

Part II	Max-Min	Evaluation
(1) Class room Teaching Subjects I	25-9	Internal
(2) Class room Teaching Subject II	25-9	Internal
(3) Final Lesson in Subject I	75-25	Int. + Ext.
(4) Final Lesson in Subject II	75-25	Int. + Ext.
(5) Observation	50-17	Internal
(6) Community work	50-17	Internal
(7) Cocurricular Activities	50-17	Internal
(8) Work Experience	50-17	Internal

Paper : I**Teacher in Emerging Indian Society****Course Contents****Unit : I**

Meaning. Process forms and Definitions of education, aims of education individual and social and their synthesis in formal and informal and informal agencies of education.

Western thinkers :-Rousseau. Herbert. Dewey.

Unit : II

Major philosophical systems :-Their silent features and their impact on education. Idealism. Naturalism, Realism. Pragmatism. Humanism.

Unit : III

Educational Thinkers and their contribution in developing principles of education. M.K. Gandhi, Ravindranath Tagore, Gijju Bhai, Frobel, Montessori.

Unit : IV

Constitutional provisions of Education in India.

Democracy and education.

Freedom and discipline.

Economic planning and education.

Unit : V

Sociological basis of Education.

Sociology of Education.

Education and Society.

Education and Social Change.

Education and Culture.

Modernization concepts and definition.

Nature of Indian Society.

Unit : VI

Education for national and emotional integration, if needs and role of teachers.

Role of UNESCO—Religious education in a democratic and Secular State.

Unit : VII

Eradication of illiteracy.

Equality of opportunities.

Distance education.

Role of CABE, NCERT, NCTE, NEPA, SCERT.

Text Book According to Syllabus :

Teacher in Emerging Indian Society

उदीयमान भारतीय समाज में अध्यापक

—Dr. Sharma, Agarwal

—शर्मा, डॉ. पुरोहित

Paper : II

Development of Learner and Teaching Learning Process

To Enable Trainee Teachers to—(1) acquire knowledge and understanding of stages of human development and development tasks with special reference to adolescents learners.

(2) develop understanding of process of children learning in the context of various theories of learning.

(3) understanding intelligence, motivation and various types of exceptional children.

(4) develop skills for effective teaching learning process and use of psychological tests.

Unit : I

Nature of Psychology and Learners—(1) Psychology—Its meaning, nature methods and scope, function of educational psychology.

(2) Stages of human development, stage specific characteristics and developmental tasks.

(3) Adolescence in Indian context, characteristics and problems of adolescents, their needs and aspirations.

(4) Guiding and Counselling of adolescents.

Unit : II

Learning and Motivation—(1) Nature of learning of learning theories—Behaviourists (Skinner's), Information Processing (Roger's) and Humanistic (Maslow's).

(2) Factors influencing learning and teaching process; learner related; teacher related; process related and content related.

(3) Motivation nature, types, technique of enhancing learner's motivation.

Unit : III

Intelligence—(1) Nature and characteristics of intelligence and its development.

(2) Theories of intelligence; two factor theory—Multifactor Theory (PMA) and SI Model.

(3) Measuring intelligence— Verbal, non verbal and Performance tests (one representative of group test and individual test of each).

Unit : IV

Exceptional Children—(1) Concept of exceptional children—types and characteristics of each type including children with learning disabilities.

(2) Individual differences—nature; accommodating individual differences in the classroom.

(3) Learner centered techniques for teaching exceptional children.

Unit : V

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

Practicum

(1) Observing the behaviour of an early, mid adolescent and describing her/his characteristics and problems.

(2) Administering and interpreting the results of two test of intelligence—verbal non-verbal or performance.

(3) A case study of an exceptional child and suggesting how to provide for this particular child education.

Text Book According to Syllabus :

Development of Learner and Teaching Learning Process

—Sharma, Agarwal

अधिगमकर्ता का विकास और शिक्षण अधिगम प्रक्रिया —शर्मा, सिंह, कुलश्रेष्ठ

Paper : III

Development of Educational System in India

Course Objectives

To Enable Student Teacher to—(1) Understand that development of education is influenced by socio-political forces of the time.

(2) Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;

(3) Understand the contribution of various major committees and commissions on education set up from time to time.

