

ORDINANCE NO. 28
BACHELOR OF EDUCATION EXAMINATION

1. A Person, who has obtained the Bachelor's Degree of the University or a Degree recognised as equivalent there to shall be eligible for admission to the examination for the Degree of Education.
2. He shall be have prosecuted a regular course of study in a training institution affiliated to the University for not less than one academic year after passing any of the examinations referred to in Rules (i),
3. For admission to examination, a candidate shall apply to the Registrar of the University of a prescribed form through the Principal of the College and produce the following certificates signed by the Principal of the College, viz certificates :-
 - (i) Good conduct.
 - (ii) Fitness to present himself at the examination.
 - (iii) having attended the prescribes in Physical training or in exceptional case any other activity permitted by the Principal.
 - (iv) having completed satisfactorily the course in pedagogical drawing.
4. The examination shall consist of parts namely;
Part - I Theory.
Part - II Practical.
The scheme of papers and the courses of studies shall be prescribed each year.
5. Marks and Classifications.

Part - I

Each of the five paper shall carry 100 marks and the aggregate marks in this part shall be 500. A candidate obtaining not less than 300 marks shall be placed in the First Division, a candidate obtaining not less than 225 marks shall be placed in the Second Division provided he obtains atleast 25 percent marks in each paper.

Content

- * Objective & Pattern of the course
- * Science of Education
- * Teacher in Indian Society
- * Development of Learner and Teaching learning process.
- * Development of Educational system in India.
- * Essentials of Educational Technology and Management
- * Methods of Teaching First school subject
- * Methods of teaching Physical science/Bio science.
- * Methods of Teaching social science
- * Methods of Teaching Second School subject
- * Methods of Teaching Mathematics
- * Methods of Teaching Languages
- * Methods of Teaching Hindi
- * Methods of Teaching English
- * Methods of Teaching Sanskrit
- * Methods of Teaching Urdu
- * Elective Subject
- A Computer Education ✓
- B School Library Services ✓
- C Elementary Education
- D Population Education ✓
- E Environmental Education ✓
- F Alternative Education
- G Educational Administration & Management ✓
- H Educational and Mental Measurement ✓
- I Physical Education
- J Career Information in Career Guidance ✓
- K Teaching of Values.
- * Work Experience
 - Agriculture
 - Gardening and Horticulture
 - Drawing and Painting
 - Music
 - Dance
 - Toy making
 - Photography
 - Wood work
 - Garment Making

- * Chalk Making
- Food preservation
- Paper cutting
- Micro Teaching
- Psychology Experiments
- * Working with Community/Social service
- Rural Camp/Community Paper

B.Ed.

Objective:-

1. To develop among teachers a clear understanding of the Psychology of their students.
2. To enable them understand the process of socialisation.
3. To develop in them the skills for guidance and counselling.
4. To develop them to creative thinking among pupil for the reconstruction of knowledge.
5. To acquaint them with the factors and forces (within the school and outside) affecting educational system and classroom situations.
6. To acquaint them with educational needs of special groups of pupils
7. To enable them to utilise community resources as educational inputs.
8. To develop communication skills and to use the modern information technology.
9. To enable them to undertake Action Research and improve practice chart.
10. To foster in them a desire for life-long learning.

Eligibility Criteria -

As per SCERT Norms

Duration of the course -

- * The one year B.ed. courses will be of one academic year in duration, that is from 1st July to 30th April.

Pattern of the Course -

- * The structure of the B.Ed. Syllabus comprises Part-I Theory and Part II & III Practical as Follow:

Part - I

Theory Core Papers

1. Teacher in Emerging, Indian Society
2. Development of Learner and Teaching - Learning Process
3. Development of Educational System in India.
4. Essential of Educational Technology and Management.
5. Methods of Teaching First school subject

- 4
- Methods of Teaching Physical Science /bio science
 Methods of Teaching social science
 6. Methods of Teaching second school subject
 Methods of Teaching Mathematics
 Methods of Teaching Language
 Methods of Teaching Hindi
 Methods of Teaching English
 Methods of Teaching Sanskrit
 Methods of Teaching Urdu

7. Elective Subject

- ✓ I. Computer Education ✓ II. School Library Services
 III. Elementary Education IV. Population Education
 ✓ V. Environmental Education
 VI. Alternative Education
 ✓ VII. Educational Administration & Management
 ✓ VIII. Educational and Mental Measurement
 IX. Physical Education ✓ X. Career Information in Career Guidance
 XI. Teaching of Values.

Part II (Practical)

1. Micro Teaching - 7 slides
3 Lesson per skill
2. Teaching of subject I - 20 Lessons
3. Teaching of Subject II - 20 Lesson
4. Final lesson in subject I
5. Final Lesson in Subject II
6. Internship
7. Working with Community Rural comp/social work/ Community drayer.
8. Terminal Tests/Weekly Test

Part - III (Practical)

1. Co-curricular - Activities.
2. Work experience
3. PT/Games/Sports
4. Psychology Experience

SCHEME OF EVALUATION**PART - I**

Theory Papers	Paper	Internal	External	Total
		Max-Min	Max-Min	MaxMin
1. Teacher in Emenging Indian Society	Paper I	10 6	90 30	100 36
2. Development of Learner Teaching learning Process.	Paper II	10 6	90 30	100 36

3. Development of Educational System in India.	Paper III	10 6	90 30	100 36
4. Essential of Educational Technology and Management.	Paper IV	10 6	90 30	100 36
5. Methods of Teaching First School Subject	Paper V	10 6	90 30	100 36
6. Methods of Teaching Second School Subject	Paper VI	10 6	90 30	100 36
7. Elective Subject	Paper VII	10 6	90 30	100 36
Total				700

PART - II

Field - Based Experience	Max	Min.	Evaluation
I. Microteaching	25	9	Internal
II. Teaching of Subject I	25	9	Internal
III. Teaching of Subject -II	25	9	Internal
IV. Final Lesson in Subject - I	75	27	Int. Ext.
V. Final Lesson in Subject - II	75	27	Int. Ext.
VI. Internship	25	9	Internal
VII. Working with community Rural camp/social work/ community prayer	25	9	Internal
VIII. Terminal Test/Weekly Test	25	9	Internal
Total	300		

PART III

Co-curricular Activities & Work Experience	Max	Min.	Evaluation
Cultural and literacy programmes/ science club	25	9	Internal
P.T./Sport/Games	25	9	Internal
Psychology Experience	20	8	Int.Ext.
Work Experience	30	11	Int.Ext.
Total	100		

Note :

1. Atleast five experiments should be done and Record Book is to be Pointed.
2. Candidates should pass in each Part I, II and III separately. to pass in Part I, II & III the requisitive aggregate is 36 %. In each parts, First division will be granted to candidates who acquire 60% or higher of the aggregate, second division to those who acquire 48% or higher

of the aggregate, and third division to these who acquire over requisite pass percentage.

~~8649~~ ~~AK-3697~~ B.Ed. Course

~~4629~~ ~~AL-6701~~ ~~AM-1667~~ PAPER - I TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the students - teacher understand

1. About the relationship between philosophy and Education and implications of philosophy on education.
2. The Importance and role of education in the progress of India society
3. The contribution of great educators to the field of education.
4. The need to study education in a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in the creation of new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National Integration and protection of human rights.

COURSE CONTENTS

It Consists of six Unit each unit attempting to realise one objective.

UNIT-I

- * Education nature and meaning- Its Objectives in relation to the time and place.
- * Education in the western context: with specific reference to Resourse Restolozzi. Doney, Russai, their Impact on educational though and class room practices, in term of progressive trends in education.
- * Indian Thought and its contribution to educational practices.

UNIT - II

- * Philosophy education: significance of studying philosophy in understanding educational practices and problem.
- * Major philosophical systems- their salient features and their impact on education.
 - a. Realism with reference to Aristotle and Jainism.
 - b. Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.
 - c. Idealism with reference to Plato, Secrete and Advaita Philosophy.
 - d. Pragmatism with reference to Dewey "Instrumentation and Experimentalism".
- * Child centred Education: Concept of a learner with reference to Gujju Bhai as teacher education.

UNIT- III

- * Educational thinkers and their contribution in developing Principles of education.
- * M.K. Ghandhi.: Basi tenets of Basic education.
- * Gujju Bhai: The World of the child.
- * Swami vivekananda:
- * Sri Aurobindo : Intogral education, its basic promise: stage of development.
- * Froebal : The Play way method.
- * montessori: The didatic appratus.

UNIT- IV

- * Knowledge about the Indian constitution and its directive Principles : articles metioned in the constitution that are related to education : meaning of secularise, social goals; democracy and socialistic pattern of society; meaning of the term "National intergration" and Emotional education factors contributing for achieve them ; Economic planning and the meaning of five year plans.

UNIT-V

- * Sociological basis of education relationship between individual to and Individual to society in terms of Nouns given by the existing social ordar education as liberal and utilization education development education as an agent of social change, education as a means of National welfare through theirmediates. Welfare of the society, education and human resource development.

UNIT- VI

- * Meaning of nationa integration and its good, role of teacher and educational institution in achieving national through democratic exploration of cultural heriage, contributions of different religious (Hinduism Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment equal communicate, philosophy of celebration of Indian festivals.

UNIT- VII

- * Meaning of new social order, eradication of illiteracy, objectives of NEAP, provisions made and channels started for educating socially, culturally and economically deprived. Means and measures taken for equality of opportunities in terms of castes, tribes, Disabled, Gender, and Minorities; Achieving a learning society in terms of distance education, green and clean society & povertyless society through planning the population and available resources, State's new programmes and Nation's programmes like NDC etc.

