Institute of Teachers Education

Pt.Ravishankar Shukla University Raipur (C.G.)

Syllabus for PG Entrance Test 2016

M.Ed

Eligibility:

1. B.Ed. degree from any recognized university with at least 50% marks. 5% relaxation in mark for reserved categories.

   Or

2. B.Sc.B.Ed, B.A.B.Ed, B.L.Ed from any recognized university. With at least 50% marks.

Note:

- Exam Time – 1 Hour
- Total marks- 50
- Total no of question will be 50
- All Questions will be multiple choice questions.
- There will be no provision of negative marking.

B.ED. COURSES

PAPER - I (Paper Code.1211)
TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the student- 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 Indian 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 a 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

UNIT-I

- Education Nature and Meaning its objectives in relation to the time and place.
- Education in the Western context with specific reference to Russell, Dewey. Their impact on educational thought and class room practices. In term of progressive trends in education.
- Philosophy and 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 view of Rousseau and Rabindra Nath Tagore.
  c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
  d) Pragmatism with reference to Dewey, Instrumentalism & Experimentalism.
  e) Humanism : Historical, Scientific and Buddhists.

UNIT-II

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi Basic tenets of Basic education.
- Gi ju Bhai The world of the child.
- Syami Vivekananda : Man making education.
- Sri Aurobindo Integral education, its basic premises; stages of development.
- Froebel : The play way method.

UNIT-III

- Meaning of the term "National integration and Emotional integration its need, role of teacher & educational institution in achieving National integration through democratic integraction, explanation of cultural heritage, contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT-IV

- Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education

as liberal utilitarian, education as a tool of economic education; as an agent of Social Change; education as a means of National welfare through the immediate welfare of the society; education and human resource development.

Meaning of a new social order, eradication of illiteracy; objectives of NAEP; revision 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 & poverty less society through planning the population and available resource; State's new programmes and Nation's programmes like NCC,NSS etc.

Social Stratification and social Mobility;

Modernisation definition, concept, demands and attributes.

UNIT-V

knowledge about the Indian constitution and its directive principles; various articles mentioned in the constitution that are related to education; meaning of secularism, social goals: democracy and socialistic pattern of society.

- Professional ethics.
- University Education Commission (1948-49).
- Secondary Education Commission Report (1952-53).
- Education Commission (1964-65) Kothari commission.
- National policy of Education (1986).
- Revised National Policy (1992).

REFERENCE:

1. Anand C.L. et al. :Teacher and Education in Emerging India, NCERT, New Delhi.
2. Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
3. Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
4. Chakravorty M : Gandhian Dimension in Education Daya Publishing House New Delhi.
5. Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
6. Ministry of Human Resource Development: National Policy on Education, 1986, New Delhi.
7. Mohanty Jaganath : Indian Education in Emerging Society, Sterling Publication, New Delhi.
8. Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriya Purshr Bhomi Vinod Pustak Mandir, Agra.
9. Pathak and Tyagi : Shiksha ke Samnya Siddhant Vinod Pustak Mandir, Agra.
10. Pathak, R.D. and Tyagi : I.S.D. Shiksha ke Samanya Siddhant, Vinod Pustak Mandir, Agra.
11. Prabha, S.R. and Others Sociological Foundations of Education in Contemporary India, Dhanpat Rao and Sons, Delhi.
12. Raghuwanshi S. and Raghuwanshi, C. Paryavaran tatha Pradooshan, Hindi Grantha Academy, Bhopal.
13. Saxona, N.R. Swaroop Saksha Pe Samanya Sidhant, Lyall Book Depot, Meerut.
14. Sharma, D.L. Bhartiya Srikisra Samaj, Lyall Book Depot, Meerut.
15. Singh D.P. : Aims of Education in India, Ajanta Publication New, Delhi.
16. Agrawal, J.C. : Nai Shiksha Niti, Prachar Prakashan, Delhi.
17. Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.

