CURRICULUM AND SYLLABI
FOR
BACHELOR OF EDUCATION PROGRAMME
(ONE YEAR)

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 one academic year starting from 1st July to 30th April.

Pattern of the Course:
B. Ed. Syllabus comprising of Part I - Theory and Part II - Practical is as follows:

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<thead>
<tr>
<th>PART – I THEORY</th>
<th>PART – II PRACTICAL</th>
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</thead>
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<td>Paper I: Education in Emerging Indian Society</td>
<td>1. Microteaching: 7 skills, 3 lessons per skill</td>
</tr>
<tr>
<td>Paper II: Educational Psychology</td>
<td>2. Teaching of subject 1 - 20 Lessons</td>
</tr>
<tr>
<td>Paper IV: Information and Communication Technology</td>
<td>4. Criticism Lessons (Two-one in each methods of teaching subject)</td>
</tr>
<tr>
<td>Paper V: Methods of Teaching – I*</td>
<td>5. Final lesson in Methods of Teaching Major* Subject</td>
</tr>
<tr>
<td>Paper VII: Specialization – Any One**</td>
<td>7. Working with Community &amp; Social Service</td>
</tr>
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<td>8. Five Psychology Experiments</td>
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</tbody>
</table>
*Papers V and VI (Methods of Teaching – Any TWO, out of which ONE is to be treated as MAJOR Method of Teaching)*

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

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

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

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

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

**EVALUATION SCHEME**

**PART - I THEORY COURSES (written examination)**

<table>
<thead>
<tr>
<th>Paper</th>
<th>SUBJECT</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Educational in Emerging Indian Society</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>Educational Psychology</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Secondary Education Issues and Problems</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>Information and Communication Technology</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>V</td>
<td>Methods of Teaching - I</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>VI</td>
<td>Methods of Teaching - II</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>VII</td>
<td>Specialization</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Total</td>
<td></td>
<td>700</td>
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</table>
PART - II PRACTICAL COURSES

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Activities</th>
<th>Max.</th>
<th>Min.</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Microteaching</td>
<td>40</td>
<td>-</td>
<td>Internal</td>
</tr>
<tr>
<td>2.</td>
<td>Practice Teaching (Methods I and II)</td>
<td>50</td>
<td>-</td>
<td>Internal</td>
</tr>
<tr>
<td>3.</td>
<td>Criticism Lesson</td>
<td>5</td>
<td>-</td>
<td>Internal</td>
</tr>
<tr>
<td>4.</td>
<td>Assignments (Institution based)</td>
<td>20</td>
<td>-</td>
<td>Internal</td>
</tr>
<tr>
<td>5.</td>
<td>Final Lesson in Teaching Major Subject</td>
<td>100</td>
<td>40</td>
<td>External</td>
</tr>
<tr>
<td>6.</td>
<td>Work Experience</td>
<td>50</td>
<td>20</td>
<td>External</td>
</tr>
<tr>
<td>7.</td>
<td>Working with community / social service</td>
<td>10</td>
<td>-</td>
<td>Internal</td>
</tr>
<tr>
<td>8.</td>
<td>Psychology Experiments</td>
<td>25</td>
<td>-</td>
<td>Internal</td>
</tr>
</tbody>
</table>

Total 300

NOTE:

- Candidates should pass in both Part I – Theory and Part II – Practical separately. To pass in Part I - Theory, the requisite aggregate is 36% and to pass in Part - II Practical, the requisite aggregate is 40%. To pass on the whole, a candidate must get in both parts 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 practice teaching examination, not more than four students per period and approximately 40 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.
Paper – I: 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 CABE, NCERT, NCTE, NUEPA and SCRET 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 two of the following)
1. Survey of backward locality to find out the causes of low literacy.
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.

References:
Paper - II: 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 talks (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 Inference-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 Education 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

**Practical**
Administration, Scoring and Interpretation of:
1. Intelligence Test - Verbal and Nonverbal.
2. Interest Inventory
3. Personality Inventory
4. Adjustment Inventory
5. Comparative Study of Whole v/s Part Method of Learning
6. Differential Aptitude Test (DAT)

**Assignments: (Any two 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:

Paper - III: Secondary Education Issues and 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

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 two 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.
References:

Paper - IV: 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:


DEMONSTRATIONS and PRACTICAL:

MS WORD, MS EXCEL, POWER POINT, INTERNET

References:

PAPER – V / VI: 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.
7. To acquire accurate knowledge of the Devanagri Script and correct pronunciation.
8. 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

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 two 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.
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:

PAPRE – V / VI: 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.
4. To be committed, inspired and interested in teaching English.
5. To train in using interaction mode to evaluate himself and pupils and inculcate right language habits, and
6. 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 off 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 two 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.
5. Preparation of an Achievement Test in English.

