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PAPER V (iv)
TEACHING OF URDU

COURSE 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 develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
5. To get acquainted with the various aspects of the Urdu study and devices of language learning.
6. To develop diagnostic and remedial skills in teaching of Urdu.

UNIT-I- 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 an its Place in the School Curriculum.
- The Curriculum of urdu in the Secondary Schol.
- Qualities and Role of Urdu Teacher.

UNIT-II- Methods and Approaches.

- Translation Method
- Direct Method
- Bilingual Method

- Discussion Method
- Structural Approach
- Situational Approach
- Communicative Approach

UNIT-III- Teaching of Skills

- Teaching Alphabets and Spelling
- Teaching Prose
- Teaching Poetry
- Teaching Grammar
- Teaching Composition

UNIT-IV- Inculcation of Habits.

Listening Comprehension.

- Implications of Stress and Intonation.
- Practice in listening and Comprehension.
- Making Notes While Listening.
- Communication Habits
 - Use of spoken Form Dialogue Stories Reading Aloud .Dramatisation and Poetry Reading.
 - Correet Use of stress and Intonation and Division fo 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 Evaluation.
 - Reading for Appreciation of Form Style and Author's personality.
 - Reading for Facts Reasoning logical Relationship, Definitions, Generalisations, Understading Diagrams.

- Reading Manulas. Charts, Schedule and Rule Books.
- Good Writing Habits
 - Advanced mechanics of Writing i.e. Spelling, punctuation. Indenting Title and Sub-title of sections Underlining. Questions Use of Parentheses use of Abbreviations. Capital Letters and Correct Forms of Address in Letters Applications etc.

UNIT-V Lesson Planning

- Prose –Fictional and Non Fictional Informative. Descriptive and Emotional
- Poetry-Development of the Emotional 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.

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1. Husain Ahmed : Tadrees-e-Urdu.
2. Ansari Farooq : Instructional Material for Teachers on the New Techniques and Approaches of Teaching Urdu at Secondary level.
3. Her Majesty's Publication Teaching Mother Tongue in Secondary Schools.
4. Jalees Abidi : Ibtidayee School Mein Taleem Ke Tariqer.
5. Moinudin : Hum Urdu Kaise Parhayen.
6. Rafiq Kareem : Urdu Zaban ka Tarique-e- Tradress.
7. Slammat Ullah : Buniyadi ustad ke liye.

8. Salamat Ullah : Hum kaise Parhayen.

9. Saleem Abdullah : Urdu Kaise Parhayen.

B.ED.
LIST OF PAPERS

THEORY GROUP:

1. Teacher in Emerging Indian Society.
2. Development of Learner and Teaching Learning Process.
3. Development of Educational System in India.
4. Essentials of Educational Technology and management.
5. A GROUPS- METHODS OF TEACHING LANGUAGE
 - i. Hindi (ii) English
 - ii. Sanskrit (iv) Urdu
6. B GROUP- METHODS OF TEACHING
 - (i) Social Studies (ii) Environmental Studies
 - (iii) Maths (iv) Science
7. ELECTIVE SUBJECT (OPTIONAL PAPER) : (Any one of the following).
 - (i) Elementary Education
 - (ii) Population Education
 - (iii) Environmental Education
 - (iv) Alternative Education
 - (v) Educational Administration and Management.
 - (vi) Educational and Mental Measurement
 - (vii) Physical Education
 - (viii) Career Guidance and counseling
 - (ix) Value Education
 - (x) Women Education

Note:- Each student is required to select one teaching subject from the above (A&B) One paper from elective subject.

PAPER -1

TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES:-

To enable the students – teacher understand:-

1. About the relationship between philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educators in the field of education.
4. The need of study educational and sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National integration and protection of human rights.

UNIT-I

- Education- Nature and meaning, its objectives in relation to the time and place.
- Philosophy in understanding educational practices and problems.

UNIT-II

- Philosophical basis of education.
 - a) Realism with reference to Buddhism and Jainism.
 - b) Naturalism with reference to the views of Rousseau and Ravindra Nath Tagore.

- c) Idealism with reference to plato, Socrates and Advaita Philosophy of Shankarya Chharya.
- d) Programme with reference to Dewey “Instrumentalism and Experimentalism”
- e) Humanistic approach.