Reference:

Anand C.L. etal : Teacher and Education in Emerging India NCERT, New

- Anat padnabha : Delhi.
Population Education in Classroom .NCERT, New Delhi.
- Bhatnagar S. : Arnthmic Bhartiya Shiksha Aur Uski Samasyayen.
Chakravorti M. : Gandhia Dimpension in Education , Gaya Publishing House, New Delhi.
- Pathak and Tyagi : Shisha ke Samanya Siddant, Vinod Pustak mandir, Agre.
- Echanty Jaganath: Indian Education in Emerging Society sterling Pub. New Delhi.
- Dharme D.L. : Bhartiya Shiksha suraj. Lyals Book Text, meerut.
- Pandey, Shyam Swaroop: Shiksha ki Drshanik Swan Samajik Shashtriya Prusht Bhumi. Vinod Pustak
- Pandey, Shyam Swaroop.: Shiksha ki Darsanik Swan samajik Shashtriya Prusht Bhumi, Vinod Pustak mandir Agra.
- Soni Ramgopal : New Educational dimensions in emerging Indian Society, Bhargav Book House, Agra.
- Tyagi Gurusharan & Nand, Vijai kumar: Education in Emerging India, Vinod Pustak Mandir, Agra,
- Sharma, D.L. Education in the Emerging Indian Society R. Lall Book Depot, Mearut.

PAPER II : DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS.

COURSE OBJECTIVES

1. To enable training teacher to acquire knowledge and understanding of stages of human development and development tasks with special reference to edalesconts learners.
2. Develop understanding of process of children learning in the constast of various theories of learning.
3. Understand intelligence, motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and use of psychological tests.

UNIT-I

- * Nature of psychology and learners.
 - a. Psychology: Its meaning nature, methods and scope; functions of educational psychology.
 - b. Stages of human development stage specific characteristics and developmental tasks.
 - c. Adolosconca in Indian content characteristics and problems of adoloscents; their needs and a spriations.
 - d. Guiding and counselling adoloscents.
 - e. Diagonts theory of orgrtive development.

UNIT- II

- * Learning and Motivation
 - a. Nature of learning, learning theories Behaviourists (skippers) Introduction Processing (Rosger's) and Humanistic (Histor's)
 - b. Factors influencing learning teaching process; learner related; teacher related; process releted and content related.
 - c. Motivation - nature Types technique of educating learne's rotivation.
 - d. Transfer of learning training concepts, theories and applications.
 - e. Memory: Short term memory, Long tommary forgetting.

UNIT- III

- * Intelligence & Creativity
 - a. Meaning of intelligence & Creativity
 - b. Nature & Charateristics of Intellingence & Creativity and its development.
 - c. Difference between Intelligence & Creativrt and its Educational Implication.

UNIT - IV

- | | |
|----------------|------------|
| Interest | Attitude |
| Aptitude | Adjustment |
| Group Dynamics | |

UNIT- V

Exceptional Children

- a. Concept of exceptional children - types & characteristics of each type including children with learning disabilities.
- b. Individual differences - nature: accomendating differences in the classroom.
- c. Learner centred techniques for teaching concetional children

UNIT- VI

- * Personality - Definition, meaning and nature; development of personality ; type and trait theories of personality.

UNIT- VII

ELEMENTARY EDUCATIONAL STATISTICS

- i. Measures of Central Tendencies and their Uses.
- ii. Measure of Variability.
- iii. Correlation (Rank order Difference Method).

Assignment:

- * Survey of Aspiration and Needs if Special Children.
- * Study of Personality Pattern of children of Villages/Slum Area.
- * Cast study of Problem child.
- * A study of Structure of classroom group through socio matric Techniques.

Reference:

- * Singh Arun Kumar: Advanced General Psychology Motilal Banarasides, Jawahar Nagar, Delhi.
- * Bhatia, H.R. : Psychology Foundations of Education Surjeet Publications Kamala Nagar, Delhi.
- * Bhatia H.E. : Elements of Educational Psychology Orient- Langman Ltd. Bombay.
- * Chauhan S.S. : Advance Educational Psychology, Vikas Publishing House, New Delhi.
- * Gaulati, Sushe : Education for Creativity, NCERT, 1995
- * Kulshreth, S.P. : Educational Psychology R.Lal Book Depot. Meerut.
- * Mathur S.S. : Shiksha nanovigyan, Lyall Book Depot, Meerut.
- * Kapil H.K. : Sankshiyiki ke Dhool Tatva, Vinod Pustak Mandir, Agra.
- * Mangal S.K. : Psychological Education, Prakash Brother, Ludiana.
- * Devies, I.K. : The Management of learning Mc Graw Hills, New York
- * Sharma R.A. : Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut
- * Bhatnagar.Suresh : History & Problems of Indian Education R. Lal Book Depot, meerut.
- * Sharma, R.M. : Advanced Educational Psychology, Surjeet Publications, Kamal Nagar, Delhi.

PAPER III : DEVELOPMENT OF EDUCATION SYSTEM IN INDIACOURSE OBJECTIVES

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8657
- To enable student teacher to
1. Understand that development of education is influenced by socio-political forces of the time.
 2. Acquire Knowledge of characteristics feature of ancient, medieval and British system of education in India and of their strengths and limitation.
 3. Understand the contribution of various major committees and commissions on education set up from time to time : Appreciate the development in Indian education the post-independence era.

COURSE CONTENTSUNIT-I

- * Education in India during (a) Vedic (b) Buddhism and (c) Medieval periods.

UNIT- II

- * Macaulay's minutes and Bentinck's resolution of 1835. Adam's report and its recommendations.
- * Wood's Dispatch - 1854.
- * Lord Curzon's educational policy. Growth of national consciousness. National education movement.

UNIT- III

- * Recommendations of Indian Education Commission - 1882, its influence on the Subsequent development of education.
- * Essential features of sodler - commission Report - 1917.
- * Wardha scheme of Education - 1937.

UNIT- IV

- * Radhakrishnan Commission - 1948.
- * University Education Committee (1948 - 49)
- * Secondary Education Committee Report (1952 - 53)
- * Indian Education Commission (1964 - 65).
- * National Policy of Education (1986).
- * Revised National Policy (1992).

Reference:

- * Sharma, R.N. : History and Problems of Education in India, Surjeet Publications, Delhi.
- * Bhatnagar Suresh : History & Problem of Indian Education, R. Lal Book, Meerut.
- * Agrawal J.C. : Rai Saisha Riti, Prabhat Prakashan, Delhi.
- * Bhatnagar R.P. : Technology of Teaching, International Publishing House, Meerut.
- * Ministry of Human : Resource Development : National Policy of Education, 1986,
- * Bhooshan, Shilendra : Shikshan Teknik, Vinod Pustak Mandir, Agra,
- * Sharma & Sharma : Secondary Education and Teacher Functions, Radha Publisher Mandir, Agra,
- * Pandey R.S. : An Introduction to Major Philosophies of Education, Vinod Pustak Mandir Agra.
- * Chaube, S.P. : History of Indian Education, Vinod Pustak Mandir, Agra.
- * Mukherji S.N. : Education in India Today & Tomorrow, Vinod Pustak mandir, Agra.
- * Choubey & Choubey : Indian Education, Its Problems, Trends & Innovations, LDD Publishers R.G. College Road, Meerut

PAPER IV : ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Element of Educational Technology and Management
COURSE OBJECTIVES

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To acquip the student teacher with his various technological aplications available to him/her fro improvin instructiona practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

COURSE CONTENTS

UNIT- I

- * Definition of educational technology, distinction between hardware and software technologies their role in modern educational practices.
- * Hardware technologies: Important accessories and their application - CHP still and mevis Projectors Audio - Video redording instruments TV, computers, New technologies Like E - Mail, Internet; etc.
- * Use of stratagies like teleconferencing micro teaching, programmed instruction, ASI Language Laboratory.

UNIT- II

- * Psychological uses for use of modern technologies - Case of experience (Edger) , Multisenory instruction - advantages.
- * Developing programmed injunctional material - Linear, branching programmes, tryouts and Individation etc.

UNIT- III

- * Meaning of guidance - Rational for guidance services concept of counselling - directed and non- directed counselling.
- * Organization school guidance services: Use of community resource for school guidance services.
- " Career Guidance services: career information control; career conference:
- * Personal guidance - Identity these needing special help directing clients to specialists (referral service).

UNIT- IV

- * Meaning of management in education - managing resources and materials Implications for reduction initiations.
- * Managing curriculum managing curriculum managing school discipline and managing Physical resources.

Developing performance profiles of institutions.

UNIT- V

- * Evaluating Institutional performance- Method's used - pupil evaluation, teacher evaluation, avaluation of Institution performance.
- * Methods of teacher evaluation - use of pupil rating, poor rating, supervisor rating, community rating- ratings used for Institutional improvement.
- * Accountability in school education- methods used for assessing accountability .
- * Use of professional norm and ethics,

Reference:

- * Sharma, A.K. : Educational Technology, Vinod Pustak Mandir Agra.
- * Boow, J.W. Lords P.D. & Worcherose: AV Instructional Technology - Media and Methods Mc Grew Hills, New York.
- * Davies, I.K. : The Management of Learning, Mc Grew Hills, New York.
- * Goel D.R. : Educational A.V. in india organization and Utilisation, Un- Published Lost Dectoral Thosis, M.S. University of Drivia.
- * Richmond, W. Kenith : The Concept o f Educational Technology - Kundon Weldenfield and Nicals 1970.
- * Sharma R.A. : Technology of Teaching , Lyall Book Depot, Meerut.
- * Saxena & Oberai : Technology of Teaching R. Lal Bóok Depot, Meerut.
- * Choube, S.P. : Experimental Psychology, L.N. Agrawal Publications, Agra.

PAPER V & VI METHODS OF TEACHING

Visualising the voluminous content of presentation of methodology of teaching subject wise methodology of teaching has been enumerted area wise instead of dealing with each subject separately. These are as follows:

1. Methology of teaching Physical/biological Science.
2. Methology of teaching Social Science.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching Languages mother tenguue and as Second Language.

A. METHODS OF TEACHING : PSYISICAL SCIENCE /BIO SCIENCE
COURSE OBJECTIVE

Student teacher to have the ability to

1. Develop a broad intesting of the principles and procedures used in

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modern science education.