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18. Bhatnagar. R.R & Agarwal, Vidya Shaikshik Prashasan. Eagle Books.
19. Bhatnagar, Suresh Shiksha Ki Samasyaen. Lyall Book Depot, Meerut.
20. Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.
21. Manav Sansadhan Vikas mantralaya: Rashtriy Shiksha Niti 1986. New Delhi.
22. Safaya. Raghunath,. School Sangathan, Dhanpat Ram & Sons, Delhi.
23. Sampath. K. : Introduction to Educational Technology, Sterling Publishers. New Delhi.
24. Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddatiyan. Lyall Book Depot, Meerut
25. Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir. Agra.
26. Sharma, R A. : Educational Technology. International Publishing House, Meerut.

PAPER - II (Paper Code-1212)
DEVELOPMENT OF LEARNER AND TEACHING – LEARNING PROCESS COURSE

OBJECTIVES

To enable teachers trainee to -

1. Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners.
2. Develop understanding of process of children learning in the context of various theories of learning.
3. Understand intelligence, motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and u4 of psychological tests.

UNIT-I

Nature of psychology and learners

- Psychology : Its meaning, nature, methods and scope; functions of educational psychology.
- Stages of human development ;stage specific characteristics and developmental tasks.
- Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.
- Guidance and counselling for adolescents.

UNIT-II

Learning and Motivation

- Nature of learning; learning theories Behaviorists (Skinner's), Information Processing
- (Roger's) and Humanistic (Maslow's) Gestalt (Kurt Lewin field Theory), Piaget (Cognitive)
- Theory.
- Factors influencing learning and teaching process: learner related; teacher related; process
- related and content related.
- Motivation- nature, types: techniques of enhancing learners' motivation.

UNIT-III

Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence; two factor theory - Multifactor Theory (PMA) and SI Model.
- Measuring intelligence - Verbal. non verbal and Performance tests (one, representative of group test and individual test of each);
- Creativity - definition, measurement Memory-Short

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- Term and Long Term Memory.

UNIT-IV
Exceptional children
- Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities.
- Individual differences - Nature: accommodating Individual differences in the classroom, learner centered techniques for teaching exceptional children.
- Personality- Definition, meaning and nature: development of personality, type and trait theories of personality.
- Group Dynamics. Psycho-analysis.

UNIT-V
- Types of test. Standardization of Test.
- Measures of central tendency. Variability.
- Correlation-Rank difference &-product moment method. Normal probability curve & Problems on it.

PRACTICUM:
At least 8 practicals have to be conducted.
1. Span of Attention by Tachistoscope.
2. Mental fatigue.
3. Personality 4 PF.
4. Mirror Drawing.
5. Case Study to measure the problematic behavior of the child.
6. Value Test.
7. Bhatia Battery.
8. Reasoning Ability.
9. Aptitude Test.
10. Achievement Test.

REFERENCE
1. Bhatia, H.R.: Elements of Educational Psychology. Orient, Langman Itd. Bombay.
2. Chauhan, S.S.: Advance Educational Psychology. Vikas publishing House- New Delhi.
3. Chauhan, S.S.: Psychology of Adolescence. Allied Publishers, New Delhi.
4. Garrett, H.E.: Statistics in Psychology and Education, Vakils, Fetter and sims Ltd. Bombay.
5. Gokul, Sushma : Education for Creativity, NCERT, 1985.
6. Harlock, E.B. : Adolescent Development, McGraw Hill New York.
7. Kapil, H.K.: Sankhiyiki ke Mool Tatva. Vinod pustak Mandir. Agra.
8. Kulshrenta S.P.: Educational Psychology.
9. Mangal, S.K.: Psychological Education, Prakash Brother, Ludiana.
10. Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir. Agra.
11. Mathur, S.S.: Shiksha Manovigyan, Loyal Book Dept Meerut.
12. Srivastava, G. N. P.: Recent Trends in Educational Psychology, Psycho, Research Cell, Agra.
13. Tripathi, S. N.: Pratibha Aur Srijnmakta, Mcmillan Co., Bombay.

PAPER - III (Paper Code1213)
EDUCATIONAL TECHNOLOGY AND MANAGEMENT
COURSE OBJECTIVES
1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student-teacher with his various technological applications available to hind-er for improving instructional 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.

SYLLABUS

UNIT-I Concept of Educational Technology
- Meaning
- Nature
- Scope
- Functions
- Need for Educational Technology in the schools of Chhattisgarh.

