



Student Profile

Name of the student :

Date of Birth :

Gender :

Marital Status :

Father's/Spouse's Name :

Name of the Course :

Year of admission :

Mobile No. :

e- Mail ID :

In case of Emergency- Contact No. :

Name of the local Guardian (If Any) :



प्रार्थनाएँ

दया कर दान विद्या का...

दया कर दान विद्या का हमें परमात्मा देना
दया करना हमारी आत्मा में शुद्धता देना

हमारे ध्यान में आओ, प्रभु आंखों में बस जाओ
अंधेरे दिल में आ करके, परम ज्योति जगा देना।

बहा दो प्रेम की गंगा, दिलों में प्रेम का सागर
हमें आपस में मिलजुल कर, प्रभु रहना सिखा देना

हमारा धर्म हो सेवा, हमारा कर्म हो सेवा
सदा ईमान हो सेवा व सेवक जन बना देना।

वतन के वास्ते जीना, वतन के वास्ते मरना
वतन पेजां फिदा करना, प्रभु हमको सिखा देना।

हे शारदे माँ , हे शारदे माँ

हे शारदे माँ, हे शारदे माँ अज्ञानता से, हमें तार दे माँ
तू स्वर की देवी यह संगीत तुझसे
हर शब्द तेरा है, हर गीत तुझसे।

हम हैं अकेले , हम हैं अधूरे...
तेरे शरण हम , हमें प्यार दे माँ। हे शारदे माँ...
मुनियों ने समझी, गुणियों ने जानी,
वेदों की भाषाएँ पुराणों की बानी।
हम भी तो समझें, हम भी तो जाने,
विद्व्या का हमको भी अधिकार दे माँ। हे शारदे माँ...

तू श्वेतावर्णी कमल पे विराजे
हाथों में वीणा, मुकुट सर पे साजे।
मन से हमारे मिटा दे अंधेरे,
हमको उजालों का, संसार दे माँ।



ऐ मालिक तेरे बंदे हम

ऐ मालिक तेरे बंदे हम, ऐसे हों हमारे करम
नेकी पर चलें और वदी से डरें, ताकि हँसते हुए निकले दम।
ऐ मालिक तेरे बंदे हम-----

ये अंधेरा घना छा रहा, तेरा इंसान घबरा रहा
हो रहा बेखबर कुछ न आता नजर, सुख का सूरज छिपा जा रहा तेरी
तेरी रोशनी में वो दम, जो अमावस को कर दें पूनम।
नेकी-----

जब जुल्मों का हो सामना, तब तू ही हमें थामना
वो बुराई करें हम भलाई करें, नहीं बदलेगी हो भावना।
बढ़ उठे प्यार का हर कदम ओर मिटे वैर का ये भरम।
नेकी-----

बड़ कमजोर है आदमी, अभी लाखों हैं उसमें कमी
पर तू खड़ा है दयालु, बड़ा तेरी कृपा से धरती थमी
दिया तूने हमें जब जनम, तू ही झेलेगा हम सब के गम।

इतनी शक्ति हमें देना दाता

इतनी शक्ति हमें देना दाता, मन का विश्वास कमजोर ना हो।
हम चले नेक रास्ते पे हमसे, भूल कर भी कोई भूल हो ना।
इतनी शक्ति.....

दूर अज्ञान के हों अंधेरे, तू हमे ज्ञान की रोशनी दें।
हम बुराई से बचते रहें हम, जितनी भी दे भी जिंदगी दे भली जिंदगी दें।
बैर हो न किसी का किसी से, भावना मन में बदले की होना।
हमे चलें नेक

ये न सोंचे हमें क्या मिला है, हम ये सोच किया क्या है अर्पण,
फूल खुशियों के बांटे सभी को सबका जीवन ही बन जाए मधुवन
अपनी ममता का जल तू बहाकर, पावन हर एक का कोना।
हमे चलें नेक

भूलकर भी कोई भूल होना। इतनी शक्ति हमें देना दाता.....



देशभक्ति गान

सारे जहां से अच्छा, हिन्दुस्तां हमारा
हम बुलबुले हैं इसकी, ये गुलिस्तां हमारा

पर्वत वो सबसे ऊंचा, हम साया आसमां का।
वो संतरी हमारा, वो पासवां हमारा ॥

गोदी में खेलती हैं, जिसकी हजारों नदियां
गुलशन हैं जिसके दम से रशकें जिना हमारा, हमरा।

मजहब नहीं सिखाता, आपस में बैर रखना
हिन्दी हैं हम, हिन्दी हैं हम, हिन्दी हैं हम वतन
वतन हैं हिन्दुस्तां हमारा, हमारा ।

हम सब भारतीय है

हम सब भारतीय है, अपनी मंजिल एक है
कश्मीर की धरती रानी है, सरताज हिमालय ।
सदियों से हमने इसको अपने खून से पाला है,
देश की रक्षा क खातिर हम शमशार उठा लेंगे।
बिखरे-बिखरे तारे हैं हम लेकिन झिलमिल एक है
हम सब

मंदिर गुरुद्वारे भी हैं यहां और मस्जिद भी हैं यहाँ
गिरजा का घड़ियाल कहीं, मुल्ला की कहीं है अर्जी
एक ही अपना राम है, एक ही अल्लाह नाम है।
रंग बिरंगे दीपक हैं हम, लेकिन झिलमिल एक है ।
हम सब

राष्ट्रगीत

वन्देमातरम्, वन्देमातरम्
सुजलां सुफलां मलयज-शीतलम् ।
शस्य-श्यामलम्, मातरम्
वन्देमातरम् ।
शुभ्र-ज्योत्स्ना-पुलकित-यामिनीम्
फुल्ल कुसुमित-द्रुमदल-शोभिनीम्
सुहासिनीम् सुमधुर-भाषिणम्
सुखदां वरदां मातरम्
वन्देमातरम्

राष्ट्रगान

जनगणमन-अधिनयक जय हे, भारत-भाग्य-विधाता।
पंजाब, सिंधु, गुजरात, मराठा, द्राविड, उत्कल, बंग,
विंध्य, हिमाचल यमुना, गंगा, उच्छल जलधि-तरंग।
तव शुभ नामे जागे, तव शुभ आशिष माँगे,
गाहे तब जयगाथा। जनगण मंगलदायक जय हे,
भारत-भाग्य-विधाता।
जय है! जह है! जह है!
जय जय जय, जय हो।



Institutional Rules

The students of the HITT are expected to observe following rules and regulations of the Institution.

1. The timings of the institute will be from 10.00 am to 4.15 pm on all working days for students 9.30 am to 5.00 pm for employees.
2. Saturday remains as a working day.
3. Regular attendance will be taken during every period and monitored.
4. All students have to attend classes regularly.
5. Students who have less than 75% attendance will not be allowed to write the University Examination.
6. Institution property should be maintained well. Up keeping it voluntarily will be encouraged.
7. Damage to Institute property will lead to reimbursing the same. It may call for penalty too.
8. All students should observe punctuality and discipline during the course of study and make it a habit.
9. Punctuality and discipline has to be observed in the teaching practice.
10. All students should follow the rules and regulations of the respective schools during their teaching practice.
11. Ragging is strictly prohibited. Anybody found indulged in ragging will face severe consequences.
12. Any complain on ragging can be filed to the Principal or to the anti- ragging cell. And FIR will be lodged by the institute.
13. Students should use the laboratory with care and caution.
14. Any damage caused to laboratory items will have to be placed by the same material or the penal amount.
15. All students should to wear uniform on the days decided by the Institute.
16. Sports and music items need to be used carefully.
17. Library books and other infrastructure need to be maintained well.
18. Any spoilage, tearing of pages from library books will lead to disciplinary action.
19. Using mobile phones in classroom is prohibited.
20. All students should adhere to neat and decent dressing.
21. Garden and the surrounding area of the Institute have to be maintained well.
22. All students should participate in various curricular and co-curricular activities.
23. Submission of any assignments, projects or seminars must be completed timely. It will be monitored continuously.
24. Any student going on leave should take prior permission from the concerned authority.
25. Medical leave can be availed in the case of genuine reasons and on producing medical certificate.
26. Meritorious students may avail scholarship on applying and based on their performance in the Institute.
27. Students availing bus facility has to take prior permission and pay the required amount.
28. There will be tutorials for all students. It will have a tutor faculty of the Institute and peer tutoring.



29. There will be a guidance and counseling cell which students can approach whenever needed.
30. There is women harassment and a grievance cell for providing timely help for students.
31. The institute will try to conduct campus recruitment at the end of each academic session.
32. Students are not allowed to use any drugs, narcotics or tobacco.
33. Institute has facility for providing photocopy on payment bases.
34. Institute has a co-operative store which provides essential stationary items for students.
35. Proper sanitation and hygiene has to be taken care of and the message will spread.
36. Switch off power when not in use.
37. Close water taps after using. Water is precious. Don't waste water.
38. Try to make campus 'A plastic free campus'
39. Follow the rules and instructions while in library, ICT lab and other labs.
40. Students coming by their vehicles should park them in the parking area

GENERAL INSTRUCTIONS TO BE FOLLOWED IN LIBRARY

The following rules and regulations have to be followed while using library;

1. Library shall remain open from **10.00 am to 5.00 pm**. on all working days.
2. Library shall remain open throughout the term except on Sundays and holidays.
3. The membership shall be valid from the beginning to the end of the session.
4. Keep the atmosphere of the library clean and healthy.
5. A person desirous of using the Library shall enter his/her name and sign in the register.
6. Use of Cell phone is not allowed. If readers wish to keep them while using the Library, they must switch it off.
7. Eating, sleeping and talking loudly are strictly prohibited in the Library.
8. Readers must not bring other books, umbrella, lunch boxes, bags/handbags and other such articles into the Library.
9. Readers should not mark/underline/ write/ tear/ damage pages of the books in the library.
10. Readers are requested to use Library property carefully and also not to disturb other readers/users.
11. Photocopying service is available for members of the library on payment basis. All photocopying must comply with copyright legislation.
12. Suggestions on all aspects of library services are welcome.
13. Any pages torn or damaged have to be brought to the notice of Librarian while issuing the book.
14. Any book that is lost due to reader's carelessness will be either asked to replace by a new book or reimburse the cost of the book plus 25% penalty by that person.
15. No dues certificate and TC will not be issued until all the library books due are returned.
16. Maintain silence in the library.
17. Educational CDs and DVDs should be used carefully.
18. Don't remove the Newspaper from the newspaper stand.
19. Leave the books on table after using it.
20. Fan and lights have to be switched off when the reading room is not occupied.
21. Reference books and journals will not be issued. These may be referred only in the library.



Loan Privilege

1. Two books are issued for two weeks and they must be returned on or before the last date stamped on the date-slip of each document.
2. Any document issued, may be recalled by the Library before the due date of return without assigning any reason and the borrower has to abide by the decision.
3. If a book is not returned within the loan period, further issue of books may be stopped.
4. Late fee of Rs 2/- per day for a book will be charged from all the borrowers who retain book(s) beyond the due date.
5. Books will be reissued for not more than two times in succession.
6. Members must take care of their Pen drives, CD/DVD ROMs, Cell Phones, Wallets etc.

GENERAL INSTRUCTIONS TO BE FOLLOWED IN ICT LAB

The Institute expects all such persons to use the facilities in an ethical and courteous manner. The general instructions to be followed in ICT lab are as under:

1. Lab users must sign 'in and out' register provided.
2. Please operate the computers and accessories carefully.
3. No lab equipment or cables are allowed to be taken out of the lab.
4. No laptops / mobile on the wired network (Except those required by instructors for Instructional purposes) will be allowed in the lab. It is permitted to use laptops in the labs and be on the wireless network, but do not physically plug into our jacks.
5. No Food, Drink is allowed in the lab.
6. On-line chat and social networking (e.g. Face book) is not allowed.
7. No illegal copying of any materials is permitted.
8. Keep sound levels to a minimum while using videos and audios
9. Students are expected to act in a professional manner in the computer labs.
10. Priority will be given for course related work of computers in the lab.
11. Any failure to follow these lab rules may result in the loss of lab privilege.
12. Any Computer related problem has to be addressed to the Lab Assistant.
13. The chairs should be placed properly before leaving the lab.
14. Downloading of movies, songs etc. are strictly prohibited.
15. Maintain silence in the lab.
16. System should be shut down before leaving the lab.
17. No external hard disk (Pen drive, CD, DVD) is allowed without the permission of the lab assistant.
18. Please turn off light and fan when lab is not occupied.
19. No printouts can be taken from the lab without the permission of the lab assistant.
20. Browsing any illegal sites is strictly prohibited.



RULES AND REGULATIONS FOR HOSTEL INMATES

HITT has a hostel facility for girls with capacity of fifty students. Admission is offered on the date of admission/ counseling based on first come first served on the availability of the seats other can be admitted. Candidates from distant places are given preference.

STANDING INSTRUCTIONS FOR HOSTEL STUDENTS

A new student, on arrival, will report to the Hostel Warden/Administrator who will allot a room/ seat in one of the Hostels after the student has paid fees and got registered.

The following are the Standing Rules for Hostel inmates:

1. **At the time of occupying the room :** " A student is required to check the room furniture, electrical fitting etc" . The student will sign a receipt for the same.
- 2 The student will be responsible to upkeep all items provided during her stay.
- 3 Any shortage will have to be made good by the students staying in that room b e f o r e handing over the charge of the room at the end of the academic session or before leaving the room.
- 4 She will be charged for any damage done to furniture, fittings and the articles issued to her along with the disciplinary action if so warranted.
5. Any student may be required to vacate her room as and when notified by the competent authority.
6. Students are cautioned to be solely responsible about the safety of their belongings. They should close their rooms securely when they leave the room even for short periods or when they are sleeping. Any theft either of a student's personal property or of the Institutes' property should be reported immediately to the Warden/Administrator.
7. Students should not keep surplus money or valuable articles with them or in their rooms. They are advised to open a Savings Account in a Bank.
8. Hostellers should not indulge in activities such as loud playing of musical instruments, radio, loud singing, dancing etc. which may disturb others at study or work in the Hostel.
9. Students are not permitted to keep fire-arms or any lethal weapon with them in the Hostel premises even though possessing a license for it.
10. Consumption of liquor/intoxicants/drugs inside or outside the campus is strictly prohibited. Any violation will invoke rustication from the Hostel and jail and expulsion from the Institute. Smoking is prohibited.
11. Keeping obscene literature/video films/CDs in their possession is prohibited. Any violation in this regard will result in disciplinary action.
12. Electrical appliances like electric iron, Heater, VCD/DVD player, T.V., etc., are not permitted in hostel rooms. These will be available in common room.
13. Hostel inmate's fiddling with the electric connections, computer cabling, outlets, fittings and using additional electrical appliances shall be penalized, and the appliance/gadget will be confiscated.
14. Lights, fans etc. should be switched on only when needed and switched off when not required or when going out of the room. Similarly, water taps must be closed after use. Electricity and water are scarce resources and each of us needs to conserve them.
15. A student, unless permitted, will be allowed to occupy the room allotted to her in the



hostel only a day prior to commencement of their academic session. Likewise she must vacate her room, within three days of the closure of her academic session. She will render herself liable to disciplinary action and payments at enhanced rates for occupation beyond the stipulated period mentioned above.

16. Before proceeding on summer vacation, students must hand over the charge of their rooms' furniture; fittings etc. to Warden and get a receipt from her. If a student fails to do so, the Warden can break open a locked room and make an inventory of the articles found therein. The Institute authorities shall not be responsible for the private belongings of the students found in such rooms.
17. The hostellers can refer their difficulties of whatever nature to the Warden who may take necessary action. Matters related to indiscipline must be reported to the warden.
18. Students are not allowed to bring Cars, Two Wheelers inside the Campus. Use of bicycle is encouraged.
19. No furniture shall be removed from the room and used elsewhere either inside or outside the Hostel without the permission of or under the orders of the Warden/Administrator.
20. No student is allowed to engage private servant. Also no pets such as dogs/monkeys/cats etc. are allowed in the Hostel.
21. Male members in the girl's hostel are not allowed. The parents can, however, be allowed to meet their ward in guest room/canteen.
22. Students are prohibited from giving shelters to any other student/outsider in their rooms. In case any unauthorized shelter is noticed the student will be liable to disciplinary action.
23. With the permission of the Warden, girl students may go out in batches of three or more for shopping, purchases etc.
24. All students must be present in their respective hostels as per specified times unless specifically permitted to stay out in the night and for a specific reason in writing by the Warden.
25. Any student, who does not occupy the Hostel room allotted to her within seven days of his registration, shall lose the Hostel seat and the same may be allocated to the next student in the queue.
26. All students staying in the hostels during summer vacations shall have to abide by the Hostel rules in vogue, if such permission is sought in advance.
27. Students are required to observe the mess timings religiously. They will be denied entry & food beyond the prescribed timings.
28. Hon. Supreme court has notified ragging as criminal act. Ragging in any form is unlawful and strictly prohibited. Student found indulged in ragging may be expelled from the Hostel and the Institute. An FIR will also be lodged against such student.
29. Students not returning back from outside, to their hostels by 07:00 P.M. without the permission from the warden will attract disciplinary action if found guilty. The student will be expelled from the Hostel forthwith in the case of repeated offences.
30. Students can be permitted to visit their parents, Local guardians, near relatives in genuine cases occasionally. All such visits shall have to be after due permission from the authorities.
31. Students staying in the Hostel may visit their parents & Local Guardians provided;



name, address & phone Nos. are registered with the warden's office, on weekends by obtaining an out pass. Out pass during week days will not normally be given unless there is an emergency. Delay in returning back for any reason whatsoever must be reported to the warden immediately.

29. All students should make entry in the register provided in the hostel while leaving and returning to the hostel.

PROCEDURE FOR OBTAINING OUT-PASS

1. Day out pass on working days will be issued by the Warden.
2. Out pass for overnight/out station leave will be issued by the respective wardens for whom students are required to submit applications to Warden by 06:00 P.M. the previous evening.
3. In the case of grave emergency immediate out pass can be issued by the warden, as special case.
4. Girl students wanting overnight out pass/ station leave are required to get written permission of their parents/guardians in writing/e-mail.
5. For medical care the patient and attendants can move out on medical officer's advice.
6. In their own interest students are advised:-
 - a) Not to visit Guna or nearby towns without any specific work/purpose.
 - b) Not to eat on road side Dhabas and unhygienic places.
7. The out pass has to be submitted at the gate with the security guard and can be collected while returning back.
8. Students going out must make entry in the register.
9. No out pass is required to move out of campus on Sunday/Holidays from 09:00 A.M.
10. All students are required to be back inside the hotel by 07:00 P.M. on all days.



