

Institute of Teachers Education

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

Syllabus for PG Entrance Test 2017-18

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 classroom practices, in terms 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 Buddhist.

UNIT-II

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi Basic tenets of Basic education.
- ****** Sri Jai Bhar : The world of the child.
- ****** Swami Vivekananda : Man making education.
- ****** Sr. Anupindo Integral education, its basic promises; 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 integration, 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 socialism; 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 (1995).

Revised National Policy (1992).

REFERENCE:

1. Anand C.I. et al. : Teacher and Education in Emerging India, NCERT, New Delhi.
2. Anant Padmaiah : Population Education in Classrooms, NCERT, New Delhi.
3. Bhattachar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
4. Chakravarty 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 Jagannath : Indian Education in Emerging Society, Sterling Publication, New Delhi.
8. Pandey, Shyam Swardop : Shiksha ki Darshanik ovari Samajik Shastriya Purshch Darbini Vinod Pustak Mandir, Agra.
9. Pathak and Tyagi : Shiksha ke Samanya Siddhant, Vinod Pustak Mandir, Agra.
10. Pathak, P.D. and Tyagi, I.S.D. : Shiksha ke Samanya Siddhant, Vinod Pustak Mandir, Agra.
11. Pishna, S.F. and Others : Sociological Foundations of Education in Contemporary India, Dhanpat Rao and Sons, Delhi.
12. Raghuvahani S. and Raghuvanshi, C. : Parayaran tacha Pradoshan, Hindi Grants Academy, Bhopal.
13. Saxena, N.H. : Swardop Shiksha ke Samanya Siddhant, Lyall Book Depot, Meerut.
14. Sharma, D.L. : Bhartiya Shiksha Samraj, Lyall Book Depot, Meerut.
15. Singh D.P. : Aims of Education in India, Ajanta Publication, New, Delhi.
16. Agrawal, J.C. : Nai Shiksha, N.J. Prathar Prakashan, Delhi.
17. Bhattachar, B.P. : Technology of Teaching, International Publishing House, Meerut.

Ed_Med

Ed_M

18. Bhatnagar, R.R & Agarwal, Vidya Shaikshik Prashasan, Eagle Books
19. Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
20. Bhoshan, Shailendra & Anil Kumar : Shikshan Taknik, Vinod Pustak Mandir, Agra.
21. Manav Sansadhan Vikas mantralaya: Hashtri Shiksha Niti 1986, New Delhi.
22. Safaya, Raghunath, School Sangathan, Dhanpal Ram & Sons, Delhi.
23. Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
24. Saxena, N.R, Swaroop, Shikshan Kala Ewam Paddhatiyan, 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; 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

- 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, types and its 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 I.P.F.
4. Mirror Drawing.
5. Case Study to measure the problematic behavior of the child.
6. Value Test.
7. Rhona Battery.
8. Reasoning Ability.
9. Aptitude Test.
10. Achievement Test.

REFERENCE

1. Bhatia, H.R.: Elements of Educational Psychology, Orient, Longman, Ltd. 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. Gerret, H.E.: Statistics in Psychology and Education, Vak's, Fetter and sons Ltd. Bombay.
5. Guloi, Sushma: Education for Creativity, NCEERT, 1985.
6. Harack, E.B.: Adolescent Development, McGraw Hill, New York.
7. Kashi, H.K.: Sanskhyiki ke Mool Talva, Vinod pustak Mandir, Agra.
8. Kulkarni S.P.: Educational Psychology.
9. Mangal, S.K.: Psychological Education, Prakash Pradhan, Ludhiana.
10. Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir, Agra.
11. Mulraj, 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.: Prathiba Aur Srijanmakra, Mohan 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 him/her 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 broad educational areas: oral, pen and virtual.

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
- Tolo 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 Aided 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 performance profiles of teachers.

ASSIGNMENTS:

1. Tutorial/Term Paper/Symposium
2. Developing Software: Transparencies/PLW/Slides/Slides/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. & Harterhead : AV Instructional Technology: Media and Methods, McGraw Hills, New York.
2. Davies, I.K. The Management of Learning, McGraw Hills, New York.
3. Ouel, J.A. Educational TV in India: Organisation and Utilization, Unpublished Post Doctoral Thesis, M.S. University of Baroda.
4. Jarvis, P.J. & Clarke, M.W. : A Guide to Programmed Instruction, J. Wiley & Sons, New York.
5. Richmond, W. Kenroff : The concept of Educational Technology: A Dialogue with Yourself, London, Welford and Nicols, 1970.
6. Sharma, R.A. : Technology of Teaching, Meerut, Lyal Book Depot, 1986.
7. Singh, P. : Cybnetic Approach to Teaching: The Progress Education, Punjab, May 1984.
8. Smith K. U.; Smith Murgel, E. : Cybnetic Principles of Learning and Education, New York, Holt, Rinehart and Winston, 1966.
9. Taber J.L., Glaser E.L. & Schaffer, H.V. : Learning and Programmed Instruction, Addison Waler Reading Massachusetts, 1965.
10. William D. Horton: Using Mass Media in School, New York, Appleton Century Crofts, 1962.