UNIT-II Communication Technology:
- Concept
- Nature
- Process
- Principles
- Components
- Types.
- Barriers
- Modes
- Models of Teaching
- Concept
- Criteria
- Tools of Evaluation

UNIT-III System Approach
- Concept and characteristics.
- System Approach, System Analysis.
- System Design and its Implications for Teaching- Learning Activities PLM. Physical Resources of an Instructional system
- Concept
- Classification (Projected/Non Projected/Hardware/Software)
  Hardware- Chalkboard, Tape Recorder, Educational Radio, Educational Television, VCR, Instant Slide Maker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive, Video Computers, Reprographic Equipment.
- Software-scripts (Audio & Video) Slides, Programs, Learning Materials, Filmstrips, Transparencies, News paper, Text Books, Maps, Modules, Models, Pictures etc.

UNIT-IV Innovations in Educational Technology
- Video Lesson and Talk Back, CAI
  Interactive Video
- Language Laboratory
- Teleconferencing
- Tele Text and Video Text
- Telephone Conferencing
- Computer Networking

Individualised Instruction and Multimedia Packaging.
- Components of Alternative Multimedia Packages.

The Steps of Development with a System - Design.
Using Multimedia Packages in Classroom.

UNIT- V Human Resources of an Educational System & Management
- Identification of the Human Resources, Resources within and outside the School system
- Strategies for developing the following : Expertise, Competencies and Teaching Allied Skills Required (Microteaching and other Skill Based Techniques) Strategies-Tutorial, Seminar, Brain Storming, Role play, Discussion, Conference, Workshop.
- Meaning of Management in Education.
- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.
- Developing performances profiles of last tutorials.

ASSIGNMENTS:
1. Tutorial /Term Paper/Symposium.
2. Developing Software- Transparencies/PLM/Slides/Scripts/Scenarios.
3. Developing Self-Instructional Material/Support System/Learning Package/Multimedia Package.
4. Workshop on Handling Hardware.
5. Preparation of Low-Cost/Improvised Material.
6. Conducting a Lesson using OHP/Slide Projector or Computer.

REFERENCE:
1. Brown, J.W., Lewis, P.B. & Harcleread : AV Instructional Technology: media and Methods, McGraw Hills, New York.
2. Davies, I.K. The Management of Learning, McGraw Hills, New York.
3. Goel, O.R. Educational TV in India- Organisation and Utilization, Unpublished Post Doctoral Thesis,M.S. University of Baroda.
4. Jerome, P.I. & Clarence,M.W. : A Guide to Programmed Instruction, J. Willey & Sons, New York.
5. Richmond, W. Kenneth : The concept of Educational Technology A Dialogue with Yourself, London, Weidenfeld and Nicols. 1970.
6. Sharma, H.A. : Technology of Teaching, Meerut, Lyall Book Depot, 1986.
7. Singh, P.: Cybernetic Approach to Teaching: The Progress Education, Pune, May 1984.
8. Smith K. U.,Smith Marget, F. : Cybernetic Principles of Learning and Education New York, Holt, Rinehart and Winston, 1966.
9. Taber J.I., Glaser F.A. & Schaeffer, H.N. : Learning and Programmed Instruction, Addison Water Reading Massachusetts, 1965.
10. William D. Bonwo: Using Mass Media in School, New York, Appleton Century Crops 1962.

PAPER - IV
ELECTIVE SUBJECT

One elective subject is to be decided by considering the following-
1. A I electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in native without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

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The Steps of Development with a System - Design.
Using Multimedia Packages in Classroom.

UNIT- V Human Resources of an Educational System & Management

- Identification of the Human Resources, Resources within and outside the School system
- Strategies for developing the following : Expertise, Competencies and Teaching Allied Skills Required (Microteaching and other Skill Based Techniques) Strategies-Tutorial, Seminar, Brain Storming, Role play, Discussion, Conference, Workshop.
- Meaning of Management in Education.
- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.
- Developing performances profiles of last tutorials.