पाठ्यक्रम एवं योजना, मध्यप्रदेश एस.सी. ई.आर.टी. भोपाल

बी.एड. की अवधि 1 वर्ष है। इस पाठ्यक्रम में 1 सिद्धांत तथा भाग-2 प्रयोगात्मक निम्न प्रकार समाहित होंगे।

भाग-1 सिद्धांत

1. प्रगतिशील भारत में शिक्षा कौशल
2. शैक्षिक मनोविज्ञान
3. माध्यमिक शिक्षा एवं अध्यापक कार्य
4. एवं 5 विशिष्ट शिक्षण
6. अतिरिक्त विषय शिक्षण

भाग-2 प्रयोगात्मक

1. सूक्ष्म शिक्षण-7 कौशल, 3. पाठयोजनाएँ
2. विषय शिक्षण (I) 20 पाठ
3. विषय शिक्षण (II) 20 पाठ
4. समालोचन पाठ (2- प्रत्येक विषय में एक)
5. समालोचन पाठ (2-प्रत्येक विषय में एक)
6. अन्तिम पाठ-प्रथम विषय में
7. अन्तिम पाठ-द्वितीय विषय में
8. कार्य उपलब्धि 2 कलाएँ
9. समुदाय के साथ/कार्य सामाजिक कार्य
10. पांच मनोविज्ञान परीक्षण

1. सूची II देखें

2. सूची II देखें

3. सूची III देखें।

सूची 1. प्रश्न-पत्र 4 व 5 विशिष्ट विषय शिक्षण

प्रत्येक छात्र की दो विषय एक वर्ग अ से और दूसरा वर्ग ब या वर्ग स में से जो उसके स्नातक विषयों से होगा, चुनने होंगे।

वर्ग अ

**वर्ग 'ब' कला एवं वाणिज्य
संकाय के लिए**

**वर्ग 'स' विज्ञान, गृह विज्ञान
कृषि विज्ञान संकाय के लिए**

1. हिन्दी
2. अंग्रेजी
3. संस्कृत
4. उर्दू

1. इतिहास
2. भूगोल
3. नागरिक शास्त्र
4. अर्थ शास्त्र
5. सामाजिक विज्ञान
6. गणित
7. गृह विज्ञान

1. विज्ञान
2. रसायन शास्त्र
3. भौतिक शास्त्र
4. गणित
5. जीव विज्ञान



प्रश्न-पत्र-6

सूची- 2 अतिरिक्त (विशिष्टीकरण) विषय शिक्षण ।

विशिष्टीकरण के लिए प्रत्येक चाट को निम्नलिखित में से 1 विषय चुनना होगा ।

- | | | |
|---------------------------------|--------------------------------------|---------------------------------|
| 1. क्रियात्मक अनुसंधान | 2. प्रोढ़ शिक्षा | 3. कम्प्यूटर शिक्षा |
| 4. दूरदस्थ | 5. शैक्षिक प्रसशासन
और पर्यवेक्षण | 6. शैक्षिक तकनीकी |
| 7. प्रारम्भिक (प्राइमरी) शिक्षा | 8. पर्यावरण शिक्षा | 9. निर्देशन और परामर्श |
| 10. स्वास्थ्य और शरीरिक शिक्षा | 12. अनौपचारिक शिक्षा | |
| 11. मापन मूल्यंकन | 14. विशिष्ट शिक्षा | 15. जन जाति
(आदिवासी) शिक्षा |
| 13. जन संख्या शिक्षा | 17. स्त्री शिक्षा | |
| 16. मूल्याशिक्षा | | |

सूची- 3 कार्यानुभव

प्रत्येक छात्र के निम्नलिखित में से दो कलाएँ चुननी होंगी । प्रत्येक वर्ग में से एक-एक कला को चुनना होगा । विद्यालय के अध्यापक उपलब्ध सुविधाओं के अनुसार जो भी अलोटमेंट हो । छात्राध्यापक को विभिन्न क्षेत्रों में क्षमताओं का विकास करना और योग्यताओं को प्राप्त करना, रचनात्मक कार्य करना और उनकी उत्पादकता को उत्साहित करना ही कार्यनुभव का उद्देश्य है ।

वर्ग 'अ'

1. कृषि
2. उद्यानशास्त्र एवं बागवानी
3. सिलाई एवं कढ़ाई
4. पुस्तक बांधने की कला (जिल्दसाजी)

वर्ग 'ब'

1. चित्रकला एवं रंगसाजी
2. संगीत
3. नृत्य
4. खिलौने बनाना ।

पाठ्यक्रम

मध्यप्रदेश एस.सी.ई.आर.टी., भोपाल

प्रथम प्रश्न-पत्र

प्रगतिशील भारत में शिक्षा

1. हमारा वर्तमान और भविष्य – (अ) समकालीन दृश्य- (1) भारतीय सामाजिक व्यवस्था- इसका ढाँचा, जातिगत स्तरीकरण और गतिशीलता (2) समाज को चलाने वाली शक्तियाँ- सामाजिक, आर्थिक, राजनैतिक



- और तकनीकी। (3) एक- रूप (जोड़ने वाली) और अलगाववादी (तोड़ने वाली) शक्तियां। राष्ट्रीय उन्नति, पहचान और राष्ट्रीय सद्भाव। (ब) विकासोन्मुख (प्रगतिशील भविष्य- (1) आधुनिकीकरण की अवधारणा और धर्मनिरपेक्षता के मूल्य। (4) शिक्षा में आधुनिकीकरण के लिए विकासोन्मुख निर्देशन।
1. **शिक्षा और समाज** – (अ) शिक्षा- (1) अर्थ और उद्देश्य। (2) शिक्षा को प्रभावित करने वाले कारकीय उद्देश्य- दार्शनिक, समाजीय-सांस्कृतिक, राजनैतिक और आर्थिक। (ब) शिक्षा के साधन (अभिकरण)- (1) घर, विद्यालय, समुदाय और संचार। (2) विद्यालय-समुदाय के मध्य समन्वय। (स) शिक्षा- सामाजिक संस्था के रूप में। (द) शिक्षा के विकास में केब, एन.सी.ई. आर.टी., एन.सी.टी.ई.आर.टी. भूमिका।
 3. **शैक्षिक पुनर्निर्माण** – आधुनिक सन्दर्भ में इनका शैक्षिक योगदान- (1) महात्मा गांधी, (2) रवीन्द्रनाथ टैगोर, (3) स्वामी विवेकानंद।
 4. **शिक्षा और सामाजिक परिवर्तन** – (1) सामाजिक परिवर्तन का अर्थ और इसको प्रभावित करने वाले कारण (2) भारत में सामाजिक परिवर्तन की प्रकृति-परम्परागत और आधुनिकता। (3) सामाजिक परिवर्तन की उन्नति की आकांक्षा में शिक्षा की भूमिका।
 5. **शैक्षिक अवसरों की समानता** – (1) शिक्षा के अवसरों की समानता के लिए संवैधानिक प्रावधान। (2) विद्यार्थियों के लिए समानता के अवसर का अर्थ, प्राथमिक, माध्यमिक स्तर। (3) समानता के अवसर के उन्नयन के उपाय। (4) विशेष समूह को संतुष्ट करने के लिए शैक्षिक कार्यक्रम की आवश्यकता-सामाजिक अलाभकारी समूह, महिला और अयोग्य-इनको लाभ पहुंचाने में विद्यालय और समुदाय की भूमिका।
 6. **सामाजिक और राष्ट्रीय समस्याओं से अवगत कराने हेतु शिक्षा** – (अ) (1) पर्यावरण- पर्यावरण की अवस्था (स्थानीय और भूमण्डलीय)। (2) पर्यावरणी प्रदूषण के कारण (3) पर्यावरण की सुरक्षा और संरक्षण। (4) प्रकृति के अनुरूप जीना सीखना। (ब) पर्यावरण पर जनसंख्या का दबाव। जीवन की गुणवत्ता और सामान्य समुदाय पर जनसंख्या का दबाव

द्वितीय प्रश्न-पत्र

शैक्षिक मनोविज्ञान

1. **शैक्षिक मनोविज्ञान की प्रकृति और भूमिका** – शैक्षिक मनोविज्ञान का अर्थ, प्रकृति और क्षेत्र। अधिगमकर्ता के विकास को समझने में माध्यमिक शिक्षक हेतु शैक्षिक मनोविज्ञान का योगदान-अधिगम और समयोजन सहित। अधिगम के व्यवहार के अध्ययन की किशोरावस्था में विधियां- निरीक्षण, साक्षात्कार, प्रयोगात्मक और केस स्टडी (जीवन इतिहास विधि)
2. **अधिगमकर्ता की अभिवृद्धि और विकास** – अभिवृद्धि और विकास की अवधारणा और विकास के सामान्य नियम। विकास के विभिन्न आयाम और स्तर। किशोरावस्था के सन्दर्भ में विकासात्मक कार्य। विकास को प्रभावित करने वाले कारक। पियाजे का संज्ञानात्मक विकास का सिद्धांत। संवेगात्मक विकास और नैतिक विकास (कोह्लर और पियाजे)
3. **वैयक्तिक रूप में अधिगमकर्ता** – वैयक्तिक विभिन्नताओं के अध्ययन का मापन व सार्थकता व्यक्तिगत



विभिन्नताओं के प्रभावित करने वाले कारण- वंशानुक्रम, मनोवैज्ञानिक और वातावरणीय। व्यक्तिगत विभिन्नताओं के सन्दर्भ में - (1) बुद्धि, (2) सृजनात्मकता (3) अभिवृत्ति, (4) उपलब्धि (निष्पत्ति), (5) रुचि आदि

अधिगम और प्रेरित करना

4. **अधिगम (सीखना)**—अधिगम की अवधारणा। अधिगम, परिपक्वता और विकास। अधिगम के सिद्धांत और शैक्षिक महत्वा प्राचीन (शास्त्रीय) अनुबंधन। क्रिया प्रसूत अनुबंधन। अंतर्दृष्टि या सूझपर्ण अधिगम। चिन्तन-उत्पादक चिन्तन एवं समस्या समाधान। अधिगम का स्थानांतरण- अवधारणा और सिद्धांत। अधिगम को प्रभावित करने वाले कारक- विद्यालय, घर और समुदाय
5. **अधिगमकर्ता का व्यक्तित्व और समायोजन**— व्यक्तित्व की अवधारणा। व्यक्तित्व के प्रकार व्यक्तित्व के गुण (लक्षण)। व्यक्तित्व के उपागम। व्यक्तित्व का निर्धारण- प्रक्षेपी विधी, पर्यवेक्षण, साक्षात्कार, प्रश्नावली। रक्षा तंत्र या रक्षा कवच का समायोजन और उसकी अवधारणा। रक्षा यंत्र कवच को प्रभावित करने वाले कारक।
6. **अधिगमकर्ता की विशेष आवश्यकताओं में सहायता एवं उपचारात्मक उपाय**— विशेष आवश्यकताओं सहित अधिगमकर्ता की पहचान। उनमें होने वाली कठिनाईयां और समस्याएँ शारीरिक अयोग्यता। पिछड़ापन। प्रतिभाशाली, मंद बुद्धि, सामाजिक, संवेगात्मक, अवज्ञा करने वाले (आदेश न मानने वाले), बाल अपराधी, आलसी, कक्षा से भाग जाने वाले या कक्षा में न जाने वाले, दिवास्वप्न दृष्टा आदि।
7. **प्रारम्भिक शैक्षिक सांख्यिकी**— केन्द्रीय प्रवृत्ति का मापन और उसका उपयोग। विचलन का मापन। रेन्क आर्डर मेथड (अनुपस्थिति अंतर विधि)।
8. **परीक्षणों का प्रशासन, फलांकन और प्रति संबंध**— बुद्धि परीक्षण। रुचि तालिका। व्यक्तित्व परीक्षण। सृजनात्मक परीक्षण। उपलब्धि परीक्षण। समायोजन तालिका। अधिगम की आंशिक और संपूर्ण विधि का तुलनात्मक अध्ययन। पियाजे (Piaget Type) परीक्षण का प्रशासन (कार्य)

तृतीय प्रश्न-पत्र

माध्यमिक शिक्षा और अध्यापक कार्य

1. **माध्यमिक शिक्षा इसके उद्देश्य** — माध्यमिक शिक्षा के सामान्य उद्देश्य और प्राप्य उद्देश्य स्वतंत्रता प्राप्ति के बाद शिक्षा की विशेषताएँ।
2. **शिक्षा की राष्ट्रीय (व्यवस्था) में शिक्षक की भूमिका**—सीखने में सुविधा प्रदान करने में शिक्षक की भूमिका। पाठ्यक्रम क्रियान्वयन में शिक्षक की भूमिका। भविष्य की कठिनाईयों हेतु विद्यार्थियों को तैयार करने में शिक्षक की भूमिका। विद्यालय और समुदाय के मध्य संबंध बनाने में शिक्षक भूमिका। एस.एस.ए. एवं दूरस्थ शिक्षा की भूमिका।
3. **संचार (सम्प्रेषण) प्रक्रिया** — शिक्षक अधिगम में सम्प्रेषण प्रक्रिया का अर्थ एवं विशेषताएँ। शिक्षण (सम्प्रेषण) प्रक्रिया के रूप में व्यक्तिगत एवं सामूहिक (सम्प्रेषण)। सम्प्रेषण प्रक्रिया को प्रभावित करने वाले कारक। आधारभूत शिक्षण कौशल-प्रस्तावनावाद, व्यावहारिक संज्ञा के रूप में अनुदेशनात्मक उद्देश्य लेखन, उदाहरण



सहित दर्शन कौशल, उद्दीपन परिवर्तन, व्याख्यान कौशल बोर्ड लेखन। आयोग की नीति विश्वविद्यालय अनुदान, आयोग : मुदालियर आयोग, कोठारी आयोग, राष्ट्रीय शिक्षा नीति (1986,92)

4. पाठ्यक्रम सहगामी क्रियायें – विद्यालय में पाठ्य-सहगामी क्रियाओं का स्थान। पाठ्यक्रम-सहगामी क्रिया-कलापों के उद्देश्य। सह-पाठ्यक्रमीय क्रियाकलापों का संगठन या सिद्धांत, सह-पाठ्यक्रमीय क्रिया-कलाप के प्रकार-भ्रमण (देशाटन), प्रदर्शनी, सामूहिक वाद-विवाद आदि, सह-पाठ्यक्रमीय क्रिया-कलापों की व्यवस्था। माध्यमिक शिक्षा का पाठ्यक्रम और पाठ्यक्रमा

5. संसाधनों का प्रबंध (विद्यालय व्यवस्था) – विद्यालय प्रबंध की अवधारणा और क्षेत्र। शैक्षिक प्रबंध का प्रचलित स्वरूप। मानवीय संसाधन-विद्यार्थी, स्टाफ और समुदाय। भौतिक सामग्री संसाधन-प्रयोगशाला, पुस्तकालय, क्रीड़ांगन, विद्यालय भवन, फर्नीचर, शैक्षिक तकनीकी उपकरण, विद्यालय फण्ड इत्यादि। कक्षा-कक्ष प्रबंधन।

6. अनुसंधान, प्रयोग और परियोजनायें – क्रियात्मक अनुसंधान का अर्थ, क्षेत्र और महत्वा। विद्यालय में समस्याओं की पहचान और कक्षा-कक्ष की समस्याओं का क्रियात्मक अनुसंधान द्वारा समाधान। संस्थागत अभ्यास और संस्थागत नियोजन।

7. अनुदेशात्मक तकनीकी – अनुदेशात्मक तकनीकी की अवधारणा। सामान्य सिद्धांत और शिक्षण के सूत्र। शिक्षण के प्रतिमान-पृच्छा प्रशिक्षण प्रतिमान। मृदुल उपागम या सॉफ्टवेयर और कठोर उपागम या हाडवेयर। मानदण्डों के लिए अपनाए गए जनसंचार माध्यम का चयन।

8. मूल्यांकन नीतियां – शैक्षिक प्रक्रिया में मूल्यांकन की अवधारणा, क्षेत्र एवं महत्व। वर्तमान मूल्यांकन प्रणाली का मूल्य निर्धारण, मप्र शिक्षा संहिता के बारे में ज्ञान।

चतुर्थ एवं पंचम प्रश्न-पत्र

विभिन्न विषयी शिक्षण

विशिष्ट – छात्राध्यापक दो विषयों का चयन करेंगे, एक वर्ग-अ से व दूसरा वर्ग - ब से जो उनके स्नात्मक विषयों में से होगा।

अनुवर्ग 'अ'

समूह (ग्रुप-1)

समूह (ग्रुप-2)

1. हिन्दी शिक्षण
2. अंग्रेजी शिक्षण
3. उर्दू शिक्षक
4. संस्कृत शिक्षण

1. इतिहास शिक्षण
2. भूगोल शिक्षण
3. नागरिक शास्त्र शिक्षण
4. अर्थ शास्त्र शिक्षण
5. सामाजिक अध्ययन शिक्षण

अनुवर्ग 'अ'

समूह (ग्रुप-1)

समूह (ग्रुप-2)

1. सामाजिक विज्ञान शिक्षण

1. गणित शिक्षण



2. रसायन विज्ञान शिक्षण
3. भौतिक विज्ञान शिक्षण

2. जीव विज्ञान

छठा प्रश्न-पत्र

स्पेशल (विशिष्ट) प्रश्न-पत्र

नोट-निम्नलिखित में से किसी एक का चयन करना है-

1. क्रियात्मक अनुसंधान

1. **अनुसंधान और शिक्षा**- शिक्षा में अनुसंधान और इसका वर्गीकरण। क्रियात्मक अनुसंधान की आवश्यकता, प्रकृति और महत्व, क्रियात्मक अनुसंधान के प्रकार-वैयक्तिक और सामूहिक।
2. **क्रियात्मक अनुसाधन पद्धति**- समस्या की परिभाषा, समस्या की पहचान, क्रियात्मक अनुसंधान की रिपोर्टिंग।
3. **विवरणात्मक सांख्यिक** -समकों का वर्गीकरण और सारणीयन, केन्द्रीय प्रवृत्ति की माप- माध्य, माध्यिका और बहुलक, विचलन की माप-माध्य विचलन, मानक विचलन और चतुर्थांश विचलन, सह-संबंध की माप- रैंक अंतर विधि और गुणनफल आघूर्ण विधि, समान्य संभावना वक्र-गुण और उपयोग।
4. **आंकिक सांख्यिकी**- समकों का ग्राफीय प्रदर्शन, रेखाचित्र दंड चित्र, पाई चार्ट, ओजविक, अंतर की जांच
5. **अनुसंधान की लिखित रिपोर्ट**-आकार, स्टाइल प्रकार, उदाहरण, फुट नोट, तालिका चित्र, ग्राफ संदर्भ और अनुक्रमणिका।