2. Develop their essential skills for practicing modern science Education.
3. Develop their skill necessary for preparing instructional accessories.
4. Prepare acceptance lesson models which lay this procedure to the adopted for preparing designs of lessons.
5. Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT- I

- * Nature of modern science - Thrust area in particular science - Impact of science on modern communities, globalisation and science; Path tracking discovery and landmark developments in science; eminent world scientists, orient scientists, Professions in the area of sciences.

UNIT- II

- * Justification for including science as a subject of study i.e. school curriculum Objectives of Teaching Phy./Bio Science - Taxonomy of educational objectives - other taxonomies and approaches - Process outcomes, product outcomes, concept attainments. Behavioural developers. Education - concept of entering and terminal behaviour - organising learning experiences for achieving specified behavioural outcomes.

UNIT- III

Majors methods used for science Instruction.

- * Major models of instruction useful science education.
- * Defining desired outcomes (statement of objectives) for different levels of education.

UNIT- IV

- * Co- curricular and non formal approaches: Activity approaches and non formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museum, maintenance of aquariums, herbariums and various original science projects - organising science fairs and excursions to be taken up.

UNIT- V

- * Planning for teaching developing year plans, unit plans, lesson plans, content analysis pedagogical analysis and identification of important concepts for further focus; use of Piagetian, Brunerian, Geonsonian principles in developing lesson plan preparation and development of improvised apparatus' preparation, selection and use of teaching aids, innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentation, micro teaching and computer assisted teaching disciplinary approach in

teaching science.

UNIT-VI

- * Curriculum and resource utilisation Inheritor for designed Phy/ Bio science curriculum approaches to curriculum organisation using procedures like concentric, topical, process any integration approaches, Assignment which second curriculum factorial like POCS, Chemistry, Biology etc. and their/assumptions the curriculum biological needs requirements and the availability of local resources availabilities Practical work in science teaching record writing for science projects.

UNIT- VII

- * Curriculum accessories and support material - Textbooks Journals Handbooks, students work books, display slides, laboratory materials, audio - video support material, etc evaluating entire for the above.

UNIT- VIII

- * Evaluation outcomes of science teaching - Text assumptions about exclusions - text assumptions items formats; try comes; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes - cognitive in outcomes, affective outcomes, psycho motor outcomes process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- * Diagnostic testing and remedial teaching developing formative evaluation instruments as aids to learning.

UNIT- IX

Designing lesson plans - ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

Reference Physical Science/ Bio Science

- * Das R.C. : Science Teaching in school, Sterling Publications, New Delhi.
- * Gupta S.K. : Teaching of science education, vikas publications, New Delhi.
- * Mangal S.K. : Teaching of Science, Agra book Depot.
- * Sharma R.C. : Science Teaching, Bhaupat Rai & Sons.
- * Sounders : The teaching of Gen. science in Tropical Secondary Press London school, Oxford
- * Nair, C.P.S. : Teaching Science in our Schools S. Chand & Co. Pvt. Ltd. New Delhi.
- * Kulshetra, S.P. : Jeev Vigyan science Lyall Book Depot Meerut.
- * Negi J.S. : Bhatik Shikshan, Vinod Pustak Mandir Agra.

Rawat D.S. : Vigyan-shikshan, Vinod Pustak-mandir, Agra.

B. METHODS OF TEACHING : SOCIAL SCIENCES

COURSE OBJECTIVES :

To enable the pupil teacher to

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of social science/ social studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the completed plan for instruction.
5. Develop the ability to organise co-curricular activities and community resources for promoting social science/ social studies learning.
6. Acquire the activity to develop instructional subject materials.

COURSE CONTENTS

UNIT-I

- * The need for teaching the subjects under social science/social studies (History, Geography, Civics, Sociology and Economics) in school; concept of social studies and how it differs from other social sciences; present perception about social studies/social sciences, Rational for including these areas in school curriculum. The integrated section of the specialised approach in social science teaching.
- * Objectives of teaching social studies, Objectives of teaching the subject at different levels. discipline-oriented teaching of social studies and social reconstruction approach.

UNIT-II

- * Principles of designing a social studies curriculum with weightages to be given for each component subject areas/ approaches to organising social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

UNIT-III

- * Instructional strategies, methods and models. Importance of Instructional strategies, strategies for teaching social studies in terms of specific methods like lecture cum discussion, projects, and source methods, socialised recitation and supervised study. Models of teaching appropriate for teaching social studies.

UNIT IV

- Objectives of teaching social studies- specifications to clarify planning

vix, lesson unit and year plans, micro teaching lesson plans for developing the skills of introduction explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT V

- * Arranging and organizing field trips to place of cultural importance through planning preparation, executing Recording and following up the field trip for learning the underlying importance of the content of the subject; team teaching organising social studies clubs; social studies laboratories and through providing programmes like quizzes, word searches etc.

UNIT VI

- * Purposes of evaluation in social studies, formative and summative evaluation, their salient features, remedial teaching question proportion and objectivity in essay type examinations preparation of unit tests and test of performance like product preparation model construction construction of role play etc.

Reference :

- * Tyagi, Guru sharan : Teaching of Social Science, Vinod Pustak Agra.
- * Desai, D.N. : Recent concept of Social studies Vora & Co.
- * James Fleming : The teaching of Social studies in Secondary School, Longman, Green & Co, London.
- * Bining & Bining : Teaching of social studies in the Secondary school, Mc Graw Hill Book Co. New York.
- * Sharma A.P. : Teaching of Social Studies and Civics, Gaya prasad & Sons, Agra.

C. METHODS OF TEACHING : MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to

1. Understanding and approaches the uses and significance of mathematics in daily life;
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instruction for the classroom;
4. Prepare curriculum activities and organize the library and book in it as per the needs ;
5. and organize activities to develop esthetics of mathematics.
6. Obtain Feedback both about teaching as well as student's learning.

COURSE COUNTENTS

UNIT-I

- * Meaning of mathematics History of Mathematics; contributions

of Indian Mathematics with reference to shankaracharya Aryabhata, Leelawati Ramanujan and contributions of Buclid. Pythagoras Rena

UNIT- II

- * Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics viz/ inductive elective analytical, synthetic, houristic, project and laboratory; using various techniques for teaching mathematics viz. oral, written, drill, assignment supervised study and programmed

UNIT- III

- * Meaning and importance/purpose of a lesson plan; Proform of a lesson plan and its rationality meaning and purpose of a unit and unit plan; meaning and purpose of an yearly plan; developing / preparing low cost improvised toching aids relevant to local ethers; skillin maintaining and using blackboard, models, charts, TV. films and video tapes and VCR.

UNIT- IV

- * Principles and ratinale of curriculum development organizing the syllabbi both logically psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed for completing the syllabi.

UNIT-V

- * Using mathematics as a game for recreation; organizing Quiz programmes, skill development in answering puzzios, riddles, magic squares, word search ect. developing a maths laboratory learning about the short cuts mentioned in vedic mathematics.

UNIT- VI

- * Textbooks in mathematics- qualities of a good textbooks in mathematics; process of obtaining feed back and evaluation in mathematics in terms of cognitive, affective and psychology behavioural development.

D. METHODS OF TEACHING : LANGUAGES

COURSE OBJECTIVES

To enable the students -teacher understand about :

1. The nature and characteristics of a language and mather tongue and the use of language.
2. The required skills and their interlink's for matering a language.
3. The various approaches for planning for successful language teaching.
4. Approches for teaching diffitern aspects of language.
5. Aids and other similar available material that could be used for teaching language.

6. The techniques of obtaining feedback for self - evaluation and evaluation of student's success in using the language.

COURSE CONTENT

The area has to be decied , later for syllabus for because of teaching Ist Language. IInd Language IIIrd Language.

हिन्दी भाषा शिक्षण

उद्देश्य :

1. हिन्दी भाषा के अध्ययन अध्यापन में भाषायी क्षमताओं एवं प्रभावशीलता का विकास ~~6706(B)~~ ~~3704~~ ~~3702(B)~~
 2. बहुभाषी भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा का समीक्षात्मक अध्ययन ~~6706(B)~~ ~~4634(B)~~ ~~1672(B)~~ A - 1613(B)
 3. भारत में हिन्दी भाषा की भूमिका को समझना एवं प्रदेश के शालेय पाठ्यक्रम में उसका निर्धारण करते हुये हिन्दी भाषा के ज्ञानात्मक कौशल का विकास करना
 4. हिन्दी भाषा के शिक्षण अधिगम्य के प्रति अभिरुचि एवं प्रेरणा विकसित करना
 5. समुचित भाषायी कौशलों को विकसित करते हुये उनमें अन्तर क्रियात्मक स्व मूल्यांकन की क्षमता विकसित करना ।
 6. देवनागरीय लिपि और उसके स्पष्ट उच्चारण से संबंधित समुचित ज्ञान प्रदान करना ।
 7. हिन्दी शिक्षा के उन्नयन हेतु अल्पव्ययी सहायक शिक्षण सामग्रीयों का निर्माण करना जिससे छात्रों की भाषायी अशुद्धियों का उपचार किया जा सकें ।
- पाठ्यचर्या : हिन्दी शिक्षण के उद्देश्य तथा महत्व
1. हिन्दी भाषा का सामान्य परिचय विकास एवं मूल्यांकन बोली उपभाषा मानक हिन्दी प्रथम एवं द्वितीय भाषा के रूप में माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य मात्र भाषा के रूप में हिन्दी शिक्षण की महत्ता ।
 2. हिन्दी शिक्षण की विधिया एवं उपागम भाषा शिक्षण को सामान्य सिद्धांत हिन्दी शिक्षण में प्रयोग एवं अभ्यास का महत्व हिन्दी शिक्षक के गुण एवं भूमिका विभिन्न शिक्षण सुत्रों की उपयोगिता
 3. कौशल शिक्षण भाषायी कौशल , श्रवण, वाचन लेखन पाठन कौशल का अध्ययापन ।
- गद्य शिक्षण - उद्देश्य अध्ययापन विधिया एवं पाठ योजना निर्माण ।