PAPER - IV ELECTIVE SUBJECT

One elective subject to be decided by considering the following-

1. All electives must be contributing for extra capability of delivering the grade.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature 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.

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

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- Managing curriculum, managing Co-curriculum, Managing school discipline and managing physical resources.
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ASSIGNMENTS:

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3. Developing Self-Instructional Material/Support System/Learning Package/Multimedia Package.
4. Workshop on Handling Hardware.
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6. Conducting a Lesson using OHP/Slide Projector or Computer.

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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 performance profiles of Institutions.

ASSIGNMENTS:

1. Tutorial/Form Paper/Symposium
2. Developing Software- Transparencies/FLM/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. & Harberdas : AV Instructional Technology: Media and Methods, McGraw-Hill, New York.
2. Davies, I.K. The Management of Learning, McGraw-Hill, New York.
3. Gopi, D.H. Educational TV in India- Organization and Utilization, Unpublished Post Doctoral Thesis, M.S. University of Baroda.
4. Jerome, 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, Wolentford and Noels, 1973.
6. Sharma, R.A. : Technology of Teaching, Meerut, Uya Book Depot, 1986.
7. Singh, P. : Cybernetic Approach to Teaching, The Progress Education, Pune, May 1984.
8. Smith K. U. and Smith Margot, F. : Cybernetic Principles of Learning and Education New York, Holt, Rinehart and Winston, 1968.
9. Taber J.J., Glaser F4. & Schaeffer, H.V. : Learning and Programmed Instruction, Addison-Walor Reading Massachusetts, 1965.
10. William D. Isaacs: Using Mass Media in School, New York, Appleton-Century-Crofts 1962.

PAPER - IV ELECTIVE SUBJECT

One elective subject to be decided by considering the following:

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

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. Eco-Club - Contribution of media in conservation, Environmental programme by state Govt. & Private organisation.

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 gth of the report may be around 700 words.

REFERENCE:

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

3. Durga, B.: *Forest and People*, Himalaya Darshan Prakashan Samit, Raikeshi, 1990.
4. Gopin, A. *Dictionary of Environmental Terms*, Houlitage & Kogan Paul, London, 1978.
5. Home, R.V. *The Chemistry of our Environment*, John Wiley & Sons, New York, 1972.
6. Mishra, A. & Aatreya, I.N. : *Desh ka Parivarani*, Parivarani Kakshe, Gandh Shanti Pratishthan, New Delhi, 1988.
7. Raghuvanshi, A. & Raghuvanshi G.L.: *Parivarani Tatha Pradushan*, M.P. Hindi Granth Academy, Bhopal, 1987.
8. Sharma R.C. : *Environmental Education*, Metropolitan Dgthi 1981
9. Panka Shrivastave : *Environmental Education*, M.R Hindi Granth Academy,
10. Smt. Vinilesh 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 the 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 plillage 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.
- Attitudes 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 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, B.P.N. & Agrawal, R. N. - Madan swami moolyankan, Vinod Pustak Mandir, Agra.
2. Asthana, Dain and Agrawal, R. N. - Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra.
3. Bhagwati, Mahesh - Shiksha mein Vapun awam moolyankan, Vinod Pustak Mandir Agra.
4. Lindeman, R. H. & Merenda, R.F. - Educational Measurement, Sixth Foreman & Company, London.
5. Pawar, D.L. - Shaikshik Mapan k. Navjeev Hujarekha, Gaya Prasad and Sonu, Agra.
3. Sharma, T. A. - Measurement and Evaluation in Education and psychology, Lyall Book Depot, Meerut.
7. Sharma Shiksha kahu Manovigyan nain mapan Evam moolyankan, Lyall Book Depot Meerut.
8. Verma R.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 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 Press, London.
- Brown, Duane : Career Choice and Development, Jossey Publishers, San Francisco.
- CITES : Careers for Arts and Commerce Graduates, Ministry of Labour, GOI, New Delhi.
- Dave, Indu : The Basic Essential of Counselling, Sterling Publishers, New Delhi.
- Mahur, 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 presentation of methodology of teaching subjects, 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

- Methodology of teaching Physical Sciences.
- Methodology of teaching Languages.

PAPER - V Methodology of I school Subject

- Methodology of teaching Social Sciences.
- Methodology of teaching Mathematics.
- 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 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

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- Brown, Duane : Career Choice and Development, Jossey Publishers, San Francisco.
- CITES : Careers for Arts and Commerce Graduates, Ministry of Labour, GOI, New Delhi.
- Dave, Indu : The Basic Essential of Counselling, Sterling Publishers, New Delhi.
- Mahur, 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 presentation of methodology of teaching subjects, 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

- Methodology of teaching Physical Sciences.
- Methodology of teaching Languages.

