons, 1968.
28. Trivedi, R. S.: Techniques of Teaching English, Balgovind Prakashan.
29. Waker, Evans, D.: New Trends in Teaching English in Secondary Schools. Chicago: Rand Macnally and Company, 1966.
30. Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
31. Wrinins, D. A.: Linguistics in Language Teachings, London, Hedder and Stoughton, 1979.
32. Zoha, Alam Quiser: English Language Teaching in India. New Delhi: Atlantic Publishers and Distributors, 1995.

SEMESTER- I

PAPRE – II /III: TEACHING OF SANSKRIT

Objectives:

1. To develop awareness of objectives of teaching Sanskrit at the secondary level.
2. To understand the significance of communication skills.
3. To get acquainted with the methods of teaching Sanskrit.
4. To develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.

5. To get acquainted with the various aspects of the Sanskrit and devices of language learning.
6. To develop diagnostic and remedial skills in teaching Sanskrit.

CONTENT

Unit - I: Objectives of Teaching Sanskrit at Secondary Level

Role of Sanskrit in India and Abroad; Aims and Objectives of Teaching Sanskrit; Sanskrit as a Driving Force for National Integration; Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values; Sanskrit as a Foundation of Linguistic Studies; Place of Sanskrit in the School Curriculum; Efforts made by the Central and Madhya Pradesh Government for Preserving Sanskrit Learning; Salient Features of the Sanskrit in Commission Report Regarding Secondary Education; The Curriculum of Sanskrit in the Secondary School; Qualities and role of the Sanskrit Teacher.

Unit - II: Methods, Approaches and Models

Pathshala Method. Bhandarkar Method. Direct Method. Structural Approach and Concept Attainment Model.

Unit - III: Methods of Teaching

Translation; Teaching Prose; Teaching Poetry; Teaching Grammar & Teaching Composition

Unit - IV: Language Skills

Recitation; Silent Reading, Oral Expression; and Special Language Teaching Skills

Unit - V: Lesson Planning

Lesson Planning format of Prose, Poetry, Grammar, and Composition.

Unit VI: Evaluation

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Sanskrit

Assignments: (**Any ONE of the following.**)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any Sanskrit textbook prescribed for classes IX, X, XI or XII.
3. Preparation of a Unit Plan for teaching Sanskrit.
4. Preparation of a Lesson Plan for teaching Sanskrit.
5. Preparation of Blue print in Sanskrit for any class.
6. Development of Teacher made Achievement test in Sanskrit for any one class

References:

1. Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
2. Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, Loka Sangraha Press, Poona.
3. Chaturvedi, R. S.: Sanskrit Shikshan Padhati.
4. Govt. of India: Report of Sanskrit Commission.
5. Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
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7. Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
8. Panday, R. S. : Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.
9. Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
10. Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
11. Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh.
12. Shastri and Shastri: Sanskrit Shikshan, Rajsthan Prakashan, Jaipur.
13. Singh, S. D. and Sharma, Shashkikala: Sanskrit Shikshan, Radha Prakashan Mandi, Agra, 1999.
14. Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979.

SEMESTER- I

PAPRE – II /III: TEACHING OF URDU

Objectives:

To enable the teacher trainees to:

1. Understand the Objectives of Teaching Urdu at the Secondary level.
2. Understand the significance of communication skills in Urdu.
3. Understand different Methods of Teaching Urdu.
4. Develop the skills of preparing and using effectively the instructional material related to teaching of Urdu.
5. Develop diagnostic & remedial skills in teaching of Urdu.

CONTENT

UNIT – I: Objectives of Teaching & learning of Urdu at secondary level; Mother Tongue Learning Role & Importance of Mother Tongue; Aims & Objectives of Teaching Urdu – as First language; as second language; and as third language; role of Urdu in India and its place in the school curriculum, the Curriculum of Urdu in the secondary school; & Qualities and Role of the Urdu Teachers.

UNIT – II: Methods & Approaches: Translation Method; Direct method; Bilingual method; Discussion method; Structure Approach; Situational Approach; & Communicative Approach.

UNIT – III: Teaching of Skills: Teaching Alphabets & Spelling; Teaching of Prose; Teaching of Poetry; Teaching of Grammar; & Teaching of Composition.

UNIT – IV: Inculcation of Habits:

- Listening Comprehension: Practice in Listening and Comprehension; Implications of Stress & Intonation; & Making Notes while Listening
- Communication Habits: Use of spoken forms in Dialogue, Stories, Reading Aloud, Dramatization, Poetry Reading; Correct uses of stress and Intonation; Word Groups.
- Good Reading Habits: Reading with appropriate speed for various purposes such as Studying , Looking for Information, Scanning, etc.; Reading for overall Comprehension, Practice of analyzing a Text Organization; Reading for Evaluation; Reading for Appreciation of Form, Style & Author’s Personality; Reading for Facts, Reasoning, Logical relationship, Definition, Generalizations, Understanding Diagrams; Reading manuals, Charts, Schedule and Rule Books.
- Good Writing Habits: Advanced Mechanics of writing, i.e, Spelling, Punctuations, Indenting, Titles, Subtitles of Sections, Underlining, Quotations, Use of Paragraphing, Use of Abbreviations, capital Letters & Correct Forms of Address in Letters, Applications, etc; Organization of paragraph, An Essay or a Paper.

UNIT – V: Lesson Planning

- Prose – Fictional & Non-Fictional; Informative, Descriptive & Emotional
- Poetry- Development of the Emotional Aspect, Expression & its Aesthetic sense, Components of Poetry Teaching.
- Grammar
- Composition – Relationship between Oral and written composition

UNIT – VI: Evaluation

- Measurement & Evaluation: Meaning, Characteristics, & Difference
- Preparation of Diagnostic Test, Achievement Test; Different Types of Questions.
- Difference between Norm Referenced Testing and Criterion Reference Testing

Unit VII: Audio Visual Aids

Audio Visual Aids: Meaning, Classification, Importance and uses in Teaching Urdu

REFERENCES:

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3. Her Majesty’s Publication: Teaching the Mother Tongue in Secondary Schools.

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5. Moinuddin: Hum Urdu Kaise Parhayen.
6. Rafiq Kareem: Urdu Zaban ka Tariqa-e-Tadrees.
7. Salamat Ullah: Buniyadi Ustad ke Liye.
8. Salamat Ullah: Hum Kaise Parhayen
9. Saleem Abdullah: Urdu Kaise Parhayen.

SEMESTER- I
PAPRE – II / III: TEACHING OF SOCIAL SCIENCE

Objectives:

To enable teacher trainees to:

1. Understand the nature, structure and scope of Social Science.
2. Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction.
3. Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society.
4. Develop understanding and skills using different strategies for teaching social science at school stage.
5. Develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning.
6. Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science.
7. Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

CONTENT

Unit - I: Objectives, Purpose and Scope

Meaning and Nature of Concepts of Social Science and Social Studies; Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

Unit - II: Curriculum

General Approach and Underlying Principles of Curriculum construction; their Applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in M. P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of M. P.

Unit - III: Methods and Techniques

Methods: Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method

Techniques: Skills of Questioning, Story Telling, Simulation, etc, Jerk Technology
Aids: Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low Cost Teaching Aids.

Unit - IV: Lesson Planning

Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.

Unit - V: Evaluation

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Social Science.

Assignments: (**Any ONE of the following.**)

1. Analysis of the syllabus: A Critical Study.
2. Analysis of a relevant textbook.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test for Class X.
5. Preparation of low cost teaching Aids.
6. Development of self-instructional material on any one topic of Social Science

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2. Bining and Bining : Teaching of Social Studies in Secondary Schools. New York : McGraw Hill Book Co., 1972.
3. Desia, D. N.: Recent Concept of Social Studies, Vora and Co.
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SEMESTER- I

PAPRE – II / III: TEACHING OF CIVICS

Objectives:

To enable the teacher trainees:

- 1.To develop understanding of various objectives of teaching Civics at Secondary Level.
- 2.To understand and adopt proper methods and techniques of teaching various topics of Civics.
- 3.To develop and use appropriate Educational Technology and low cost teaching materials.
- 4.To develop understanding of the concept and practices; different approaches of evaluation and to develop skills preparing and using different evaluation tools of teaching Civics.
- 5.To analysis and evaluate Civics Syllabus and textbooks.
- 6.To develop the understanding of interrelationship between different subjects of Social Science.
- 7.To develop brotherhood and integrity among students.
- 8.To cultivate new approaches of National Integration among students.

CONTENT

Unit - I: Objectives, Purpose and Scope

Objectives of Teaching Civics; Social Skills to be Developed Among School Students; Need and Importance of Civics in School Curriculum and its' relationship with other School Subjects; Teaching the Concepts of Human Rights and Duties of Citizens.

Unit - II: Curriculum of Civics

General Principles of Curriculum Framing, Principles of selection and Organization of Content; Presentation of the Subject Matter of Civics at Secondary Level.