UNIT-III Contribution Educational Thinkers:-

- M.K. Gandhi: trends of basic education.
- Gijju Bhai: The world of the child.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises: states of development.
- Froebel: The play way method.
- Montessori: The didactic apparatus.

UNIT-IV Provisions of Education in Indian Constitution :-

- Knowledge about the Indian constitution.
- Secularism.
- National integration and emotional integration.
- Human rights Education.

UNIT-V Sociological basic of education.

- Educational as a means of social change.
- Social order.
- Social control.
- Green and clean society.
- National literacy mission and Sarve Shiksha Abhiyan (S.S.A)
- Agencies of education- meaning and classification.

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1. Agrawal J.C. Teacher and education in Developing Society, Vikash Publishing House Pvt.Ltd. New Delhi-110014.
2. Chandha S.C. Teacher in the Emerging Indian Society, International Publishing House Meerut -2666224.
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PAPER-II

DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS

COURSE OBJECTIVES:-

To enable trainee teachers to

1. Acquire Knowledge and understanding of stages of human development and developmental tasks with special reference to adolescents learners.
2. Develop understanding of process of children learning in the context of various theories of learning.
3. Understand intelligence. Motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and use of psychological test.
5. Acquire Knowledge about central tendencies like Mean. Median, Mode,S.D. and Correlation.

UNIT-1 Nature of Psychology and Learners

- Psychology meaning nature, method and scope, functions of educational Psychology.
- Stages of human development; stages specific characteristics.
 - Developmental tasks.
 - Factors influencing development.

- Characteristics, problem, need, aspiration, career guidance.

UNIT-II Learning and Motivation

- Nature of learning Characteristics type.
- Theories of learning Thoudike. Pavlov. Skinner, Piaget and Vygotsky.
- Factors influencing learning and learning process.
- Motivation-meaning type. Techniques of motivation, Maslow theory.

UNIT-III Intelligence and Creativity.

- Nature and changing characteristics of intelligence.
- Theories of intelligence.
- Measuring intelligence- verbal non-verbal test.
- Individual differences – Nature causes individual differences in the classroom.
- Creativity- Nature process development and measurement of creativity.

UNIT- IV Personality Measurement and Exceptional Children.

- Personality meaning definition nature development of personality.
- Measurement of personality
- Adjustment and mad adjustment.
- Exceptional children Types characteristics including with learning disabilities teaching techniques for exceptional children.

UNIT-V Central Tendencies Mean median Mode Standard Deviation and Correlation (rank difference method).

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3. Chosles I Skinner Educational psychology Prentice hall of india. New Delhi.

4. George G Thompson Erie F gardens Prancis J Divastava. Educational psychology. United state of America. New Age International Public Delhi.
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9. Sharma R.N Educational psychology Surjeet Publication Delhi.
10. Walia J.S. Foundation of Educational psychology Paul Publisher Jalendhar, Punjab.
11. Woolfalk Anita, Ohio State University, Educational psychology person Education (Singapore) Patporgarj India.
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PAPER-III
DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

COURSE OBJECTIVES:-

To enable trainee teachers 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 of Indian education after independence.

UNIT-I Education in India during:-

- Vedic(Ancient) Period
- Medieval Period
- Modern Period
- Universal Teaching from various religions: Shikhism, Islam, Jainism, Buddism & Christainity.

UNIT-II- Contribution of major committees and commissions and education between 1813-1947.

- Macaulay's Minutes.
- Wood's Dispatch.
- Curzon's Educational policy.
- National educational movement and wardha scheme of education.

UNIT-III- Contribution of Commissions.

- Development of University education with special emphasis on teacher education.
- Development of Secondary education.
- Development of elementary education.
- Recommendations of Indian education commission (1964-66)

UNIT-IV-

- National Policy of education (1986) and programming of Action (PON)(1962)
- National curriculum frame-work (2005)
- Role of agencies like Central Gov, State Gov local Bodies and NGO's in the development of Indian Education

UNIT-V Recent Trends in Indian Education.

- Cost effectiveness in education.
- Inclusive education with special reference to children with disability
- Privatization of education.
- Pre-primary education.