2. प्रौढ़ शिक्षा

1. साक्षरता से सामाजिक शिक्षा तक, सामुदायिक शिक्षा एवं सतत शिक्षा। प्रौढ़ शिक्षा की बदलती अवधारणा।
2. **प्रौढ़ शिक्षा की आवश्यकता**-आर्थिक विकास हेतु शिक्षा (व्यक्तिगत एवं राष्ट्र) व्यक्तिगत वृद्धि हेतु निरंतर (सतत) आवश्यकता।
3. **प्रौढ़ शिक्षा कार्यक्रम उपागम**-नागरिकता उपागम, समाज शिक्षा, कार्यात्मक उपागम NAPE, NLM
4. **प्रौढ़ शिक्षा के अधिकरण (साधन)**- सरकार () शासन, स्वैच्छिक तथा विश्वविद्यालय, विश्वविद्यालय की भूमिका-प्रौढ़ शिक्षा केंद्र का संगठन।
5. **प्रौढ़ शिक्षा एवं शिक्षण**-प्रौढ़ आधिगमकर्ताओं की विशेषतायें, प्रौढ़ शिक्षण की विधियां, साक्षरता की शिक्षण विधियां तथा प्रौढ़ों के लिये विभिन्न तकनीकों के साथ, सामान्य विधियां प्रौढ़ों के शिक्षण सहायता सामग्री।
6. **पाठ्यक्रम तथा मूल्यांकन**- प्रौढ़ शिक्षा के आवश्यक, घटक, साक्षरता, कार्य सम्पादन तथा जानकारी (संचेतना) विभिन्न लक्ष्यात्मक समूहों के लिए विभिन्न पाठ्यक्रम मूल्यांकन का केंद्र, प्रौढ़ आधिगमकर्ता, पर्यवेक्षक तथा अनुदेशात्मक सामग्री।



3. कंप्यूटर शिक्षा

1. **परिचय**—सूचना प्रौद्योगिकी का महत्व, तकनीकी द्वारा कंप्यूटर का वर्गीकरण, प्रकार एवं आकार, कंप्यूटर का उपयोग और क्षेत्र।
2. **कंप्यूटर के मूल**—इनपुट/आउटपुट प्रविधि, केंद्रीय कार्य इकाई, भण्डारण प्रविधि, संचालन प्रणाली, सॉफ्टवेयर का प्रयोग।
3. **आधुनिक संचालन प्रक्रिया के विचार**—फाइल्स और फोल्डर्स पेस्ट, संक्षेपीकरण, भण्डारण प्रविधि, फ्लोपी डिस्क ड्राइव, हार्ड डिस्क सीडी रेम इत्यादि। रनिंग और बाह्य उपयोग।
4. **आधुनिक शब्द प्रक्रिया का प्रयोग**— शिक्षा में शब्द प्रक्रिया का महत्व, आधुनिक शब्द प्रक्रिया की विशेषताएँ, यंत्र बॉक्स सामग्री और उद्देश्य प्रवेश-रनिंग और अनुच्छेद टैक्स्ट का निर्माण, गहरा, तिरछा, रेखांकित, दायें, सेंटर बाए, फोन्ट परिवर्तन गोली और क्रमांक, टैक्स्ट संपादन, कागजातों का सम्पादन, उद्देश्य, चित्र चिन्ह, क्षेत्र, पेज तोड़ना और खण्ड तोड़ना, पेज सेटअप, मार्जिन, कागज का आकार, मुद्रण और कागजातों की सुरक्षा।
5. **आधुनिक समंक बेस प्रबंध का उपयोग**— शिक्षा में समंक बेस प्रबंध का महत्व, आधुनिक समंक बेस का महत्व, समंक बेस प्रबंध की अवधारणा, क्षेत्र-नाम, प्रकार, समंक आधार, प्रारूप, रिपोर्ट।
6. **कंप्यूटर और मनोरंजन अधिगम**— मनोरंजन अधिगम की आवश्यकता, मनोरंजक अधिगम सहायक सामग्री के रूप में कंप्यूटर खेल, कंप्यूटर की जन-संचार क्षमता, इन्टरनेट-आवश्यकता और महत्व, शैक्षिक सॉफ्टवेयर का उपयोग।

4. दूरस्थ शिक्षा

1. **उद्देश्य**— दूरस्थ शिक्षा की आवश्यकता और उद्देश्य शिक्षा का अर्थ और प्रकृति, दूरस्थ शिक्षा की विशेषताएँ।
2. **दूरस्थ शिक्षा का विभिन्न विधियाँ**— परम्परागत, खुला विश्वविद्यालय, मिश्रित, द्विमार्गीय अनुदेशन पत्राचार कोर्स, जनसंचार।
3. **दूरस्थ शिक्षा की स्थिति**— दूरस्थ शिक्षा के विभिन्न अभिकरण, उनके उद्देश्य नीतियाँ, कार्यक्रम और उपलब्धि।
4. **दूरस्थ शिक्षा के विपक्ष में अन्य विचार**— दूरस्थ शिक्षा से लाभ और हानियाँ, कक्षा-कक्ष आधारित शिक्षा और दूरस्थ शिक्षा की तुलना, दूरस्थ शिक्षा में शिक्षक की भूमिका।
5. **दूरस्थ शिक्षा में मूल्यांकन**— दूरस्थ शिक्षा में मूल्यांकन विधियाँ, शैक्षिक टी.वी. पर सर्वेक्षण रिपोर्ट, इंदिरा गांधी राष्ट्रीय खुला विश्वविद्यालय, कक्षा-कक्ष कार्यक्रम और प्रौढ़ शिक्षा कार्यक्रम, नजदीकी खुला विश्वविद्यालय अध्ययन केंद्र और अन्य दूरस्थ शिक्षा संस्थानों का सवेक्षण।

5. शैक्षिक प्रशासन, संगठन और पर्यवेक्षण

1. **शैक्षिक प्रबंध की अवधारणा**— अर्थ, परिभाषाएँ और प्रकृति, आवश्यकता और महत्व क्षेत्र और कार्य।
2. **शैक्षिक प्रशासन के गुण**— शारीरिक गुण, योग्यता, भावात्मक गुण, वैयक्तिक गुण, सामाजिक गुण, नैतिक गुण
3. **शैक्षिक प्रशासन का प्रारूप**— मध्य प्रदेश में शैक्षिक प्रशासन का ढाँचा-राज्य स्तर, जिला स्तर और संभाग स्तर।



4. **शैक्षिक संगठन**—शैक्षिक संगठन का अर्थ और प्रकृति, संगठन की विशेषताएं, प्रबंध और संगठन में अंतर, शिक्षा संस्थान संगठन के रूप में, सह-पाठ्यक्रमीय क्रिया-कलापों का संगठन, स्काउटिंग गाइडिंग खेल-कूद।
5. **शैक्षिक पर्यवेक्षण**— अर्थ, परिभाषाएं और प्रकृति, पर्यवेक्षण की आवश्यकता, पर्यवेक्षण को प्रभावित करने वाले कारक, पर्यवेक्षण का क्षेत्र और कार्य।
6. **शैक्षिक प्रशासन की नवीन प्रवृत्तियां**— सिस्टम एप्रोच, पर्ट और सी.पी.एम. मानवीय संसाधनों का सहयोग, अध्यापक कार्य, संस्थागत नियोजन, शिक्षक-अभिभावक संघ, शैक्षिक प्रशासन का केंद्रीयकरण और विकेन्द्रीकरण।

6. शैक्षिक तकनीकी

1. **शैक्षिक तकनीकी की संकल्पना**— (अ) अर्थ, प्रकृति, क्षेत्र तथा कार्य (ब) संचार प्रक्रिया, (स) मध्यप्रदेश के विद्यालयों में शैक्षिक तकनीकी की आवश्यकता
2. **संचार तकनीकी**—(अ) संचार के सामान्य सिद्धांत, अवधारणा, प्रकृति, प्रक्रिया, सिद्धांत, घटक, प्रकार सीमाएं एवं विधियां। (ब) कक्षा-कक्ष संचार-मूल संकल्पनाएं- कक्षा-कक्षा अंतरक्रिया, शाब्दिक एवं अशाब्दिक अंतरक्रिया, अंतरक्रिया पैटर्न (स) प्रभावी कक्षा-कक्ष संचार-संकल्पना, आलोचना, मूल्यांकन के उपकरण जैसे-ग्लैसर अंतरक्रिया विश्लेषण, फ्लैण्डर्स अंतरक्रिया विश्लेषण।
3. **प्रणाली के भौतिक संसाधन**— संकल्पना तथा विशेषतायें, प्रणाली उपागम, प्रणाली विश्लेषण, प्रणाली प्रारूप एवं शिक्षण अधिगम क्रियाकलापों के लिए इनका प्रयोग।
4. **अनुदेशात्मक प्रणाली के भौतिक संसाधन**—संकल्पना, वर्गीकरण (प्रायोजित/अप्रायोजित हार्डवेयर/सॉफ्टवेयर) हार्डवेयर-चॉकबोर्ड, शैक्षिक रेडियो, शैक्षिक दूरदर्शन, वी.सी.आर.इन्स्टैंट स्लाइड मेकर, आवेकहैड प्रोजेक्टर, फिल्म स्ट्रिप, स्लाइड प्रोजेक्टर, एपिडायस्कोप, प्रदर्शनीय वीडियो, कंप्यूटर, स्प्रोग्राफिक उपकरण, सॉफ्टवेयर-स्क्रिप्ट (ओडियो एवं वीडियो) स्लाइडस, कार्यक्रम, अधिगम, सामग्री, फिल्म स्ट्रिप्स, पारदर्शिता, अखबार, पाठ्य-पुस्तक, वृत्तीय नक्शे PLM मॉडल, चित्र आदि।
5. **शैक्षिक तकनीकी में अनुसंधान (Innovations)**— वीडियो पाठ एवं टाक बीक CAI इन्टर-एक्टिव वीडियो, भाषा प्रयोगशाला, टेलीसभाएं, टेलीटेक्स, टेलीफोन वार्ता, कंप्यूटर नेटवर्क।
6. **वैयक्तिक अनुदेशन एवं मल्टीमीडिया पैकेज**— वैकल्पिक मल्टीमीडिया पैकेज के घटक, प्रणाली प्रारूप के विकास के तीन चरण, कक्षा-कक्ष में मल्टीमीडिया पैकेज का प्रयोग।
7. **अनुदेशात्मक प्रणाली के मानवीय संसाधन**— विद्यालय प्रणाली एवं विद्यालय प्रणाली से बाहर मानवीय संसाधनों की पहचान, निम्नलिखित विकासात्मक नीतियां-एक्सपेरटाइज, योग्यता एवं शिक्षण, प्रस्तावित, कौशल (सूक्ष्म शिक्षण एवं कौशल अभिग्रहण की अन्य कौशलों पर आधारित तकनीकें नीतियां एवं शिक्षण के प्रतिमान।

7. प्रारम्भिक (प्राइमरी) शिक्षा

1. **प्रारम्भिक शिक्षा का अर्थ और उद्देश्य**— प्रारम्भिक शिक्षा का इतिहास, महात्मा गांधी के शैक्षिक विचार-बेसिक शिक्षा, प्रारम्भिक शिक्षा के मूलभूत सिद्धांत।



2. **प्रारम्भिक शिक्षा सार्वजनीकरण**– भारतीय संविधान में प्रावधान, मध्यप्रदेश का अनौपचारिक शिक्षा मॉडल, अनिवार्य प्रारम्भिक शिक्षा।
3. **प्रारम्भिक शिक्षा की आवश्यकता**– प्रारम्भिक शिक्षा का पर्यवेक्षण और वित्त प्रबंधन, वर्तमान प्रारम्भिक शिक्षा के सन्दर्भ में आवश्यकता आधारित पाठ्यक्रम के सिद्धांत, प्रारम्भिक शिक्षा में 10+2 पैटर्न की प्रकृति।
4. **प्रारम्भिक शिक्षा में समस्याएँ और निदान**–शाला त्यागी और अप्रवेशी के कारण, उत्पादक के लिए आर्थिक कारण, होशंगाबाद प्रोजेक्ट, प्रारम्भिक शिक्षा में कौशल और समूह क्रियाओं का स्थान, बालिका भारती ग्राम भारती और पनघट योजना, परीक्षा-प्रारम्भिक स्तर पर छात्रों का मूल्यांकन और संचयी रिकॉर्ड।
5. **जिला प्राथमिक शिक्षा कार्यक्रम (डी.पी.आई.पी.)**– ऐतिहासिक पृष्ठभूमि, कार्यक्रम के उद्देश्य, शिक्षण विधियाँ (सीखना-सिखाना पैकेज) शिक्षकों का प्रशिक्षण, मूल्यांकन प्रक्रिया।
6. **होशंगाबाद विज्ञान शिक्षण कार्यक्रम**– उद्देश्य, विधियाँ और प्रविधियाँ, अनुदेशात्मक सामग्री, शिक्षक प्रशिक्षण (एकलव्य), मूल्यांकन कार्यक्रम।

8. पर्यावरणीय शिक्षा

1. पर्यावरणीय शिक्षा का अर्थ, तात्पर्य, आवश्यकता एवं महत्व, पर्यावरणीय शिक्षा के सिद्धांत।
2. पर्यावरणीय शिक्षा के उद्देश्य एवं पर्यावरण के प्रकार।
3. पर्यावरणीय संकट एवं संरक्षण, संस्थात्मक पर्यावरण का निर्धारण, अच्चे संस्थानीय पर्यावरणीय की विशेषतायें, पर्यावरणीय शिक्षा में विद्यालय की भूमिका।
4. पर्यावरण एवं स्वास्थ्य छात्रों द्वारा अपने आहार के बारे में न सोचना तथा उनका आहार, पर्यावरण एवं ऊर्जा।
5. पर्यावरणीय शिक्षा के पाठ्यक्रम का विकास, पर्यावरणीय शिक्षा के बारे में हाईस्कूल पाठ्यक्रम का पुनर्विचार।

9. निर्देशन और परामर्श

1. **निर्देशन और परामर्श के आधार**– निर्देश और परामर्श की प्रकृति, निर्देशन परामर्श के प्रकार और कार्य।
2. **निर्देशन और परामर्श में व्यक्तिगत सहयोग**–विद्यालय परामर्शदाता, कैरियर मास्टर, व्यावसायिक निर्देशन शिक्षक, निर्देशन परामर्शदाता के रूप में शिक्षक, निर्देशन और परामर्श सेवाओं का माध्यमिक विद्यालय में संगठन।
3. **निर्देशन परामर्श के उपकरण और विधियाँ**–परीक्षण तकनीक- बुद्धि अ भिरुचि और उपलब्धि परीक्षण, अपरीक्षण तकनीक-केस स्टडी समूह निर्देशन कैरियर टास्ट, परामर्श छात्र उपलब्धि संचयी अभिलेख परीक्षण का चयन।
4. **जीव विकोपार्जन निर्देशन**– जीविकोपार्जन कौशल की जागृति, जीविकोपार्जन कौशल का निर्णय, विद्यालयी विषयों का चयन, भविष्य में जीविकोपार्जन का प्रशिक्षण कोर्स और भावी जीविकोपार्जन।
5. **बालकों की आवश्यकता** : निर्देशन-परामर्श-प्रतिभाशाली बालक, बालकों में विकलांगता, अलाभकारी बालक।



10. स्वास्थ्य और शारीरिक शिक्षा

- 1. स्वास्थ्य और स्वास्थ्य शिक्षा**– स्वास्थ्य का अर्थ और अवधारणा, शारीरिक, बौद्धिक और सामाजिक पक्षों का स्वास्थ्य से संबंध, स्वास्थ्य शिक्षा का अर्थ, महत्व और सिद्धांत।
- 2. शरीर की पोषिक आवश्यकतायें**– स्थानीय उपलब्ध खाद्य का पोषण मूल्य, संतुलित आहार, अपोषण और कुपोषण, विभिन्न लिंगों के लिए कैलोरी की आवश्यकता
- 3. मानव वृद्धि एवं विकास**– शरीर तंत्र–उसके कार्य और देखभाल, पाचन तंत्र श्वसन तंत्र, परिवहन तंत्र।
- 4. सुरक्षा प्राथमिक चिकित्सा और गृह परिचर्या**– घर, विद्यालय समुदाय और सड़क पर सुरक्षा, सामान्य दुर्घटनायें (घर और समुदाय) और सावधानियां, प्राथमिक चिकित्सा–जलना, कटना, करण्ट, काटना, डूबना, अस्थि भंग।
- 5. स्वास्थ्य के दुश्मन**– तम्बाकू, धूम्रपान, एल्कोहल और ड्रग, इनका वैयक्तिक, परिवार और जीवन पर प्रभाव, सुरक्षात्मक उपाय।
- 6. शारीरिक शिक्षा की आधुनिक संकल्पना**– अर्थ, उद्देश्य, सुगठित अंग, शिक्षा से संबंध।
- 7. शारीरिक शिक्षा की शिक्षण विधियां** – संपूर्ण विधि, संपूर्ण भाग विधि, भाग संपूर्ण विधि, प्रदर्शन विधि।
- 8. शारीरिक शिक्षा क्रिया–कलाप और मनोरंजनात्मक क्रिया–कलाप**– शारीरिक क्रिया–कलाप के शिक्षण कौशल, प्रमुख खेलों में सहभागिता, जिम्नास्टिक, तैराकी, आउट डोर क्रिया –कलाप–पर्वतारोहण बोटिंग और शिविर।
- 9. शारीरिक क्रिया–कलापों का मूल्यांकन**– विभिन्न परीक्षण और मापन फिनेस की पहचान और विश्लेषण, इस क्षेत्र में चुने हुए उपयुक्त उपाय और इनकी उपयोगिता, लंबाई का मापन, लचक।
- 10. योग और आसन की अवधारणा**– वर्तमान समय में योग की अवधारणा, आवश्यकता और महत्व योग और स्वास्थ्य के उपागमों से संबंध, योगाभ्यास में आवश्यक निर्देश और सावधानियां, रोगों से बचाव और निवारण के लिए योग, खड़े आसन–आस्था, चक्रासन, त्रिकोणासन, पद्यासन, लंब आसन, कोणासन, पश्चिमोत्मानसन, चक्रासन, सलभासन, मकरासन, उदय आसन–सर्वांगन, हलासन, मत्स्यासन, बैठक आसन–पद्यासन, बज्रासन, शवासन, प्राणायाम।

11. मूल्यांकन और मापन

- 1. मूल्यांकन की आधुनिक संकल्पना**– मूल्यांकन का अर्थ और परिभाषाएँ, मूल्यांकन और मापन में अंतर मूल्यांकन का महत्व सतत् और विस्तृत मूल्यांकन की आवश्यकता, शिक्षा त्रिआयामी प्रक्रिया।
- 2. शैक्षिक उद्देश्य**– शैक्षिक व्यवहार का अर्थ और परिभाषाएँ, शैक्षिक और शिक्षण उद्देश्यों में अंतर शैक्षिक उद्देश्यों का व्यावहारिक टर्म्स में लिखना।
- 3. मूल्यांकन की प्रविधियां**– प्रश्न, तालिका, रेटिंग स्केल, निरीक्षण, साक्षात्कार परीक्षण अच्छे परीक्षण की विशेषताएँ, अध्यापक निर्मित परीक्षण का निर्माण–डिजाइन, ब्लू प्रिंट, अंक कुंजी अंक, आधिभार, मानक अंक, नोर्म्स रिकॉर्ड कार्ड शीट और प्रोफाइल।



4. प्रारम्भिक सांख्यिकी- समकों का वर्गीकरण और सारणीयन, समकों का रेखाचित्रिय प्रदर्शन, केन्द्रीय विचलन के माप-माध्य, मध्यिका और बहुलांक।