Unit - III: Methods of Teaching Civics

General Principles and Maxims of Teaching Civics; Methods and Techniques of Teaching Civics - Traditional Methods of teaching; Textbook Method; Lecture Method, Story-Telling Method, Discussion Method, Project Method, Role Play Method, Techniques: Questioning, Narration, Examination Drill, Supervised Study, Assignment, Seminar and Panel Discussion; Concept Attainment Model, Jerk Technology.

Unit - IV: Teaching Aids for Civics

Traditional Aids; Black Board, Textbooks; Verbal Aids-Story, Example, Dramatization; Visual Aids-Real, Objects, Models Pictures; Audio Aids-Radio, Tape, Recorder; Audio Visual Aids-Film and Film strips, T. V.; Excursion and Field Work.

Unit - V: Lesson Planning

Unit Plan; Lesson Plan: Steps, components of Lesson Plan.

Unit - VI: Textbooks and Resources of Civics

Importance and Need of Textbooks, Selection of Textbooks, Review of some Textbooks prescribed in different Schools; Resourcefulness, Professional competence and Personality of Civics Teacher.

Unit - VII: Evaluation in Civics

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Civics.

Assignments: (Any ONE of the following.)

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one civics book prescribed of classes IX, X and XI.
3. Preparation of unit plan for teaching Civics.
4. Preparation of teaching aids.
5. Preparation of question and test item for classes IX, X and XI.
6. Home work and assessing the scripts.
7. Preparation of lesson plans of the above topics.
8. Preparation of charts related to the given topics.
9. Development of self-instructional material on any one topic of Civics

References:

1. Asirbatham: Political Theory, Upper Indian Publishing House Ltd., Lucknow.
2. Balkrishna: Principles of Civics Kitab Mahal, Allahabad.
3. Bhartiya shashan Aur Rajneeti. Delhi: Delhi University, 1986
4. Gupte, R. N.: Indian Constitution and Civic Life, Kitab Mahal, Allahabad.
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SEMESTER- I

PAPRE – II / III: TEACHING OF ECONOMICS

Objectives:

To enable to teacher trainees:

- 1.To understand the objectives of teaching Economics at Secondary Stage.
- 2.To understand the techniques of teaching Economics.
- 3.To develop the skills of using various methods of teaching Economics.
- 4.To evaluate Economics Textbooks of Higher Secondary Level.
- 5.To select appropriate devices of evaluation.
- 6.To develop skills of using instructional materials.

CONTENT

Unit - I: Objectives, Purpose and Scope

Meaning and Nature of Concepts of Economics; Integration of Different Subjects of Social Science, History, Civics, Economics, and Geography at Secondary State; Aims and Objectives of teaching Economics at Secondary Stage and Skills to be developed among school students

Unit - II: Curriculum of Economics

General Principles of curriculum framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of Economics at Secondary Level.

Unit - III: Methods of Teaching Economics

General Principles and Maxims of Teaching Economics; Methods and Techniques of Teaching Economics - Traditional Methods of Teaching, Textbooks Method, Lecture Method, Story Telling Method, Discussion Method, Project Method, Play Way Method, Techniques: Questioning, Narration, Examination, Drill, Supervised Study and Assignment. Concept Attainment Model, and Jerk technology

Unit - IV: Teaching Aids for Economics

Traditional Aids: Black Board, Textbooks; **Verbal Aids-**Story Telling, Example, Dramatization; **Visual Aids-**Real Objects, Models, Pictures; **Audio Aids-**Radio, Tape Recorder; **Audio - Visual Aids-**Film and Film strips, T. V.; Excursion and Field Work.

Unit - V: Lesson Planning

Type of Lesson Plan: Unit Plan; Lesson Plan: Steps, Components of Lesson Plan.

Unit - VI: Textbooks and Resources of Economics

Importance and Need to Textbooks, Selections of Textbooks, Review of Some Books Prescribed at different Stages; Economics Room / Corner in School; Resourcefulness, Professional Competence and Personality of Economics Teachers

Unit -VII: Evaluation in Economics

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Economics.

Assignments: (Any ONE of the following.)

- 1.Dividing syllabus into Units and arranging them in proper sequence.
- 2.Critical study of any one Economics Book prescribed for classes IX and
- 3.Preparation of unit plan for teaching Economics.
- 4.Preparation of teaching aids.
- 5.Preparation of question papers and text item for classes IX, X and XI.
- 6.Preparation of lesson plan in Economics.
- 7.Home work and assessing the scripts.
- 8.Preparation of charts related to the given topics.
- 9.Writing term papers.
10. Development of self-instructional material on any one topic of Economics

References:

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SEMESTER- I

PAPRE – II / III: TEACHING OF GEOGRAPHY

Objectives:

To enable the teacher trainees:

- 1.To understand the objectives of teaching Geography at Secondary Stage.
- 2.To understand the techniques of teaching Geography.
- 3.To develop the skills of using various methods of teaching Geography.
- 4.To evaluate Geography textbook of Higher Secondary Level.
- 5.To select appropriate devices of evaluation.
- 6.To develop skills of using instructional materials.

CONTENT

Unit - I: Objectives, Purpose and Scope

Meaning and Nature of Geography; Integration of different Subjects of Social Science - History, Civics, Economics, Geography, Sociology and Social Sciences at Secondary Stage; Aims and Objectives of Teaching of Geography at Secondary Stage and Skills to be developed among school students.

Unit - II: Curriculum of Geography

General Principles of Curriculum Framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of Geography at Secondary Level

Unit - III: Methods of Teaching Geography

General Principle and Maxims of Teaching Geography; Method and Techniques of Teaching Geography - Traditional Methods of Teaching; Textbook Method, Lecture Method, Story - Telling Method, Discussion Method; Project Method, Play Way Method, Techniques: Questioning, Narration, Examination, Drill, Supervised Study and Assignment. Concept Attainment Model, Inquiry Training Model, and Jerk Technology

Unit - IV: Teaching Aids for Geography

Traditional Aids: Black Board, Textbook; **Verbal Aids** – Story, Example, Dramatization; **Visual Aids** - Real Objects, Models, Pictures; **Audio Aids** - Radio Tape Recorder; **Audio - Visual Aids** - Film and Film strips, T. V.; Excursion and Field Work.

Unit - V: Lesson Planning

Unit Plan; Lesson Plan: Steps, Exponents of Lesson Plan.

Unit - VI: Textbook and Resources of Geography

Importance and Need of Textbooks, Selection of Textbook, Review of some Textbooks prescribed at different Stages; Geography Room / Corner in School; Resourcefulness, Professional Competence and Personality of Geography Teacher

Unit -VII: Evaluation in Geography

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Geography

Assignments: (Any ONE of the following.)

1. Dividing syllabus into Units and
2. Critical study of any one Geography book prescribed for classes IX, X and XI.
3. Preparation of unit plan for teaching Geography.
4. Preparation of teaching Aids.
5. Preparation of question paper and Text Item for classes IX, X and XI.
6. Preparation of lesson plan in Geography.
7. Home work and assessing the scripts.
8. Preparation of charts related to the given topics.
9. Writing term papers.
10. Development of self-instructional material on any one topic of Geography

References:

1. Barnard, H.C.: Principles and Practices of Teaching Geography. Patna: Bihar Hindi Granth Academy, 1963.
2. Chaudawat, R.S.: World Geography. Gwalior: Kitab Ghar, 1972.
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SEMESTER- I

PAPRE – II / III: TEACHING OF HISTORY

Objective

To enable to teacher trainees:

1. To understand the objectives of teaching History at Secondary Stage.
2. To understand the techniques of teaching History.
3. To develop the skills of using various methods of teaching History.
4. To evaluate History Text-books of Higher Secondary Level.
5. To select appropriate devices of evaluation.
6. To develop skills of using instructional materials.

CONTENT

Unit - I: Objectives, Purpose and Scope

Meaning and Nature of Concepts of History; Integration of Different Subjects of Social Science; History, Civics, Economic, Geography, and Social Science at Secondary Stage; Aims and objectives of Teaching of History at Secondary Stage and skills to Developed among school students; Importance of local History, Provincial or Regional History, National History and World History; Values of Teaching History-Cultural, Ethical, Intellectual, Informational, National and International.

Unit - II: Curriculum of History

General Principles of Curriculum Framing, Principles of Selection and Organization of Content; Presentation of the Subject Matter of History at Secondary Level; Need of Organizing Facts in History for Various Grades; Methods of Organizing History Curriculum: Chronological Method, Topical Method, Regressive Method merits and demerits of these methods.

Unit - III: Methods of Teaching History

General Principles and Maxims of Teaching in Relation to History; Methods and Techniques of Teaching History - Traditional Methods of Teaching: Textbook Method, Lecture Method, Story- Telling Method, Discussion Method, Project Method, Play Way Method, Techniques: Questioning, Narration, Supervised Study and Assignment, Jerk Technology.