PAPER - V Methodology of I school Subject

- Methodology of teaching Social Sciences.
- Methodology of teaching Mathematics.
- 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 materials.
4. Prepare acceptable lesson models which lay down procedures to be 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 – Trust areas in particular sciences – Impact of science on modern communities, globalization and science; Path tracking discoveries and landmark development in science; Professions 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 development of education, concept of entry 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 focus, use of Brunerian, Brunerian, Gagneian principles in developing lesson plan preparation and development of improvised apparatus; preparation, selection and use of teaching aids; innovations in teaching the subject in terms of team teaching, programmed teaching
- Seminar presentations, micro-teaching and computer assisted teaching; discipline approach in teaching science

UNIT-IV

- Curriculum and resource utilization: Interim for designing a Phy. Science curriculum approaches to curriculum organisation using procedures like concentric, topical, process and integrated approaches. Assessment 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. Practical work in science teaching; reflecting on for science projects.

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

UNIT-V

- Evaluating outcomes of science teaching. Text assumptions about evaluation - test assumptions, items formats, try-outs; item analysis; developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes, psychomotor 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 convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

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1. Das, H.C.: Science Teaching in School Sterling Publication, New Delhi.
2. Gupta, S.K.: Teaching of Science, Education, Vikas Publications, New Delhi.
3. Kireckmar, Biology, Teacher Handbook, Waisay Education Pvt. Npw Delhi.
4. Manoj, S.K.: Teaching of Science, Agra Book Depot.
5. Moller, A. New Trends in Biology Teaching (Vp. I) UNFSSC.
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. Selwans, J.J. Biology Teachers Handbook, J. Wiley & Sons.
10. Sharma, H. C.: Science Teaching Dhanpat Rai & Sons.
11. Siddiqui & Siddiqui, Teaching of Science, Doaba House, New Delhi.
12. Scourdes: The Teaching of Gen. Science in Tropical Sec. Schools, Oxford Press London.

METHODS OF TEACHING PAPER - V (B) (Paper Code-1227) HINDI

उद्देश्य

- हिन्दी भाषा के अध्ययन-अभ्यास में भाषाई क्षमताओं एवं प्रशिक्षणक्षमता का विकास।
- बहु-पक्षीय भारतीय समाज में प्रथम भाषा के रूप में हिन्दी भाषा को समीक्षात्मक अध्ययन।
- भारत में हिन्दी भाषा की भूमिका को समझना और भारतीय समाज में उसका निर्धारित करत हुए हिन्दी भाषा के सामाजिक क्षेत्रों का विकास करना।
- हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरूचि एवं प्रेरणा उत्पन्न करना।
- समकालीन भाषाई आवृत्तों को विकसित करने हुए समाज और किंवदन्तक समुदायों का समता प्रदर्शित करना।
- इयत्तान्तों सिद्धि और उसके साथ-साथ-साथ संबंधित सद्भावित ज्ञान प्रदान करना।
- हिन्दी शिक्षा के लिए अल्प-अल्प सहयोग, शैक्षणिक सामग्री का निर्माण करना जिससे छात्रों को भारतीय अर्थव्यवस्था का उपकार किया जा सके।

उत्तर चर्चा

- भाषाधिक-स्तर पर हिन्दी शिक्षण के संदेश।
- हिन्दी भाषा का सामाजिक परिवर्तन, विकास एवं सुव्यवस्था।
- हिन्दी की अतिथि या मानक शिक्षा।
- भारत में मातृभाषा राष्ट्र-भाषा एवं समकालीन भाषा के रूप में हिन्दी की भूमिका।

1. Maheshwari V.K.: Jeev Vigyan Shikshan, Babulal Book Depot, Meerut Miller, D.F. and Tydas G.W. Methods and Materials for teaching the biological sciences. Mc Gray-Hill Book Co.
2. Nair, C.P.S.: Teaching Science In our Schools S. Chand & Co. Pvt. Ltd. New Delhi.
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5. NCERT: Students Field and Laboratory Experiences. New Delhi.
6. Schwa's J. Joseph: Biology Teachers' Handbook. John Wiley and Sons Inc. New York.
7. Sharma R.C.: Science Teaching. Dhanpat Rai and Sons, Jalandhar.
8. Sinnott, Dun and Dobshansky Principles of Genetics. McGraw Hill, New York.
9. UNESCO: New Trends in biology Teaching. Vol-1.
10. Vaidya N and Rajput J. S.: Reshaping our school? Science Education. Oxford and IBH Publishing Co.
11. Vaidya, N.: Impact of 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 candidate 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 | 8. Music |
| 7. Dance | 9. Toy Making |
| 9. Handy Craft | 10. Wood Craft |
| 11. Mat weaving | 12. Chalk and Plaster of Paris |

I. 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, yield.
4. Seed and seed selection, identification of seed bed, preparation, qualities of growing seed beds, observation of scientific agricultural work.
5. Sowing and planting of crops-the principles and methods.
6. Manuring - the role of manure and fertilizers in crops production, nutritive need of crops.
7. Irrigation and water management-principles and system of 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.