5. सांख्यिकी- सामान्य वर्गीकरण और सामान्य सम्भाव्यता वक्र, विचलन की माप-माध्य विचलन, चतुर्थांश और स्टेण्डर्ड विचलन सह संबंध अर्थ और महत्व, सह संबंध गुणांक, रैंक विधि।

12. अनौपचारिक शिक्षा

1. अनौपचारिक शिक्षा की प्रकृति एवं क्षेत्र-(1) अर्थ, क्षेत्र, आवश्यकता एवं महत्व (2) अनौपचारिक शिक्षा के प्राप्त उद्देश्य यह औपचारिक शिक्षा से कमक प्रकार भिन्न है! शिक्षा के सार्वभौमीकरण में अनौपचारिक शिक्षा की भूमिका, अनौपचारिक शिक्षा औपचारिक शिक्षा के विकल्प के रूप में अनौपचारिक शिक्षा एवं समाज के असुविधा प्राप्त समूह, पिछड़ी जाति एवं अनुसूचित जाति महिला (स्त्री) एवं आर्थिक रूप से कमजोर

2. अनौपचारिक शिक्षा के प्रतिरूप (मॉडल्स)-(1) मध्यप्रदेश के अनौपचारिक शिक्षा कार्यक्रम (2) राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद के प्रयोगात्मक अनौपचारिक प्रोजेक्टर, (3) अनौपचारिक एवं प्रोढ़ शिक्षा का संबंध।

3. अनौपचारिक शिक्षा केन्द्रों का संगठन- ग्राम का घरेलू सर्वेक्षण, नवीन अचलित एवं छूटे हुए केन्द्रों की संख्या का निर्धारण, केन्द्रों के स्थान का चयन, क्षेत्र-अध्यापक, क्षेत्र-पर्यवेक्षक, (3) क्षेत्र-अध्यापक का प्रशिक्षण एवं अभिनवन, पर्यवेक्षक की प्रस्तावित भौतिक सुविधाएँ - श्यामपट्ट, पुस्तकें, स्टेशनरी, प्रकाश व्यवस्था एवं शिक्षण सहायक सामग्री इत्यादि।

4. अनौपचारिक शिक्षा का पाठ्यक्रम- अनौपचारिक शिक्षा हेतु पाठ्यक्रम निर्माण के सिद्धांत, (2) विभिन्न आयु समूहों के छात्रों के लिए पाठ्यक्रम-(अ) 6-14 वर्ष, (ब) 15-35 वर्ष, (स) 35 वर्ष एवं सभी (3) विभिन्न विषयों के लिए अनौपचारिक शिक्षा, पाठ्यक्रम-भाषा, अंकगणित, पर्यावरणीय अध्ययन, दैनिक जीवन में विज्ञान की भूमिका एवं आधुनिकीकरण, (4) राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद के द्वारा न्यूनतम अधिगम सामग्री का निर्माण (5) विभिन्न क्राफ्ट का अधिगम।

5. शिक्षण की विधियां एवं उपागम- (1) सामान्य विधियां-कहानी-कथन, वाद-विवाद, प्रदर्शन, क्षेत्रीय पर्यटन विधियां, पर्यावरणीय एवं पूरक उपागम एवं कार्यात्मक साक्षरता,

(2) साक्षरता का शिक्षण, आंकिक एवं सामान्य विज्ञान, सामाजिक अध्ययन शिक्षण,

(3) सहायक सामग्री-तत्कालिक उपकरण, चार्टर्स, प्रतिरूप, फिल्म स्ट्रिप, रेडियो पाठ

(4) अनौपचारिक शिक्षा शिक्षक के लिए अनुदेशात्मक (निर्देशन) कौशल।

6. निर्देशन सामग्री- (1) सामग्री की प्रकृति एवं प्रकार, अनौपचारिक शिक्षा कार्यक्रम की आवश्यकता, स्थानीय विशिष्ट सामग्री-स्थानीय लोक कहानी, गीत कहानियां, बाजार का वर्णन मेले, व्यक्ति, (2) पूरक पठनीय सामग्री (3) राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण विकास के लिए अतिरिक्त पठनीय सामग्री एवं अधिगम का धारण।

7. मूल्यांकन-(1) मूल्यांकन की आलोचनात्मक, औपचारिक एवं अनौपचारिक शिक्षा के मूल्यांकन में अंतर (2) अनौपचारिक शिक्षा केन्द्रों के लिए विभिन्न विषयों में परीक्षण मर्दों का निर्माण, (3) परीक्षण पत्रकों की प्रकृति (स्थानीय विशेष रूप में), छात्र प्रगति एवं संयुग्मन अभिलेखों का रख-रखाव।



13. जनसंख्या शिक्षा

1. जनसंख्या की प्रकृति तथा क्षेत्र, जनसंख्या शिक्षा का अर्थ, अवधारणा, आवश्यकता तथा महत्व, जनसंख्या शिक्षा के उद्देश्य।
2. जनसंख्या स्थिति एवं गतिकी वितरण एवं घनत्व: जनसंख्या रचना, आयु, लिंग (विश्व एवं भारत के परिप्रेक्ष्य में) शहरी एवं ग्रामीण। जन संख्या वृद्धि को प्रभावित करने वाले कारक, सद्भव्यवहार, भ्रमण तथा कठिनाई।
3. जनसंख्या तथा जीवन की किस्म, सामाजिक-आर्थिक विकास का जनसंख्या से संबंध, स्वास्थ्य स्थिति, स्वास्थ्य सेवायें, पोषण, जनसंख्या पर्यावरण, संसाधन, शैक्षिक प्रावधान।
4. पारिवारिक जीवन शिक्षा, पारिवारिक जीवन शिक्षा की अवधारणा, पारिवारिक भूमिका एवं उत्तरदायित्व, पारिवारिक आवश्यकताएँ तथा संसाधन, सदस्यों की पारिवारिक आकार के आकार पर मूल आवश्यकताएँ, उत्तरदायित्व पूर्ण अभिभावक, मूल्य तथा विश्वास।
5. जनसंख्या संबंधी नीतियां तथा कार्यक्रम, जनसंख्या नीति, स्वास्थ्य नीति, शिक्षा नीति, विभिन्न अभिकरणों की भूमिका से संबंधित पर्यावरण नीति कार्यक्रम तथा सामाजिक आंदोलन, स्वैच्छिक तथा अंतर्राष्ट्रीय जैसे UNPPA, WHO यूनेस्को आदि।
6. विद्यालयी शिक्षा के विभिन्न स्तरों पर जनसंख्या शिक्षा के लिए पाठ्यक्रमों, विद्यालयी पाठ्यक्रम इसका स्थान। विभिन्न स्तर पर इसके उद्देश्य। विद्यालय स्तर पर एकता।
7. विधियां तथा उपागम- (अ) पाठ्यक्रम विकास में एकता उपागम (ब) कक्षा-कक्ष की शिक्षण विधियां, मूल्य स्पष्टीकरण तथा जानकारी उपागम एवं निरीक्षण, स्व-अध्ययन वाद-विवाद, नियुक्ति। (स) संचार संगठन क्रियाकलापों का प्रयोग, (द) समुदाय के साथ कार्य।
8. शिक्षक की भूमिका- शिक्षक द्वारा सूचीबद्ध अभिकर्ता के रूप में सामाजिक परिवर्त के बारे में सृजनात्मक संचेतना, नए मूल्यों से जुड़ी हुई जनसंख्या समस्याओं का प्रभाव (परिणाम) तथा छात्र व्यवहार के रूपांतरण की स्थितियां (अवस्थायें) प्रस्तुत करना।

14. विशिष्ट शिक्षा

1. शैक्षिक अवसरों की समानता- शिक्षा का अधिकार, सबके लिए शिक्षा, शिक्षा के समान अवसर, विशेष आवश्यकता और सबके लिए शिक्षा, विशेष आवश्यकताओं को प्रभावित करने वाले कारक, शारीरिक, बौद्धिक और संवेगात्मक विकास में विशेष आवश्यकताएँ, शैक्षिक प्रावधान-विशिष्ट और सामान्य विद्यालय।
2. बालकों की विशिष्ट आवश्यकताओं की पहचान और निर्धारण- प्रारम्भिक पहचान के लिए आवश्यकता, पहचान का व्यवहार, उपकरण और प्रक्रिया।
3. पाठ्यक्रम का समायोजन और अनुकूलन- विशिष्ट आवश्यकताओं की जागृति के लिए अनुकूलन-कम दृष्टि, सम सुनना, मंद बुद्धि मंद स्मरण शक्ति।
4. सहायक सामग्री और उपकरण- असंवैगिक बालकों के लिए सहायक सामग्री, शैक्षिक खिलौने और अन्य सामग्री।



5. **कक्षा-कक्ष प्रबंध-** बालकों की विशेष आवश्यकताओं के अनुसार बैठने की व्यवस्था, सहयोगी अधिगम, जोड़े से शिक्षण, संरक्षण सहभागिता
6. **मूल्यांकन प्रक्रिया** - विशिष्ट आवश्यकताओं की जागृति के अनुकूलन-दृष्टिदोष, श्रवण दोष, मंद बुद्धि, मंद स्मरण शक्ति।

15. जनजाति (आदिवासी) शिक्षा

1. **जनजाति-** भारत के आदिवासी, उनकी सामान्य विशेषताएँ, भारत में जनजातियों का विभाजन, विशेषतः मध्यप्रदेश में, मध्यप्रदेश की तीन प्रमुख आदिवासियों की जीवन पद्धति-उनके स्वभाव, आस्था और विश्वास, सामुदायिक संगठन और प्रशासन, सांस्कृतिक प्रवृत्तियाँ-संगीत, नृत्य, कला, व्यवसाय और उद्योग।
2. **जनजातियों का विकास-** मध्यप्रदेश में किसी एक जनजाति का विकास, जनजाति विकास की आवश्यकता, उपलब्ध सुविधाएँ, पिछले 25 वर्षों में विकास, विकास कार्यक्रम, क्रियान्वयन में समानताएँ।
3. **जनजाति की शिक्षा-** मध्यप्रदेश में किसी एक जनजाति की शिक्षा, साक्षरता स्थिति और शैक्षिक आवश्यकताएँ, प्रारम्भिक माध्यमिक और उच्च शिक्षा स्तर पर शैक्षिक समस्याएँ, व्यावसायिक शिक्षा, समाज और सामुदायिक शिक्षा, शैक्षिक समस्याओं के समाधान के लिए उपाय और सुझाव।
4. **जनजाति शिक्षा की विधियाँ-** औपचारिक, अनौपचारिक और औपचारिकेतर, सामुदायिक शिक्षा, जनसंचार, दूर के लिए उपागम और उनके प्रभाव, विभिन्न उपागमों के निर्धारण में कारक-समाज, आर्थिक, सांस्कृतिक पारिस्थितिकी और राजनैतिक।
5. **जनजाति शिक्षा का मूल्यांकन** - जनजाति शिक्षा के उद्देश्य, जनजाति शिक्षा का प्रभावी प्रसार, जनजातीय शिक्षा में राज्य, जनजातीय कल्याण विभाग और शिक्षा विभाग

16. मूल्य शिक्षा

1. **मूल्यों का अर्थ एवं प्रकृति** - उचित द्विभाजक, इच्छित और अनुकूलन में अंतर। मूल्यों के प्रकार-बाह्य एवं आंतरिक मूल्यों, व्यक्तिगत एवं सामाजिक मूल्य तथा मूल्यों का वर्गीकरण। मूल्यों के कार्यक्रम-कैरिंग, निर्णय करना एवं क्रिया।
2. **मूल्य शिक्षा-** अर्थ, समाजशास्त्रीय आधार, आवश्यकता एवं उद्देश्य, मूल्य विकास में विद्यालय की भूमिका।
3. **मूल्य विकास के सिद्धांत-** सामाजिक अधिगम सिद्धांत, मनो-विश्लेषणात्मक सिद्धांत एवं संज्ञानात्मक विकास सिद्धांत।
4. **मूल्य विकास की विधियाँ एवं नीतियाँ-** परम्परागत विधियाँ, मूल्य वर्गीकृत नीतियाँ एवं मूल्य शिक्षा के मॉडल (प्रतिरूप)
5. **मूल्यों का मूल्यांकन** - मूल्यों के मूल्यांकन की आवश्यकता एवं विधियाँ, परिभाषित अंक परीक्षण।



17. स्त्री शिक्षा

1. स्त्री (महिला) शिक्षा का अर्थ, महत्व तथा उद्देश्य, रुकावटें तथा उपाय।
2. भारत में स्त्रियों की स्थिति (दशा) उनके पिछड़ेपन के सामाजिक, सांस्कृतिक तथा आर्थिक कारण, स्त्रियों की दशा सुधारने के लिए माध्यमों की भूमिका।
3. स्वास्थ्य शिक्षा, जनसंख्या शिक्षा तथा पर्यावरणीय शिक्षा के विशेष संदर्भ में स्त्रियों की भूमिका।
4. स्त्री शिक्षा के लिए विभिन्न कार्यक्रम, बालिकाओं की शिक्षा हेतु विशेष सुविधाएँ, स्त्रियों के लिए व्यावसायिक संस्थायें, एकत्रित बाल विकास योजना, स्त्रियों के लिए पठनीय सामग्री।
5. स्त्री शिक्षा के अभिकरण – (अ) राष्ट्रीय एवं अंतर्राष्ट्रीय स्वैच्छिक अभिकरण (ब) सरकारी गठन।



Jiwaji University
Curriculum & Syllabi
For
One Year B.Ed. Programme

OBJECTIVES:

1. To develop among teachers a clear understanding of the Psychology of their students,
2. To enable them understand the process of socialisation.
3. To develop in them the skills for guidance and counselling.
4. To 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 situations.
6. To acquaint them with educational needs of special groups of pupils. To enable them to utilise community resources as educational inputs.
8. To develop communication skills and use the modern information technology.
9. To enable them to undertake Action Research and use innovative practices, and
10. To foster in them a desire for life-long learning.

ELIGIBILITY CRITERIA:

As per M.P. SCERT Norms DURATION OF THE COURSE :

The one year B.Ed. course will be of one academic year duration; that is from 1st July to 30th April.

PATTERN OF THE COURSE:

Part I-Theory	Part II-Practical
<ol style="list-style-type: none"> 1. Education in Emerging India 2. Educational Psychology 3. Secondary Education and Teacher Functions 4. & 5. Special Methods 1 6. Additional Specialization 2 	<ol style="list-style-type: none"> 1. Micro teaching-7 skills, 3. Lesson per skill 2. Teaching of Subject 1-20 lessons 3. Teaching of Subject 11-20 Lessons 4. Criticism Lesson (Two-one in each subjects)



	5. Assignments (Two in each subject) 6. Final lesson in Subject-I 7. Final lesson in Subject-II 8. Work Experience (Two crafts) 9. Working with Community/ Social Services 10. Five Psychology Experiments
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Table 1 : Paper 4 & 5 Special Methods'

Group-A	Group-B (For Arts & Commerce Faculties)	Group-C (For Science, Home Science & Agriculture Faculties)
1. Hindi 2. English 3. Sanskrit 4. Urdu	1. History' 2. Geography 3. Civics 4. Economics 5. Social Science 6. Mathematics 7. Home Sciences	1. Science 2. Chemistry 3. Physics 1. Mathematics 4. Life Sciences 5. Home Sciences

Table 2 : Paper 6- Additional Specialization

1. Action Research 2. Adult Education 3. Computer Education 4. Distance Education 5. Educational Technology Organisation and Supervision 6. Educational 7. Elementary Educational	8. Environmental Educational 9. Guidance and Counselling 10. Health and Physical Educational 11. Measurement and Evaluation 12. Non-Formal Education	13. Pupulation Education 14. Special Education 15. Tribal Education 16. Value Education 17. Women's Education
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Table 3 : Work Experience6

Group A	Group B
1. Agriculture 2. Gardening and Horticulture 3. Tailoring and Embroidery 4. Book Binding	1. Drawing and Painting 2. Music 3. Dance 4. Toy Making



2. See Table 2
3. See Table 3
4. A candidate is required to offer two subjects, one from each group of either category.
5. A candidate is required to offer any one subject for additional specialization.
6. Candidate is required to offer two crafts, one from each group.

SCHEME OF EVALUATION

Part-I

Group	Paper	Internal		External		Total
		Max.	Min.	Max.	Min.	
1. Education in Emerging India	Paper I	25	10	75	26	100
2. Educational Psychology	Paper II	25	10	75	25	100
3. Secondary Education and Teacher Functions	Paper III	25	10	75	26	100
4. Special Methods of Teaching Subject I	Paper IV	25	10	75	26	100
5. Special Methods of Teaching Subject II	Paper V	25	10	75	26	100
6. Additional Specialisation ¹	Paper VI	25	10	75	26	100
Total						600

Part-II

Group	Max	Min	Evaluation
1. Micro-teaching	50	17	Internal
2. Teaching of Subject I	50	17	Internal
3. Teaching of Subject II	50	17	Internal
4. Criticism Lesson ²	20	10	Internal
5. Assignment	30	12	Internal
6. Final Lesson in Subject I ¹⁰	50	17	Int. + Ext.
7. Final Lesson in Subject II	50	17	Int. + Ext.
8. Work experience ¹¹	50	17	Int. + Ext.
9. Working with Community/ Social Service ¹²	---	---	Internal
10. Psychology Experiments ¹³	50	17	Int. + Ext.
Total	400		



7. Candidate should pass in both Part I and Part II separately, to pass in Part I, the requisite aggregate is 36% to pass in Part II, the requisite aggregate is 40%. In both parts. First Division will be granted to candidates who acquire. 60% or higher of the aggregate, Second Division to those who acquire 48% or higher of the aggregate, and Third Division to those who acquire over requisite pass percentage.
8. Any one subject from Table 2 to be offered by the student. The numbers of interested students and the availability of facilities and staff will be taken into account for the allotment of the subject.
9. One lesson in each subject.
10. One lesson in each subject
11. students and the availability of facilities and staff will be taken into account for the allotment of the craft.
12. Grading on a 7 point scale (A to E) to be done by the institution.
13. At least five experiments should be done and the record book is to be maintained.

EDUCATION IN EMERGING INDIA

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 be acquainted with the role of different agencies working in the development of education in the State.
5. To be acquainted with the role of education in environmental preservation, control of population and global peace.

SYLLABUS

EDUCATION IN EMERGING INDIA

1. **Our Present and Future :**

Contemporary scene-Indian Social System: Its Structure, Caste Stratification and Mobility; Social, Economic, Political and Technological Forces Driving Society; The Unifying and Divisive Forces, Dealing with Divisive Forces, Promoting National Identity and Integration. Emerging Future- Modernisation, Concepts and Definitions; Attributes and Demands of Modernisation; Values of Democracy, Socialism and Secularism Emerging Directions for Modernisation including Futurology in Education.

2. **Education in Society :**

Education-Meaning and Aims; Factors Influencing Aims of Education- Philosophical, Socio-cultural, Political and Economic. Agencies of Education- Home, School, Community and Mass Media; Co-ordination between School and Community. Education as a Social Institution. Role of CBE, NCERT, NCTE and SCERT in the Development of Education.