Unit - IV: Teaching Aids for History

Traditional Aids: Black Board, Textbooks; Verbal Aids-Story, example, Dramatization; Visual Aids-Real Objects, Models, Pictures; Audio Aids-Radio, tape Recorder; Audio Visual Aids-Film and Film strips; Excursion and Field Work, Museum, exhibition of Social and cultural life of the People; Time Lines, Time Chart, Chronological and Genealogical Tables.

Unit - V: Lesson Planning

Unit Plan; Lesson Plan: Steps, Exponents of Lesson Plan.

Unit - VI: Textbooks and Resources of History

Importance and Need to Textbooks, Review of Some Textbooks prescribed at Different stages; History Room / Corner in School; Resourcefulness, Professional competence and Personality of History Teachers.

Unit - VII: Evaluation in History

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in History

Assignments: (Any ONE of the following.)

- 1.Dividing syllabus into Units and arranging them in proper sequence.
- 2.Critical study of any one History Book prescribed for Classes IX, X and XI.
- 3.Preparation of unit plan for teaching History.
- 4.Preparation of teaching aids.
- 5.Preparation of question papers and Text Item for Classes IX, X and XI.
- 6.Preparation of lesson plan in History.
- 7.Home work and assessing the scripts.
- 8.Preparation of charts related to the given topics.
- 9.Writing term papers.
10. Development of self-instructional material on any one topic of History

References:

- 1.Chaudhary, K.P.: Effective Teaching of History in India. New Delhi: NCERT, 1975.
- 2.Ghate, V.D.: The Teaching of History. Bombay: Oxford University Press, 1956.
- 3.Ghosh, K.D.: Creative Teaching of History. Bombay: Oxford University Press, 1951.
- 4.Kochhar, S.K.: Teaching of History. New Delhi: Sterling Publishers, 1967.
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13. Yadav, Nirmal: Teaching of History. New Delhi: Anmol Publications Pvt.Ltd., 1994.

SEMESTER- I

PAPRE – II / III: TEACHING OF CHEMISTRY

Objectives

To enable the teacher trainees:

1. To develop understanding of various objectives of teaching Chemistry in Secondary Schools.
2. To understand and adopt proper methods of teaching various topics of Chemistry.
3. To appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
4. To get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
5. To prepare and use different types of instructional material for teaching Chemistry.
6. To understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.

CONTENT

Unit - I: The Nature of Science

Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry

Unit - II: Instructional Objectives

General and Specific Objectives of Teaching Chemistry

Unit - III: Chemistry Curriculum

Place of Chemistry in School Curriculum and its relationship with different subjects, Principles in Curriculum Construction, difference between Curriculum and Syllabus, Co-curricular activities, factors influencing curriculum of chemistry.

Unit - IV: Methods of Teaching Chemistry

Lecture Method, Demonstration Method. Discussion Method, Problem Solving Method, Project Method, Concept Attainment Model, Inquiry Training Model, Jerk Technology

Unit - V: Aids in Chemistry Teaching

Audio Aids, A-V Aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.

Unit - VI: Chemistry Laboratory

Planning, Equipment, Use of Kits, Safety in Chemistry Laboratory, maintenance of Chemistry Laboratory

Unit - VII: Lesson Planning

Unit Planning, Lesson Planning-Essential Features, format, etc.

Unit - VIII: Evaluation of Chemistry

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Chemistry

Assignments : (Any ONE of the following.)

- 1.Planning and Conducting Experiments.
- 2.Improvisation of low Cost Equipment and Tools.
- 3.Preparation of models and charts.
- 4.Preparation of Chemistry Projects.
- 5.Criticals analysis of chemistry textbooks.
- 6.Preparation of design, blue print for teacher made test.
7. Development of self-instructional material on any one topic of Chemistry

References:

- 1.Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- 2.Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
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18. Venkataiah, S.: Teaching of Science. Anmol Publisher Pvt. Ltd., New Delhi, 2002.

SEMESTER- I

PAPRE – II / III: TEACHING OF PHYSICS

Objectives

To enable the teacher trainees:

1. To develop an understanding of the various objective of teaching Physics Secondary
2. To acquaint himself with various methods and techniques of teaching Physics.
3. To appreciate the usefulness of various co-curricular activities for fostering interest of pupils in learning Physics.
4. To develop the ability of constructing improvised apparatus and of repairing and maintaining scientific equipment.
5. To developed the basic skills of demonstration experiments and of using Video Audio Visual Aids.
6. To apply appropriate evaluation techniques to assess the progress achievement of pupils.

CONTENT

Unit - I: Nature of Science

Science and its nature, scientific method and attitude, nature of physics its scope and development relationship of physics with other subjects, limitation of science.

Unit - II: Objectives of Teaching Physics

Significance of teaching physics at school level, short range and long-range objectives, Taxonomy of Educational Objectives, significance of writing behavioural objectives.

Unit - III: Curriculum Construction in Physics

Principles of planning physics curriculum at school level, Process of Physics Curriculum construction, Trends in curriculum construction, curriculum construction in physics by NCERT

Unit - VI: Methods and Approaches of Teaching Physics

Lecture Method, Demonstration Method, Discussion Method, Problem Solving Method, Project Method, Guided Discovery Method, Computer Aided Instruction, Programmed Instruction, Concept Attainment Model, Inquiry Training Model, and Jerk technology.

Unit - V: Aids in Physics Teaching

Visual and A-V Aids, Educational Broadcasts, Educational Television, Charts, Power Point Presentation, Models-Static, and working, Teleconferencing, Low Cost Teaching Aids, Improvised Apparatus.

Unit - VI: Physics Laboratory

Importance of Physics Laboratory in teaching Physics; Planning of Physics Laboratory; Field Trips, Science Exhibition, Science Museum.

Unit - VII: Lesson Planning in Physics

Necessity of planning of instruction in Physics, Unit Planning, Basics Elements of Lesson Planning, Preparation of Lesson Plan for teaching physics

Unit - VIII: Evaluation in Physics

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Physics

Assignment: (**Any ONE of the following.**)

- 1.Planning and conducting experiments.
- 2.Improvisation of low cost equipment and tools.
- 3.Preparation of models and charts.
- 4.Preparation of Physics projects.
- 5.Critical analysis of physics textbooks.
- 6.Preparation of blue print for teacher made test.
- 7.Review of Physics Science Curriculum
8. Development of self-instructional material on any one topic of Physics

References:

- 1.Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
- 2.Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
- 3.Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
- 4.Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
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17. Vaidya, N.: Science Teaching for the 21st century. Deep and Deep Publication, New Delhi, 1996.

SEMESTER - I

PAPRE – II / III: TEACHING OF BIOLOGY

Objectives

To enable the teacher trainees:

1. To understand the importance of Biology as a school subject and its place in the school curriculum.
2. To develop the skills and competencies in teaching of Biology at high and higher secondary levels.
3. To create an understanding of difficulties faced in teaching and learning of Life Science, and suggest remedial measures.
4. To attain proficiency in organizing suitable experiences for effective learning.
5. To prepare and use different type of instructional material for teaching of Biology.
6. To design different types of tests to evaluate understanding of students in Biology.

CONTENT

Unit - I: Biology - Nature and Scope

Meaning and Definition of Science, Scientific Method, Science – Process and Product, Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology

Unit - II: Objectives of Teaching Biology

Objective of Biology Teaching, Taxonomy of Educational Objectives, Writing Objectives in behavioural terms

Unit - III: Biology Curriculum

Principles of planning Biology curriculum at school level, Process of Biology Curriculum Construction, Trends in curriculum construction, Modern Trends in Biology Curriculum, Characteristics of Progressive Curriculum

Unit - IV: Methods of Teaching Biology

Lecture Method, Demonstration Method, Discussion Method, Seminar Method, Project Method, Problem Solving Method, Field Trip Method, Panel Discussion, Role Playing, Concept Attainment Model, Inquiry Training Model, Jerk Technology

Unit - V: Teaching Aids

Biological Laboratory: Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Froggery Zoological and Botanical Museum and Botanical garden, Use of Resources for Biology Teaching - Excursion, Field Trip, Lecture, Radio Broadcast, Educational Television, Organization of Science Club, Science Fair, Use of Audio - Visual Aids, Charts, Models, Film strip, Film Projector.