पद्य शिक्षण - उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
 व्याकरण शिक्षण - उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
 निबंध शिक्षण - उद्देश्य अध्यापन विधिया एवं पाठ योजना निर्माण ।
 दृश्य श्रव्य उपकरण - महत्व प्रकार, निर्माण एवं प्रयोग ।

4. अध्ययन की आदतों का निर्माण (भाषा व्यवहार)

श्रवण अवबोध भाषा को सुनने समझने का अभ्यास,
 बोलचाल की हिन्दी के प्रकार एवं इसकी अवस्थाएं बोलने में बलाघात एवं
 अनुत्तान का महत्व ।

संप्रेक्षण आदतें - संवादो कक्षाओं सस्वर वाचन नाट्य रूपान्तर एवं पद्य वाचन में
 भाषा के मौखिक रूप की उपयोगिता ।

अध्ययन की अच्छी आदतों का निर्माण -

अध्ययन, जानकारी, संग्रहण, सरसरी तौर पर पठन जैसे विभिन्न उद्देश्यों हेतु
 उचित गति से पठन समग्र रूप में समझने के लिए पठन मूल्यांकन हेतु पठन,
 पठन के मैन्यूल चार्ट शेड्यूल एवं नियम पुस्तिका का पठन ।

लेखन की अच्छी आदतों का निर्माण -

लेखन के उन्नत मेकानिक्स जैसे वर्ण विन्यास, विराम हासिया छोड़ना अनुभागों
 का शीर्षक एवं उप शीर्षक रेखांकन उद्धरण्य कोष्ठको का प्रयोग, संक्षिप्त रूपों
 का प्रयोग पत्रों आवेदन पत्रों में पते का सही रूप का लेखन अनुच्छेद निबंध
 के विषय वस्तु का गठन ।

मूल्यांकन -

मूल्यांकन में नए निर्देश

सतत एवं समग्र मूल्यांकन

निदानात्मक एवं उपचारात्मक परिक्षण स्व:मूल्यांकन एवं स्व:सशोधन अभ्यास
 ज्ञानात्मक भावात्मक एवं मनोगतिक क्षेत्रों में वस्तुनिष्ठ प्रकार के परिक्षण विभिन्न
 प्रकार के अभ्यास चैकलिस्ट एवं प्रोग्रेस रिकार्ड ।

दत्तकार्य - क्रमबद्ध ढंग से

1. पाठ्यक्रम को इकाई में बंटना ।

हिन्दी शिक्षण के लिए भाषा सामग्री का निर्माण करना ।

2. आकाशवाणी प्रसारण के लिए पाठ्ययोजना तैयार करना

संदर्भ ग्रंथ -

भाई योगेन्द्र जीत हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।

छत्रीय के मातृभाषा शिक्षण विनोद पुस्तक मंदिर आगरा ।

लालरमन बिहारी, हिन्दी शिक्षण रस्तोगी पब्लिकेशन मेरठ ।

रघुनाथ हिन्दी शिक्षण विधि पंजाब किताब घर जालंधर ।

शर्मा डॉ. लक्ष्मी नारायण भाषा 2. की शिक्षण विधियां और पाठ नियोजन विनोद
 पुस्तक मंदिर आगरा ।

सिंग सावित्री हिन्दी शिक्षण मेरठ ।

Teaching of English

OBJECTIVES

To enable the teacher trainees:

To attain efficiency and affectiveness in teaching and learning

English Language.

1. To have a critical study of learning English as a second language in
 the multilingual Indian society.

2. To understand the role of English in India and decide its place in the
 school curriculum of Madhya Pradesh. Improve English Language
 attainment and cognitive skills.

3. To be committed, inspired and interested in teaching learning English.

4. To equip with skill using interactional mode to evaluate himself in
 pupil/include right language hobbies and.

5. To devise learning materials for teaching English as second language
 and remedy the errors that the pupil made.

COURSE CONTENT

1. Objectives of teaching and Learning of English at Secondary Level:

- * Second Language Learning and mother Tongue Learning.
- * The Function of a second Language in a Multilevel Society.
- * Role of English in India Its Place in the school Curriculums.
- * The Curriculum of English in the Secondary School.
- * Qualities and Role of the English Teacher.

2. Methods and Approaches.

- * Grammar or Translation Method.
- * Direct Method.
- * Bilingual Method.
- * Structural Approach.
- * Communicative Approach.

3. Teaching of skills:

- * Teaching Alokates and spelling
- * Teaching English Phonemes
- * Teaching Phrase
- * Teaching Poetry
- * Teaching Grammar.
- * Teaching Composition

- * Lesson Planning
- Prse
- Poetry
- Grammer
- Composition
- Audio visual aids importances Types Production and Usage.

4. Inculcation of Habits.

- * Listing Comprehension
- Practical in listing and Comprehension
- Types and Models spoken English
- Lenlications of stress and intonation
- Halding Note While Listing

Communication Habits

Use of spoken forms in Deilgue stores Reading Aloud, Dramatissation and Poetry Reading.

Correct Use of Stress and Information and Division of utterance into Meaningful word Groups.

- * Good Reading Habits
- Reading with Appropiates speed for various Purpose such as studying looking, for Information scanning etc.
- Reading for Overall comprehension practice of Analysing a Text for Organisation. Reading for Evaluation .
- Reading for Appreciation of Form, Style and Auther's personality.
- Reading for facts, Reaoning, Logical Relationship, Definitions, Generalisations, understanding Diagrams.
- Reading manuals charts, Scedule and Rule Book.
- * Good Writing Habits
- Advanced Inclanks of Writing i.e. spelling Punctuation, Incenting Title and Subtitue of Soctions, Underlining, Quetations, Use of Parentieses, Use of Abbreviations, Conital Letters and Correct Forms of Address in Letters Applications ect.
- Organisation of a Pareagraph. in Essay on Paper i.e. Organisation of Latter.
- * Developing study skills
- Using the Lictionary
- Note Making
- * Language Games

Evaluation :

- * Low Direction in evaluation.
- * Continuous and comprehensive Evaluation.
- * Diagnostic Tests, Remedial Test and Techniques.
- * Self Evaluation and Self Carrecting Exerise.

- * Writing objective, Type test Items uder the cognitive Affective and Psychomoter Domains.
- * Different kinds of Exercises Probes and Progress Records.

ASSIGNMENTS

Dividing syllabus interest its arrounding them in proper.

Critical study of language English text book prescribed for class IX,X, XI, of XII,

Preparation of a unitlitation for teaching English.

Dprating of lessonship for teaching English

Preparation of Question Layers and test items.

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संस्कृत शिक्षण

उद्देश्य :-

1. माध्यमिक स्तर पर संस्कृत के उद्देश्यों के प्रति जागरूकता उत्पन्न करना।
2. सम्प्रेषण कौशलों के महत्व को समझना।
3. संस्कृत शिक्षण की विधियों से अवगत होना।
4. संस्कृत शिक्षण के लिए शैक्षिक सामग्री के निर्माण एवं प्रभावी उपयोग के कौशलों को विकसित करना।
5. संस्कृत अध्ययन के विभिन्न पलों एवं भाषा अधिनाम की विभिन्न उक्तियों से अवगत होना।
6. संस्कृत शिक्षण में निदानात्मक एवं उपचारात्मक कौशलों को विकसित करना।

पाठ्य चर्चा :-

1. माध्यमिक स्तर पर संस्कृत एवं अधिगम के उद्देश्य :-
 - भारत एवं विदेशों में संस्कृत की भूमिका।
 - संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य।
 - राष्ट्रीय एकता के लिए प्रेरक शक्ति के रूप में
 - राष्ट्रीय एवं आध्यात्मिक मूल्यों के बोध के लिए
 - भाषा वैज्ञानिक अध्ययन की नींव के रूप में।
2. शालेय पाठ्यक्रम में संस्कृत का स्थान :-
 - संस्कृत अधिनाम को सुरक्षित रखने के लिए केन्द्र एवं राज्य शासन म.प्र. के प्रयास।
 - माध्यमिक शाला में संस्कृत का पाठ्यक्रम।
 - संस्कृत शिक्षण के गुण एवं भूमिका।
 - माध्यमिक शिक्षा से संबंधित संस्कृत कमीशन रिपोर्ट की प्रमुख विशेषताये।
3. विधिया एवं उपागम :-
 - पाठशाला विधि, भंडारकर विधि, प्रत्यय विधि, संरचनात्मक उपागम कुछ प्रकारणों में लागू किये जाने योग्य शिक्षण प्रतिगाम।
 - कौशलों का शिक्षण - अनुवाद, शिक्षण, गद्य - शिक्षण, पद्य

शिक्षण, व्याकरण शिक्षण, निबंध शिक्षण।

- पाठ योजना :-

1. अनुवाद
2. गद्य भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौन्दर्यात्मक आशय,
3. पद्य भावात्मक एवं आध्यात्मिक पक्षों का विकास, अभिव्यक्ति एवं उसका सौन्दर्यात्मक आशय, पद्य शिक्षण के अंग।
4. व्याकरण,
5. निबंध - मौखिक एवं लिखित निबंध में संबंध।
6. दृश्य श्रव्य उपकरण महत्व, प्रकार निर्माण एवं उपयोग।
4. आदतों का आत्मसातीकरण :-

- सस्वर वाचन : मौन वाचन, मौखिक अभिव्यक्ति, विशिष्ट भाषा शिक्षण कौशल।

5. मूल्यांकन :-

- मूल्यांकन के नये आयाम।
- सतत् एवं व्यापक मूल्यांकन।
- निदानात्मक परीक्षण एवं उपचारात्मक परीक्षण, तथा उपाचारात्मक प्रविधियाँ
- स्व मूल्यांकन एवं स्व संशोधन अभ्यास।
- अभ्यास के विभिन्न प्रकार, चेकलिस्ट, मूल्यांकन एवं प्रगति - अभिलेख ज्ञानात्मक एवं मनोगतिक क्षेत्रों में वस्तुनिष्ठ प्रकार की परीक्षण सामग्री तैयार करना।

दत्त कार्य :-

1. पाठ्यक्रम की इकाईयों में बांटता एवं उन्हें क्रमबद्ध करना।
2. 9 वी., 10 वी., 11 वी., अथवा 12 वी., के लिए निर्धारित किसी एक संस्कृत पाठ्य पुस्तक का समीक्षात्मक अध्ययन।
3. संस्कृत शिक्षण के लिए इकाई योजना का निर्माण।
4. संस्कृत शिक्षण के लिए पाठयोजना का निर्माण।
5. प्रश्न पत्रों एवं परीक्षण सामग्री का निर्माण।

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TEACHING OF URDU**OBJECTIVES**

1. Techquire approaches of the objectives Urdu the secondary Level.
2. To understand the significance of communication skills.
3. Target acquainted with through teaching .
4. To develop the skills of praparing and signifficancy the instructional materials for the teaching of Urdu.
5. To get acquainted with the various student the Urdu study and devices of language Learning.
6. To develop dignostic & remedial skills in teaching of Urdu.