3. **Educational Reconstruction :**

Educational Contributions and their modern Relevance of-Mahatma Gandhi; Ravindra Nath Tagore; Swami Vivekanand.



4. Education and Social Change :

Meaning of Social Change and Factors Influence it. Nature of Social Change in India Tradition and Modernity. Role of Education in Promoting Desired Social Change.

5. Equalising 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 programmes to meet the needs of special groups-Socially disadvantaged groups, women and disabled-Role of school and community.

6. Education 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 (in Environment. Population pressure on quality of life and society in general.

EDUCATIONAL PSYCHOLOGY

Objectives : To enable the teacher trainees :

1. To understand the methods and techniques of Educational Psychology.
2. To understand concepts of learning, theories of learning and their implications.
3. To know characteristics of adolescent 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 implications.
7. To be acquainted with Group Dynamics and role of the teachers.
8. To understand the nature and causes of individual difference among the children.
9. To develop the skills for guidance; and
10. To develop understanding of various statistical techniques and to develop skills of their uses.

Syllabus

1. 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 behaviours at the adolescent stage, observation, interview, experiment and case study.

2. Growth and Development of Learner

Concept of growth and development and general principles of development dimensions and stages of development, developmental tasks (with special reference to adolescents). Factors influencing development. Cognitive Development (Piaget) Emotional Development and Moral Development (Kohlberg and Piaget).

3. Learner as Individual:

Measuring and significance of study of individual difference; Factors causing individual



differences : genetic psychological and environmental. Individual difference with regards to-Intelligence, Creativity; Aptitude; Achievement; Interest.

4. Learning and Motivation :

Concept of learning maturation and development. Theories of learning and their Education implications. Classical conditioning, operant conditioning. Insightful learning, productive thinking and problem solving. Transfer of learning-Concepts, Theories and applications. Factors influencing learning- School, Home and Community.

5. Learner's .Personality and Adjustment:

Concept of Personality-Types, Trait, Factors approach, Assessment of Personality-Projective Technique, Observation, Interviews, Inventories. Concept and Mechanism of Adjustments, Factors Affecting, Defence Mechanism.

6. Helping Learner with special Needs and Remedial Measures :

identifying Learners with Special Needs, Difficulties and Problems arising out of them, Physical Disabilities, mental Retardation, Gifted. Slow Learners. Social Emotional Disorders such as Delinquency, Truancy, Withdrawal, Daydreaming.

7. Elementary Educational Statistics

Measure of Central tendencies and their uses. Measures of Variability. Correlation Rank Order Difference Method.

Practicals: Administration, Scoring and Interpretation of:

1. Intelligence Test.
2. Interest Inventories.
3. Personality Test.
4. Creative Test.
5. Achievement Test.
6. Adjustment Inventory.
7. Comparative Study of Whole v/s Part Method of Learning.
8. Administration of Piagetian Types/Tests (Tasks).

SECONDARY EDUCATION AND TEACHER FUNCTIONS

Objectives:

1. To develop perception of the role and functions of a teachers as envisaged in the NPE 1986 and to familiarise the student teachers 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 acquire proficiency in the use of the core teaching skills.
5. To understand the concept of instructional technology; and
6. To develop an awareness of the professional ethics.

SYLLABUS

1. Secondary Education : Its Objectives:
General aims and Objectives of Secondary Education, Significant Development in Secondary Education during Post Independence Period.
2. Teacher's Role in the National System of Education :



Teacher's Role as facilitator of learning, Teachers Role vis-a-vis Transaction of Curriculum, Teachers Role in Preparing Students to Encounter Future Challenges, Teachers as a Link between the School and the Community, Teaches vis-a-vis. S.S.A. and distance education.

3. Communication Process:

Meanings and Significance of communications Process in Teaching Learning. Teaching as a Communication process. Intra Personal and Interpersonal Communication, Factors Affecting Communication. Core Teaching Skills inducting, writing instructional objectives in behavioural Terms, Reinforcing, Black Board Writing Educational Commission Policies UGC, Mudaliyar, Kothari, NPE (1986-92).

4. Co-curricular Activities:

Place of Co-curricular activities in a School. Objectives of Co-curricular Activities. Principles Underlying the Organisation of Co-curricular Activities. Types of Co-curricular Activities such as Field Trips, Ex-cursion Group Discussion etc. Management of Co-curricular Activities.

Main Features of Secondary School Curriculum and the Process of Curriculum Development in Secondary Education.

5. Management of Resources:

Concept and Scope of School Management Prevailing education Management Management of: Human Resources Students, Staff and community, Material Resource Laboratories, Libraries, Play Ground, School Buildings, Furniture, Educational Technology Equipment, School Fund etc. Classroom Management.

6. Research Experimentation and Projects:

Meaning, Scope and Importance of Action Research. Identification of Problems in School and Classroom, Solving Specific Problem through Action Research. Trying Out Innovative practices, Institutional Practices.

7. Instructional Technology:

Concept of Instructional Technology. General Principles and Maxims of Teaching, Models of Teaching, Inquiry Training Model, Overview of Software and Hardware, Criteria for Selection of an Appropriate Media.

8. Evaluation and Ethics:

Concept, Scope and Significance of Evaluation in Educational Process. Critical Appraisal of Existing Evaluation System, Continuous and Comprehensive Evaluation. Knowledge about M.P. Educational Code.

हिन्दी शिक्षण (प्रथम शिक्षण विधि)

उद्देश्य

1. हिन्दी भाषा के शिक्षण एवं अधिगम में प्रभावशीलता और दक्षता उपलब्ध करना।
2. बहुभाषीय भारतीय समाज में हिन्दी शिक्षण का प्रथम भाषा के रूप में आलोचनात्मक अध्ययन।
3. भारत में हिन्दी की भूमिका का अध्ययन करना तथा म.प्र. के शैलीय पाठ्यक्रम में हिन्दी का स्थान निर्धारित करना तथा हिन्दी भाषा के संज्ञानात्मक कौशलों को विकसित करना।
4. हिन्दी के शिक्षण एवं अधिगम के प्रति रुचि, प्रतिबद्धता एवं समर्पित भाव रखना।
5. भाषायी कौशलों का विकास एवं भाषायी आदतों का व्यवहारिक प्रयोग एवं स्वमूल्यांकन करना।
6. देवनागरी लिपि का सटीक ज्ञान प्राप्त करना तथा भाषा के शुद्ध उच्चारण का ज्ञान करना।



7. हिन्दी शिक्षण हेतु न्यूनतम मूल्य अधिगम सामग्री का निर्माण एवं उपयोग करना तथा छात्रों की भाषायी कौशल समबन्धी त्रुटियों का निवारण करना।

प्रथम इकाई – शालेय पाठ्यक्रम में हिन्दी भाषा का स्थान

- 1.1 शालेय पाठ्यक्रम में मातृभाषा के रूप में हिन्दी का स्थान व महत्व।
- 1.2 भारत में मातृभाषा, राष्ट्र भाषा व सम्पर्क भाषा के रूप में हिन्दी की भूमिका।

द्वितीय इकाई – हिन्दी का स्वरूप व विकास

- 2.1 ध्वनियाँ, मूल स्वर, संयुक्त स्वर, मूल व्यंजन, संयुक्त व्यंजन, अनुस्वार, अनुनासिक, वर्ग विभाजन
- 2.2 शब्द रचना – प्रत्यय, उपसर्ग, संधि, समास, पर्यायवाची, विलोम आदि।
- 2.3 देवनागरी लिपि की वैज्ञानिकता एवं सम्पन्नता।

तृतीय इकाई – भाषा शिक्षण के सिद्धान्त एवं अन्य विषयों से सम्बन्ध

- 3.1 भाषा शिक्षण के सामान्य सिद्धान्त।
- 3.2 भाषा शिक्षण में औयास कार्य का महत्व।
- 3.3 हिन्दी का अन्य विषयों के साथ संबंध तथा हिन्दी की विभिन्न विधाओं का परस्पर संबंध।
- 3.4 हिन्दी शिक्षक के गुण एवं बालक के व्यक्तित्व विकास में भाषा शिक्षक की भूमिका।
- 3.5 भाषा शिक्षण में विभिन्न शिक्षण सूखें की उपयोगिता।

चतुर्थ इकाई – भाषायी कौशलों का विकास

भाषा के प्रमुख चार कौशल – सुनना, बोलना, पढ़ना, लिखना एवं उनका अन्योन्याश्रय संबंध।

- 4.1 श्रवण कौशल – श्रवण कौशल का अभ्यास, बालक के विकास के साथ सुनकर समझना अर्थ ग्रहण करना, सुनकर नोट्स बनाना आदि।
- 4.2 बोलना कौशल – वार्तालाप की आदत, उचित व समयानुकूल बोलने की आदत का विकास करना, सार्थक शब्दावली के साथ आत्माभिव्यक्ति का विकास। उच्चारण की सामान्य अशुद्धियाँ कारण व निदान। शुद्ध उच्चारण के कुछ नियम।
- 4.3 पढ़ना कौशल – उचित आरोह अवरोह के साथ शुद्ध पढ़ने की आदत का विकास। उचित लय गति के साथ काव्य पाठ का विकास। कहानी/एकांकी आदि का पात्रानुकूल वाचन अभ्यास।

वाचन के प्रकार – सस्वर एवं मौन वाचन की भिन्नता एवं उपयोगिता। आदर्श वाचन, अनुकरण वाचन, एकल वाचन, सामूहिक वाचन।

- 4.4 लेखन कौशल – लेखन का स्वरूप, लेखन शिक्षण के उद्देश्य, लेखन कौशल का क्रम लेखन, कौशल की विधियाँ, लेखन कौशल के विकास हेतु ध्यान रखने योग्य बातें। शुद्ध लेख, श्रुति लेख, अनुलेख।

पंचम इकाई – विधियाँ एवं पाठ योजना

- 5.1 पद्य शिक्षण का अर्थ, उद्देश्य, विधियाँ एवं पाठ योजना।
- 5.2 गद्य शिक्षण का अर्थ, उद्देश्य विधियाँ एवं पाठ योजना।
- 5.3 व्याकरण शिक्षण का अर्थ, उद्देश्य, विधियाँ एवं पाठ – योजना।
- 5.4 कहानी शिक्षण का अर्थ, उद्देश्य, विधियाँ एवं पाठ योजना।

षष्ठम इकाई मूल्यांकन की नवीन अवधारणा

- 6.1 सतत एवं व्यापक मूल्यांकन निदानात्मक एवं उपचारात्मक परीक्षण, स्व मूल्यांकन एवं स्व संशोधन हेतु अभ्यास। संज्ञानात्मक, भावात्मक एवं क्रियात्मक क्षेत्र के अन्तर्गत वस्तुनिष्ठ, लघुत्तरीय व निबंधात्मक प्रश्नपत्र तैयार करना।

सत्रगत कार्य

1. हिन्दी पाठ्यक्रम को इकाईयों में विभक्त करना एवं उनको उचित तरीके से व्यवस्थित करना।
2. कक्षा 9, 10, 11, 12, हेतु निर्धारित हिन्दी भाषा की किसी एक पुस्तक का समीक्षात्मक अध्ययन।
3. हिन्दी शिक्षण हेतु भाषा किट तैयार करना।
4. निबंध लेख, कविता, एकांकी कहानी और सृजनात्मक साहित्य का निर्माण।
5. हिन्दी साहित्यकारों के चित्र का संकलन।



TEACHING OF ENGLISH

Objectives : To enable the teacher trainees :

To attain efficiency and effectiveness in teaching and learning English languages.

1. To have a critical study of learning English as a second language in the multilingual Indian society.
2. To understand the role of English in India and decide its place in the school curriculum of Madhya Pradesh, Improve English language attainment and cognitive skills.
3. To be committed, inspired and interested in teaching learning English.
4. To teach with skill using interactional mode to evaluate himself in pupils, to inculcate right language habits; and
5. To devise learning materials for teaching English as second language and remedy the errors that the pupils make.

SYLLABUS

1. **Objectives of Teaching and Learning of English at Secondary Level :**
Second Language Learning and Mother Tongue Learning. The function of a Second Language in a 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.
2. **Methods and Approaches :**
Grammar cum Translation Method. Direct Method. Bilingual Method. Structural Approach. Communicative Approach.
3. **Teaching of Skills :**
Teaching Alphabets and Spelling. Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching Composition.
4. **Inculcation of Habits :**
Listening Comprehension-Practice in Listening and Comprehension; Types and Modes of Spoken English; Implications of Stress and Intonation; Making Notes While Listening; Communication Habits; Use of Spoken Forms in Dialogue, Stories Reading Aloud, Dramatisation and Poetry Reading; Correct Use of Stress and Intonation and Division of Utterance Into Meaningful Word- Groups. **Good Reading Habits**- Reading with Appropriate Speed for Various Purposes such as Studying, Looking for Information, Scanning etc. Reading for Overall Comprehension, Practice of Analysing a Text for Organisation; Reading for Evaluation; Reading for Appreciation of Form, Style and Author's Personality; Reading for Facts, Reasoning, Logical Relationship, Definitions, Generalisation, 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 Sections, Underlining, Quotations, Use of Parentheses, Use of Abbreviations, Capital Letters and Correct Forms of Address in Letters, Applications etc; Organisation of a Paragraph, An Essay or a Paper i.e. Organisation of Matter. Language Games.
5. **Lesson Planning:** Prose, Poetry, Grammar, Composition, Audio-Visual Aids-Importance, Types, Production and Usage.



6. Evaluation:

New Directions in Evaluation. Continuous and Comprehensive Evaluation. Diagnostic Tests and Remedial Tests and Remedial Techniques. Self Evaluation and self correcting Exercise. Writing Objective type test items under the Cognitive, Affective and Psychomotor Domains. Different Kinds of Exercises, Checklists, Probes and Progress Records.

Assignments:

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one English text books prescribed for class IX, X, XI or XII.
3. Preparation of a Unit Plan for teaching English.
4. Preparation of a Lesson Plan for teaching English.
5. Preparation of Question Papers and Test Items.

TEACHING OF SANSKRIT

Objectives:

1. To acquire awareness of the objectives 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 study and devices of language learning.
6. To develop diagnostic and remedial skills in teaching of Sanskrit.

SYLLABUS

1. Objective of Teaching and Learning of Sanskrit at Secondary Level

Role of Sanskrit in India and Abroad. Aims and Objectives of Teaching Sanskrit-As a Driving Force for National Integration; As a Keeper of the National Heritage; For the Appreciation of Moral and Spiritual Values; As a Foundation of Linguistic Studies. Place of Sanskrit in the School Curricular Efforts made by the Central and Madhya Pradesh Government for preserving Sanskrit Learning. Salient Features of the Sanskrit Teacher.

2. Methods and Approaches : Pathshala Methods, Bhandarkar Method, Direct Method, Structural Approach, Models of Teaching as applicable in some topic

3. Teaching of Skills : Teaching Translation, Teaching Prose, Teaching Poetry Teaching Grammar, Teaching Composition.

4. Inculcation of Habits: Recitation, Silent Reading, Oral Expression. Special Language Teaching Skills.

5. Lesson Planning:

Translation. Prose-Development of the Emotional and Spiritual Aspect Expression and its Aesthetic Sense. Poetry- Development of the Emotional and Spiritual Aspect, Expression and its Aesthetic Sense, Components of Poetry Teaching. Grammar, Composition-Relationship between Oral and Written Composition. Audio-Visual Aids-Importance, Types, Production and Usage



6. Evaluation:

New Directors in Evaluation. Continuous and Comprehensive Evaluation Diagnostic Tests and remedial Tests and Remedial Techniques. Self Evaluation and Self Correcting Exercise. Different Kinds of Exercises, Checklists, Prob and Progress Records. Writing Objective type test items.

Assignments:

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical study of any one Sanskrit text-book prescribed for class IX, X, XI XII.
3. Preparation of a Unit Plan for teaching Sanskrit.
4. Preparation of a Less :- Plan for teaching Sanskrit.
5. Preparation of Question Papers and Test Items.

TEACHING OF URDU

Objectives:

1. To acquire awareness of the objectives Urdu at the secondary level.
2. To understand the significance of communication skills.
3. To get acquainted with the methods of teaching Urdu.
4. To get acquainted with the various aspects of the Urdu study and device language learning.
5. To develop diagnostic and remedial skills in teaching of Urdu.

SYLLABUS

1. Objectives of Teaching and Learning of Urdu at Secondary Level:

Mother Tongue Learning-Role and Importance of Mother Tongue. Aims and Objectives of Teaching Urdu- As First Language ; As Second Language; As Third Language. Role of Urdu in India and its Place in the School Curriculum. The Curriculum of Urdu in the Secondary School. Qualities and Role of the Urdu Teacher.

2. Methods and Approaches : Translation Method. Direct Method, Bilingual Method. Discussion Method. Structural Approach. Situational Approach. Communicative Approach.

3. Teaching of Skills : Teaching Alphabets and Spelling. Teaching Prose. Teaching Poetry. Teaching Grammar. Teaching Composition.

4. Inculcation of Habits :

Listening Comprehension-Practice in Listening and Comprehension; Implications of Stress and Intonation; Making Notes While Listening. Communication Habits-Use of Spoken Forms in Dialogue, Stories, Reading Aloud, Dramatisation and Poetry Reading; Correct Use of Stress and Intonation and division of Utterance Into. Meaningful Word-Groups. Good Reading Habits-Reading with Appropriate Speed for Various purpose such as studying. Looking for Information, Scanning etc.; Reading for Overall Comprehension, Practice of Analysing a Text for Organisation, Reading for Evaluation; eading for Appreciation of Form, Style and Author's Personality, Reading for Facts, Reasoning, Logical Relationship, Definitions, Generationsation, Understanding Diagrams; Reading Manuals, Charts, Schedule and Rule Books. Good Writing Habit-Advanced Mechanics of Writing i.e. Spelling, Punctuation, Indenting, Title and Subtitle of Sections, Underlining, Quotations, U se of Parentheses, Use of Abbreviations, Capital



Letters and Correct Forms of Address in Letters, Applications etc. Organisation of a Paragraph, An Essay or a paper i.e. Organisation of Matter.

5. Lesson Planning:

Prose-Fictional and Non-Fictional, Informative, Descriptive and Emotional. Poetry-Development of the Emotional Aspects, Expression and its Aesthetic Sense, Components of Poetry Teaching, Grammar Composition-Relationship between Oral and Writing Composition. Audio-Visual Aids-Importance, Types, Production and Usage.

6. Evaluation:

New Directions in Evaluation. Continuous and Comprehensive Evaluation. Diagnostic Tests and Remedial Tests and Remedial Techniques. Self Evaluation and Self Correcting Exercise. Writing Objective types test items under the Cognitive, Affective and Psychomotor Domains. Different Kinds of Exercises, Checklists, Portfolios and Progress Records.

ASSIGNMENTS:

1. Dividing syllabus into units and arranging them in proper sequence.
2. Critical Study of any one Urdu text-book prescribed for class IX, X, XI or XII.
3. Preparation of a Unit Plan for teaching Urdu.
4. Preparation of a Lesson Plan for teaching Urdu.
5. Preparation of Question Papers and Test Items.