Unit - VI: Unit and Lesson Planning

Necessity of planning of instruction in Biology, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Biology

Unit - VII: Evaluation in Biology

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology

Assignments: (**Any ONE of the following.**)

1. Preparation of model and charts.
2. Herbarium
3. Preservation of Animals
4. Gardening
5. Improvisation, maintenance and repair of Biological Equipment.
6. Establishment of Biological Museum
7. Preparation of experiments
8. Visit to places of Biological Interest & their reporting by the student
9. Review of Biology Science Curriculum
10. Development of self-instructional material on any one topic of Biology

References:

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
4. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
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6. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
7. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991.
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- 13.Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
- 14.Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
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- 17.Siddiqui and Siddiqui : Teaching of Science (Today and Tomorrow). Delhi : Deoba House, 1985.
- 18.Sounders, H.N.: The Teaching of General Science in Tropical Secondary Schools. London: Oxford University Press, 1967.
- 19.Tandon, A.R.: Teaching of Science. Lucknow : Prakashan Kendra, 1986.
- 20.Thurber, W.A. and Collette, A.T.: Teaching of Science in Today's Secondary School. Boston: Allayand Bacon Inc., 1970.
- 21.Vaidya, N.: The Impact of Science Teaching. New Delhi: Oxford and IBH, 1970.
- 22.Vaidya, N.: Science Teaching for the 21st Century. New Delhi: Deep and Deep Publications, 1996.

SEMESTER - I
PAPRE – II / III: TEACHING OF MATHEMATICS

Objectives

- 1.To help students appreciate the distinctive character of mathematics, the power and beauty of mathematical type of reasoning.
- 2.To develop the ability to spell out aims and objective of teaching Mathematics at Secondary level.
- 3.To train them in different methods and approaches of teaching mathematics.
- 4.To impart the skill of handling the diverse techniques of developing interest among students of mathematics.
- 5.To empower them to develop tests for assessing readiness, attainments, and specific weakness of school learners.

CONTENT

Unit - I: Nature of Mathematics

Major landmarks in the evolution of mathematics, Nature of mathematics and its' difference with scientific knowledge, Aims and objectives of teaching mathematics at Secondary stage, Importance of Mathematics in the Secondary School Curriculum its Relation with other Subject.

Unit - II: Objectives of Teaching Mathematics

Bloom's Classification of Educational Objectives, Behavioural outcomes in relation to the knowledge of facts, understanding of the principles and application of mathematical concepts.

Unit - III: Mathematics Curriculum

Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Mathematics Curriculum Teaching Learning Material for Mathematics

Unit - IV: Methods of Teaching

Methods of teaching mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Project, Problem Solving Method, Concept Attainment Model, Inquiry Training Model, Jerk Technology

Unit - V: Teaching Aids

Charts, Diagrams, Models, Instruments, Films, Film Strips, Work Book, Geometry box, etc.

Unit - VI: Unit and Lesson Planning

Necessity of planning of instruction in Mathematics, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Mathematics

Unit - VII: Evaluation in Mathematics

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Mathematics

Assignments: (**Any ONE of the following.**)

1. Preparing Flannel Board and Geo Board.
2. Preparation of Models and Charts.
3. Preparing Blue Print for Teacher Made Achievement Test.
4. Division of Class IX and X Syllabus into Units.
5. Evaluation of Mathematics Textbook.
6. Development of self-instructional material on any one topic of Mathematics

References:

1. Aggrawal, R.N.: Ganit Shikshan Ki Adhunik Vidhiyan. New Delhi: Goyal Publishing House, 1967.
2. Aiyanger, K.: The teaching of Mathematics in the New Education. New Delhi: Universal Publications, 1964.
3. Baderia, G.S.: Fascinations of Mathematical Puzzles. New Delhi: Arya Book Depot, 1991.
4. Butler and Wren: The Teaching of Secondary Mathematics. New York: McGraw Hills Book Co., 1960.

5. Eves, Carroll and Newsome, V.: an Introduction to the Foundations and Fundamental Concepts of Mathematics, 1965.
6. Fuch, W.R.: Mathematics for Modern Mind. New York: McMillan Co., 1967.
7. IAAMSS: The teaching of Mathematics. Cambridge: Cambridge University Press, 1960.
8. Jain, S.L.: Ganit Shikshan. Jaipur: Rajasthan Granth Academy, 1973.
9. Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
10. Kapur, J.N.: Some Aspects of School Mathematics. New Delhi: Arya Book Depot, 1967.
11. Kapur, J.N.: Mathematical Enjoyment for the Millions. New Delhi: Arya Book Depot, 1990.
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14. Paswan, N. K.: Modern Methods of Teaching Mathematics. Cyber Tech Publications, New Delhi, 2006.
15. Rao, Digumarti Bhaskar and Latha, Digumarti Pushpa: Achievement in Mathematics. Delhi: Discovery Publishing House, 1995.
16. Rawat, M.S.: Ganit Shikshan. Agra: Vinod Pustak Mandir, 1982.
17. Russel, John: Teaching of Mathematics. Campus Book, Delhi, 2004.
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22. Shah, G.B.: New Dimensions in Teaching Mathematics. Baroda: Faculty of Education and Psychology, 1964.
23. Sharma, J.N.: Introduction to New types of Tests in Mathematics. New Delhi: Arya Book Depot, 1966.
24. Sharma, N.R.: Ganit Shikshan, Kyon aur Kaise. Agra: Ratan Prakashan Mandir, 1966.
25. Siddhu, K.S.: The Teaching of Mathematics. New Delhi: Sterling Publications, 1982.
26. Wadhwa, S.: Modern Methods of Teaching Mathematics. Sarup & Sons, New Delhi, 2000.

SEMESTER- I

PAPRE – II / III: METHODS OF TEACHING HOME SCIENCE

Objective

1. To acquaint students about importance and interdisciplinary approach of Home Science teaching.
2. To enable students to write aims and objectives of teaching of Home Science.

- 3.To acquaint students with special characteristics of Home Science teacher.
- 4.To acquaint students with different types of lesson format.
- 5.To acquaint students with different instructional methods of teaching.
- 6.To acquaint students with Home Science laboratory.
- 7.To develop skill of using teaching aids and mass communication media for expanding the Home Science knowledge.
- 8.To help students to prepare different co-curricular activities.
- 9.To learn evaluation procedure.

CONTENTS

UNIT - I: The importance of Home Science as a subject, Interdisciplinary nature of home science; aims and objectives of home science teaching, Writing instructional objectives related to different areas of home science.

UNIT - II: (a). Special characteristics of home science teacher, (b) Critical study of home science syllabus at +2 level.

UNIT - III: (a) Preparation of classroom instruction: need, importance, types of lesson format, (b) Instructional Methods: Lecture Method, Demonstration Method, Preparation of Modules, Discussion Method, Role Playing Method, Project Method, Problem Solving Method, Seminar Method, Concept Attainment Model, Inquiry Training Model, Jerk Technology

UNIT - IV: Preparation of Teaching aids. Need, importance of teaching aids, classification of teaching aids, selection and use of teaching aids. Use of mass media and multimedia in home science teaching

UNIT - V: Organization of different co-curricular activities, Home Science Club, Exhibitions, Scrapbook, Quiz.

Unit - VI: Unit and Lesson Planning

Necessity of planning of instruction in Home Science, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Home Science

Unit - VII: Evaluation in Home Science

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Home Science

Assignments: (Any ONE of the following.)

1. Preparation of Blue Print for teacher made test
2. Preparation of Models and Charts
3. Establishment of Home Science Laboratory

4. Establishment of Home Science Museum
5. Division of Class XI & XII syllabus into units
6. Development of self-instructional material on any one topic of Home Science

Reference:

1. Das, R.R. and Ray, B.: Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd., 1983.
2. Dash, Nibedita: Teaching of Home Science. Domiant Publisher, New Delhi, 2004.
3. Devdas, P. & Jaya, N.: A Text on Child Development. Madras: McMillan India Limited, 1991.
4. Devdas, R.P.: Teaching Home Science Schools. New Delhi: NCERT, 1969.
- Fahmeeda, Begum: Modern Teaching of Home Science. Anmol Publication, New Delhi, 2004.
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7. Jaganath, Mohanti: Educational Technology. New Delhi: Deep and Deep Publishers, 1992.
8. Jain & Mallaiya, N.: Poshan Awam Aahar Ke Sidhhant. Agra: Vinod Pustak Mandir, 1987.
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15. Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
16. Sukhiya, S.P.: Graha Vigyan Shikshan. Chandigar: Manjit Printing Publishing Company, 1976.
17. Sukhiya, S.P.: Navin Higher Secondary Grahavigyan. Indore: Shival Agrawal and Company, 1990.
18. Yadav, Seema: Teaching of Home science. Anmol Publication, New Delhi, 1994.

SEMESTER- I

PAPRE – II / III: METHODS OF TEACHING COMMERCE

Objectives:

To enable the teacher trainees:

1. To acquaint teacher trainee with meaning, need and importance of Commerce.

2. To familiarize teacher trainee with aims & objectives of teaching commerce at secondary level.
3. To acquaint teacher trainee with the methods and techniques of teaching commerce.
4. To acquaint teacher trainee with the importance and format of lesson planning.
5. To acquaint teacher trainee with the importance and use of Teaching Aids.
6. To acquaint teacher trainee with the process of curriculum development.
7. To acquaint teacher trainee with the process of evaluation used in Commerce.