References:
17. NCERT: Reading in Language and Language Teaching Book I, Publication div. NCERT, New Delhi.

PAPRE – V / VI: 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**

**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 two 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.
5. Preparation of Blue print in Sanskrit for any class.
6. Development of Teacher made Achievement test in Sanskrit for any one class

**References:**
PAPRE – V / VI: 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 - 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 two of the following.)
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

References:
3. Desia, D. N.: Recent Concept of Social Studies, Vora and Co.

**PAPRE – V/VI: 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 two 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:
8. NCERT – Text Books prescribed for Class XI and XII. New Delhi.
PAPRE – V / VI: 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 Stage; 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
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 two 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 X.
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:
PAPRE – V / VI: 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 two)
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:
PAPRE – V / VI: 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
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 two 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:

PAPRE – V / VI: 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

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 two of the following.)
1. Planning and Conducting Experiments.
2. Improvisation of low Cost Equipment and Tools.
3. Preparation of models and charts.
5. Critical 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:

PAPRE – V / VI: 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
Unit - V: Aids in Physics Teaching

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 two 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:
PAPRE – V / VI: 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
Unit - IV: Methods of Teaching Biology

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 two 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:

PAPRE – V / VI: 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 out comes in relation to the knowledge of facts, understanding of the principles and application of mathematical concepts.

Unit - III: Mathematics Curriculum

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 two 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.
6. Development of self-instructional material on any one topic of Mathematics

References:

PAPRE – V / VI: 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 - 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 two of the following.)

1. Preparation of Blue Print for teacher made test
2. Preparation of Models and Charts
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:

PAPRE – V / VI: 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

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 two 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:

PAPER VII: 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

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.

References:
PAPER VII: 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 two 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

References:

PAPER VII: 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 two of the following.)
2. Development of Programmed Learning Material
4. Organizing workshop on Handling Hardware.

References:

PAPER VII: 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

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

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 two 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

References:
PAPER VII: 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 two 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

References:
PAPER VII: 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

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 two 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

References:
PAPER VII: 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

Unit - VI: Evaluation Procedures
Procedure to evaluate the academic and nonacademic aspect of development of children with different Impairments

Assignment: (Any two 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

References:
Objective:
1. To provide practice in various fields of work 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.

OBJECTIVES
1. To train student teachers in some common Gardening skills.
2. To develop aesthetic values among student teachers.
3. To orient student teachers in various types of plants, their nature, specialties, propagation, cultivation and maintenance.
4. To make student teachers familiar with the role of Gardening in Environmental Protection.
5. To train student teachers in the skills of identification, propagation, cultivation and maintenance of Ornamental Plants.
6. 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 - 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:

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
Asha Rani Bohra: Rapidex Home Teloring Course, Pustak Mahal, Delhi.
Commercial System of Cutting & Tailoring. Delhi: Creative Publication.

TOY MAKING
Theory:
1. Introduction to Traditional Indian Toys.
2. Traditional Puppets.
4. Plywood-Cut 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-vesting.
3. Decoration of Toys - Painting, Dresses of Toys.

Reference

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.
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.
3. Preparation of chalk making.
4. Packing of chalk sticks.

Reference

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**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 - 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)

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


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.
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.
10. Preparing reference list
11. Use of computers
12. Students will clean and arrange the College library (once)
14. Classification Practical

REFERENCES:

**MICRO-TEACHING**

Practice of the following skills:
1. Skill of Reinforcement
2. Skill of Probing Questioning
3. Skill of Explaining
4. Skill of Illustrating with Examples
5. Skill of Stimulus Variation
6. Skill of Blackboard Writing
7. Skill of Writing Instructional Objectives in Behavioural Terms

References:

**WORKING WITH COMMUNITY / SOCIAL SERVICE**

At least two from the following activities:
1. Educational survey of Slum / Backward Area
2. Scouting and Guiding
3. Health Education
4. Tree Plantation
5. Visit to Special School
6. Campus Development
7. Creating Environmental Awareness