ASSIGNMENTS:

1. Tutorial /Term Paper/Symposium.
2. Developing Software- Transparencies/PLM/Slides/Series/Scenarios.
3. Developing Self-instructional Material/Support System/Learning Package/Multimedia Package.
4. Workshop on Handling Hardware.
5. Preparation of Low-Cost/Improvised Material.
6. Conducting a Lesson using OHP/Slide Projector or Computer.

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1. Brown, J.W., Lewis, P.B. & Harcleread : AV Instructional Technology: media and Methods, McGraw Hills, New York.
2. Davies, I.K. The Management of Learning, McGraw Hills, New York.
3. Goel, D.R. Educational TV in India- Organisation and Utilization, Unpublished Post Doctoral Thesis,M.S. University of Baroda.
4. Jerome, P.I. & Clarence,M.W. : A Guide to Programmed Instruction, J. Willey & Sons, New York.
5. Richmond, W. Kennet : The concept of Educational Technology: A Dialogue with Yourself, London, Weldenfeld and Nicols, 1970.
6. Sharma, H.A. : Technology of Teaching, Meerut, Lyall Book Depot, 1986.
7. Singh, P.: Cybernetic Approach to Teaching: The Progress Education, Pune, May 1984.
8. Smith K. U.;Snd Smith Margel, F. : Cybernetic Principles of Learning and Education New York, Holt, Rinehart and Winston, 1966.
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ELECTIVE SUBJECT

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4. All electives should have full bearing over the latest developments of the contemporary world.

Bed. Med

- The Steps of Development with a System - Design.
- Using Multimedia Packages in Classroom

UNIT- V Human Resources of an Educational System & Management
- Identification of the Human Resources, Resources within and outside the School system
- Strategies for developing the following : Expertise, Competencies and Teaching, Allied Skills Required (Microteaching and other Skill Based Techniques).
- Strategies-Tutorial, Seminar, Brain-Storming, Role play, Discussion, Conference, Workshop.
- Meaning of Management in Education.
- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.
- Developing performances profiles of Institutions.

ASSIGNMENTS:
1. Tutorial /Term Paper/Symposium.
2. Developing Software- Transparencies/PLM/Slides/Scripts/Scenarios.
3. Developing Self Instructional Material/Support System/Learning Package/Multimedia Package.
4. Workshop on Handling Hardware.
5. Preparation of Low-Cost/Improvised Material.
6. Conducting a Lesson using OHP/Slide Projector or Computer.

REFERENCE:
1. Brown. J.W., Lewis. PB. & Harcleroad : AV Instructional Technology, media and Methods. McGraw Hills, New York.
2. Davies. I.K. The Management of Learning, McGraw Hills, New York.
3. Goel, D.R. Educational TV in India- Organisation and Utilization, Unpublished Post Doctoral Thesis,M.S. University of Baroda.
4. Jerone, P.L. & Clarence,M.W. : A Guide to Programmed Instruction, J. Wiley & Sons, New York.
5. Richmond, W. Kenneth. : The concept of Educational Technology, A Dialogue with Yourself, London, Welcenfeld and Nicols, 1970.
6. Sharma, R.A. : Technology of Teaching, Meerut, Lya. Book Depot. 1986.
7. Singh. P : Cybernetic Approach to Teaching. The Progress Education, Pune, May 1984.
8. Smith K. U.;Snd Smith Margot. F. : Cybernetic Principles of Learning and Education New York, Holt, Rinehart and Winston, 1966.
9. Taber J.J., Glaser F4. & Schasfier, H.V. : Learning and Programmed Instruction, Addison Wesley Reading Massachusetts, 1965.
10. William D. Bonlwer Using Mass Media in School, New York, Appleton Century Crops 1962.

PAPER - IV
ELECTIVE SUBJECT

One elective subject to be decided by considering the following-
1. All electives must be contributing for extra capacity of delivering the goods.
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4. All electives should have full bearing over the latest developments of the contemporary world.

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ELECTIVE COURSE
[A] 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 pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
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: Education meaning, scope and nature.
- Types of environmental pollution.

UNIT-II

- Type of Pollution - Causes and effects of environmental hazard, global and local environmental pollution and its remedies.
- Green house effect - an Impending catastrophe.
- Ozone layer depletion - environmental threat, acid rain, pillar melting, rise of sea, level and their implications.