CONTENT

UNIT – I: Concept, nature, need and importance of teaching Commerce at higher secondary level, status of teaching commerce in India and abroad, relationship of Commerce with other subjects, such as, Economics, Law, Mathematics, Psychology, Sociology, Statistics, etc.

UNIT-II: Aims and Objectives of teaching Commerce at Secondary level, understanding terminology of Commerce, such as, Book Keeping, Accountancy, Banking & Insurance, Marketing Management, Auditing and Tax, Modern Trends in Commerce: e-commerce, use of computers in Commerce, Tally Package.

Unit - III: Commerce Curriculum

Principles of Curriculum, Curriculum construction for Secondary Stages, Modern Trends in Commerce Curriculum, Teaching - Learning Material in Commerce

Unit - IV: Teaching Aids & Methods of Teaching

Importance of Teaching Aids, Types and use of Teaching Aids, Methods of teaching Commerce to secondary classes: Inductive, Deductive, Lecture Method, Project Method, Problem Solving Method, Concept Attainment Model, Inquiry Training Model, Jerk Technology

Unit - V: Unit and Lesson Planning

Necessity of planning of instruction in Commerce, Unit Planning, Basic Elements of Lesson Planning, Preparation of Lesson Plan for teaching Commerce

Unit - VI: Evaluation in Commerce

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Commerce

Assignments: (**Any ONE of the following.**)

1. Preparing a diagnostic test in Commerce
2. Designing Commerce curriculum for class XI or XII
3. Evaluation of Textbook of Commerce prescribed by CBSE
4. Use of Internet in teaching & learning commerce
5. Development of self-instructional material on any one topic of Commerce

6. Evaluation of syllabus of Commerce at class XI or XII
7. Preparation of Blue Print for teacher made test in Commerce
8. Preparation of Models and Charts for teaching Commerce

References:

1. Bhatia, S.K.: Method of Teaching Accounts. New Delhi: Institute of Advanced study Education Unit, 1995.
2. Jain, K.C.: Vanijay Shikshan. Jaipur: Rajasthan Hindi Granth Academy, 1994.
3. Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
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6. Rao, Seema: Teaching of Commerce. New Delhi: Anmol Prakashan, 1995.
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9. Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
10. Siddiqui, M.A. & Khan, R.S.: Handbook for Business Studies Method of Teaching. New Delhi: Institute of Advanced study Education Unit, 1996.
10. Singh, R.P.: Teaching of Commerce. Meerut: Royal Book Depot, 2004.

SEMESTER - I

PAPER IV: MICROTEACHING & MODELS OF TEACHING

OBJECTIVES:

- To orient B.Ed. students in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills, Models of Teaching and classroom communication.
- To develop competency among students in Teaching skills, integration of teaching skills and Models of Teaching.

CONTENTS:

UNIT I: Microteaching : Meaning, steps, feedback and simulation : Teaching skills, meaning of teaching skills and details of Skill of Writing Instructional Objectives in Behavioural Terms, Skill of Probing Questioning, Skill of Explaining, Skill of Illustrating with Examples, Skill of Reinforcement, skill of Stimulus Variation, and Skill of Blackboard Writing Integration of Teaching skills: meaning and strategies.

UNIT II: Models of teaching: Meaning, characteristics and classification, Concept Attainment Model, Inquiry Training Model, Value Analysis Model and Training Model.

UNIT IV: Practice of communication skills by using Training Model: Three lessons each of Blackboard Writing, Speaking and Listening.

UNIT V: Practice of teaching skills: Three lessons each of Explaining, Probing Questioning, Reinforcement and Stimulus Variation.

UNIT VI : Practice of Models of Teaching : Three lessons each of Concept Attainment Model, Inquiry Training Model and Value Analysis Model.

REFERENCES:

1. Broudy, L.: Models of Teaching. Prentice Hall of Australia, Australia, 1985.
2. D'Lima, C.G.: Inquiry Training Model – Skill Based Approach. Disney Enterprises, Bombay, 1986.
3. Devito, Joseph A.: Communicology. Harper and Row Publishers, New York, 1978.
4. Eggen, Paul et al.: Strategies for Teachers Information Processing Models in the Classroom. Prentice Hall Inc., New Jersey, 1972.
5. Joyce, B. and Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1972.
6. Joshi, A.: Shikshan Daksta Avem Shikshan Pratiman. Agra: H.P.Bhargava Book House, 2003.
7. Mathur, S.: Shushkem Shikshan Avem Shikshan Kaushal. Jaipur: Astha Prakashan, 2007.
8. Pal, H.R.: Developing Communication Skills in Teachers. The Education Quarterly, July, 1980.
9. Passi, B.K.: Becoming Better Teacher – A Microteaching Approach. Sahitya Mudranalaya, Ahmedabad, 1975.
10. Passi, B.K. et al.: Inquiry Training Model of Teaching. National Psychological Corporation, Agra, 1987.
11. Passi, B.K. and Singh P.: Value Education. National Psychological Corporation, Agra, 1991.
12. Singh, T. and Singh, P.: Shikshan Abhyas Ke Sopan. Bharat Bharti Prakashan, Jaunpur, 1984.
13. Singh, L.C. and Sharma, R.D.: Microteaching – Theory and Practice. National Psychological Corporation, Agra, 1991.
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15. Singh, L.C.: Shushkem Shikshan. Agra, H.P.Bhargava Book House, 2005.

16. Singh, Y.K. & Sharma, A.: Microteaching. New Delhi: APH Publishing Corporation, 2004.

SEMESTER – I
PAPER V: PRACTICE TEACHING

SEMESTER - I
PAPER VI: WORK EXPERIENCE

Objective:

1. To provide practice in various fields of works in order to help the teacher trainees discover their aptitude and capabilities.
2. To enable them to gain experience in useful and productive work.
3. To foster their creativity.

PAPER VI: GARDENING

OBJECTIVES

1. To train student teachers in some common Gardening skills.
3. To develop aesthetic values among student teachers.
4. To orient student teachers in various types of plants, their nature, specialties, propagation, cultivation and maintenance.
5. To make student teachers familiar with the role of Gardening in Environmental Protection.
6. To train student teachers in the skills of identification, propagation, cultivation and maintenance of Ornamental Plants.
7. To train student teachers in organizing activities related to gardening, like. plant exhibition, preparation of cartoons, quizzes and cultural programmes on environmental protection and gardening.

CONTENT

UNIT - I: History and meaning of garden and gardening, purpose of establishing garden, steps for establishing garden. Nature, specialties and propagation of Ornamental Plants

UNIT - II: Importance of gardening implements, manures, fertilizers and pesticides / insecticides in gardening

UNIT - III: Role of gardening in Environmental Protection.**PRACTICALS**

1. Selection and cultivation of two Ornamental Plants
2. Participation in at least two activities related to Gardening and Environmental Protection, like, plant exhibition, making nursery, preparation of cartoon participation in quizzes etc.
3. Selection of a land belt of 6' X 8' and its preparation for sowing plants
4. Maintenance of the sown plants and the departmental garden

REFERENCE:

1. Bhargav, Prabha: Udhyan Kala. Delhi: Pustak Mahal, 2005.
2. Bhargav, Prabha: Pushpa Vatika. Delhi: Pustak Mahal, 2004.
3. Bhargav, Prabha: Bagwani Kala. Delhi: Pustak Mahal, 2004.
4. Chaudhary, M.L. & Prashad, K.V.: Bagwani Aur Mulya Verdhan. Delhi: Westwill Publishing House, 2006.
5. George, A.: Horticulture Principles and Practices. Delhi: Pearson Education Publishing, 2002.
6. Naik, Dada Bhai: Grih Vatika. Varanasi: Serv Seva Sangh Prakashan, 1981.
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8. Shirivastav, S.S.: Udhyan Vigyan. Raipur: Central book House, 2003.
9. Singh, D.K.: Hightech Horticulture. Udaipur: Agrotech Publishing Academy, 2004.
10. Thakur, U.S. et al.: Krishi Vigyan Parichaya. Vidyanthi Prakashan, Indore, 1987.

PAPER VI: SEWING & EMBROIDERY**OBJECTIVES**

1. To enable students to learn the parts of sewing machine, defects of machine and its remedies.
2. To develop competency among students for preparation of cloths for particular dresses.
3. To enable students to learn the techniques of stitching.
4. To enable the students to learn different Embroidery Stitches.
5. To develop skill in the use different Stitches in Embroidery.
6. To enable the students to learn importance of color combination and to develop sense.
7. To enable the students to develop their hobby in Embroidery.

CONTENT

UNIT - I: Core of Machine, Types of machine, different parts of machine, obstacles of stitching and their remedies. Some techniques and suggestions for the good stitching, Requirements of stitching with reference to measuring, drafting, and cutting

UNIT – II: Need and importance of Embroidery, history of Embroidery, essential material for Embroidery, precautions for Embroidery, difference between machine Embroidery and hand Embroidery.