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PAPER-III
DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

COURSE OBJECTIVES:-

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of Scientific management in education.
4. To provide the teacher the skills required for effective instructional institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

UNIT-1

- Definition of educational technology distinction between hardware and software technologies. Their role in modern educational Practices. System approach.

- Hardware technologies: important accessories and their application OHP, Still and Movie Projectors, Audio-video recording instruments.
- Use of strategic like teleconferencing. Micro- teaching, Programmed instruction, CAI language laboratory.

UNIT-II

- Psychological use for use of modern technologies- Case of experience (Edger Date). Sensory instruction- advantage.
- Developing programmed instructional material linear branching Programmers, tryout and validation etc
- Models of teaching Advance organize model. Concept attainment model.

UNIT-III

- Computer- fundamental of Computers.
- Hardware- Input process. Output devices.
- Soft ware- System approach application approach.
- Use of M.S. office M.S. World Excel. Power Point.
- Use of Internet E-mail in teaching learning process.

UNIT-IV

- Meaning of management in educator, managing men resources and material implications for education initiations.
- Managing curriculum, managing co-curriculum, managing school discipline and managing physical resources.
- Development performance profiles of institutions.

UNIT-V

- Action research- Meaning nature scope of action research.
- Steps of conduction of action research.
- Developing action research proposal.

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- Irr ,oa ckSf)d ewY;akdu A
- mipkjRed tWkp] funkukRed tWkp ,oa funkukRed rduhfd;Wak A
- ewY;akdu ,oa lq/kku laca/kh vH;kl A
- oLrqfu"B tWakp inks dks fy[kuk KkukRed] dkS'kykRed ,oa fdz;kRed {ks= esa oLrqfu"B izdkj ds tWakp inksa dks fy[kuk A
- fofHkUu izdkj ds vH;kl] psdfyLV ¼tWakplwph½ tWkp ,oa izxfr izi= A

;wfuV&5 vknrksa dk fuekZ.k

- Lwkudj le>kuk
- Cksyh tkus okyh fgUnh ds izdkj ,oa rjhds
- Mfpr vkjks&vojksq
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- cksyus ds fofHkUu rjhds & dFku] dVkuh] lLoj] okpu] ukVd] dfork ikB A
- i<+us fd vPNh vknrsa _ fofHkUu mn~ns';ksa ds fy, mfpr xfr ls i<+uk&v//;;u lwpu] izkflr egRoiw.kZ fcUnq A
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1. pkrqosZnh f'k{kk] fgUnh f'k{k.k laLdj.k&5 lw;kZ ifCydds'ku] esjB A
2. ik.Ms; jke'kDy] fgUnh f'k{k.k] fouksn iqLrd eafnj] vkxjk A

3. pkrqosZnh f'k{kk} fgUnh f'k{k.k laLdj.k&1 lw;kZ ifCydds'ku] esjB A
4. flag lkfo=h] fgUnh f'k{k.k} bUVj us'kuy ifCyds'ku gkÅl A
5. dkSf'kd t;ukjk;.k] fgUnh f'k{k.k} gfj;k.kk lkfgR; vdkneh] p.Mhx<+ A
6. yky fcgjh jeu] fgUnh f'k{k.k} jLrksxh ifcYds'kuy A
7. "kekZ xaxk jke ,oa Hkkj}kt lqw/khj dqekj fgUnh Hkk"kk f'k{k.k} osnkUr ifCys'ku y[kuÅ A
8. Thr HkkbZ ;ksxsUnz] fgUnh Hkk"kk f'k{k.k} fouksn iqLrd eafnj A
9. "kekZ jktdqekjh] fgUnh f'k{k.k} jk/kk izdk'ku eafnj] vkxjk A

PAPER-V(ii)
TEACHING OF ENGLISH

COURSE OBEJCTIVES:-

To enable the teachers trainee :

To attain effectiveness in teaching and learning English language.

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 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 corros that the pupils make.

UNIT-I- Objectives of Teaching and Learning of English at Secondary Level.

- Second language learning- Mother Tongue learning
- The function of second language in a multilingual society.
- Role of English in India an its Place in the School Curriculum.
- The Curriculum of English in the Secondary Schol.
- Qualities and Role of English Teacher.