COURSE CONTENT:

1. Objectives of Teaching and Learning of urdu at Secondary Level:
 - * Mother Tengue Learning : Role and Importence of Mother Tengue.

- * Cims and objectives of Teaching Urdu.

As First Language
As Second Language
As Third Language

- * Role of Urdu in India and its place in the school curriculur.
- * The curriculum of Urdu in the secondary school.
- * The Ur and Role of the Urdu Teacher.

2. Methods and Approaches.

- * Translation
- * Direct Method
- * Biligual Method
- * Discussion Method
- * Structural Approach
- * Situational Approach
- * Communicative Approach

3 Teaching of Skills:

- * Teaching Alphabets and spelling
- * Teaching Press.
- * Teaching Poetry
- * Teaching Gramer
- * Teaching Composition
- * Lesson Planning
- * pressFictional and Non Fictional : Informative, Descriptive and Emotional
- * Poetry - Development of the Emotional Aspect, Expression and its Acsthetid sence components of Poetry Teaching.
- * Gramer.
- * Composition - Relationaship, between cral and written composition.
- * Audio Visual Aids - Importances Types, Production and Asogo.

4. Inculation of Habits:

- * Listening comprehension
 - Practice in Listening and comprehensive
 - Implications of stres abd Intenatica
 - Making notes while listening
- * Communication Habits :
 - use of spoken forms in Dialogues storic Reading Alovd, Dramtisation and poetry Reading.
 - Correct use of stress and intonation and Division of utterence into meaningful word groups.
- * Good Reading Habits
 - Reading with Approprine speed for Various purpose such as studying, Looking for Information scanning etc.
 - Reading for overall comprehension practice of Analysing a Text for organisation.
 - Reading for Evaluation
 - Reading for Appreciation of Form Style and Auther's Personality
 - Reading for facts, Reasoning Logical Relationship, Definitions, Generalisations, Understanding Diagrams
 - Reading Manuals, Charts, schedule and Role Books
- * Good Writing Habits
 - Advanced mechanics of writing i.e. spelling punctional indenting, Title and subtitle of sections, Undership, Quatations. Use of Parentence Use of Abbreviations. Canital Latters an corrcet form of Address letters Applications etc.
 - Organisation of a Paragraph, An Essay or a Paper is Organisation

of Matter.

5. Evaluation:

- * new Directions in Evaluation
- * Continuous and Comprehensive Evaluation
- * Diagnostic Tests and Remedial Tests and Remedial Techniques.
- * Self Evaluation and self Correcting Exercise.
- * Writing objective Type test Items under the cognitive, Affective and Psychomotor Domains
- * Different kinds of Exercises checklist probes and Progress Records.

ASSIGNMENTS

1. Dividing syllabus into units and arranging them in proper sequences.
2. Critical study of any one Urdu text book prescribed for Class IX, X, XI or XII.
3. Preparation of a Unit plan for teaching Urdu.
4. Preparation of a Lesson Plan for teaching Urdu.
5. preparation of Question Papers and Test Papers.

REFERENCE

- * Ahmed Hussain : Tadris - Urdu
- * Dr. Feorg Ansari : Institutional Material for teachers on the New Techniques and Approaches of Teaching Urdu at Secondary Level.
- * Her Majesty's : Teaching the mother Tongue in Secondary Schools Publication
- * Jaloes Abidi : Ibtidayee school main Taleem ke Tariqay
- * Moinudding : Hum Urdu Kaise Parhayes
- * Rafiq Karoen : Urdu Zaban ka Tariga Tadris
- * Salemat ullah : Duniyad Ustad ke Liya
- * Salamat Ullah : Hum Kaise Parhayen
- * Saloem Abdullah : Urdu Kaise Parhayen

PAPER VII : ELECTIVE SUBJECT

One elective subject to be decided by considering the following

1. All elective must be contributing for centre capability of delivering the good.
2. All elective should have equal difficulty level.
3. All elective should be unique in nature without being covered in any other area (of part of D.Ed.)
4. All elective should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE: ELEMENTARY EDUCATION

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the role and

development of Elementary education.

2. To develop in the student teacher proper understanding of various components of the MPE 1983 and review of NPE 1992 relating to elementary education.
3. To Acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student teacher.
5. To acquaint in student teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS

UNIT-I

- * Introduction to elementary education, the elementary education.
- * A brief history of elementary education (EE) with special reference to the area of its operation, Constitutional provisions Elementary education act of the area.
- * Related concepts and target groups of elementary education (EE) the learning needs of public.

UNIT- II

- * National policy in education 1986 and the revised policy of 1992 with reference to elementary education.
- * Role of Panchayats and local bodies in E.E.
- * Role of the State Govt. J.K.
- * Role of non Govt. Organisations in E.E.
- * Trend of Commercialization of E.E. remedies.

UNIT- III

- * Curriculum : structure of the curriculum at EE level.
- * Curriculum transaction: Activity based, experience centred, learner centred, play way joyful learning.
- * Curriculum adjustment and adaptation to special needs of
 - a. Visually auditory and orthopedically handicapped.
 - b. First generation learners and culturally deprived learners and remote rural areas and slum areas. and
 - c. girls
- * Education for all and required variation in the curriculum.

UNIT- IV

- * Acquisition of basic skills required for teaching at elementary stage.
- * Special qualities of an elementary school teacher (EST).
- * Need for orientation and refresher courses for EST.
- * Developing competencies related to working with parents and community.
- * Role of basic training centres, normal schools and DIET's in providing

- training to EST.
- Preparation of teachers for implementing Education for all.

UNIT- V

- Minimum level of learning (DLL).
- School Readness.
- Early childhood Care and Education (ECCE).
- Continuous Comprehensive Evaluation at Elementary level.
- District Primary Education Programme (DPEP)
- Multi grade teaching in elementary school.
- Teachers commitment.
- Use of modern technologies and media.

PRACTICUM

- Conducting original studies of the effectiveness of the implementation of operation blackboard scheme/ nutrition Programme in a locality.
- Study of any problem connected with the introduction of English at the elementary level of education.
- A survey of the availability of text books in elementary schools in a locality.
- Study of any other problem relating to elementary education with the approval of the teacher education.
- Analysis of text books.

REFERENCE

- Ahuja. R.K. : Zila Prathaik shikshan ke Extanent Prashikshan M.P. SCERT, Bhopal.
- DPEP Madhya Pradesh action plan - Pease I, Rajiv Gandhi prathamik shiksha Mission, U.P. Bhopal.
- Havishika ka Dastevez, Edayva Group Bhopal.
- Mukerji S.N. : Education of Teachers in India, S. Chand and Co. New Delhi.
- Mohanty J. : Primary and Elementary Education.
- Agrawal J.C. : Elementary Education in India, Prabhat Prakashan, New Delhi

ELECTIVE COURSE: POPULATION EDUCATION**COURSE OBJECTIVES**

- To develop in the student teacher an understanding of the concept, need and importance of population education.
- To enable the students to understand various terminology connected with population studies and factors responsible for population growth
- To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
- To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the

environment.

- To help student teacher to appreciate . the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS**UNIT-I**

- Introduction : Nature and scope of population education: Meaning, concept, need, scope, importance and objectives.

UNIT-II

- Population dynamics: Distribution and density, population composition: Age sex urban, literacy - all india.
- Factors affecting population growth: fertility, mortality and migration (mobility)

UNIT- III

- Population and quality of life: Population in relation to socio- economic development health status, matutition health services and education.
- Effect of unchecked growth of population on natural resources and environment.

UNIT- IV

- Population education in Schools: Scope of population education in schools.
- Introgration of population education with the general school curriculum.

UNIT- V

- Methods and approches: Iguiry approach, observation, self- study discussions, assignments.
- Use of mass- media: Newspapers, Radio, Television, A.V. Aids.

UNIT-VI

- Role of teachers: Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behaviou.
- Working with community to build awarress.

PRACTICUM

- Content analysis of existing secondary level text book to identify the components of population education included in it.
- Survey of population situation of any locality inhabited by disadvantaged section of society.
- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of the population of students families (of any class of a schol) and analysis of the results.
- Drawing out a plan for creating community awarress about social

evils such as superstitions early marriage etc. (any one evil).

- Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.
- Collection and analysis of data from available sources. Problems of accommodation in schools/hospitals/ transport in a select locality.

REFERENCE

- Ali. S.A. : Population problems in India & abroad, Jai Bharat Publishers House, Bhopal,
- Malayya K.C.: Jansaihya Shiksha, Vinod Pustak Mandir Agra.
- Sarker, K.R.: Population Education for development countries storing publishers New Delhi.
- Sharma, R.C. : Population - Trends, Resource & Environmental, Bhopal Rai & Sons, New Delhi,
- Thomson & Lewis : Population Problems Mc Graw Hills, New Yorks.
- Sharma & Malaiya : Population Education, Vinod Pustak Mandir, Agra.

ELECTIVE COURSE: ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental population and possible hazards and its causes and remedise.
3. To develop a sense of responsibility towards conservation of environment, bio diversity and sustainable development.
4. To develop resonable understanding about the role of school and education in fastering the idea of learning to live in harmony with natures.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS

UNIT-I

- Environment: meaning scope and nature of environmental education.
- Types of environmental pollution.