UNIT - III: Tracing requirements, types of tracing. Importance and precautions of tracing, Selection of design and preparing particular article: Measuring, cutting and drafting. Drafting – layout, measuring the cloths, pattern making, shrinking the cloths, cutting the cloth, Selection of cloths according to season.

UNIT - IV: Embroidery Stitches: Types of stitches, use and their importance, selection of colors, importance of colors, color combination according to age and season, and according to cloth and design. Learning traditional embroidery, Kashmiri, Punjabi, Phulkari, Lucknow, Bengal Katha, Kutch, Karnataka Kashida.

Practicals

Prepare any five items of following:

Table Cloth, Cushion Cover, Pillow Cover, Wall Piece, Scenery, Baby Frock, Kurta, Payjama, Salwar, Kurta, Blouse.

REFERENCES

1. Asha Rani Bohra: Rapidex Home Teloring Course, Pustak Mahal, Delhi.
2. Attractive Embroidery Designs. Delhi: Manoj Pocket Book.
3. Commercial System of Cutting & Tailoring. Delhi: Creative Publication.
4. Sharma, R.: Home Tailoring Course. Jallunder: Amit Pocket Books.

PAPER VI: TOY MAKING

Theory:

1. Introduction to Traditional Indian Toys.
2. Traditional Puppets and Stuffed Puppets
3. Preparation of Simple Toys - Clay Toys, Plaster-of-Paris Toys, etc..
4. Plywood-Cut Toys, soft-Wire Toys.
5. Simple Mechanisation of Toys.

Practical:

1. Preparation of Simple toys and Puppets.
2. Handling of Plaster-vesting.

3.Decoration of Toys - Painting, Dresses of Toys.

Reference

Making Soft Toys for Children.Delhi: Rohan Book Company, 2000.
Rahul Soft Toys. Delhi: Rahul Prakashan.

PAPER VI: CHALK MAKING

Theory:

- 1.Uses and Importance of Chalk, types of Chalk, Physical and Chemical Properties of Chalk.
- 2.Development of knowledge for tools and raw materials together with proper and economical working habits. Also acquiring of the basic skills in handling tools.
- 3.Familiarisation with various processes involved in making chalks from raw materials and development of necessary skills in chalk forming then packing to marketing provision of the maximum opportunity to individual student to handle materials tools and techniques.

Practical:

- 1.Cleaning of tools.
- 2.Knowledge of raw materials.
- 3.Preparation of chalk making.
- 4.Packing of chalk sticks.

Reference

1.Gupta, K.C: Chalk-Stick, Slate, Slate-Pencil & Pastel Colour Industry. Delhi: Dehati Pustak Bhandar.

PAPER VI: LIBRARY SCIENCE

OBJECTIVES:

- 1.To acquaint students with the technical terminology of library science.
- 2.To give students the knowledge of administration and maintenance of the library.
- 3.To develop library habits among students.
- 4.To develop library ethics in student teachers.
- 5.To acquaint the students with the need, importance and types of libraries.
- 6.To give knowledge of the administration and maintenance of the library.
- 7.To familiarize students with the book process.
- 8.To develop library habits.
- 9.To develop library ethics.

CONTENTS

UNIT- I: Physical verification, book process, book selection, book preparation, book care, stock verification, reference books and reference service.

UNIT - II: (i) Library: Definition, need, importance & types of libraries. (ii) Historical development of library. (iii) Recommendation of various Commissions about library – Mudaliar, Kothari, Radhakrishnan and New Education Policy.

UNIT - III: Library Administration: Principles and elements, management and personnel, Library as resource center, Library as heart of the learning, Library, extension and publicity

UNIT - IV: (1) Accession – Meaning, need and importance. (2) Different developments in Accession (Forms) characteristics, merits and demerits. (3) Accession Register: meaning, importance and precautions. Entries in different columns. (4) Knowing the terms: (a) Accession, cataloguing, classification, Bay guide, Shelves list and Index. (b) Newspapers, Magazine, and Journals, (c) Textbook and general books, (d) Dictionary, encyclopedia, reference books & (e) Difference between bibliography and reference.

UNIT - V: Cataloguing – Definition, need, importance, different forms of cataloguing. Cataloging of special items – coins, maps, films. Manuscripts (events and dates regarding cataloguing) important dates and events

UNIT - VI: Life sketch of Dr. Ranganathan, contribution of to library science. Five Principles of Dr. Ranganathan, Open Accession System, Library and learning process. Classification – Definition, need and importance, different systems of classification – Dewey system of classification, general principles of classification. Classification Number – Education.

Practical Work: (Any Four of the following)

1. Collection and writing of slogans on books and library (10)
2. Collection of article on books and library.
3. Physical verification of 25 books.
4. Preparation of book process chart.
5. Writing bibliography and reference (10 books).
6. Accession of 100 books in different columns.
7. Stock checking, arranging and circulating books from “Gyan Sarita” – the subject library.
8. Preparing books based on syllabus.
9. Maintaining and preparing books/book binding.
10. Preparing reference list
11. Use of computers
12. Students will clean and arrange the College library (once)

13. Preparation of 20 catalogue cards.
14. Classification Practical

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SEMESTER - II

Paper – VII: Education in Emerging Indian Society

Objectives:

To enable the teacher trainees:

1. To develop understanding of the ideals and values of emerging Indian Society based on philosophical social and cultural traditions.
2. To develop familiarity with the constitutional provisions of education in India.
3. To understand the complexities of Indian social structure. Current educational problems and role of education in social reconstruction.
4. To acquaint with the role of different agencies working in the development of education in the State.
5. To acquaint with the role of education in environmental preservation control of population and global peace.

CONTENT

Unit - I: Our Present and Future

Contemporary Scene: Indian Social, Economical, Political and Technological forces Driving Society; The unifying and diversified forces; Promoting National Identities and Integration.

Emerging Future: Modernization, Concepts and definitions; Attributes and Demands of Modernization; Values of Nation for Modernization Including Futurology in Education

Unit - II: Education in Society

Education: Meaning and Aims; Factors Influencing Aims of Education – philosophical, Socio / Cultural, Political and Economical

Agencies of Education: Home, School, Community and Mass Media; Co-ordination between School and Community; Education as a Social Institution; Role of CUBE, NCERT, NCTE, NUEPA and SCERT in the Development of Education.

Unit III: Educational Reconstruction

Educational contribution and their modern relevance of: Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekanand , and Shri Aurobindo.

Unit - IV: Education and Social Change

Meaning of Social Change and factors influencing it; Nature of Social change in India - Tradition and Modernity; Role of Education in promoting desired Social Change.

Unit - V: Equalizing Educational Opportunity

Constitutional provisions regarding equality of opportunity; Meaning of equality of opportunity for the students at primary and secondary stage; Measure to promote equality of opportunity Compensatory Educational programme to meet the needs of special group, socially disadvantaged groups, woman and disabled -role of school and community

Unit - VI: Educational and Awareness of Social National Problems

Environment state of environment (Local and Global); Causes of environmental degradation; Conservation and protection of environment; Learning to live in harmony with nature; Population pressure on environment; Population pressure on quality of life; HIV / AIDS.

Assignment: (Any ONE of the following)

1. Survey of backward locality to find out the causes of low literacy.
2. Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
3. Study of voluntary agency working in the field of educational and school development of society.

Note: Other assignments according to the needs of the corresponding college could be given.

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SEMESTER - II
Paper - VIII: SECONDARY EDUCATION: ISSUES & PROBLEMS

Objectives:

1. To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in Madhya Pradesh.
2. To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
3. To develop an understanding of the objectives and scope of Secondary Education.
4. To develop an awareness of the professional ethics.

CONTENT

Unit - I: Secondary Education

General Aims and Objectives of Secondary Education, Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action, 1992

Unit - II: Secondary School Curriculum

Main features of secondary school curriculum and the process of curriculum development and Text Book development in secondary education

Unit - III: Teacher's Role and the National System of Education

Teacher's Role as Facilitator of Learning, Teachers' Role vis-à-vis Transaction of Curriculum; Teachers' Role in Preparing Students to Encounter Future Challenges; Teacher as a Link between the School and the Community Teachers vis-à-vis Non - Formal and Adult Education.

Unit - IV: Co-Curricular Activities

Place of Co-Curricular Activities in a School; Objectives of Co-Curricular Activities; Principles underlying the Organization of Co-Curricular Activities; Type of Co-Curricular Activities, such as, Field-Excursion, Group Discussion etc. Management of Co-Curricular Activities; Management of Resources.

Unit - V: Concept and Scope of School Management

Prevailing Education Management Pattern in M. P; Management of Human Resources-Students, Staff and Community; Material Resources-Laboratories, Libraries, Play Ground, School Building, Furniture, Educational Technology Equipments, School Fund etc. and Classroom Management.