(4) Appreciate the developments in Indian education the post-independence era.

Course Contents

Unit : I

Education in India during (a) Vedic. (b) Buddhist and (c) Medieval periods.

Unit : II

Macaulay's minutes and Bentinck's resolution of 1835. Adam's report and its recommendations.

Wood's Dispatch-1854.

Lord Curzon's education policy. Growth of national consciousness. National education movement.

Unit : III

Recommendations of Indian Education commission-1882, its influence on the subsequent development of education.

Essential features of Sadler Commission Report (1917).

Wardha scheme of education (1937).

Unit : IV

(1) Radhakrishnan Commission (1948).

(2) University Education Committee (1948-49).

(3) Secondary Education Committee Report (1952-53).

(4) Indian Education Commission (1964-66).

(5) National Policy of Education (1986).

(6) Revised National Policy (1992)

Text Book According to Syllabus :

Development of Educational System in India

— Sharma, Srivastav

भारत में शैक्षिक व्यवस्था का विकास

— शर्मा, कुलश्रेष्ठ, डॉ. सिंह

Paper : IV

Essentials of Educational Technology and Management

Course Objectives

(1) To obtain a total perspectives of the role of technologies in modern educational practices.

(2) To equip the student teacher with his various technological applications available him/her for improving instructional practices.

(3) To help the teacher to obtain a total gender of his role of scientific management in education.

(4) To provide the teacher the skills required for effective instructional and institutional management.

(5) To develop professional skills required for guiding pupils in the three initial areas educational penal victual.

Course Contents

Unit : I

Definition of educational technology distinction between hardware and software technology. Their role in modern educational practices.

Hardware technologies : Important accessories and their

application OHP, Still and Movie projectors, Audio-Video recording instruments; TV, Computers, New technologies like e-mail internet; etc.

Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI language laboratory.

Unit : II

Psychological uses for use of modern technologies—Case of experience (Edger Dale), Multisensory instruction-advantages.

Developing programmed instructional material-linear, branching programmers tryouts and validation etc.

Unit : III

Meaning of guidance-rationale for guidance services concept of counseling directed and nondirected counseling.

Organization school guidance services; use of community resources for school guidance services;

Career guidance services; career information center; career conferences;

Personal guidance—Identity those needing special help directing clients to specialists (referral service)

Unit : IV

(1) Meaning of management in education—Meaning men resources and materials, Implications for educational initiations.

(2) Managing curriculum, managing co-curriculum, managing school discipline and managing physical resources.

(3) Developing performance profiles of institutions.

Unit : V

(1) Evaluating institutional performance—Methods used—pupil evaluation, teacher evaluation, evaluation of Institutional performance.

(2) Methods of teacher evaluation—use of pupil rating, peer rating, supervisor rating, community rating—ratings used for Institutional improvement.

(3) Accountability in school education—methods used for assessing accountability.

(4) Use of professional norm and ethics.

Text Book According to Syllabus :

Essentials of Educational Technology and Management

—Sharma, Agarwal

शैक्षिक तकनीकी की आवश्यकताएँ और प्रबन्ध

—शर्मा, व्यास, डॉ. सिंह

Paper : V & VI

Teaching of Hindi

Course Objectives

To Enable the Teacher Trainees—(1) To attain efficiency and effectiveness in teaching and learning Hindi Language.

(2) To have a critical study of learning Hindi as a first language in the multilingual Indian society.

(3) To understand the role of Hindi in Indian society and decide its place in the school curriculum of Madhya Pradesh. Improve Hindi Language. Curriculum of Madhya Pradesh.

(4) To be committed inspired and interested in teaching learning Hindi.

(5) To teach with skill using interactional mode, to evaluate himself in pupils to inculcate right language habits.

(6) To require accurate knowledge of the devangri Script and correct pronunciation and.

(7) To devise low-cost learning materials for teaching Hindi and remedy the errors that the pupils make.

Syllabus

1. Objectives of Teaching of Hindi at Secondary Level :

- (i) Evolution and Development of Hindi. (ii) Dialects of Hindi and Standard Hindi. (iii) Role of Hindi in India as Mother Tongue. National Language and contact Language. (iv) Objectives of Teaching Hindi as First Language and Second Language at the Secondary level. (v) The Curriculum of Hindi in the Secondary School.