UNIT-II- Methods and Approaches. Need and Importance Grammar Cum translation method

- Direct Method
- Bilingual Method
- Structural Approach
- Communicative Approach
- Audio – Visual Aids Importance and types.

UNIT-III- Lesson Planning and teaching skill

- Meaning, Importance and steps of lesson planning.
- Teaching Prose
- Teaching Poetry
- Teaching Grammar
- Teaching Composition

- Maxims of Teaching.

UNIT-IV- Inculcation of Habits.

- Listening Comprehension.
- Making Notes While Listening.
- Spoken English, Types and modes of spoken English
- Good reading habits – Reading with appropriate speed for various purposes such as studying, looking for information scanning etc.
- Good writing habits with correct punctuation.
- Languages games.

UNIT-V Evaluation

New direction in Evaluation

- Continuous and comprehensive evaluation Diagnostic tests and remedial tests, technique.
- Self- evaluation and self – correcting exercise.
- Writing objectives type test items under the cognitive affective and psychomotor domains.
- Different kinds of exercises, check lists, probes and process records.

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PAPER-V(iii)
TEACHING OF SANSKRIT

COURSE OBEJCTIVES:-

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.

UNIT-I- Objectives 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.
 - As a Foundation of Linguistic Studies.
- Place Sanskrit in the School Curriculum.
- The Curriculum of Sanskrit in the Secondary School.
- Qualities and Role of Sanskrit Teacher.

UNIT-II- Methods and Approaches.

- Pathshala Method
- Bhandarkar Method
- DirectMethod
- Structural Approach
- Models of Teaching as applicable in some topic.

UNIT-III- Teaching of Skills and formation Habits

- Teaching Translation
- Teaching Prose
- Teaching Poetry
- Teaching Grammar
- Teaching Composition

UNIT-IV Lesson Planning

- Translation.
- Prose – Development of the Emotional Aspect Expression and its Aesthetic Sense .
- Poetry-Development of the Emotional 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.

UNIT-V Evaluation

- New direction in Evaluation
- Continuous and comprehensive evaluation
- Diagnostic tests and remedial tests, technique.
- Self- evaluation and self – correcting exercise.
- Writing objectives type test items under the cognitive affective and psychomotor domains.
- Different kinds of exercises, check lists, probes and process records.

Reference:-

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2. Boki V.P. & Parasnik N.K New Approach to Sanskrit, Lok Sangraha Press Poona.
3. Chaturvedi R.S.: Sanskrit Shikshan Paddhati.
4. Govt. Of India: Report of Sanskrit Commission.
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7. Shastri and Shastri : Sanskrit Shikshan Prakashan Jaipur.

8. Singh, S.D. and Sharma Shashikala : Sanskrit Shikshan Radha Prakashan Mandir, Agra.

PAPER-VI(i)
TEACHING OF SOCIAL STUDIES

COURSE OBJECTIVES:-

To enable the teachers 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-book of School level.
5. To select appropriate devices of evaluation.
6. To develop the skills of using instructional materials.

UNIT-1- Objectives, Scope and curriculum

- Meaning and nature of Social Studies.
- Aims and objectives of teaching Social Studies at school stage and skills to be developed among school students.
- General principles of curriculum framing, principles of selection and organization of content.
- Presentation of the subject matter of social studies at secondary level.

UNIT-II- Methods of Teaching and Resources of History

- General Principles and maxims of teaching in relations to history.
- Method and techniques of teaching history.
- Traditional method.
 - Modern method
 - Importance and need of textbooks

- Qualities of History teachers.

UNIT-III- Teaching Aids for History

- Traditional Aids Black Board Text Book
- Verbal Aids - Story Example Dramatization
- Visual Aids - Bulletin Board Historical Charts Historical Maps. Real objects, specimen, models, pictures, photographs.
- Audio Aids - Radio, Tape, Recorder
- Audio visual Aids Historical filmstrips. T.V.
- History Room/ Corner in School.
- Excursion, Excavations, Field work, Museum, Exhibition of Social and cultural life of people.