Unit VI: Professional Ethics

Concept of Professional Ethics for Teachers; Dimensions of Professional Ethics; Knowledge about M. P; Education Code; and Work Ethics

Unit VII: Research, Experimentation and Projects

Meaning, scope and importance of action research; Identification of problems in school and classroom, solving a specific problem through action research

Assignments: (Any ONE of the following.)

1. Prepare a scheme of conducting the class active for 20 students where teacher's role is that of facilitator of learning.
2. Prepare and execute a plan for making at least two children and one adult literate from the community.
3. Plan and organize a field trip/excursion to a near by area of educational important and submit a report.
4. Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
5. Prepare one project for institutional planning.
6. Keeping in view the medical and engineering profession and prevailing practices in them, write the professional ethics Vis – a -Vis practice you would like to follow in teaching.

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SEMESTER - II**Paper - IX: INFORMATION AND COMMUNICATION TECHNOLOGY****Objectives:**

1. To acquaint teacher trainees with different parts of Computer System and their functions.
2. To develop competency among teacher trainees to use Online and Off line electronic resources.
3. To acquaint teacher trainees with the facilities available on Internet.
4. To train the teacher trainees in handling MS-Word and MS- Excel.
5. To explore the environment of WINDOW – Operating System.
6. To acquaint teacher trainees with the terminology and Configuration of Computers.

CONTENT:

UNIT - I: Introduction to Computer System: Definition, Characteristics, Principle, parts of Computer, their functions, Block Diagram of Computer System, Classification, Generations, Input and Output Devices, Number system, Software and Languages of Computer, Operating System, Memory.

UNIT - II: WINDOWS: What is Windows? Features of Windows, Graphic user Interface, Screen to Start and Shutdown Computer, Creating Folders and Short cut Icons. Saving, Copying and Deleting Files, Loading Software. Use of Note Pad and Paint Brush.

UNIT - III: Use of computers in Education: Computer Assisted Instruction & Web Based Instruction: Designing, Advantages and Limitations. Use of Educational Software and CD's. Use of computers in Library, Administration, Guidance and Examination.

UNIT - IV: MS EXCEL: Creating Worksheet and use of Simple Commands, Knowledge of Package. **POWER POINT:** Creating Slides.

UNIT - V: Introduction to software: M.S. WORD: Different menus – File, Edit, View, Insert, Format, Tools, Window and Help: their uses. Internet: Meaning, Online surfing, use of e-mail, Chat. Use of Search Engines, World Wide Web – access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching - Learning Process. Down loading information, Uses and Abuses of INTERNET.

DEMONSTRATIONS and PRACTICAL:

MS WORD, MS EXCEL, POWER POINT, INTERNET

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SEMESTER - II

PAPER X: EDUCATIONAL TECHNOLOGY

Objectives

To enable the teacher trainees to:

1. To understand the need, nature, concept and scope of Educational Technology.
2. To understand the basic components, principles of communication and factors influencing communication.
3. To evaluate the effectiveness of communication.
4. To develop the understanding of the concept of system approach, designate implications for teaching learning activities.
5. To understand the concept of individualized instruction and multimedia packages.
6. To develop the awareness of recent innovations in the field of educational technology.
7. To develop the basic skills of resources management.

CONTENT

Unit - I: Concept of Educational Technology

Meaning, Nature; Scope; Functions; Need of Educational Technology in the Schools of M. P

Unit - II: Communication

Communication: Concept; Nature; Process; Principles; Components; Types; Barriers; Modes; Classroom Communication: Basic Concept; Classroom Interaction, Verbal and Non- Verbal Interaction, Interaction Pattern. Effective Classroom Communication: Concept, Criteria, Tools of Evaluation, like, Glasser's Interaction Analysis, Flander's Interaction Analysis.

Unit - III: Systems Approach

Concept and Characteristics; System Analysis; System design and its' Implications for Teaching-Learning Activities

Unit - IV: A - V. Aids

Concept; Classification: Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope,

Interactive Video, Computer, Reprographic Equipment. Software-Scripts (Audio and Video), Slides, Programs, Learning Materials, Filmstrips, Transparencies, News Papers, Textbooks, Maps, PLM, Modules, Models, Pictures etc.

Unit - V: Innovations in Educational Technology

Video Lesson, Talk Back Experiment, CAI; Interactive Video; Language Laboratory; Teleconferencing; Tele-Test and Video Text; Telephone Conferencing.

Unit - VI: Programmed Learning

Concept; Principles, Types and Steps of its' Development

Assignment: (**Any ONE of the following.**)

1. Development of Software: Transparencies / Slides /Scripts / Scenarios.
2. Development of Programmed Learning Material
3. Development of Learning Multimedia Package.
4. Organizing workshop on Handling Hardware.
5. Preparation of Low-Cost / Improvised Material.
6. Conducting a Lesson using OHP / Slide Projector / Video / Computer.

References:

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SEMESTER - II

PAPER XI: EDUCATIONAL PSYCHOLOGY PRACTICAL

Objectives

1. To acquaint student with various Experiments and practical of Educational Psychology.
2. To develop the skills of performing Psychology Practical.
3. To develop the skills of writing Psychology Practical.
4. To train the students in handling different Psychological Instruments and Tools.
5. To acquaint students with different terminology of practical.
6. To develop ability of Administration, Scoring and Interpretation of various Psychological tests.

[A] Assessment of Following- (Administration, Scoring and Interpretation of Test)

1. Intelligence: (a) Any Verbal Test; (b) Non-Verbal Test- Raven`s Standard Progressive Matrices, and Bhatia`s Performance Test
2. Interest: (a) Educational Interest, and (b) Vocational Interest
3. Creativity: (a) Verbal Test & (b) Non-Verbal Test
4. Aptitude: (a) Differential Aptitude Test & (b) Teaching Aptitude Test
5. Personality: (a) 16 PF Factor Questionnaire & (b) Thematic Apperception Test
6. School Adjustment

[B] Experiments

7. Trial and Error Learning (by Mirror Drawing apparatus)
8. Piagetian Cognitive Development
9. Immediate Memory Span
10. Case Study of Gifted, Creative and Mentally Retarded child (**Any One**)

Note: In all students have to Complete Sixteen (16) practical

**SEMESTER - II
PAPER XII: ACTION RESEARCH**

Objectives

To enable the teacher trainees:

1. To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
2. To identify and formulate suitable problems for Action Research.
3. To get acquainted with the various steps of conducting Action Research.
4. To understand and use descriptive statistical techniques in Action Research and
5. To acquire the skills of planning executing evaluating and reporting an Action Research Project.

CONTENT**Unit - I: Research and Education**

Research in Education and it's Classification, The Need, Nature and Importance of Action Research, Types of Action Research - Individual and Collaborative.

Unit - II: Action Research Methodology

Definition of the Problem, Identification of a Problem, Steps of conducting Action Research, Drafting Action Research Proposal, Reporting Action Research.

Unit - III: Descriptive Statistics

Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses.

Unit - IV: Inferential Statistics

Graphical Representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - V: Writing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Assignments:

Identify problem and execute Action Research in any **ONE** of the following areas:

(1) Staff (2) Students (3) Discipline (4) Teaching strategies (5) Community Participation (6) Parental Attitudes (7) Children with Special Needs (8) Facilities.

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SEMESTER - II
PAPER XII: EDUCATIONAL ADMINISTRATION

Objectives

To enable teacher trainees:

- 1.To acquire elementary knowledge of Educational Administration.
- 2.To acquire elementary knowledge of Organization.
- 3.To acquire elementary knowledge of Supervision.

CONTENT

Unit - I: The Concept of Educational Administration

Meaning, Definitions and Nature, Need and Importance, Scope and Functions of Educational Administration

Unit - II: Qualities of an Educational Administrator

Physical Qualities; Intellectual Qualities; Emotional Qualities; Personal Qualities; Social Qualities; Moral Qualities.

Unit - III: Setup of Educational Administration

Structure of Educational Administration in M. P., at Central Level, State Level, District Level, Block Level, and Village Level

Unit - IV: Educational Organization

Meaning and Nature of Educational Organization, Characteristics of Organization. Difference between Administration and Management, Difference between Administration and Organization, Educational Institutions as Organization, Organization of Co-curricular Activities, Scouting, Guiding, Games and Sports.

Unit - V: Educational Supervision

Meaning, Definitions and Nature; Need for Supervision; Factors Influencing Supervision; Scope and Functions of Educational Supervision.

Unit - VI: New Trends in Educational Administration

Systems Approach; PERT and CPM; Coordinating Human Resources; Teacher Performance; Institutional Planning; Parent-Teacher-Association; Centralization and Decentralization in Educational Administration.