UNIT- II

- Causes and effects of environmental hazard, global and local: environmental pollution and its remedies.
- Green house effect - an impending cotastrphe.
- Cazne Layer depletion - anvironmental throat, acid rain, pillar meting, rise of sea level and their implications.

UNIT- III

- Salient features of environmental awareness through education.

- programmes of environments education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT- IV

- Biodiversity: Conservation of genetic diversity, An Important environment pricity: Learning to live in Hormony with nature.

UNIT- V

- Role of school in environmental conservation and sustainable development.

Practicum

- To submit- report after surveying a typically decraded area and to suggest necessary remedial measures with latest statistical, data, The area of this project is to include andy one of the following topics:
 - a. Noise pollution.
 - b. Water Pollution.
 - c. Air Pollution.
 - d. deforstation.
 - e. Role of the pollution control boards.
 - f. Role of voluntary organisations.

- The report on the practicum should be submitted to the college with in the date specified by the college authority. The length of one report may be around 700 words.

REFERENCE

- Bargman, K.I. : The Solution Paradex. S Pardon Books in, New York. Sergal.L.
- Sharma. R.C. : Environmental Education Metropolition Delhi.
- Raghuvansi A. : Paryavarana Tatha Pradurshan, M.P. Hindi Gandhi & Raghuvansi C. Acedemy
- Suman & Saxena: Environmental Education, R. Lall Book Depot, Meerut.
- Upadhyay Radhavallabh: Environmental Eduation, Vinod Pustak Mandir Agra.
- Singh Bhopal : Environmental Education Loyal's Book Depot Meerut.
- Dhanta, Ramesh : Environmental Education, Discovery Publication, New Delhi.
- Éina & Dina : Environmental Education, Research Publication, New Delhi.

ELECTIVE COURSE : ALTERNATIVE EDUCATION

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the need, working, concepts objectives and scop of non formal and adult education.
2. To help student teacher to appreciate the importance of providing life

- long education to learners of all age groups at all levels according to their needs, attitudes and convenience.
- To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.
- 3. To enable the student teacher to understand the need for offering parallel alternative and less costly mode of education for removal of illiteracy, the need of democratization and universalisation of education in India.
- 4. To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semischooled and unschooled learners.
- 5. To Promote the new cult of learning society believing in self development, self - enrichment and advancement in the Art of living through imparting adult education.

COURSE CONTENTS**UNIT - I**

- * Introduction to non formal education (NEE) : concept, nature and scope of non formal education (NEE).
- * Philosophical bases of NEE.
- * Aims and objectives of NEE.

UNIT - II

- * Types agencies and approaches on NEE: types and agencies of NEE
- * Approaches and methods of NEE.
- * Teachers of NEE.
- * Aids Audio & Visual.

UNIT - III

- * NEF in Indian context : Prospects of non formal education in Indian context.
- * Need for Monitoring , evaluation and research for effective implementation of NEE Programmes.

UNIT - IV

- * Introduction to adult education (AE) Meaning , scope and objectives of Adult Education (AE)
- * Adult- learning procedures - factors and conditions, effects of age.
- * Tools of learning.
- * Teachers of AE - need for training.
- * Evaluation process in AE.
- * Contents of AE: Contents of AE; functional learning.

UNIT - V

- * AE in India context : Adult education in India- an instrument for social recognition and cultural transformation.
- * Functional literacy programmes - Role of National literacy mission

- * Total literacy coming in achieving the social aim of education for all.
- * Need for Effective and constant monitoring, evaluation and research in A.E.

- * Role of government agencies in promoting AE.

PRACTICUM

- * To prepare (i) a project on or (ii) to conduct a survey of the non formal/ adult education centres in the locality, The written report should be around 700 words.

ELECTIVE COURSE: EDUCATIONAL ADMINISTRATION & MANAGEMENT**COURSE OBJECTIVES**

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop to understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance to communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analysis the administrative scenarios in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS :**UNIT - I**

- * Conceptual framework : concept of educational administration.
- * Concept of educational management human beings as inputs, process and products inputs.
- * Nature, objectives and scope of educational administration.

UNIT - II

- * Role and functions of headmaster/teacher : Basic functions of administration - planning organising directing and controlling.
- * Maintenance of discipline, control management.
- * Co-ordination and growth development.
- * Supervision and inspection, defects in the present supervision and inspection.
- * Scope of educational supervision.
- * Types of supervision.
- * Providing guidance : leadership function.
- * Crisis in management.
- * Decision making.

UNIT III

- * Communication in Educational Administration : Role of communication in effective management and administration.
- * Methods of communication.
- * Barriers of communication in educational administration.
- * Overcoming barriers to communication and effective communication in educational administration.

UNIT IV

- * Management of schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social command approach, social justice approach.
- * Involvement of other functionaries and agencies in the preparation of a plan.
- * Delegation of authority and accountability.
- * Role of the headmaster in monitoring, supervision and evaluation.
- * Role of the headmaster in motivating the staff, resolution of interpersonal conflicts.
- * Role of the headmaster in creating resources and managing financial matters.
- * Optimum use of available resources for growth and development of the school.
- * Staff development programmes.
- * Role of teachers in school management and administration.

UNIT V

- * Educational administration in the state : The administrative structure in the field of education in the state.
- * Control of school education in the state - a critical analysis.
- * Functions of the state government in relation to secondary and higher secondary schools.
- * Functions of the board of secondary education in controlling secondary schools.
- * Problems of secondary school administration in government schools.

PRACTICUM

The student teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

REFERENCE :

- * Bhatnager, R.P. & : Educational Administration, Eyal Verma, I.B. : Book Depot Meerut.
- * Bhatnager, R.P. & : Educational Administration. Supervision,

- Vidya : planning and financing, R. Lal Book Depot Meerut.
- Budhiya, Smt. S.P. : School Administration and organisation, Vinod Pustak Mandir, Agra.
- Kudesiya, Umesh : Educational Administration, Vinod Chandan : Pustak Mandir, Agra.

ELECTIVE COURSE : EDUCATIONAL AND MENTAL MEASUREMENT

COURSE OBJECTIVES :

- To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teacher for the use of the techniques in the field.
- To enable the student teacher to interpret the result of educational measurement.
- To enable the student understand about various educational and mental measurement tools.

COURSE CONTENTS :

UNIT - I

- Concept of measurement : testing and evaluation.
- Scales of measurement : nominal, ordinal, interval and ratio scales.
- Discrete and continuous variables.
- Qualities of a test - reliability, validity and usability of a test : item analysis, procedures and item selection.

UNIT - II

- Educational statistics : measures of central tendency from grouped and non-grouped data.
- Measures of variability - range, quartile deviation, standard deviation.

UNIT - III

- Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT - IV

- Interpreting measurement : normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores.

- * Co-efficient of correlation by Sperman's method and its interpretation.
- * Interpreting co-efficient of correlation.

UNIT - V

- * Achievement tests : construction of standardized achievement tests.
- * Types of test items.
- * Measurement of intelligence : Concept of intelligence, Binet test, concept of I.Q.
- * Individual and group tests of intelligence.
- * Aptitudes and personality tests : use of aptitude tests - overview.
- * Use of interest inventories.
- * Assessment of personality : interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered under compulsory/core courses have to avoid repetition although these are relevant).

PRACTIUM :

- * Administration of a psychological test and interpretation of test results.
- * Determination of reliability or validity of any self made test.
- * Construction of a test battery with at least five types of test items and trying out or the same on a class/group of students.

REFERENCE :

- * Asthana, Bipin & Agrawal, R.N. : Mapan evan Moolyankan, Vinod, Pustak Mandir, Agra.
- * Asthana, Bipin & Agrawal, R.N. : Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- * Chaube, S.P. : Educational Psychology and Educational Statistics, L.N. Agrawal Educational Publishers, Agra.
- * Verma & Shrivastava : Measurement and Evaluation in Psychology & Education, Vinod Pustak Mandir, Agra.
- * Sharma, R.A. : Essentials of Measurement in Education & Esychology.

ELECTIVE COURSE : PHYSICAL EDUCATION

COURSE OBJECTIVES :

1. To develop in student teacher :
The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical education.

3. Activities required for evaluating attainments of physical education.
4. Activities required for organising physical education meets and events.

COURSE CONTENTS :**UNIT - I**

- Physical education - its meaning and implications aims and objectives. Foundations of physical education, concept of physical fitness recreation,
- Physiological effects of exercise, Biophysical differences in boys and girls and their implications in physical education, Postural defects including remedial exercise including Asans.

UNIT - II

- The significance of child's growth and development for the practice of physical education.
- The interaction of health, physical education and physical fitness : concept of positive health

UNIT - III

- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, nercatives and drugs.
- _____ of programe building : organisation of physical education programme in secondary scheals. Competitions - their role, values and limitations. Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.

UNIT - IV

- Organisation of annuel athletic meat including laying out of a double bend tracks with provision of staggers.

UNIT - V

- Evaluation of student's performances in physical education programmes.
- Problems in organising physical education programme in Indian schools.

PRACTIUM :

- To be decided by the investor in-change and to be internally assessed.

REFERENCE :

- Vyas Raj Shekhar : Sharirik Shiksha, Siddhant Evam Vyavhar, Rajsthan Prakashan.
- Vyas, K. : Health Education, Vinod Pustak Mandir, Agra.
- Sheri, G.P. : Physical Education and recreational Activities, Khel Sahitya Kendra Darya
- Jain, D.

20

- * Thani, Y.R. : Ganj, Delhi.
: Sharirik Shiksha-ke Siddhant, Khel Sahitya Kendra, Darya Ganj, New Delhi.
- * Sharma, Rama : Physical Education, Vinod Pustak Mandir, Agra.
- * William H. Freem : Physical Education and Sport in a Changing Society, Surjeet Publications, Kamala Nagar, Delhi.
- * Suinn, M. Richard : Psychology in Sports Methods and Applications, Surjeet Prakashan Delhi.