UNIT-IV- Lesson Planing Meaning Importants & Approaches

- Year Plan
- Unit Plan
- Lesson Plan: Steps, Exponents of lesson Plan
- Unit test

UNIT-V- Evaluation in History

- Meaning and purpose of Evaluation steps of Evaluation
- Techniques of Evaluation - Essay Type short answers and
- Construction of unit test
- Writing objective type test items under the Cognitive. Affective and Psychomotor Domains.

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1. Agarwal J.C., Teaching of Social Studies, U.B.S. Publisher. New Delhi.
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7. Saxena N.R. Mishra B.K. Mohanti R.K. Teaching of Social Studies Surya Publication meerut.
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- 11.HkkfV;k ,oa ukjax] lkekft v/;;u f'k{k.k VaMu izdk'ku yqf/k;kuk-
12. IRlaxh] lkekft v/;;u f'k{k.k-

PAPER-VI(ii)

TEACHING OF ENVIRONMENTAL STUDIES

COURSE OBEJCTIVES:-

To enable the teachers trainees :

1. To understand the nature scope and objectives of teaching Environmental Studies at Secondary Stage.
2. To develop the skills of using various methods and techniques of teaching ES
3. To evaluate Environmental Study Text-book of School level.
4. To select appropriate devices of evaluation.
5. To develop skills of using instructional materials.
6. To develop awareness about environmental hazards their causes and remedies.
7. To develop a sense of responsibility towards conservation of Environment.

UNIT-1- Nature and Scope of Environmental Studies.

- Aims and objectives of teaching Environmental Studies in school
- Bloom's Taxonomy and its application.
- Inculcation of values for the conservation of Environment.

UNIT-II- Methods of teaching ES and their practical application.

- Observation, Experimental, Supervised study method, Project Heuristic role- playing, Problem Solving, Excursion etc.

UNIT-III- Teaching Aids :-

- Preparation, Selection and use of teaching aids.
- Conferences Seminars, Symposium, Work Shop, Nature Club.
- Use of Internet.

UNIT-IV- Lesson Plan

Maxims of teaching unit plan , lesson plan, and year plan.

UNIT-V- Curriculum and Evaluation.

- Principles of curriculum and Evaluation.
- Modern Trends in curriculum
- Types of tests and evaluation.

- Blue Print.
- Evaluation of Text-Book of Secondary level.

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8. Down to Earth, Centre for Science and Environment (R)
9. Gluck, H.P. 1993 Water in Crisis. Pacific Institute for Studies in Development Environment and Security, Stockholm .Environmental Studies. Institute Oxford University Press 473p.
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30. Gupta R.D. & Singh K.V. Environmental Studies, International Publishing House Meerut.

PAPER-VI(iii)
TEACHING OF METHEMATICS

COURSE OBEJCTIVES:-

To enable the teachers trainees :

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

UNIT-I- Nature of Objectives of Teaching Mathematics

- Its Development and scope: Importance of Mathematics in the secondary school curriculum.
- Contribution of Mathematicians with reference to Aryabhata, Ramanujan, Pythagoras.
- Bloom's classification of objectives, behavioural outcomes on relation of the knowledge of facts, understanding of the principles and applications.

UNIT-II- Curriculum

- Principles and rationale of curriculum development organizing the syllabi both logically and psychologically according to the age groups of the children.
- Curriculum construction for secondary stages
- Modern Trends in Mathematical Project such as S.M.S.G.

UNIT-III- Methods of Teaching:-

- Approaches of Teaching Mathematics : Inductive, Deductive, Analytic, Synthetic Heuristic, Project Problem Solving, Programmed learning.

UNIT-IV- Teaching Aids :-

- Charts diagrams, models, Instruments, films, filmstrips, work book.
- Using mathematics as a game for recreation organizing quiz programme, developing math's Laboratory.

UNIT-IV- Planning & Evaluation :-

- Unit Plan and lesson plan
- Evaluation: continuous and comprehensive Types of Tests Objective, Essay Type and short answer type.
- Diagnostic Test & Remedial Achievement Test. Criterion Referenced test and Blue Print,
- Developing Questions for test of different types in Mathematics.