UNIT-III

- Role of the teacher, orientation programmes for teacher-trainees & students.
- Salient features of environmental awareness through education : programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT-IV

- Biodiversity: Meaning scope & levels. Indian & Global biodiversity live in harmony with nature. Type, importance & national legal framework.

UNIT-V

- Role of school in environmental conservation and sustainable development. Echo-Club.- Contribution of media in conservation. Environmental programme by state Govt. & Private organization.

PRACTICUM

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

- The report on the practicum should be submitted to the college within the date specified by the college authority. The gist of the report may be around 400 words.

REFERENCE:

Bergman, K.I. & Sergai L. : The pollution Paradox. Spartan Books Inc. New York, 1986
Diamant, R.M.E. : The Prevention of Pollution, Pritam Publishing, London, 1974.

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3. Durgra. R.: Forest and People, Himalaya Darshan Prakashan Samit. Rishikesh, 1980.
4. Gipin, A. Dictionary of Environmental Terms. Routledge & Kogan Paul, London. 1975.
5. Home.R.V. The Chemistry of our Environment, John Willey 65 Sons, New York 1972
6. Mishra, A.& Aatreya I.N. : Desh ke Paryavaran., Paryavaran Kaksha. Gandhi Shanti Pratishthan, New Delhi, 1988.
7. Reghuvanshi. A. & Raghuvanshi G.L.: Paryavarana Tatha Pradushan, M.P. Hindi Granth Academy. Bhopal, 1987.
8. Sharma R.C. :Environmental Education. Metropolitan Delhi 1981
9. Pankaj Shrivastave : Environmental Education, M.R Hindi Granth Academy.
10. Smt. Vimlesh Sharma : Environmental Education.

ELECTIVE COURSE
[B] EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management
3. To enable the students to understand to concept of importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario 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 administration planning, organizing 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-II

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

UNIT-III

- Techniques of test conduct : importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgrage 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 Spearman's method and its interpretation.

UNIT-V

- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of IQ.
- 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 been dropped here to avoid repetition altho' igh these are relevant).

PRACTICUM

- 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 of the same on a class/group of students.

REFERENCE

1. Asthana, Bipin & Agrawal, R. N. Mapan ewam moolyankan, Vinod Pustak Mandir, Agra.
2. Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
3. Bhagwan, Mahesh : Shiksha mein Vapun ewam moolyankan, Vinod Pustak Mandir Agra.
4. Lindeman, R. H. arne Merenda, P.F. Educational Measurement, Scott foreman & Company, London,
5. Rawat, D.L. : Shaikshik Mapan & Naveen Hoogrekha, Gaya Prasad and Sons, Agra
6. Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depo, Meerut
7. Sharma Shiksha tatha Manovigyan nain mapan Evam moolyankan, Lyall Book Depot, Merrut.
8. Verma D.S.; Shaikshik Moolyankan, Vinod Pustak Mandir, Agra.

ELECTIVE COURSE
[D] CAREER INFORMATION IN CAREER GUIDANCE
COURSE OBJECTIVES

- To develop an understanding of the need and importance of career information to the pupils.

- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils
- To develop an 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 To stage of education.

COURSE CONTENTS

UNIT-I

- Meaning of career and career information, components of career information occupational information, information about education and opportunity and personal social information.

UNIT-II

- Aims to study career information at different school levels, Role of the teacher, Role of govt. & private agencies.

UNIT-III

- Career information : Sources, methods of collection information, and evaluation of the information.

UNIT-IV

- Information about education and training opportunities at secondary, levels of school guidance.

UNIT-V

- Meaning Scope & significance.
- Personal-social information at every school level, personal & social guidance role of the teacher in guidance.
- Setting up of a Career Resource Centre, its major importance.

REFERENCE

Abramson, Theodore,et. al. (Ed: Handbook of Vocational Education Evaluation. Sage Publications, London.

Ball, Ben : Career Counselling Practice. Palmer Presa. London.

Brown, Duane : Career Choice and Development, Jersy Publishers, San Francisco

CIRTES : Careers forArts and Commerce Graduates, Ministry of Labour, GOI, New Dehi.