ELECTIVE COURSE : CAREER INTERMATION IN CAREER

~~6707(J)~~ GUIDANCE ~~AK-3703(J)~~

COURSE OBJECTIVES :

- To develop and understanding of the need and importance of carrer information for the pupil.
- To identity their role and function in locating collecting evaluating and disseminating career cinformation for the use of pupils.
- To develop in understanding of how one's ability, interests and aptitudes are related to world of work.
- To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS :

UNIT - I

- Meaning of career and career information condenents of career information. Ocapational information, information about education and oppartunity and persenal-social information.

UNIT - II

- Aims to study career information at different school levels.

UNIT - III

- Career information : Sources, mothods of collection, classification and filling-up of information and evaluation of the information.

UNIT - IV

- Information about education and training oppertunities for priman elementary and secondary levals of school.

UNIT - V

- Persenal-social information at every school level.

UNIT - VI

- Setting up of a career Resource Centre, its majar importance.

REFERANCE :

- Pascricha, Prem : Guidance and Councelling in India Education, NCERT, New Delhi.

- * Mathur, Kiran : Vocational Guidance Services in Vecational Schools upto + 2 level, PSS Central Institute of Vocational Education, Bhopal.
- * CIRTES : Careers for arts and Commerce graduates, Ministry of Labour, G.E.I. New Delhi.
- * Oberai, S.C. : Educational and Vocational Guidance, LIT Publishers, Meerut.
- * Jaiswal, Sitaram : Shiksha Main, Nirdeshan evam Paramarsh. Vinod Pustak Mandir, Agra.
- * Singh, Rampal : Educational and Vecational Guidance, Vinod Pustak Mandir, Agra.

ELECTIVE COURSE : TEACHING OF VALUES

COURSE OBJECTIVES :

- To understand the nature and sources of nature and disvalues.
- to understand the classification of values under differant types.
- To appreciate educational values like democratic, secular and socialist.

UNIT - I

- Nature and sources of values, biological, Psychological, social and ecological determinents of value-their boaring on education in varying degrees.

UNIT - II

- Classification of values into various types, material, social, moral and spiritual values status of values how can these be realised through education.

UNIT - III

- Corresponding to values there are evils of dis-values-material, social, economic, moral and religious evils loading to faithlessness and irreverence; how can education overcome these negative values.

UNIT - IV

- Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

UNIT - V

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

UNIT - VI

- Evaluating that teachers and other school personal are value

badden, students and parents are value ladder, curriculum is value ladder Evaluate.

- * Value of self-sacrifice vs value of self centradness.
- * Values of excellence vs values of ego-contricism.
- * Values of work vs values of selfishness.
- * Every teacher or all teacher need to teach values.

REFERENCE:

- * Harsh, R.N. Miller : J.P. & Eieling, G.B. Model of Moral Education, An Appraisal, Long Man the, New York.
- * Passi B.K. & Singh, P. : Value Education, National Psychological Corporation, Agra.
- * Rooths, L.E. Mearill : Value and Teaching, Meahill, Cio.
- * Rockeach, M. : The nature of human values collier Mc Millan Publishers, London.
- * Frankel, J:R. : Hoco to teach value, in analytical approach, Orentice Hall, New Jersey.
- * Pandey, Ramshukh : Value Education, A. Lall Book, Meerut.

ELECTIVE COURSE : SCHOOL LIBRARY SERVICE

OBJECTIVE :-

1. To make students teachers aware of the importance of school Library. ~~AK 3707 3703(B)~~
2. To develop in them the skill for promoting reading gabits among their students. ~~AI 6707(B)~~
3. To develop interest for guiding school students in the use of library. ~~8655(B)~~

UNITS OF STUDY:

UNIT - I

1. Inportance of library in school.
2. Interest in supolimentary reading.
3. School Library building and its management.

UNIT - II

Library Organisation

1. Working hours.
2. Importance of periodicals and its arrangements.
3. Five law of Library Science according to Dr.R.S. Ranganathan.

UNIT - III

Library Administration

1. Stock Verification
2. Preservation of backs
3. Reference Service.
4. Purchasing.

UNIT - IV

1. Need & Purpose of Library catalogue.
2. Book Circulation.
3. Accession.

UNIT - V

1. Display of Books and Jakets.
2. Use of Dictionary and reference books.
3. Books exzibition.
4. Library period in the Time Table.

Related Practical Work

1. Preparing scrap books.
2. Survey of students reading habits.
3. Proparing plane of action for developing reading habits among students of any class.

BOOKS RECONMENDED

1. Library Administration :- B.S. Gujrati.
2. Indian Books Company, Kashmiry Gates, Delhi - 6.
3. An Introduction to Library Catuloguing.
4. Dwijendranath Dutta, The World Press Pvt. Ltd. Calcutta.
5. Theory of Books Selection M.M. Job sterlling Publications Pvt. Ltd. New Delhi.
6. The teacher lebrarian :- Connest Grimshous.
7. E.D. Arnold & son Ltd. Edinburg Belfast London.

ELECTIVE COURSE : COMPUTER EDUCATION

INTRODUCTION:

IMPORTANCE OF INEGEMATION TECHNOLOGY

CLASSIFICATION OF COMPUTERS BY TECHNOLOGY, TYPE AND SIZE

USES AND SCOPE OF COMPUTERS.

FUNDAMANTELS OF COMPUTERS:

INPUT/OUTPUT DEVICES

CENTRAL PROCESSING UNIT

STORAGE DEVICES

OPERATING SYSTEMS

APPLICATION SOFTWARE

OVERVIEW OF MORDERN OPERATING SYSTEMS:

FILES AND FOLDERS

USE OF POINTING DEVICES

CUT AND PASTE

SHORTCUTS TO APPLICATION

USES OF AND EXPLORING THE CONTENTS OF STORAGE DEVICES FLOPY DISK DEVICES, HARD DISKS, CD ROM

etc.

- * RUNNING APPLICATION AND EXITING APPLICATIONS
- 4. **MODERN WORD PROCESSING APPLICATION :**
- * IMPORTANCE OF WORD PROCESSING IN EDUCATION
- * CHARACTERISTICS OF MODERN WORD PROCESSING APPLICATION
- * TOOLBARS AND MENUS
- * TEXT AND OBJECTS
- * TEXT ENTRY ! RUNNING TEXT AND PARAGRAPHS
- * FORMATING TEXT - BOLD, ITALICS, UNDERLINED: LEFT, CENTRE AND RIGHT JUSTIFICATION : CHANGING FONT AND FONTSIZE : BULLETS AND NUMBERING
- * EDITING TEXT - SELECT TEXT, FIND AND REPLACE : CUT COPY AND PASTE
- * EDITING DOCUMENT - APPLY STYLES, SPELLS CHECK, HEADERS AND FOOTERS, FOOTNOTES, PAGINATION SUBSCRIPT & SUPERSCRIPIT
- * INSERATION OF OBJECTS, PICTURES SYMBOLS, FIFLDS, PAGE BREAK & SECTION BREAK
- * PAGE SETUP - MARGINS, PAPER SIZE & LAYOUT
- * PRINTING & SAVING DOCUMENTS
- 5. **MODERN DATABASE MANAGEMENT APPLICATION :**
- * IMPORTANCE OF DATABASE MANAGEMENT IN EDUCATION
- * CHARACTERISTICS OF MODERN DATABASE MANAGEMENT & APPLICATION
- * CONCEPT OF RELATIONAL DATABASE MANAGEMENT SYSTEM
- * FIELDS : NAMA TYPE WIDTH
- * DATABASE
- * FORMS
- * FEPORTS
- 6. **CONCEPT OF JOYFOL LEARNING :**
- * NEED FOR JOYFUL LEARNING
- * COMPUTER AS AN AID FOR JOYFUL LEARNING
- * COMPUTER GAMES
- * MULTIMEDIA CAPABILITIES OF MODERN DESKTOP COMPUTERS
- * INTERNET - IMPORDANCE & NEED
- * USE OF INTERACTIVE & EDUCATIONAL SOFTWARE

ASSIGNMENTS :

- * WRITE AN ESSAY ON ANY TOPIC USING WORD PROCESSING SOFTWARE - THE DOCUMENT MUST

INCLUDE AT DEAST THREE OF THE FOLLOWING CHARACTERISTICS

PAGINATION

HEADER

TWO DIFFERENT PARAGRAPH STYLES

TWO DIFFERENT FONTS

A PICTURE OBJECT

BULLETS OR NUMBERINGS

SUBSCRIPT OR SUPERSCRIPIT

SYMBOLS OR SPECIAL CHARACTERS

USE RELATIONAL DATABASE MANAGEMENT SOFTWARE

DEVELOPING QUESTION BANK

DEVELOPING A DATABASE FOR EITHER STUDENTS OR STAFF INCLUDING VARIOUS FIELDS LIKE NAME DATE OF BIRTH, DATE OF JOINING/ADMISSION SALARY/GRADE OBTAINING ETC.

AUTOMATED PRINTING OF SALARY STATEMENT/GPR DEDUCTION STATEMENT OR ANY OTHER ADMINISTRATIVE ACTIVITY

REFERENCE :

- | | |
|----------------|--|
| Goya, Hemant | : Computer Vigyan Shikshan, R.Lall Book Depot, Meerut. |
| Desai, B. | : Database Management System |
| Rajaraman, V. | : Fundamentals of Computers, Prentice Hall of India. New Delhi. |
| Adams, D.M. | : Computer and teacher trainings |
| Shrivastava, S | : Fundamental of Information technology, Kalyani Publication, Vinod Pustak Mandir, Agra. |

WORK EXPERIENCE

OBJECTIVES :

To provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.
To enable to gain experience in useful and productive work and To foster their creativity.

The candidate will select two crafts, only one craft could be selected from one group. The allotment of craft will depend upon the number of interested students and also on the staff and facilities available in the institutions.