2. Methods and Approaches :

- (i) Natural and Spiritual Powers in learning a language. (ii) Importance of Exercise and Drills. (iii) Qualities and Role of the Hindi Teacher. (iv) Relative Co-ordination among various components of language. (v) Use of Various Teaching Maxims.

3. Teaching of Skills :

- (i) Teaching Alphabets and Spelling. (ii) Teaching Prose. (iii) Teaching Poetry. (iv) Teaching Grammar. (v) Teaching Composition.

4. Inculcation of Habits :

- (i) Listening Comprehension—(a) Practice in Listening Comprehension (b) Types and Modes of Spoken Hindi. (c) Implications of Stress and Intonation. (d) Making Notes While Listening.

- (ii) Communication Habits—(a) Use of Spoken Forms in dialogue, Stories Reading Aloud. Dramatisation and Poetry Reading. (b) Correct Use of Stress and intonation and Division of Utterance into Meaningful Word-Groups.

- (iii) Good Reading Habits—(a) Reading with Appropriate Speed for Various Purposes Such as Studying Looking for information, Scanning etc. (b) Reading for Overall Comprehension, Practice of Analysing a Text for Organisation.

Unit : IV

Meaning of management in education. Managing men resources and material implications for educational initiations.

Managing curriculum, managing co-curriculum, managing school discipline and managing physical resources.

Developing performance profiles of institutions.

Unit : V

Evaluating institutional performance—Methods use = pupil evaluation, teacher evaluation, evaluation, evaluation of Institutional performance.

Methods of teacher evaluation—use of pupil rating, peer, supervisor rating, community rating ratings used for institutional improvement.

Accountability in school education—methods used for assessing accountability.

Use of professional norm and ethics.

Text Book According to Syllabus.

हिन्दी शिक्षण

—श्रीमती आर. के. शर्मा

Teaching of English

Course Objectives

To Enable the Teacher Trainees

To attain efficiency and effectiveness in teaching and learning English language—(1) To have a critical study of learning English as 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 and cognitive skills : (3) To be committed inspired and interested in teaching learning English. (4) To teach with skill using international 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—(i) Second Language Learning and Mother Tongue Learning. (ii) The Functions of a Second Language in Multilingual Society. (iii) Role of English in India and its place in the school curriculum. (iv) The Curriculum of English Teacher. (iv) Qualities and Role of the English Teacher.

2. Methods and Approaches—(i) Grammar cum Translation Method. (ii) Direct Method. (iii) Bilingual Method. (iv) Structural Approach. (v) Communicative Approach.

3. Teaching of Skills—(i) Teaching Alphabets and Spelling. (ii) Teaching Prose. (iii) Teaching Poetry. (iv) Teaching Grammar. (v) Teaching Composition.

4. Inculcation of Habits—(i) Listening Comprehension :

Text Book According to Syllabus :

Teaching of Geography

भूगोल शिक्षण

—Upadhyaya, Singh

—डॉ. हरपाल सिंह

Teaching of Social Studies

Course 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 Higher Secondary level. (5) To select appropriate devices of evaluation. (6) To develop skills of using instructional materials.

Syllabus

1. Objectives, Purpose and Scope—(a) Meaning and Nature of concepts of Social Studies. (b) Aims and Objectives of Teaching of Social Studies at Secondary Stage and Skills to be Developed among School Students.

2. Curriculum of Social Studies—(a) General Principles of Curriculum Framing, Principles of Selection and Organisation of Content. (b) Presentation of the Subject Matter of Social Studies at Secondary Level.

3. Methods of Teaching Social Studies—(a) General Principles and Maxims of Teaching in Relation to Social Studies—Teaching Text Book Methods, Lecture Method, Story-Telling Method, Discussion Method, Project Method, Play way Method Teaching : Questioning Narration, Examination Drill, Supervised Study and Assignment.

4. Teaching Aids for Social Studies—(a) Traditional Aids Black Board, Text Books. (b) Verbal Aids-Story, Example, Dramatisation. (c) Visual Aids-Real Objects, Models, Pictures. (d) Audio Aids-Radio, Tape Recorder. (e) Audio- Visual Aids-Film and Film Strips. T.V. (f) Excursion and Field Work.