Dave, Indu The Basic Essential of Counselling, Sterling Publishers, New Delhi.

Mathur, Kiran : Vocational Guidance Services in Vocational Schools up to +2 Level, PSS Central Institute of Vocational Education, Bhopal.

Panchal Pram Guidance and Counselling in Indian Education, NCERT, New Delhi.

PAPER – V & VI
METHODS OF TEACHING SCHOOL SUBJECTS

Visualising the voluminous content of enancipation of methodology of teaching subject-wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. These are as follows.

PAPER – V   Methodology of I school Subject
- A. Methodology of teaching Physical Sciences.
- B. Methodology of teaching Languages.

PAPER – V   Methodology of I school Subject
- A. Methodology of teaching Social Sciences.
- B. Methodology of teaching Mathematics.
- C. Methodology of teaching Biological Science.

- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils
- To develop an 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 To stage of education.

COURSE CONTENTS

UNIT-I

- Meaning of career and career information, components of career information, occupational information, information about education and opportunity and personal social information.

UNIT-II

- Aims to study career information at different school levels, Role of the teacher, Role of govt. & private agencies.

UNIT-III

- Career information : Sources, methods of collection information, and evaluation of the information.

UNIT-IV

- Information about education and training opportunities at secondary, levels of school guidance.

UNIT-V

- Meaning Scope & significance.
- Personal-social information at every school level, personal & social guidance role of the teacher in guidance.
- Setting up of a Career Resource Centre, its major importance.

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Abramson, Theodore, et. al. (Ed: Handbook of Vocational Education Evaluation. Sage Publications, London.

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Dave, Indu The Basic Essential of Counselling, Sterling Publishers, New Delhi.

Mathur, Kiran : Vocational Guidance Services in Vocational Schools up to +2 Level, PSS Central Institute of Vocational Education, Bhopal.

Panichal Pram Guidance and Counselling in Indian Education, NCERT, New Delhi.

PAPER – V & VI
METHODS OF TEACHING SCHOOL SUBJECTS

Visualising the voluminous content of enumeration of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. These are as follows.

PAPER – V   Methodology of I school Subject
- A. Methodology of teaching Physical Sciences.
- B. Methodology of teaching Languages.

PAPER – V   Methodology of II school Subject
- A. Methodology of teaching Social Sciences.
- B. Methodology of teaching Mathematics.
- C. Methodology of teaching Biological Science.

METHODS OF TEACHING
PAPER - V (A) (Paper Code-1226)
PHYSICAL SCIENCES

COURSE OBJECTIVES
Student teacher should have the ability to

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills in practicing modern science education.
3. Develop their skills necessary for preparing instructional accessories.
4. Prepare acceptance lesson models which lay down procedures to the adopted for preparing designs of lessons.
5. Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT-I

- Nature of modern sciences - Thrust areas in particular sciences - Impact of science on modern communities; globalization and science; Path tracking discoveries and land mark development in science; Profess ors in the area of sciences.
  Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Phy. Sciences. Taxonomy of educational objectives. Other taxonomies and approaches.
- Process outcomes; Product outcomes, Concept attainments, Behavioural developers of education; concept of entering and terminal behaviour - organising learning experiences for achieving specified behavioural outcomes.

UNIT-II

- Major methods used for science instruction
- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education
- 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 museums, maintenance of aquariums, projects - organising science fairs and excursions to be taken up.

UNIT-III

- Planning for teaching developing your plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further links, use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subject in forms of team teaching, programmed learning.
  Seminar presentations, micro-teaching and computer assisted teaching; discipline approach in teaching science.

UNIT-IV

- Curriculum and resource utilization. Interior for designing a Phy. Science curriculum; approaches to curriculum organisation using procedures like concentric, tropical process and integrated approaches, Assignment which accepted curricular material like PCCS, Chemistry, etc. and their assumptions; Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practice work in science teaching; record writing for science projects.