WORK EXPERIENCE

Group I
Agriculture

Group II
Photography

Music
Dance
Desk Top Publishing
Chalk Making
Wood work
Book Binding

Drawing & Painting
Toy Making
Gardening
Tailoring & Embroidery
Food Preservation
Paper cutting

AGRICULTURE

THEORY :

1. Crop production - its importance in economic life.
2. Selection of crop, the climate, nature and types of soil drainage and water supply, marketing facilities as the basis of crops selection.
3. Selection of right variety crop - plant type, duration, fields.
4. Seed and seed selection, identification of seed bed, preparation, qualities of good seed beds, observation of scientific agricultural work.
5. Sowing and planting of crops - the principles and methods.
6. Manuring - the role of manure and fertilisers in crop production, nutritive needs of the crops.
7. Irrigation and water management - Principles and system of ----- irrigation, danger of excessive water.
8. Plant protection - weeds, insects and diseases.
9. Harvesting of crop - Principles and practice of harvesting.
10. Marketing of crops, principles of protection and procedure for storage of crops.
11. Crop production and elementary economics.

PRACTICAL :

1. Preparation work in growing of crops.
2. Preparation of plots & use of implements.
3. Keeping of records and account.
4. Visit of Govt. garden or farm.

GARDENING AND HORTICULTURE

THEORY :

1. Place gardening - importance and aims
2. Site selection for garden.
3. Irrigation and drainage - methods of irrigation and importance.
4. Seed and seed selection, methods of sowing - germination vegetative propagation.
5. Place of pot culture, water culture, mixing of soil, manure.
6. Care and upkeep of garden - inter - culture, mulching and weed control insects and pests singular.

PRACTICAL :

Care and handling of equipment, upkeep of plants, pots, preparation of fint, nursery beds, spraying, of insecticides etc. collection of seeds bulbs pests etc.

TAILORING AND EMBROIDERY

THEORY :

1. Stitches - various, types : basting, run, back stitch, blanket, top sewing, buttons.
2. Decoration - Simple embroidery stitches, chaste stitch.
3. Straight sewing.
4. Making garments of different styles for children.

PRACTICAL :

1. Stitches and decoration work.
2. Handling of machine and its care.
3. harmony of texture, shape design and colour.
4. Decoration and embroidery - drafting of various articles.
5. Preparation of 2 articles - Pajama Kurta, Frock, Duster Shirt etc.
6. Learning traditional embroidery Kashmiri, Punjabi, Phulkari, Lucknow, Bengal Katha, Kutch, Karnataka, Kashida.

BOOK BINDING

THEORY :

1. Various branches of book binding and their definitions, vogue : book work, stationery binding general and miscellaneous binding.
2. Knowledge of tools accessories used and the maintenance : binder's nails, bookins, hammer, saw, knives, scoring knives, scissors, backing press, hand press, perforating machine, ruling machine, numbering machine, cutting machine, stove of electric heater.
3. Acquaintance with binders materials : binders, needles, twin cord, glue, paste gum. binding, cloth, leather calico, marble paper, resin, morocco etc.
4. Costing of various items of production.

PRACTICAL :

1. Book work : general preparation - size and quality of paper used, Finishing the printed sheets set of folding print folding to paper folding - putting to place - shuffling, inserting, gathering and collating.
2. Binders work sewing and binding.
3. Stationary binding size and sub division of paper size of book of pads, perforation and numbering registers account book receipt books and ledger binding etc.
4. Miscellaneous binding : rebinding trimming leaflets and mephits, mounting of maps, paintings, pictures and making of covers.

5. Methods of sewing : Sewing materials, different kinds of stitching.
6. End papers.
7. Pate, glue and gum - their preparation and use for different kinds of work.
8. Process of trimming and rounding.
9. Back leaving glazing, hinges, trapping etc.
10. Cutting of heads for different kinds of work.
11. Different styles of binding, paper cover case cover, quarter cloth, lisp and stiff quarter leather, stiff cut, hush, quarter, calico, twored in half cloth and macble, half leather and calico, full cloth, full leather binding.
12. Making of docketts, envelopes, portfolios and albums.

DRAWING AND PAINTING

THEORY :

1. Basic design and colour and colour design.
2. Effect of strong contrast in value and colour.
3. Effect of cool colours in relation to topic.
4. Bettering - Design in Bettering.
5. Postal - Function and Necessity.
6. Book illustration, Cover Designing.

PRACTICAL :

1. Preparation of colour, charts, showing tone, shades.
2. Preparation of geometric design, landscape.
3. Making of unit designs - cover design.

MUSIC

THEORY :

1. Knowledge of Nad, Swar, Sudha, Komal, Teevra, Sapatk, Mandhra, Madhya, Taar, Archa, Avroha, Raga, Gat, Bay, Matra, Tal, Khall,
2. Knowledge of Education system as laid down by Vishnu Digamber of Pt. Bhatkunand.
3. Outline of History of Indian Music.

PRACTICAL :

1. To participate in community singing.
2. Stress on creating and developing proper sense of Rhythm.
3. Ability of sing five rags a Yomen, Kaft, Khawaj, Bhopali, Sarang.
4. Five taals and Thekas - Kahrawa, Bagra, Tritaal, Jhaptaal, Chautaal.
5. Ability to Recognise Tal played; Knowledge of Tuning and Instruments.
6. To Sing National Anthem, Patriotic, Bevetional songs and Gazelles.

DANCE

THEORY :

1. General Idea of Indian Dance Forms - Classical, Folk and Modern.
2. Basic Understanding of the Human Body and Anatomy.
3. Understanding of the Basic Movements of Different Points of the Body and Muscles during Dance Movements.

PRACTICAL :

1. Practice in Basic Movements of Different Parts of the body - Feet, Toes, Thighs, Waist, Head, Hands etc.
2. Simple Movements in Standing, Sitting and Dying Positions.
3. Simple composition of Movements with props like Dandia, Manjeera etc.
4. Expression of Different Moods - Rasas.
5. Participation in Dance-Drama, Folk Dance and Group Dance.

TOY MAKING

THEORY :

1. Introduction to Traditional Indian Toys.
2. Traditional Puppets.
3. Preparation of Simple Toys - Clay Toys, Plaster of Paris Toys, Paper Mache, Cardboard toys.
4. Flywood - out Toys, Soft - Wire Toys.
5. Stuffed puppets, Simple Puppets.
6. Simple Mechanisation of Toys.

PRACTICAL :

1. Preparation of simple toys and puppets.
2. Handling of plaster-casting.
3. Decoration of toys - painting, dresses of toys.
4. Preparation of a receipt book page.

MICRO TEACHING

PRACTICE OF THE FOLLOWING SKILLS :

1. Skill of Reinforcement.
2. Skills of Probing Questioning.
3. Skill of Explaining.
4. Skill of Illustrating with examples.
5. Skill of Stimulus Variation.
6. Skill of Writing on the blackboard.
7. Skill of Writing Objectives in Behavioural Terms.

PSYCHOLOGY PRACTICALS :-

- Administration, scoring and Interpretation of :
- * Intelligence Test
 - * Personality Test

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- * Creative Test
- * Achievement Test
- * Adjustment Inventory
- * Comparative Study of Whole v/s Part method of learning
- * Administration of Piagetion Types Tests (Tasks)

FRUIT AND VEGETABLE PRESERVATION (FOOD PRESERVATION)

THEORY :

1. Basic Knowledge of Preservation.
2. Need of Preservation. 3. Causes of food spoilage
4. Principles of Preservation

PRACTICAL :

1. Preservation with sugar - Jam, Jelly, Murabba, Sharbat, squashete
2. Preservation using Oil & salt - making different kinds of pickles.
3. Preservation by dehydration - to preserve fruit & vegetables by drying them up e.g. grain peas, grams, groundnuts.
4. Drying vegetables - Tomatoes, brinjols, methie, coulifle.

PHOTOGRAPHY

THEORY :

- | | |
|------------------------|---------------------------|
| * Camera | * Composition |
| * Darkroom | * Negative |
| * Printing & Enlarging | * After work on the Print |

PRACTICAL WORK :

Photography of Sports & Cultural programme and Other activities of trainees.

CHALK MAKING

THEORY :

- | | |
|------------------------------|---------------------------------|
| * Raw materials | * Equipment & Tools |
| * Preparation of chalk stick | * Different type of chalk stick |
| * Packaging | |

PRACTICAL WORK :

Production of chalk sticks for lical requirement

WOOD WORK

- | | |
|--|--------------------|
| * Woods | * Tools and plants |
| * Requirements of School | |
| * Selecion & Measurement of Wood | |
| * Making of school wood Materials and teaching aids | |
| * Practical work | |
| * Knowledge of toos and plants | * Uses of tools |
| * Preparation of students rosk, chairs & teaching aids | |
| * Repairing work | |

GARMENT MAKING

THEORY :

- * Textile - Meaning, Types, Psychological ewects on children.
- * Eastern making
- * Fancy dress Making - Choosing materials and styles.

PRACTICAL WORK :

Making Paper patterns of - School dress of an adalescent girl.
Adopting patterns to - Shirt blouse for an adolescent girl.

PAPER CUTTING

THEORY :

- * Papers
- * Tools
- * Cutting
- * Requirements of Paper Materials

PRACTICAL WORK :

- * Making of Envelope
- * Making of Flowers
- * To make teaching aids
- * Letters cutting

DESK TOP PUBLISHING

THEORY :

- * Fonts
- * Standard Paper sizes
- * Page forming
- * Objects - text and graphics
- * Paragraph forming
- * Borders and shading
- * Tools - Preferences, text, rotation, crop line, box, frame, move, zoom

PRACTICAL WORK :

COMMUNITY WORK :

- * Community work with special focus on educating dropouts, non-starters and acult illiterates @ 3 to 5 individuals to educated by each B.Ed. trainee. (compulsory work)
- * At least one from the following activities
- * Educational Survey of Slum/Backward Area
- * Rural Camp
- * Campur development
- * Tree Plantation
- * Development of aproject for total literacy of a backward locality.
- * Plan and organise a field trip/excursion to a nearby area of educational impertance and submit a report.