Reference:-

1. James Anica, Teaching Of Teaching Mathamatics. Neelkamal Publications Sultan Bazar Hyderabad.
2. Kulshreshtha A.K. Teaching of Mathamatics Surya Publication Meruth.
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9. IRIaxh th0Mh0 xf.kr v;/kiu] fouksn iqLrd eafnj vkxjk-
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PAPER-VI(iii)

TEACHING OF SCIENCE

COURSE OBJECTIVES:-

To enable the teachers 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 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.

UNIT-I- Nature and Scope of modern science , impact of science on modern communities.

- Scientific methods and Attitude
- Aims and objectives of Teaching science in school
- Bloom's Taxonomy & it's applications.

UNIT-II- History and Modern Trends in science Curriculum :-

- Principles of planning science curriculum at school level.
- Science curriculum projects Nuffield Chem study.
- Co-curricular & non- formal approaches: Field trips science clubs. Organizing science fairs & execution.

UNIT-III- Methods of Teaching science & their practical applications

- Planning for Teaching developing year plans lesson plans content analysis. Preparation & development of improvised apparatus. Practice to develop lesson plan on current topics covered in the secondary curriculum.

UNIT-IV- Preparation Selection & use of teaching aids. Team teaching seminar Presentation. Microteaching & computer assisted teaching importance of teaching material.

UNIT-V- Evaluation: Comprehensive and continuous Evolution

- Types of Test : Objective, Essay Type & short Answer type Diagnostic Test & remedial Test, Achievement Test, Criterion Referenced Test and Blue print.
- Developing Questions for Test of Different Types in Sciences.

Reference:-

1. Bhatnagar A.B. and Bhatnagar S.S. Teaching of Science R.I. Book Depot. Meerut.
2. Bhatnagar S.S. Teaching of Science Surya Publication Near Govt. Inter College Meerut.
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PAPER-VII(i)
ELEMENTARY EDUCATION

COURSE OBJECTIVES:-

1. To develop in the student teacher an understanding of the role and development of Elementary Education in India.
2. To develop in the student teacher proper understanding of various components of the NPE: 1986 and review of NPE: 1992 relating to elementary Education.
3. To acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop appropriate teacher competencies on the part of the student teacher.
5. To acquaint in student teacher with emerging trends and practices in elementary Education.

UNIT-I Introduction to elementary Education: the genesis of elementary education. A brief history of elementary education. (EE) with special reference to the area of its operation. Constitutional provisions, elementary education act. Of the area, Related concepts The learning needs of pupils.

UNIT-II National policy on education 1986 and the revised policy of 1992 with reference to elementary education.

Role of panchayats and local bodies in EE

Role of the state government in EE.

Role of non-government organizations in EE.

Trend of commercialization of EE remedies.

UNIT-III Curriculum : Structure of the curriculum at EE level.

Curriculum transaction : Activity based. Experience centred learner centred. Learner centred, play- way joyful learning.

Curriculum adjustment and adaptation to special needs of :

- a) Visually auditory and adaptation to special needs of:

- b) First generation learners and culturally deprived learner and remote rural areas and slum areas: and
- c) “Education for all” and required variation in the Curriculum.

UNIT-IV Acquisition of basic skills required for teaching elementary stage. Special qualities of an elementary school teacher (EST)
Need for orientation and refresher courses for EST:
Developing competencies related to working with parents and community. Role of basic training centres normal schools, an DIET's in providing training to EST. Preparation of teachers for implementing 'Education for all.'

UNIT-V Minimum level of learning (MLL)
School Readiness.
Early Childhood Care and Education (ECCE)
Continuous Comprehensive Evaluation at Elementary level.
District Primary Education Programme (DPEP)
Multi-grade teaching elementary schools.
Teacher's commitment.
Use of modern technologies and media

Reference:-

1. Ahuja, R.K. Zila Prathamik Shiksha ke antargat Prashikshan, M.P. SCERT, Bhopal.
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PAPER-VII(ii)
POPULATION EDUCATION

COURSE OBJECTIVES:-

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the student to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning

UNIT-I Introduction: Nature and scope of population education: meaning, concept need scope, importance and objectives.

UNIT-II Population dynamics: distribution and density population
Composition: Age, sex, rural, urban, literacy, of India.