Curricular accessories and support material – Textbooks, Journals, Handbooks, students' workbooks, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT-V

- Evaluating outcomes of science teaching – Text assumptions about evaluation, text consumptions, items formats, try-outs; item analysis developing teaching more lists, scoring procedures, developing tests for measuring specific outcomes – cognitive 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.
- Designing lesson plans – ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

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2. Gupta; S.K. : Teaching of Science, Education, Vikas Publications, New Delhi.
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4. Manga; S.K. : Teaching of Science, Agra Book Depot.
5. Molter, A. New Trends in Biology Teaching. (Vo.1)UNESCO.,
6. Nair, C.B.S.: Teaching Science in our Schools.
7. NCERT : Teaching of Science, Vinod Pustak Mandir.
8. NCERT Evaluation in General Science, Publication D., NCERT, New Delhi.
9. Schwartz, J.J. Biology Teachers Handbook, J. Wiley & Sons.
10. Sharma, H. C.: Science Teaching Dhanpat Ra. A Sons.
11. Siddiqui & Siddiqui : Teaching of Science, Doaba House, New Delhi.
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METHODS OF TEACHING
PAPER - V (B) (Paper Code-1227)
HINDI

उद्देश्य

- हिंदी भाषा के अध्ययन अध्यापन में भाषाई क्षमताओं एवं प्रश्नशीलताओं का चैक ना ।
- यह भारतीय समाज में प्रथम भाषा के रूप में हिंदी भाषा का स्वीकार्यता उपलब्ध ।
- भारत में हिंदी भाषा की भूमिका को समझना और भारतदेश के शालेय अध्यापन में उसका निर्देशित करते हुए हिंदी भाषा के ज्ञानात्मक क्षेत्र की जान देना ।
- हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरुचि एवं प्रेरणा प्रदान करना ।
- व्यक्तिक भाषाई आदतों को विकसित करते हुए समग्र अंतर क्रियात्मक स्वमूल्यांकन की क्षमता विकसित करना ।
- देवनागरी लिपि और उसके साथ उच्चारण से संबंधित अनुचित ज्ञान प्रदान करना ।
- हिन्दी शिक्षा के लिए अल्प व्ययी सहायक शिक्षण सामग्रियों का निर्माण एवन लिखा लाये की भारती रणनीतियों का आधार किया जा सके ।

पाठ्य चर्या

- माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य
  - हिन्दी भाषा का सामान्य परिचय विकास एवं मूल्यांकन
  - हिन्दी की अभिव्यक्ति का मानक रूप
  - भारत में मातृभाषा राष्ट्र भाषा एवं सम्पर्क भाषा के रूप में हिन्दी की भूमिका

Maheshwari V.K.: Jeev Vigyan Shikshan, Babulal Book Depot, Meerut Miller, D.F. and Iyadas G.W. Methods and Materials for teaching the biological sciences. Mc Gray/Hill Book Co.

Nair, C.P.S. : Teaching Science in our Schools S. Chand & Co. Pvt. Ltd. New Delhi.

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Vaidya N and Rajput J. S.: Reshaping our school ? Science Education, Oxford and IBH Publishing Co.

Vaidya, N. : Impact 01 Science Teaching. Oxford and IBH Publishing Co, New Delhi.

WORK EXPERIENCE
(CRAFT OR PRODUCTIVE WORK)

ELECTIVES

To enable the teacher trainees:

1. To Provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.
2. To enable to gain experience in useful and productive work and
3. To foster their creativity The candidates will select one craft only. The allotment Of craft will depend upon the number of interested students and also on the staff and facilities available in the Institution

GROUP-A

1. Agriculture
2. Gardening and Horticulture
3. Tailoring and Embroidery
4. Book Binding
5. Drawing and painting
6. Music
7. Dance
8. Toy Making
9. Handy Craft
10. Wood Graft
11. Mat weaving
12. Chalk and Plaster of Paris

1. 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, yields.
4. Seed and seed selection, identification of seed bad, preparation, qualities of growing seed beds, observation of scientific agricultural work.
5. Sowing and planting of crops-the principles and methods.
6. Manuring the rate of manure and fertilisers in crops production, nutritive need of crops
7. Irrigation and Water management-principles and system at irrigation, danger of excess water.
8. Plant protection - weeds Insects and diseases.
9. Harvesting of crops - principles and practice of harvesting
10. Marketing of crops principles of protection and procedure for storage of crops
11. Crop production and elementary economics.

Bed_Med