TEACHING OF SOCIAL SCIENCES

Objectives :

To enable teacher trainees to :

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



SYLLABUS

1. Objectives, Purpose and Scope :

Meaning and Nature of Concepts of Social Sciences and Social Studies, Integration of Different Subjects of Social Sciences- History, Civics, Economics, Geography and Sociology, Social Sciences at School Stage, Aims and Objectives of Teaching of Social Science in Secondary School.

2. Curriculum:

General Approach and Underlying Principles of Curriculum Construction, their Applicability in Continuation of Social Science Curriculum, Study of Recent Curriculum Developments in M.P. and Other States including National Curriculum, Gradation and Organisation of Courses in the Context of M.P.

3. Methods of Techniques :

Methods-Lecture Methods, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source, Field Visits, Value Inculcation Method, Model, Inquiry. Techniques--Skills of Questioning, Using Black Boards, Dramatisation, Role Playing, Story Telling, Simulation etc. Aids-Use of Audio and Video Materials and Electronic Media in Teaching Social Science, Preparation of Low cost teaching Aids.

4. Lesson Planning:

Year plan. Unit plan. Lesson plan-Steps, Exponents of Lesson Plan. Unit test, i

5. Evaluation :

Concept and types of Evaluation including Continuous, Comprehensive Evaluation, Need for and Criterion of Systematic Evaluation in Social Science, Different Types of Systematic Evaluations Tools and their Merits and Demerits, Construction of Unit Test. Writing Objective Type Test Items under the Cognitive, Affective and Psychomotor Domains.

Assignments:

1. Analysis of the syllabus-A Critical study.
2. Analysis of a relevant text book.
3. Analysis of a relevant question paper.
4. Preparation of an objective type test of Xth class.
5. Preparation of low cost teaching Aids.

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 technique 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 in teaching Civics.
5. To appreciate the usefulness of various co-curricular activities for fostering interest of pupil in Civics.



6. To analyse and evaluate Civics syllabus and text books.
7. To develop and understanding of interrelationship between different subjects of Social Science.
8. To develop brotherhood and integrity among students.
9. To cultivate new approaches of National integration among students.

SYLLABUS

1. Objectives, Purpose and Scope

Objectives of Teaching Civics and 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.

2. Curriculum of Civics

General principles of curriculum Framing principles of selection and organisation of content. Presentation of the subject Matter of civics at secondary Level.?

3. Methods of teaching Civics

General principles and maxims of teaching in relation to civics. Methods and techniques of teaching civics-traditional Methods of teaching : Text Book Method. Lecture Method, Story-telling Method, Discussion Method, Project Method Play way Method Techniques Questioning Narration, Examination, Drill Supervised Study and Assignment.

4. Teaching Aids for Civics

Traditional Aids-Black Board, Text Books. Verbal Aids-Story, Example, Dramatisation. Visual Aids-Real Objects, Models Pictures, Audio Aids-Radio, Tape Recorder. Audio Visual Aids-Film and Film Strips, T.V. Excursion and Field work.

5. Lesson Planning

Year plan. Unit plan. Lesson plan-Steps, Exponents of Lesson plan, Unit test.

6. Text Books and Resources of civics

Importance and Need of Text Books, Selection of Text Books, Review of some Text Books Prescribed at Different Stages. Civics Room/Corner in School Resourcefulness, Professional Competence and Personality of Civics Teacher.

7. Evaluation in Civics

Meaning and Purpose of Evaluation Steps of Evaluation Techniques of Evaluation-Essay Type, Short Answer and Objective Type Test Items, Evaluation and Values Related to Civics Construction of Unit test. Writing Objective Type Test Items under the Cognitive, Affective and Psychomotor Domains.

ASSIGNMENTS

1. Dividing Syllabus into units and arranging them in proper sequence.
2. Critical study of any one civics books prescribed for classes IX, X and XI.
3. Preparation of unit plan for teaching Civics.
4. Preparation of teaching aids.
5. Preparation of question papers and test Items 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. Writing term papers.



TEACHING OF ECONOMICS

OBJECTIVES

To enable the teacher trainees :

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

SYLLABUS

Objectives , Purpose and Scope

Meaning and Nature of Concepts of Economics interaction of Different subjects of Social Sciences-History, Civics, Economics, Geography, Sociology and Social Sciences at Secondary stage. Aims and Objectives of Teaching of Economics at Secondary Stage and Skills to be Developed among School Students.

2. Curriculum of Economics

General Principles of Curriculum Framing, Principles of Selection and Organisation of Content. Presentation of the subject Matter of Economics at secondary Level.

3. Methods of teaching Economics

General Principles and Maxims of Teaching in Relation to Economics. Methods and Techniques of Teaching Economics-Traditional Methods of Teaching : Text Book Method, Lecture Method, Story-Telling method, Discuss on Method Play way Method, Techniques : Questioning, Narration, Examination, Drill, Supervised Study and Assignment.

4. Teaching Aids for Economics

Traditional Aids-Black Board, Text-Books. Verbal Aids-Story, Example, Dramatisation. Visual Aids-Real Objects, Models. Pictures, Audio Aids-Radio, Tape Recorder. Audio-Visual Aids-Film and Film Strips, T.V. Excursion and Field Work.

5. Lesson Planning

Year plan, Unit plan. Lesson plan-Steps, Exponents of Lesson Plan. Unit test.

6. Text Books and Resources of Economics

Importance and Need of Text Books, Selection of Text Books, Review of some text books prescribed different stages, Economics Room/Corner in school. Resourcefulness, Professional Competence and Personality of Economics Teacher.

7. Evaluation in Economics

Meaning and Purpose of Evaluation steps of Evaluation. Techniques of Evaluation-Essay Type, short Answer and Objective Type Test Items. Evaluation of values related to Economics. Construction of Unit test. Writing objective Type test items under the cognitive, Affective and psychomotor Domains.



ASSIGNMENTS

1. Dividing Syllabus into Units and arranging them in proper sequence.
2. Critical study of any one economics book prescribed for classes IX, X and XI.
3. Preparation of unit for teaching Economics.
4. Preparation of teaching aid.
5. Preparation of question papers and test Items for classes IX, X and XI.
6. Preparation of lesson plans in Economics.
7. Home work and assessing the scripts.
8. Preparation of charts related to the given topics.
9. Writing term papers.

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 Text-books of Higher Secondary level.
5. To select appropriate devices of evaluation.
6. To develop skills of using instructional materials.

SYLLABUS

1. Objectives, Purpose and Scope

Meaning and Nature of Concepts of Geography. Intergration of Different Subjects of Social Sciences-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.

2. Curriculum of Geography

General Principles of Curriculum Framing, Principles of Selection and organisation of Content. Presentation of the subject Matter of Geography at Secondary Level.

3. Methods of teaching Geography

General Principles and Maxims of Teaching in Relation of Geography. Methods and Techniques of Teaching Geography-Traditional Methods of Teaching : Text Books Method, lecture Method, Story Telling Method, Discussion Method, Project Method play way method Techniques Questioning Narration Examination Drill Supervised Study and Assignment.

4. Teaching Aids for Geography

Traditional Aids-Blank Board, Text Books, Verbal Aids-Story, Example, Dramatisation, Visual Aids-Real Objects, Models pictures, Audio Aids-Radio, Tape Recorder, Audio Visual Aids Film and Film strips T.V. Excursion and Field Work.



5. **Lesson Planning**
Year plan. Unit plan. Lesson plan-Steps, Exponents of Lesson plan, Unit test
6. **Text Books and Resources of Geography**
Importance and Need of Text Books, Selection of Text Books, Review of some Text Books Prescribed at Different Stages. Geography Room/Corer in school. Resourcefulness, Professional Competence and personality of Geography Teacher.
7. **Evaluation in Geography**
Meaning and Purpose of Evaluation Steps of Evaluation. Technique of Evaluation-Essay Type, Short Answer and Objective Type Test Items, Evaluation and Values Related to Geography. Construction of Unit Test Writing Objectives Type Test Items under the cognitive. Affective and Psychomotor Domains.

ASSIGNMENTS

1. Dividing Syllabus into Units of arranging them in proper sequence. Critical Study of any one Geography book prescribed for classes IX, X and XI. Preparation of unit plan for teaching Geography. Preparation of teaching aids. Preparation of question papers and Test Item for classes IX, X and XI. Preparation of lesson plans in geography. Home work and assessing the scripts. Preparation of charts related to the given topics. Writing term papers.

TEACHING OF SOCIAL STUDIES

Objectives :

To enable the teacher trainees :

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

SYLLABUS

1. **Objectives, Purpose and Scope**
Meaning and Nature of Concepts of Social Studies. Aims and Objectives of Teaching of Social Studies at School Stage and Skills to be Developed among School Students.
2. **Curriculum of Social Studies**
General Principles of Curriculum Forming, Principle of Selection and Organisation of content. Presentation of the Subject matter of Social Studies at Secondary Level.
3. **Methods of teaching Social Studies**
General Principles and Maxims of Teaching in Relation to Social Studies. Methods and Techniques of Teaching Social Studies-Traditional Methods of Teaching : Text Book Method, Lecture Method, Story Telling Method, Discussion Method, Project Method, Play way Method Techniques Questioning, Narration Examination Drill Supervised Study and Assignment.



4. **Teaching Aids for Social Studies**

Traditional Aids-Black Board, Text Books 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.

5. **Lesson Planning**

Year plan. Unit plan. Lesson plan-Steps, Exponents of Lesson plan, Unit test.

6. **Text Books and Resources of Social Studies**

Importance and Need of Text Books, Selection of Text Books. Review of some text Books Prescribed and Different Stages, Social Studies Room/Corner in school. Resourcefulness professional Competence and Personality of Social Studies Teacher.

7. **Evaluation in Social Studies**

Meaning and Purpose of Evaluation Steps of Evaluation Techniques of Evaluation - Essay Type, Short Answer and Objective Type Test Items, Evaluation and Values Related to Social Studies, Construction of Unit Test. Writing Objectives Type Test Items under the Cognitive Affective and Psychomotor Domains.

ASSIGNMENTS

1. Dividing syllabus into Unit and Arranging them in Proper Sequence.
2. Critical Study of any One Social Studies Book.
3. Preparation of Unit Plan for Teaching Social Studies.
4. Preparation of Teaching Aids.
5. Preparation of Question Papers and Test Items.
6. Preparation of Lesson Plan in Social Studies
7. Home work and Assessing the Scripts.
8. Preparation of Charts Related to the Given Topics.
9. Writing Term Papers.

TEACHING OF HISTORY

Objectives : To enable the 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 book of higher secondary level.
5. To select appropriate devices of evaluation
6. To develop skills of using instructional materials.

SYLLABUS

1. **Objectives, Purpose and Scope**

Meaning and Nature of Concepts of History Integration of Different Subjects of Social Sciences-History, Civics Economics Geography, Sociology and Social Sciences at Secondary Stage. Aims and Objectives of Teaching of History at Secondary stage and Skills to be Developed among school Students Importance of Local History. Provincial or Regional History National History and World History Values of Teaching Cultural Ethical Intellectual Informational National and International.



2. **Curriculum of History**

General Principles of Curriculum Framing. Principle of Selection and Organisation of Content. Presentation of the Subject Matter of History at Secondary Level. Need of organising feet in History for various grades. Methods of organising History Curriculum- Chronological Methods. Topical Method Patch Method Regressive Method Merits and Demerits of these Methods,

3. **Methods of teaching History**

General Principle and Mamims of Teaching in Relation to History Methods and techniques of Teaching History-Traditional Methods of Teaching Text Book Method Lecture Method Story Telling Method Discussion Method Preject Method Play way Method Techniques Questining Narration Examination Drill Supervised Study and Assignment.

4. **Teaching Aids for History**

Traditional Aids-Black Board Text Books Verbal Aids-Story, Example, Dramatisation Visual Aids-Bulletin Board, Historical Charts Historical Maps Real Objects, Specimen Models Pictures Photography Audio Aids Radio, Tape Recorder, Audio Visual Aids-Historical Films and Film Strips T.V. Excursion Excavations Field Work Museum Exhibitions of Social and cultural life of People. Time Lines, Time Charts Chronological and Chronological table.

5. **Lesson Planning**

Year plan. Unit plan. Lesson plan-Steps, Exponents of Lesson plan, Unit test.

6. **Text Books and Resources of History**

Importance and Need to Text Books, Selection of Text Books, Review of Some Text-Book prescribed at Defective Stage, History Room/Comer in School. Resorcefulness, Profession Competence and Personality of History Teacher.

7. **Evaluation in History**

Meaning and Purpose of Evaluation. Steps of Evaluation Teachniques of Evaluation-Eassy Type, Short Answer and Objecgive Type Test Item Evaluation and Values Related to History./ Construction of Unit Test. Writing Objective Type Test Items under the cognitive Affective and Psychomotor Domains.

ASSIGNMENTS

1. Dividing Syllabus into Units and arranging them in proper sequence.
2. Critical study of any on History book prescribed for classes IX, X and XI
3. Prepration of unit plan for teaching History.
4. Prepration of unit pkan for aids.
5. Preparation of question papers and Text Items for classes IX, X and XI
6. Preparation of lesson plans in History.
7. Home work and assessing the scripts.
8. Prepartion of charts related to the given topics.
9. Excursion to historical place.
10. Writing Term Paper.



TEACHING OF SCIENCE

Objectives: To enable the teacher trainees :

1. To develop competencies and skills of student teachers in all the domains of science as object.
2. To develop understanding of the nature of science.
3. Be acquainted with the objectives of teaching sciences and its domain
4. Be acquainted with the concepts of different methods of teaching sciences
5. To analyse the content in terms of concepts, sub concepts and their interrelationship in different domains of science.
6. To acquaint with states of science curriculum and enable them to review science curriculum.
7. To develop and use appropriate educational technology and low cost teaching material.

SYLLABUS

1. **Nature and Scope of Sciences**
Scientific Method and Attitude. Objectives of Teaching Science in Schools. Types of Objectives. Behavioural Terms-Behavioural Objectives of Science Teaching.
2. **History and Modern Trends in Science Curriculum**
Principles of Planning Science Curriculum at School Level Science Curriculum projects.
3. **Methods of teaching Science and their Practical Applications**
Lecture cum Demonstration Method Discovery and Discussion Method, Inductive and Deductive Method. Problem Solving Method. Project Method. Personalised Instruction. Concept Approach to Process Approach. Microteaching. Learning by Internet. Computer Aided Instruction.
4. **Teaching Material and Media**
Importance and Classification of Teaching Material and Media. NonProjected Aids-Different types of Boards Charts Pictures Graphs Posters Maps Diagram Models Software for Projected Aids Slides Transparencies Films Film Strips Broadcast Media Radio Television Teleconferencing Digital Media Compact Disks Laser Disks Digital Versatile Disks (DVD) other Media Audio Cassettes Video Cassettes.
5. **Evaluation**
Comprehensive and continuous Evaluation Types of Test-Objective Essay type and short answer Type Diagnostic Test Achievement Test Criterion Referenced Test and Blue Print Developing Questions for Tests of Different Types of Sciences.
6. **Topics to be Studied in the Present Syllabus as a Part of Effective Class Room Teaching.**
Ecology Food chain. Environment Nutrition. Pollution. Solar Energy, plastics Satellite Communication.

ASSIGNMENTS

1. Review of Present Science Text-books and Development of at Least two Learning Activities.
2. Identification and Analysis of Concepts in the Present Science Syllabi of Secondary Classes.
3. Designing a Science Laboratory for 20 Students and Preparation of a List of Consumable



- and Non-Consumable Item.
4. Organisation of Science Club and Science Fair.
5. Developing Test Item in Various Domains and Various Types Preparation of Diagnostic Test and an Achievement Test.
6. Studying Misconceptions in Science.

TEACHING OF CHEMISTRY

Objectives : To enable the teacher trainees :

1. To Develop an Understanding of Various Objectives of Teaching Chemistry in Secondary School.
2. To Understand and Adopt Proper Methods of Teacher of Various Topics of Chemistry.
3. To Appreciate the Usefulness of Various Co-Curricular Activities for Fostering Interests of Pupils in Chemistry.
4. To Get Acquainted with Various methods of Evaluating the progress of Pupils in Teaching of Chemistry.
5. To Prepare and Use Different Types of Instruction in Teaching of Chemistry.
6. To Create an Understanding about the Difficulties Faced in Teaching and Learning Chemistry and Suggest Remedial Measures.

Syllabus

1. **The Nature of Science**
Definition of Science. Scientific Methods, Scientific Attitude and Scientific Literacy with Suitable Example from Chemistry.
2. **Instructional Objectives**
General and Specific Objectives of Teaching Chemistry.
3. **Chemistry Curriculum**
Place of Chemistry in School Curriculum. Modern Trends in Chemistry Curriculum Planning-Content Based, Process Based and Attitude Based, Chemical Bond Approach (CBA), Chemistry Education Material Study (CHEMO), Nuffield (NF) Approach, Seekhna Sikkana Package Approach.
4. **Methods of Teaching Chemistry**
Lecture and Demonstration Method. Discovery and Discussion Method. Inductive and Deductive Method, Problem Solving and Project Method.
5. **Aids in Chemistry Teaching**
Visual and A.V. Aids, Educational Broadcasts, Television and Television, Feringing, Improvised Apparatus.
6. **Chemistry Laboratory**
Planning, Equipment, Use of Kits, Safety in Chemistry Laboratory,
7. **Unit Planning and Lesson Planning :** Essential Features
8. **Evaluation**
Comprehensive and Continuous Evaluation. Types of Tests-Objectives, essay. Type and Short Answer Type. Diagnostic Test, Achievement Test, Criterion Referenced Test and Blue Print. Developing Questions for Tests of Different Types in Chemistry.

Assignments:

1. Planning and Conducting Experiments.



2. Improvisation of Low Cost Equipment and Tools.
3. Preparation of Models and Charts.
4. Preparation of Chemistry Projects.
5. Critical Analysis of Chemistry Text Books.
6. Preparation of Design, Blue Prints for Teacher Made Tests.

TEACHING OF PHYSICS

Objectives: To enable the teacher trainees:

1. To Develop and Understanding of the Various Objective of Teaching Physics At Secondary Level.
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 Repairing and Maintaining Scientific Equipment.
5. To Develop the Basic Skills of Demonstration Experiments and Using Various Audio Visual Aids.
6. To Apply Appropriate Evaluation Techniques to Assess the Progress and Achievement of Pupils.