5. Lesson Planning—(a) Year Plan. (b) Unit Plan. (c) Lesson Plan : Steps, Exponents of Lesson Plan. (d) Unit test.

6. Text Book and Resources of Social Studies—(a) Importance and Need of Text Books, Selection of Text Books, Review of some Text Books Prescribed at Different Stages. (b) Social Studies Room/Corner in School. (c) Resourcefulness, Professional Competence and Personality of Social Studies Teacher.

7. Evaluation in Social Studies—(a) Meaning and purpose of Evaluation, steps of Evaluation. (ii) Techniques of Evaluation—Essay Type, Short Answer and Objective Type, Test Items Evaluation of and Values Related to Social Studies. (c) Construction of Unit Test.

(iv) Writing Objective Type Test Items under the Cognitive Affective and Psychomotor Domains.

Text Book According to Syllabus :

Teaching of Social Studies

—Rawat, Smt. Tiwari, Barauliya

सामाजिक विज्ञान शिक्षण

—श्रीमती आर. के. शर्मा, डा. वशिष्ठ

Teaching of Science

Course Objectives

To Enable the Teacher Trainees—(1) To develop competencies and skills of student teachers in all the domains of science as a subject. (2) To develop understanding of the nature of science. (3) Be acquainted with the objectives of teaching sciences and its domains. (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 the use appropriate educational technology and low cost teaching material.

Syllabus

1. Nature and Scope of Sciences—(i) Scientific Method and Attitude. (ii) Objectives of Teaching Science in Schools. (iii) Types of Objectives. (iv) Behavioural Terms-Behavioural Objectives of Science Teaching.

2. History and Modern Trends in Science Curriculum—(i) Principles of Planning Science Curriculum at School Level. (ii) Science Curriculum Projects.

3. Methods of Teaching Science and their Practical Application—(i) Lecture Cum Demonstration Method. (ii) Discovery and discussion Method. (iii) Inductive and Deductive Method. (iv) Problem Solving method. (v) Project Method. (vi) Personalised Instruction. (vii) Concept Approach to Process Approach. (viii) Microteaching. (ix) Learning by Internet. (x) Computer Aided Instruction.

4. Teaching Material and Media—(i) Non-Projected Aids : (a) Different types of Boards. (b) Charts. (c) Pictures. (d) Graphs. (e) Posters. (f) Maps. (g) Diagrams. (h) Models.

(ii) Software for Projected Aids—(a) Slides. (b) Transparencies. (c) Films. (d) Films Strips.

(iii) Broadcast Media—(a) Radio. (b) Television. (c) Teleconferencing.

(iv) Digital Media—(a) Radio. (b) Compact Disks. (c) Laser Disks. (d) Digital Versatile Disks (DVDS).

(v) Other Media : (a) Audio Cassettes. (b) Video Cassetts.

5. Evaluation—(i) Comprehensive and Continuous Evaluation.

(iii) Diagnostic Test Achievement Test, Criterion Referenced Test and Blue Print. (iv) Developing Questions for Tests of Different Types in Chemistry.

Text Book According to Syllabus.

Teaching of Chemistry

रसायन शिक्षण

—Sharma, Dr. Parashar, Jain

—शर्मा, डा. राधिका पाराशर

Teaching of Life Sciences

Course Objectives

To Enable the Teacher Trainees—(1) To understand the importance of life sciences as a school subject and its place in the school curriculum. (2) To develop the skills and competencies in teaching of life science high and higher secondary levels. (3) To create and understanding of difficulties faced in teaching and learning life sciences and suggest Remedial Measures. (4) To attain proficiency in organizing suitable experiences for effective learning. (5) To prepare and use different types of instructional material in teaching of life science. (6) To design and evaluate tools in life science. (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**—Biology 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 Resources for Biology Teaching- Excursions. Field trips Lectures, Radio Broadcast, Television. Organisation of Science Club and Science, Fairs Use of Audio Visual Aids, Charts, Models, film Strips, Film Projector.