Assignment: (**Any ONE of the following.**)

- 1.Evaluation of setup of the office of the C P I
- 2.Critical Study of the setup of S C E R T
- 3.Study of the setup of the office of the Deputy Director, Education (District).
4. Preparation of chart of the educational setup in Madhya Pradesh.
5. Evaluation of Educational Administration of Sarva Shiksha Abhiyan

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SEMESTER - II

PAPER XII: GUIDANCE AND COUNSELLING

Objectives

To enable the teacher trainees:

1. To understand the concept of Guidance and Counselling.
2. To assess the strength and learning difficulties of students.
3. To help students in selecting their subjects for future study.
4. To collect data using various tools like case study, achievement test etc.
5. To understand and apply the techniques of Guidance and Counselling.

CONTENT

Unit - I: Fundamentals of Guidance and Counselling

Nature & Need of Guidance and Counselling with special reference to modern Indian Society; Scope of Guidance-Educational, Vocational and Personal, Aims & Principles of Guidance and Counselling, Group Dynamics & Group Guidance, Methods of Counselling: Directive, Non-Directive, Eclectic

Unit - II: Personnel Associated with Guidance and Counselling

School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master / Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counselling Services in Secondary School

Unit - III: Tools and Techniques in Guidance and Counselling

Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records; Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV: Career Guidance in Secondary Schools

Career Awareness Skills, Career Information; Career Decision Making Skills - Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

Unit - V: Guidance and Counselling for Children with Special Needs

Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children

Assignment: (**Any ONE of the following.**)

1. Visit to different Guidance Centre
2. Preparation of Cumulative Record
3. Case Study of Problem Child
4. Administration, Scoring & interpretation of at least two tests
5. Job Analysis of a Counsellor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counselling

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SEMESTER - II

PAPER XII: EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives

To enable the teacher trainees to:

- 1.Understand the importance of evaluation in education.
2. Appreciate the need for continuous and comprehensive evaluation.
3. Write educational objectives in behavioural terms.
- 4.Construct and standardized achievement test and
- 5.Use elementary statistical techniques and interpret them.

CONTENT

Unit - I: Modern Concept of Evaluation

Definition and Meaning of Evaluation; Difference between Measurement, Assessment and Evaluation; Importance of Evaluation; Need for Continuous and Comprehensive Evaluation; Education as a Tri-polar Process.

Unit - II: Educational Objectives

Meaning of Educational Objectives; Difference between Educational and Teaching Objectives; Taxonomy of Educational Objectives; Writing Objectives in Behavioural Terms

Unit - III: Techniques of Evaluation

Characteristics of tools of evaluation, Different Types of tools: Test, Scale, Inventory, Observation Schedule, Interview Schedule, and Questionnaire, Criteria of a Good Test; Blooms' Taxonomy of Cognitive, Affective and Psychomotor domains, Different types of items, Steps in Constructing Teacher Made Achievement Test, Steps in Standardizing Achievement Test, Question Bank, Open Book Examination.

Unit - IV: Elementary Statistics

Classification and Tabulation of Data; Graphical Representation of Data; Measures of Central Tendencies, their computation, interpretation & uses - Mean, Median and Mode, Percentiles & Quartiles Measure of Dispersion, their computation, interpretation & uses; Coefficient of Variation: Computation, interpretation and uses, Concept of correlation and methods of computing correlation: Rank Difference Method, and Product Moment Method

Unit - V: Statistics

Normal Distribution and Normal Probability Curve; Measures of Variability: Mean Deviation, Quartile Deviation and Standard Deviation; Correlation - Meaning and Importance, Coefficient of Correlation Product Moment and Rank Difference Method. Normal Probability Curve- It's characteristics and uses

Assignment: (**Any ONE of the following.**)

1. Writing an essay in about 300 words on your views regarding changes to be introduced in the prevalent examination system at Higher Secondary Stage
2. Writing 5 objective type items each from the Knowledge, Understanding and Application aspects
4. Preparation of an achievement test
5. Developing a Progress Report Card for Continuous Comprehensive Examination
6. Write an essay on use of computers in examination

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SEMESTER - II
PAPER XII: NON - FORMAL EDUCATION

Objectives

To enable the teacher trainees:

1. To understand the concept of Non-Formal Education as different from Formal Education.
2. To understand the importance of Non-Formal Education for rural development.
3. To understand the minimum learning needs of the learners.
4. To understand the objectives of teaching Non-Formal Education.
5. To understand the methods of teaching Non-Formal Education.
6. To know the techniques of Non-Formal Education.

CONTENT**Unit - I: Nature and Scope of Non-Formal Education**

Meaning, Scope, Needs, Importance, and Objectives of Non-Formal Education, Difference between Non-Formal and Formal Education; Role of Non-Formal Education in Universalisation of Education, Non - Formal Education as an alternative to Formal Education, Non-Formal Education and disadvantaged groups of the society - Scheduled Caste and Scheduled Tribes, Women and Economically Weaker Sections.

Unit - II: Various Models of Non-Formal Education

Non-Formal Education Programmes in M. P; Non-Formal Education Project of NCERT; Relationship between Non-Formal and Adult Education, Role of State Resource Centre in promoting Non-Formal Education

Unit - III: Organization of Non-Formal Education Centres

Household Survey of the Village, Determining the Number of Fresher, Non-students and Drop Outs; Selection of site for the Centre, Field teachers, Field Supervisors; Training and Orientation of Field Teachers & Supervisors; Supervision of Centres; Providing Physical facilities to the Centres - Black Board, books, Stationery, Teaching Aids, etc.

Unit - IV: Non-Formal Education Curriculum

Principles of Curriculum Construction for the Non-Formal Education; Curriculum for the different Age Groups: (a) 6-15, (b) 15- 35, (c) 35 and above; Non-Formal Education Curriculum for the different subjects - Language, Arithmetic, Environmental Studies, Role of Science in Daily Life and Modernization; Minimum Learning Continuum Prepared by NCERT; Learning of Various Crafts.

Unit - V: Approaches and Methods of Teaching

General Methods - Story Telling, Discussion, Demonstration, Field Trip, Environmental and Integrated Approach and Functional Literacy. Teaching of Literacy and Numeracy, General Science, Social Studies. Teaching Aids - Improvised Apparatus, Charts, Models, Films and Radio Lessons. Instruction Skills required for Non-Formal Education Teachers

Unit - VI: Instructional Materials

Nature and Type of Instructional Material Needed for the Non-Formal Education Programme, Local Specific Instructional Material, Description of Market, Fairs, Personalities etc. Supplementary Reading Materials; Instructional Material Prepared for Non-Formal Education by the NCERT and other Agencies; Additional Reading Material for the Development and Retention of Learning

Unit - VII: Evaluation

Concept of Evaluation, Difference between Evaluation in Formal and Non-Formal Education, Construction of Test Items in Different Subjects of Non-Formal Education Centres; Local Specific Nature of Test Items; Maintenance of Cumulative Records

Assignments: (Any ONE of the following.)

1. Case Study of Non-Formal Education Centres
2. Setting up a Non-Formal Education Centre in a Village
3. Evaluating Reading & Writing Material Non-Formal Education Centre
4. Visit of State Resource Centre

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SEMESTER - II PAPER XII: SPECIAL EDUCATION

Objectives

To enable the teacher trainees:

1. To acquire essential knowledge about the social needs of children with sensory and intellectual impairments in the context of education for all.
2. To identify and assess special needs in classroom.

3. To be aware of curriculum adjustments and adaptation of instructional procedures to improve access of children with special needs to different curricular areas.
4. To use different resources to meet special needs in classrooms.
5. To acquire the skills to: Identify children with special needs; Work with other professional, wherever necessary to assess special needs; Plan and implement instructional procedures adapted to special needs and Handle special aids and equipment used for overcoming disable children.
6. To develop a positive attitude towards disability and children with disability.

CONTENT

Unit - I: Children with Special Needs - Equal Education Opportunity

Right to Education; Education for All; Equal Education Opportunity; Special Needs and Education for All; Factors resulting in Special Needs (within Child in Home and School Environment). Special Needs arising Out of Physical, Intellectual and Sensory Impairments. Educational Provisions - Special and General Schools;

Unit - II: Identification and Assessment of Children with Special Needs

Need for Early Identification; The Identification Process (Who should do and how?) Appearances and Behaviours of Identification; Tools and Procedures

Unit - III: Curriculum Adjustment and Adaptation

Adaptation of curriculum to Special Needs arising out of: Visual Impairment; Hearing Impairment; Low level of Intellectual Functioning; Learning Disability; Multiple Impairment.

Unit - IV: Special Aids and Equipments

Aids for Sensory Impaired Children; Education Toys and Other Aids.

Unit - V: Classroom Management

Seating Arrangements for Children with Special Needs. Co-operative Learning. Peer tutoring. Parent Partnership.

Unit - VI: Evaluation Procedures

Procedure to evaluate the academic and nonacademic aspect of development of children with different Impairments

Assignment: (Any ONE of the following.)

1. Identification of children with Special Needs
2. Teaching one child with special needs
3. Adaptation of curriculum and methods to teach one child with special needs
4. Visit to one institution dealing with disabled children and writing its' report
5. Establish the cell to identify children with special needs

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