Syllabus

1. **Nature of Science**
Science and its Nature, Scientific Method and Attitude, Nature of Physics. Its Scope and Development, Relationship of Physics with Subjects, Limitations of Science.
2. **Objectives fo Teaching Physics**
Significance of Teaching Physics at School Level, Short Range and Long Range Objectives, Taxonomy of Educational Objectives in Teaching Physics, Behavioural Objectives.
3. **Curriculum construction in Physics**
Principles of Planning Physics Curriculum at School Level. Trends in Curriculum Construction in Physics-NCERT, PSSC, HPP, Nuffield.
4. **Methods an Approaches of Teaching Physics**
Teacher Centred and ChiJd Centred Methods, Inductive and Deductive Methods, Synthetic and Analytical Approaches, Lecture, Demonstration, Laboratory, Problem Solving Method, Project Method, Discovery and Guided Discovery, Programmed Instruction.
5. **Aids in Physics Teaching**
Visual and A.V. Aids, Educational Broadcasts, Television and Teleconferencing, Improvised Apparatus.
6. **Physics Laboratory**
Importance of Laboratory Work in Physics. Planning and Equipment of Physics Laboratory, Field Trips, Science Exhibition.
7. **Lesson Planning in Physics**
Necessity of Planning for Instruction in Physics. Basic Elements of Lesson Planning, Preparation of Lesson Plan for Teaching Physics.



8. Evaluation

Comprehensive and Continuous Evaluation. Types of Tests -Objective, Essay Type and Short Answer Type. Diagnostic Test. Achievement Test, Criterion Referenced Test and Blue Print, Developing Questions for Tests of Different Type in Physics.

Assignments

1. Planning and Conducting Experiments.
2. Improvisation of Low Cost Equipment and Tool.
3. Preparation of Physics Projects.
5. Critical Analysis of Physics Text Books.
6. Preparation of Design, Blue Print for Teacher Made Test.

TEACHING OF LIFE SCIENCES

Objectives : To enable the teacher trainees :

1. To understand the importance of life sciences as school subject and its place in the school curriculum.
2. To develop the skills and competencies in teaching of the science at high and higher secondary levels.
3. To create an understanding of difficulties faced on teaching and learning life sciences and suggest remedial measures.
4. To attain proficiency in organising suitable experiences for effective learning.
5. To prepare and use different types of instructional material in teaching of life sciences.
6. To design and evaluate tools in life sciences.
7. To develop keen interest in teaching and including the same in the pupils.

SYLLABUS

1. Biological Science-Nature and Scope

The Philosophy and Nature of Science, Emergence and Development of Biology, Biology as Inquiry.

2. Objectives of Teaching Biology

Objectives of Biology Teaching, Taxonomy of Educational Objectives as Given By Bloom and Associates.

3. Biology Curriculum

Strategies and Principles of Curriculum Construction for Secondary Schools. Modern Trends in Biology Curriculum.

4. Methods of Teaching Biology

Lecture Method, Discovery Method, Demonstration Method, Project Method, Problem Solving Method, Programmed Learning, Team Teaching.

5. Teaching Aids

Biological Laboratory-Its Design, Maintenance of Equipment, Laboratory Management and Purchase of Equipment, Improvisation of Teaching Aids and Apparatus, Fern House, Glass House, Froggery, Zoological and Botanical Museum and Botanical Garden. Use of Resource for Biology Organisation of Science. Club and Science Fair. Use of Audio Visual Aids Charts, Models, Film Strips, Film Projector.



6. Unit and Lesson Planning

Comprehensive and Continuous Evaluation. Types of Tests-Objective, Essay Type and Short Answer Type. Diagnostic Test. Achievement Test, Criterion Relemedced Test and Blue Print. Developing Questions for Tests of Different Types in Physics.

Assignments

1. Preparation of model charts. Herbarium, Preservation of Animals. Gardening. Taxidermy. Improvisation, Maintenance and repair of Biological Equipment, Establishment of Biological Museum. Preparation of Experiments.

TEACHING OF MATHMATICS

Objectives : To Eable the teacher trainees :

1. To know the place, importance and objectives of teaching Mathematics.
2. To acquaint with different methods and approaches of teachingk Mathematics at secondary stage.
3. To develop various skills for the use of audio visual aids in teaching of Mathematics.
4. To make use of different skills and teachniques of teaching Mathematics in planning and executing teaching learning activities effectively.
5. To evaluate the pupils progress and achievement by using appropriate techniques of evaluation.
6. Locate the weakness of pupils by using diagnostic tests and take remedial measure.

SYLLABUS

1. Nature of Mathematics

Its Development and Scope-Importance of Mathematics in the Secondary School Curriculum.

2. 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.

3. Mathematics Curriculum

Curriculum Construction for Secondary Stages. Modem Trends in Mathematical Project such as S.M.S.G.

4. Methods of Teaching

The Inductive Approach, the Heuristic Approach with Special Emphasise on Polya Method.

5. Teaching Aids:

Charts, diagrams, models, instruments, films, film strips, work book etc.

6. United Lesson Planning

7. Evaluation

Comprehensive and Continuous Evaluation. Types of Tests-Objective, Essay Type and Short Answer type. Diagnostic Test, Achievement Test, Criter on Referred Test and Blue Print. Developing Questions for tests of Different Types in Physics.

Assignments

1. Preparing Flannel Board and Geo Board.
2. Preparation of Model and Charts.
3. Preparing Design, Blue Print for Teacher Made Test.
4. Division of Class IX Syllabus into Units.
5. Evaluation of Mathematics Test Book.



ACTION RESEARCH

Objectives : To enable the teacher trainees :

1. To familiarise with the concept of Action Research in Education and the potential it 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.

SYLLABUS

1. **Research and Education**

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

2. **Action Research Methodology**

Definition of the Problem. Identifying a Problem. Drafting Action Research Proposal. Steps and Procedures of Conducting Action Research. Reporting Action Research.

3. **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.

4. **Inferential Statistics**

Graphical Representation of Data. Histogram, Bar Diagram. Pic Chart. Ogive. Testing of Differences on Frequency Distribution-x test, median test.

5. **Writing Research Report**

Format style, typing, quotations, footnotes, end-notes, bibliography, pagination, tables, figures, graphs, Reference, bibliography and appendices. Assignments : Identify problems and execute Action Research on any two 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

ADULT EDUCATION

Objectives : To enable the teacher trainees :

1. To be acquainted with the concept of Adult Education and its importance in national development.
2. To be aware about various programmes of Adult Education and Various approaches adopted by the Government.



3. To be familiar with the characteristics of adult learners, methods of teaching adults and material used in Adult Education programmes.
4. To be motivated in understanding the process of adult learning and assisting in Adult Education programmes.
5. To develop certain skills necessary for organising Adult Education Centres and handling the teaching learning process.

SYLLABUS

1. **Concept of Adult Education**

Objectives of Adult Education. Changing Concept of Adult Education from Literacy to Social Education, Community Education and Continuing Education.

2. **Need of Adult Education**

Education for Economic Development of an Individual and Nation Continuous Need of Individual Growth.

3. **Adult Education Programmes**

Adult Education after Independence-Citizenship Approach, Social Education, Functional Approach NAPE, NLM.

4. **Agencies of Adult Education**

Govt. Agencies, Voluntary Agencies and University, Role of University in the Organisation of Adult Education Centres.

5. **Methods of Adult Education**

Characteristics of Adult Learners, Methods of Teaching Adults, Methods of Teaching Literacy. General Methods Applied with different techniques for Adults. Special Material for teaching Adults-Primary Reader and Supplementary Books. Teaching Aids.

6. **Curriculum and Evaluation**

Essential Components of Adult Education-Literacy, Functionality and Awareness. Different Curriculum for Different Target Groups. Evaluation of Centre, Adult Learner, Instructor, Supervisor and Instructional Material.

COMPUTER EDUCATION

Objectives : To enable the teacher trainees :

1. To appreciate the role of computer education in the context of modern technology society.
2. To develop an understanding of computers and their application in education.
3. To acquire sufficient knowledge of handling computer system with a view to impart computer study courses independently at school level.
4. To use computer based learning packages and organise effective class room instruction.
5. To acquire necessary skills in using of modern word processing software,
6. To develop skills of creating and managing simple databases and handling of computers.

SYLLABUS

1. **Introduction**

Importance of Information Technology. Classification of Computers by Technology, Type and Size. Use and Scope of Computers.

2. **Fundamentals of Computers**

Input/Output Devices. Central processing Unit. Storage Devices. Operating Systems. Application Software.



3. **Overview of Modern Operating Systems**

Files and Folders. Use of Pointing Devices. Cut and Paste. Shortcuts to Applications. Use of and Exploring the content of Storage Devices- Floppy Disc Drives, Hard Disks, CD ROM etc. Running Application and Exiting Applications.

4. **Modern Word Processing Applications**

Importance of Word Processing in Education. Characteristics of Modern Word Processing Applications. Toolbars and Menus. Text and Objects. Text Entry- Running Text and Paragraphs. Formatting Text-Bold, Italics, Underlined, Left, Centre and Right Justification, Changing Font and Font Size, Bullets and Numbering. Editing Text-Select Text, Find and Replace. Cut, Copy and Paste. Editing Document-Appling Styles. Spell Check, Headers and Footers, Footnotes, Pagination, Subscript and Superscript, Insertion of Objects, Pictures, Symbols. Fields, Page Break and Section Break. Page Setup- Margins, Paper Size and Layout, Printing and Saving Documents.

5. **Modern Data Base Management Applications**

Importance of Data Base Management in Education. Characteristics of Modern Data Base Management Applications. Concept of Relational Database Management System. Fields- Name, Type, Width. Databases. Forms. Reports.

6. **Computers for Joyful learning**

Need for joyful Learning. Computers as an Aid for Joyful Learning. Computer Games. Multimedia Capabilities of Modern Desktop Computers. Internet- Importance and Need. Use of Interactive and Educational Software. Assignments

1. Write an essay on any topic using word processing software. The document must include at least three of the following characteristics:

Pagination, Header, Two different styles; Two different fonts. A picture object, Bullets or numbering. Subscript or superscript. Symbols or special characters.

2. Use Relational Database Management Software for any one of the following activities:

Developing Questions Bank. Developing a database for either students or staff including various fields like name, date of birth, date of joining/admission, salary/grade obtained etc. Automated printing of salary statement/GPF deduction statement or any other administrative activity.

DISTANCE EDUCATION

Objectives : To enable the teacher trainees :

1. To understand the nature, concept, characteristics and model of Distance Education.
2. To develop a perspective of Distance Education in India, its need in the Indian context, its functioning, strengths and weakness with special reference to school education.
3. To analyse the role of multimedia systems in Distance Education in terms of each medium used in Distance Education.
4. To appreciate the interrelationship existing between Distance Education and regular classroom system and the role of a school teacher therein.

Syllabus:

1. **Objectives**

Need and Objectives of Distance Education, Meaning and Nature of Distance Education, Characteristics of Distance Education.



2. **Different Models of Distance Education**

Traditional Universities Model. Open University Model. Mixed Model Two Way Interaction Model. Correspondence Courses. Multimedia Based Distance Education Model.

3. **Status of Distance Education**

Various agencies of Distance Education. Their Objectives, Strategies, Programmes, Accomplishments and Achievements.

4. **Distance Education as Against Other Modes**

Merits and Limitations of Distance Education. Comparison of Distance Education with Classroom Based Education. Role of the Teacher in Distance Education.

5. **Evaluation in Distance Education**

Methods of Evaluation in Distance Education. Observation Reports on the Potentials of Educational T.V. of Indira Gandhi National Open University, Countrywide Classroom Programme and Adult Education Programmes. Visits to Neaby Study Centres of Open Schools and Other Distance Education Institutions.

EDUCATIONAL ADMINISTRATION, ORGANISATION AND SUPERVISION

Objectives: To enable the teacher trainees :

1. To acquire elementary knowledge of Educational administration.
2. To acquire elementary knowledge of Organisation.
3. To acquire elementary knowledge of Supervision.

SYLLABUS

1. **The Concept of Educational Administration**

Meaning, Definitions and Nature. Need and Importance. Scope and functions.

2. **Qualities of an Educational Administrator**

Physical Qualities. Intellectual Qualities. Emotion Qualities. Personal Qualities. Social Qualities. Moral Qualities.

3. **Setup of Educational Administration**

Structure of Educational Administration in M.P. at-State Level; District Level ; Block Level.

4. **Educational Organization**

Meaning and Nature of Educational Organization. Characteristics of Organization. Difference between Administration and Organization. Educational institutions as Organizations. Organization of Co-curricular activities, Scouting, Guiding, Games and Sports.

5. **Educational Supervision**

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

6. **New Trends in Educational Administration**

Systems Approach, PERT and CPM, Co-ordinating Human Resources, Teacher Performance. Institutional Planning, Parent-Teacher-Association. Centralization and Decentralization in Educational Administration. Assignments:

1. To study the setup of the Office of the C.P.I.
2. To study the setup for S.C.E.R.T.



3. To study the setup of the Office of the Deputy Director, Education (District)
4. To prepare chart of the educational setup in Madhya Pradesh.

EDUCATIONAL TECHNOLOGY

Objectives : To enable the teacher trainees :

1. To understand the need nature, concept and scope of Educational Technology.
2. To understand the basic components, principles of communication and the teacher influencing communication.
3. To evaluate the effectiveness of communication.
4. To develop the understanding of the concept of system, system approach, system design its implications for teaching learning activities.
5. To understand the concept of individualised 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.

SYLLABUS

1. **Concept of Educational Technology**

Meaning. Nature, Scope, Functions. Communication Process Need for Educational Technology in the schools of M.P.

2. **Communication Technology**

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

3. **System Approach**

Concept and Characteristics, System Approach, System Analysis. System Design and its Implications for Teaching Learning Activities.

4. **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 Papers, Text Books, Maps, PLM, Modules, Models, Picture etc.

5. **Innovations in Educational Technology**

Video Lesson and Talk Back, CAI, Interactive Video, Language Laboratory, Teleconference. Tele-Text and Video Text. Telephone Conferencing. Computer Networking.

6. **Individualised Instruction and Multimedia Packaging**

Components of Alternative Multimedia Packages. The Steps of Developments with a System Design. Using Multimedia Packages in Classroom.

7. **Human Resources of an Educational System**

Identification of the Human Resources within and outside the school system. Strategies for developing the following-Expertise, Competencies and Teaching. Allied Skills Required (Microteaching and other Skills Based Techniques). Strategies and Models of



Teaching.

Assignments

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

ELEMENTARY EDUCATION

Objectives : To enable the teacher trainees :

1. To understand the objectives and methods of elementary education.
2. To acquire skills and competencies in the preparation and proper views of instructional materials of elementary education.
3. To acquaint with the curriculum (Seekha Sikkana Package etc.) and its proper transaction in the class.
4. To develop proper attitude towards children in order to create interest in learning.
5. To develop, understanding and skills of evaluating children learning outcomes.

SYLLABUS

1. **Meaning and Objectives of Elementary Education**
History' of Elementary Education. Educational Ideas of Mahatma Gandhi- Basic Education, Basic Principles of Elementary' Education.
2. **Universalization of Elementary Education**
Provisions in the Constitution of India. M.P Model of Non-Formal Education. Compulsory Primary' Education.
3. **Needs of Elementary Education**
Supervision and Financing of Elementary Education. The Principles of Need Based Curriculum in the Present Context of Elementary Education. Nature of Elementary Education in Ten-Plus-Two Pattern.
4. **Problems and Remedies in Elementary Education**
Causes of Dropouts and non entrants from School. Economic reasons for productive works. Hand work and book work with special reference to Hoshangabad project in M.P. The place of skills and group activity in elementary education. Text books at elementary stage in improvement of Balika Bharti, Gram Bharti and Panchayat Yojna in M.P. Examination Evaluation of Peoples at elementary stage place of public examination and cumulative record.
5. **District Primary Education Programme (DPEP)**
Historical Background. Objectives of the programme. Method of Teaching (Seekha, Sikkana Package). Training of teachers, Evaluation Procedures.
6. **Hoshangabad Science Teaching Programme (HSTP)**
Objectives of the Programme. Methods and Techniques. Instructional Materials Training of Teachers (Eklavya). Evaluation Programme.



Assignments

1. The whole group offering this paper will submit a survey report of village.
2. Each student teacher shall be required to write two essays on different topics assigned to them.
3. Preparation of Teaching Aids for different subject at the elementary stage.
4. Preparing a report of inspection of a primary school under DPEP.

ENVIRONMENTAL EDUCATION

Objectives : To enable the teacher trainees :

1. To be acquainted with the concept, need, importance and principles of environmental education.
2. To know the objectives of Environmental education.
3. To be familiarised with environmental crises and the conservation of environment.
4. To know the relationship between environment and health and environment and energy.
5. To be trained in developing and reviewing curriculum.

SYLLABUS

1. Concept of Environmental Education

History and Concept of Environmental Education. Need and Importance of Environmental Education. Philosophy, goals, and objectives of Environmental Education.

2. Environment, Earth and Biosphere

Environment, Earth and Biosphere. Biotic and Abiotic Components. Ecosystem, Food Chain and Food Web and Ecological Pyramid. Biotic and Abiotic Resources and their Management. Waste Management.

3. Environment and the Man

Human as a part of Environment. Human Influence on Environment-Pollution and Population. Socio-Cultural System-Economic, Sociopolitical, Culture and Religion, Environmental Action-Environmental Sanitation, Health and Nutrition, Social Forestry.

4. Environmental Awareness and Preservation

Environmental Problems and Concerns, Quality of Life, Implications of Science and Technology. Values and Ethics related to Environment. Environmental Policies and Legislation.

5. Methods and Evaluation In Environmental Education

Inquiry and Problem Solving in Environmental Education, Simulation and Gaming. Beyond the School Wall Experience, Case Study. Concept of Curriculum processes and Curriculum Development. Evaluation and Management. Utilisation of Results of Evaluation.

Assignments:

1. Environmental Study of any Slum Area, Lake, Pond, River, Hill, Forest etc. Review of Slides or Films related to Environment, Development of Lesson Plan Based on Inquiry/Problem Solving Method.



GUIDANCE AND COUNCELLING

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.

SYLLABUS

1. Fundamentals of Guidance and Counselling

Nature of Guidance and Counselling. Types of Guidance and Counselling Functions of Guidance and Counselling.

2. Personnel Associated with Guidance and Counselling

School Counsellor, Career School Master, Vocational Guidance Teacher, Teacher as Guidance Counsellor, Organising Guidance and Counselling Services in Secondary School.

3. Tools and Techniques in Guidance and Counselling

Testing Techniques-Intelligence, Aptitude and Achievement Tests. Non Testing Techniques--Case Study, Group Guidance, Career Talks, Counselling, Pupil Appraisal, Cumulative Records, Selection Tests for Placement in Educational and Professional Institutions.

4. Career Guidance in Secondary School

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.

5. Guidance and Counselling for Children with Special Needs Gifted Children Children with Disabilities. Disadvantaged Children.

HEALTH AND PHYSICAL EDUCATION

Objectives : To enable the teacher trainees :

1. To develop awareness in keeping good health-physical, mental and social.
2. To understand the need and importance of physical activities.
3. To develop skills for promoting physical fitness.
4. To develop interest in sportsmanship, leadership, human relationship and resourcefulness.
5. To develop skills in organising co-curricular and recreational activities.
6. To develop desirable habits and attitudes related to health.
7. To be acquainted with harmful effects of smoking, drinking and drug abuse.

SYLLABUS

1. Health and Health Education

Meaning and concept of health. Inter relationship of Physical, Intellectual and Social Dimensions of Health, Meaning, Importance and Principles of Health Education.