6. **Unit and Lesson Planning**

7. **Evaluation**—(i) Comprehensive and Continuous Evaluation. (ii) Types of Tests—Objective, Essay Type and Short Answer Type. (iii)

3. Mathematics Curriculum—(i) Curriculum Construction for Secondary Stages. (ii) Modern/Trends in Mathematical Project such as S.M.S.G.

4. Methods of Teaching—The Inductive Approach the Heuristic Approach with Special Emphasis on Polya Method.

5. Teaching Aids—Charts, diagrams, models, instruments, films, film stripe work book etc.

6. Unit and Lesson Planning (7) Evaluation—(i) Comprehensive and Continuous Evaluation. (ii) Types of Tests- Objective, Essay Type and Short Answer Type. (iii) Diagnostic Test, Achievement Test, Criterion Referenced Test and Blue Print. (iv) Developing Questions for Tests of Different Types in Mathematics.

Text Book According to Syllabus :

Teaching of Mathematics

—H. S. Sharma, U. C. Mangal

गणित शिक्षण

—एच. एस. शर्मा

Elective Course : Environmental Education

Course Objectives

(1) To enable the student teacher understand about the concept of environmental education. (2) To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies. (3) To develop sense of responsibility towards conservation environment biodiversity and sustainable development. (4) To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature. (5) To enable the students to understand about the various resources available to conserve the environment for sustaining the development.

Course Contents

Unit : I

(1) Environment : Meaning, scope and nature of environmental education. (2) *Types of environmental pollution.*

Unit : II

Causes and effects of environmental hazard, global and local : environmental pollution and its remedies. Green house effects—an impending catastrophe. Ozone layer depletion—Environmental threat, acid rain, pillar melting, rise of sea level and their implications.

Unit : III

Salient features of environmental awareness through education : Programmes of environmental education for secondary school children. Programmes of environmental education for attitude change among the children.

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(1) Class room Teaching Subjects I	25-9	Internal
(2) Class room Teaching Subject II	25-9	Internal
(3) Final Lesson in Subject I	75-25	Int. + Ext.
(4) Final Lesson in Subject II	75-25	Int. + Ext.
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(8) Work Experience	50-17	Internal

Paper : I**Teacher in Emerging Indian Society****Course Contents****Unit : I**

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Major philosophical systems :-Their silent features and their impact on education. Idealism. Naturalism, Realism. Pragmatism. Humanism.

Unit : III

Educational Thinkers and their contribution in developing principles of education. M.K. Gandhi, Ravindranath Tagore, Gijji Bhai, Frobel, Montessori.

Unit : IV

Constitutional provisions of Education in India.

Democracy and education.

Freedom and discipline.

Economic planning and education.

Unit : V

Sociological basis of Education.

Sociology of Education.

Education and Society.

Education and Social Change.

Education and Culture.

Modernization concepts and definition.

Nature of Indian Society.

Unit : VI

Education for national and emotional integration, if needs and role of teachers.

Unit : IV

Biodiversity : Conservation of genetic diversity. An important environment priority learning to live in harmony with nature.

Unit : V

Role of school in environmental conservation and sustainable development.

Practicum

To Submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics : (a) Noise pollution. (b) Water pollution. (c) Air Pollution. (d) Deforestation. (e) Role of the pollution control boards. (f) Role of voluntary organizations. The report the practicum should be submitted to the college within the date. Specified by the college authority. The length of the report may be around 700 words.

Text Book According to Syllabus :

Teaching of Environmental Education

— Sharma, Jain

पर्यावरण शिक्षा शिक्षण

— एच. एस. शर्मा

Elective Course : Alternative Education

Course Objectives

(1) To develop in the student teacher an understanding of the need, working, concepts, objectives and scope of non-formal and adult education. (2) To help student teacher to appreciate the importance of providing life-long education to learners all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system. (3) To enable the student teacher to understand the need for offering parallel, alternative and less costly mode education for removal of illiteracy; the need of democratization and universalisation of education in India. (4) To acquaint the student teacher with the use of multidisciplinary and multisource education for schooled, semischooled and unschooled learners. (5) To promote the new cult of "learning society" believing in self-development, self-enrichment and advancement in the "Art of Living" though imparting adult education.

Course Contents

Unit : I

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