2. Nutritional Needs of the Body

Nutritive Value of Locally Available Food. Balanced Diet. Planning Under and Over Nutrition. Caloric Requirements for Different Sexes.



3. Human growth and development

Body system-their functions and care. Digestive system. Respiratory system. Excretory system.

4. Safety, First Aid and Home Nursing

Safety at Home, Schools, Community and Road, Common Accidents at Home and Community and their Prevention. First Aid for Fall. Bums, Bites, Shocks, Cuts, Sprains, Dislocation.

5. Enemies of Health

Tobacco, Smoking, Alcohol and Drugs. Effect of these Enemies on Individual, Family and Social Life. Preventive Measures and Rehabilitation.

6. Modern Concepts of Physical Education

Meaning of Physical Education, Objectives of Physical Education, Fitness Components Relationship with Education.

7. Method in Teaching Physical Education

Whole Part Method., Part whole method., Demonstration.

8. Physical Education Activities and Recreational Activities

Teaching Fundamentals skills of physical activities. Participation in major games. Gymnastics, Swimming, Outdoor adventurous activities-hiking rock climbing, boating, trekking and camping, Indigenous activities-Kabaddi, Kho- Kho, Concepts of recreation, effective, utilisation of leisure, Minor and lead up games.

9. Evaluation of Physical Educational Activities

Different test and measurements identification and analysis of fitness and health in terms of its components. Selecting appropriate measures and utilising them in field situations. Measurement of strength- -comparison between two parent stamina-12 Minutes Copper's Walk and Run Test. Flexibility- Bending down to reach as far as possible etc.

10. Concept of Yoga and Asanas

Concept, need and importance of yoga in present times. Yoga and relationship with other approaches to health. Important Instructions and precautions regarding yoga practices. Yoga for prevention and rehabilitation of disease.. Standing postures--Astha-Chakrasana, Trikonasana, Padathanasana, Line postures-baddhha-konasana, pachimottansasana Charsana, Shulbhasana, Pawanmuktsana, Makarasana, Invented Asanas- Padamasana, Vajrasana, Suptavajrasana Yoga Mudrasana, Tolsana, Gomukhasana, Shashankasa, Shawasana, Prasayam-Ujjayi Pranayam o Sectional breathing; Muclra- Chinmudra, Chinmaya mudra, Adinuda, Marddanda, Punia mudra, Mukb dhouti.

MEASUREMENT AND EVALUATION

Objectives : To enable the teacher trainees :

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



SYLLABUS

1. **Modern Concept of Evaluation**

Definitions and meaning of Evaluation. Difference between Measurement and Evaluation. Importance of Evaluation. Need for Continuous and Comprehensive Evaluation. Education as a Tripolar Process.

2. **Educational Objectives**

Meaning and Definitions of Educational Behaviour. Difference between Educational and Teaching Objectives. Taxonomy of Educational Objectives. Writing Objectives in Behavioural Terms.

3. **Techniques of Evaluation**

Questionnaire, Schedule, Rating Scale, Observation, Interview, Test Criteria of a Good Test. Steps in constructing Teacher Made Test-Design, Blue Print, Construction of Items, Scoring Key, Raw Scores, Weighting of Scores, Derived and Standard Scores, Norms, Record Cards, Sheets and Profiles Question Bank.

4. **Elementary Statistics**

Classification and Tabulation of Data. Graphical Representation of Data. Measures of Central Tendencies-Mean, Median and Mode.

5. **Statistics**

Normal Distribution and Normal Probability Curve. Measures of Variability- Mean Deviation, Quartile Deviation and Standard Deviation Correlation- Meaning and Importance, Co-efficient of Correlation, Product Moment and Rank Difference Method.

Assignments

1. Preparation of a chart depicting the normal probability curve.
2. Writing an essay of about 300 words on your views regarding changes to be introduced in the prevalent techniques in evaluation.
3. Construction of 5 objectives type items each from the knowledge, understanding and application aspect under the cognitive domain.
4. Construction of 5 items from the psychomotor domain.
5. Preparation of an achievement test.

NON FORMAL EDUCATION

Objectives :

To enable the teacher trainees :

1. To be clear about the concept of Non Formal Education as different from formal education.
2. To understand 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 objectives, of teaching non formal education.
6. To know the education techniques of non formal Education.

SYLLABUS

1. **Nature and Scope of Non Formal Education**

Meaning, Scope, needs and importance, Objectives of Non Formal Education, How it differs from formal education, Role of Non Formal Education in the universalization of education, Non Formal Education as an alternative to formal education, Non Formal



Education and disadvantaged group of the society- scheduled caste and scheduled tribes, women and economically weaker sections.

2. **Various Models of Non Formal Education**

Non Formal Education Programmes of M.P. Experimental Non Formal Education Project of the NCERT, Relationship of Non Formal and Adult Education.

3. **Organisation of Non Formal Education Centres**

Household survey of the village, determining the number of freshers, non starters and drop outs. Selection of site for the centre, Field Teachers, Field Supervisors. Training and Orientation of field teachers, Supervisors, Supervision of centres, Rapport with the village community and other development agencies, providing physical facilities to the centres-Black Board, Books, Stationery, Light arrangement, Teaching Aids etc.

4. **Non Formal Education Curriculum**

Principles of curriculum construction for the Non Formal Education Curriculum for the different age group- (a) 6-14, (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 Modernisation. Minimum Learning Continuum Prepared by The NCERT. Learning of various crafts.

5. **Approaches and Method of Teaching**

General Methods-Story telling, Discussion, Demonstration, Field Trips. Environmental and Integrated approach and Functional Literacy. Teaching of Literacy and Numeracy, General Science, Social Studies, Teaching Aids- improvised Apparatus Charts, Models, Films and Film Strips, Radio Lesson, Instructional Skills for the Non Formal Education Teachers.

6. **Instructional Materials**

Nature and type of materials needed for the Non Formal Education programmes, Local specific materials description of market, fairs, personalities etc. Supplementary Reading Material. Material prepared in Non Formal Education by the NCERT and Other agencies. Additional Reading Material for the development and relation of learning.

7. **Evaluation**

Criteria of Evaluation, Difference in 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. Pupils progress and Maintenance of Cumulative Records.

Assignmentments

1. To study the workings of Non formal Education centres. To conduct survey for setting up a Non Formal Education centre in a village. To study the follow up of the activities of a Non Formal Education centre.

POPULATION EDUCATION

Objectives : To enable the teacher trainees :

1. To develop an understanding of the importance of population education.
2. To ascertain the impact of population growth on various aspects of human life-physical and mental, social and cultural, moral and ethical, economic and political.



SYLLABUS

1. **Nature and Scope of Population Education**

Meaning, Concept, Need and Importance of Population Education Objectives of Population Education.

2. **Population Situation and Dynamics**

Distribution and density-Population Composition, Age, Sex, Rural, Urban, World and India. Factors Effecting Population Growth, Morality and Migration and Other Implications.

3. **Population and Quality of Life**

Population in Relation to Socio Economic Development, Health Status, Health Services, Nutrition, Population Environment Resources, Educational Provision.

4. **Family Life Education**

Concept of Family Life Education. Family Roles and Responsibility. Family Needs and Resources. Effects of Family Size on the Basic Needs of Members. Responsible Parenthood. Values and Beliefs.

5. **Population Relation Policies and Programmes**

Population Policy, environment policy programmes related to role of different agencies of social movements and voHmtar and international agencies like UNPPA, WHO, UNESCO etc.

6. **Curriculum for Population Education**

Population Education Curriculum to various stages of school education its place in school curriculum. Its objectives at different stages Its the gratation at school levels.

7. **Method and Approaches**

Integration approach and curriculum development. Methodology of classroom teaching values clarification and inquiry approach and observation, self study discussion, assignments. Use of media organisation activities. Working with community.

8. **Role of Teacher**

Teacher a catalytic agent for bringing about social change for creating awareness of the consequences of population problems including new values and attitude leading to modifications of students behaviour.

Assignments

1. Content analysis of existing text books to find out the components of population education.
2. Survey of population situation pertaining to certain localities in respect of population dynamics, population profile and their impact of standard of living.
3. Survey of population situation pertaining to certain localities in respect of population dynamics, population profile and their impact of standard of living.
4. Community work in areas like, mother care, child care, health and cleanliness etc.
5. Creating community awareness about social evils such as superstitious early marriage etc.
6. Organisation of debates discussions, seminars, symposia, quiz competitions, drama, puppetry, drawing competitions, exhibitions of population related materials etc.
7. Arranging discussion with parents regarding population explosion and its control.
8. Organisation of population education clubs.
9. Critical study of work of any voluntary governmental organisation engaged in population education.



SPECIAL EDUCATION

Objectives : To enable the teacher trainees :

1. To acquire essential knowledge about the social needs of children with physical, 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 curricular adjustments and adaptation of instructional procedures for improved 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 special needs; Work with other professional, wherever necessary to access special needs; Plan and implement instructional procedures adapted to special needs; and Handle special aids and equipment used for overcoming disability affects of children.
6. Develop a positive attitude towards disability and children with disability.

SYLLABUS

1. **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 (With Child, in Home and School Environment), Special Needs arising out of Physical Intellectual and Sensory Impairments. Educational Provisions-Special and General Schools.
2. **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.
3. **Curriculum Adjustment and Adaptation**
Adaptation to Special needs arising out of-Visual Impairment; Hearing Impairment; Low Level of Intellectual Functioning; Learning Disability; Multiple Impairment.
4. **Special Aids and Equipment**
Aids for Sensory Impaired Children Educational Toys and Other Aids.
5. **Classroom Management**
Seating arrangements for children with special needs, Co-operative learning, Peer tutoring, Parent partnership.
6. **Evaluation Procedures**
Adaption to special needs arising out of- Visual impairment; Hearing impairment; Low level intellectual functioning; Learning disability; Multiple impairment.

Assignments

1. Identification of Special needs and assessment.
2. Teaching to meet special needs.
3. Adaptations of curriculum and methods of teaching to special needs.
4. Visit to other institutions dealing with disabled children.



TRIBAL EDUCATION

Objectives : To enable the teacher trainees :

1. To be acquainted with the tribal population of India in general and of the State of Madhya Pradesh in Particular.
2. To be acquainted with the characteristics life style of the tribal population .
3. To be understand the educational and other needs of the tribal communities.
4. To be perceive various modes and approaches of providing education to the tribal communities.

SYLLABUS

1. The Tribes

The tribes of India, their general characteristics. Distribution of tribes in India, particularly in Madhya Pradesh. The life style of three major tribes in Madhya Pradesh- Their habitat, faiths and beliefs, rites and rituals, community organization and administration, cultural traits like music, dance, arts, crafts, folk-lore, occupations and vocations, specialisation. If any.

2. Development of a Tribe

Development of any one tribe Facilities available. Development in the last 25 years. Problems in implementing developmental programmes.

3. Education of a Tribe

Education of any one tribe in Madhya Pradesh. Literary status and educational achievement. Educatinal needs. Educational problems at elementary, secondary and higher education levels. Vocational Education. Social and Community Education. Attempts and Suggested means to solve the Educational problems.

4. Methods of Tribal Education

Formal, informal and non formal community Education. Mass Media, Approaches made so far and their effects, Factors determining the effects of different approaches-social, economic, cultural, ecological and political.

5. Evaluation of Tribal Education

Objectives of Tribal Education. Judging the Effectiveness of existing programmes of Tribal Education. Role of State, Tribal Welfare Department and Education Department in Tribal Education.

Assignments

1. A group status study of any one tribal community.
2. Participation in community service in tribal area.
3. Preparation of instructional material specifically aimed at a particular tribal community.

VALUE EDUCATION

Objectives:

1. To orient student teachers in human values and value education.
2. To orient student teachers in theories of value development and methods of value education.
3. To enable student teachers to organise activities and develop curriculum for developing values students.



SYLLABUS

1. **Meaning and Nature of Values**
Is Ought Dichotomy, Distinction between Desired and Desirable.
2. **Types of Values**
Extrinsic and Intrinsic Values. Personal and social values, Hierarchy of Values. Domains of Values-Caring, Judging and Action.
3. **Values Education**
Meaning, Sociological Bases, Need and Objectives, Role of School in Values Development.
4. **Theories of Value Development**
Social Learning Theory, Psychoanalytical Theory. Cognitive Development Theory.
5. **Methods and Strategies of Values Development**
Conventional Method, Value Clarifying Strategies, Models of Values Education.
6. **Evaluation of Values**
Need and Methods of Evaluation of Values, Defining Issue Test.
Assignments
 1. Participation in any one of the following ;
Role playing. Sociodrama, Co-operating with children, Working with plants.
 2. Observation of behaviour of other person and evaluating his/her values.
 3. Need of counselling parents of the mentally handicapped children.
 4. Community agencies for referral purpose :
National level-National Council of Educational Research and Training; Directorate General of Employment and Training. State level- State Bureaus of Educational and vocational Guidance; Employment Exchanges. Local level-- District Educational Officer, District Employment exchange, Social Welfare Agencies.
 5. Assessments of pupil's knowledge about occupations.
 6. Demonstration by the teacher educators of non testing techniques of pupil's appraisals such as administration of students problem, check list, writing of two good anecdotal records, filling of cumulative records of four types of pupils for a period of three months namely, Bright, Under achiever, Disadvantage and first generation learner.
 7. Development of vocational plant of a few students keeping in mind the academic record.
 8. Meeting some professionals and jotting down the job specification and analysing the job.
 9. procuring newspaper clipping of employment notices etc. and analysing them.
 10. Trips to employment bureau and study its functioning.
 11. study job classification directories.

WOMENS EDUCATION

To enable the Teacher trainees :

1. To create awareness about women's education.
2. To be acquainted with barriers which are responsible for the low status of women.
3. To develop the skills required in action based programmes related with different problems of women
4. To be aware about various programmes of women education.



SYLLABUS

1. **Women's Education in India**
Meaning, Importance and Objectives of Women's Education. Constrains and Remedies.
2. **Status of Women in India**
Reasons of their Backwardness-Social, Cultural and Economic, Role of media in Improving Status of Women.
3. **Women Education vis-a-vis Other Types of Education**
Health Education, Population Education and Environment Education with Special Reference to Role of Women.
4. **Programmes of Women's Education**
Different Programmes for Women's Education. Special Facilities for Girl Child Education. Vocational Institutes for Women, Integrated Child Development Scheme, Reading Materials for Women.
5. **Agencies of Women's Education**
National and international volunteer agencies. Governmental organisations.

Assignments

1. Literacy programmes for women.
2. Vocational training for women.
3. Development of reading for women.
4. Awareness programme for women.
5. Admission of girl in School.
6. Any other which facilitates women education.
7. Girls Dropouts.

WORK EXPERIENCE

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

Group-A

1. Agriculture
2. Gardening and Horticulture
3. Tailoring and Embroidery
4. Book Binding

Group-B

1. Drawing and Painting
2. Music
3. Dance
4. Toy Making



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 bed, preparation, qualities of good seed beds, observation of scientific agricultural work.
5. Sowing and planting of crops- the principles and methods.
6. Manuring- the role of manure and fertilisers in crop production, nutritive needs of the crops.
7. Irrigation and water management-principles and system of irrigation, danger of excessive water.
8. Plant protection-weeds, insects and diseases.
9. Harvesting of crops-principles and practice of harvesting.
10. Marketing of crops, principles of protection and procedure for storage of crops.
11. Crops production and elementary economics.

Practical

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

GARDENING AND HORTICULTURE

Theory

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

Practical

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

TAILORING AND EMBROIDERY

Theory ~

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



Practical

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

BOOK BINDING

Theory

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

Practical

1. Book Work : general preparation-sizes and quality of paper used. Finishing the printed sheets set of folding to print folding to paper folding-putting to places-shuffling, inserting, gathering and collating.
2. Binders work sewing and binding.
3. Stationery binding size and sub division of paper size of book, of bads perforation and numbering registers, account books, receipt books and ledger binding etc.
4. Miscellaneous binding-rebinding, trimming leaflets nad pamphlets, mounting of maps, paintings, pictures nad making of covers.
5. Method of sewing-sewing materials, different kinds of stitching.
6. End papers.
7. Paste, glue and gum-their preparation and use for different kinds of work.
8. Process of trimming and rounding.
9. Back leaving, glazing, hinges, strapping etc.
10. Cutting of boards for different kinds of work.
11. Different styles of binding, paper cover, case over, quarter cloth, lisp and stiff quarter, lather, stiff cut, hush, quarter, calico, turned in half cloth and marble, half leather and calico, foil cloth, full leather binding.
12. Making of docketts, envelopes, portfolios and albums.



DRAWING AND PAINTING

Theory

1. Basic Design and Colour Design.
2. Effect of Strong Contrast in Value and Colour.
3. Effect of Cool Colours in Relation to Topic.
4. Lettering-Design in Lettering.
5. Postai-function and Necessity.
6. Book Illustration, Cover Designing.

Practical

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

MUSIC

Theory

1. Knowledge of Nad, Swar, Sudha, Komal, Teevra, Saptak, Mandhra, Madhya, Tartar, Aroha, Av roha, Raga, Gat, Lay, Matra, Tal, Khali.
2. Knowledge of Education system as la id down by N. Vishnu Digamber or Pt. Bhatkinand.
3. Outline of History of Indian Music.

Practical

1. To Participate in Community Singing.
2. Stress on Creating and Developing Proper Sense of Rhythm.
3. Ability to Sing Five Ragas-Yaman, Kafr. Khamaj, Bhopali, Sarang.
4. Five Taals and Thekas-Kahrawa, Dadra, Tritaal, Jhaptaal, Chautall.
5. Ability of Recognise Taal Played, Knowledge of Tuning and Instruments.
6. To Sing National Anthem, Patriotic, Devotional Songs and Ghazals.

DANCE

Theory

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

Practical

1. Practive in Basic Movement of Differrent Points of the Body-Feet, Toes, Thighs, Torso, Waist, Head, Hands etc.
2. Simple Movements in Sianding, Sitting and Lying Positions.
3. Simple Composition of Movements with Props like Dupatta. Dandia, Manjeera etc.
4. Expression of Different Moods-Rasas.
5. Participation in Dance-Drama, Fok Dance and Group Dance.



TOY MAKING

Theory

1. Introduction to traditional Indian toys
2. Traditional puppets
3. Preparation of simple toys- clay toys, plaster-of Paris toys, paper mache cardboard toys
4. Plywood-cut toys, soft-wire toys
5. Stuffed puppets. Simple puppets
6. Simple mechanization of toys

Practical

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

MICRO TEACHING

Practice of the following skills

- Skill of reinforcement
- Skill of probing questions
- Skill of explaining
- Skill of illustrating with examples
- Skill of stimulus variation
- Skill of writing on the blackboard
- Skill of writing objectives in behavioral terms

WORKING WITH COMMUNITY/ SOCIAL SERVICE

At least two from the following activities

- Educational survey of slum/backward area
- Scouting and guiding
- Red cross and health education
- Tree plantation
- Visit to special school
- Classification and arrangement of library books
- Campus development