UNIT-III Population And quality of Life: Population in relation to :
socioeconomic development. Health status nutrition health services and education Effect of unchecked growth of population on natural resources and environment Population and literacy campaigns in India.

UNIT-IV Population education in schools: Scope of population education in schools.

- Integration of population education with the general curriculum
- Teacher's role in creating awareness of the consequences of population problem.

UNIT-V Methods and approaches: Inquiry approach, observation, self- study, discussion. Use of mass media: Newspapers, Radio, Television, Audio-visual Aids.

Reference:-

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- 15.O;kl gfj'kadj] tula[;k iznw" k.k vkSj lk;kZoj.k] fo|k fogkj] fnYyh-
16. "kekZ ,oa oekZ] tula[;k f'k{kk f'k{k.k] jk/kk izdk'ku eafnj vkxjk-
17. vkj0,0 "kekZ] tula[;k f'k{kk lw;kZ ifCyds'ku] esjB-

COURSE OBJECTIVES:-

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

UNIT-1 Environment – meaning scope & nature.

- Environmental Education – Definition. Meaning & approaches
- Introduction of Environmental Pollution & its types
- Causes, effect & control of Air, Water, Noise, Land Raioactive/Nuclear
- Social Pollution

UNIT-II Causes & effect of Environmental hazards goble & local.

- Environmental Pollution & its relation with environmental hazards.
- Environmental hazards – green house effect, ozone layer depletion, acid rain. Global warming rise in sea level. Pillar melting.
- Impact of Human activities on Environment.

UNIT-III- Salient features of Environmental awareness through Education

- Programme of Environmental Education for upper primary and secondary school children.
- Role of Curriculum.
- Different teaching methods & different activities to bring awareness.

- Evaluation techniques to test awareness of children.

UNIT-IV Biodiversity concept of biodiversity National Parks. Sanctuaries & projects

- Components of Ecosystem biotic & a biotic food web, food chain, Ecosystem & its types.
- Carbon Nitrogen Water Cycle.
- Conservation of National resources water soil
- Biodiversity & its conservation
- Biodiversity & food security
- An Important Environmental priority learning to live in harmony with nature
- Independence of man & Environment
- Air Pollution control Act, water pollution control Act

UNIT-V Role of School in Environmental conservation & sustainable development

- Role of teacher in Inculcation of those values among students. Which are helpful in conservation of Environment.
- Methodology to record attitudinal/behavioral changes in school children towards Environmental protection.

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PAPER-VII(iv)
ALTERNATIVE EDUCATION

COURSE OBJECTIVES:-

1. To develop in the 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 of all age groups at all level 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 of education for removal of illiteracy the need of democratization and universalisation of education in India.
4. To acquaint the student teacher with the use off multidimensional and multi source education for schooled. Semi schooled and unschooled learner.
5. To promote the new cult of 'learning society' behaving in self- development, self-enrichment and advancement in the ' art of Living' though imparting adult education.

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

UNIT-II Types, agencies and approaches on NFE: types and agencies of NFE.

Teacher of NFE

Aids- audio and visual.

UNIT-III NFE in Indian context: Prospects of non-formal education in Indian context.

Need for monitoring evaluation and research for effective implementation of NFE programmes.

UNIT-IV Introduction to adult education (AE) : Meaning Scope and Objectives of Adult education (AE)

Adult learning procedures- factors and conditions affect of age.

Tools of learning.

Teachers of AE- need for training.

Evaluation Process in AE. Contents of AE: Contents of AE : functional learning.

UNIT-V AE in Indian context: Adult education in India an instrument for social regeneration and cultural transformation.

Functional literacy programmes- Role of National literacy mission.

Total literacy campaign in achieving the social aim of education for all.

Need for effective and constant monitoring evaluation and research in A.E. :

Role of governmental agencies in promoting AE.

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1. Bordia, Anil- Farmers Training and Functional Literacy : New Delhi: MHRD.
2. Burns, Hobert, W. (Ed) (1984) : Sociological Backgrounds of Adult Education Centre for the Study of Liberal Education for Adults, Mass: Book Line.
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8. Kuhlen, Ray and G.(Ed) : Psychological Rackgrounds of Adult Education Center for the Study of liberal Education for Adults Chicago Lllionis.
9. Learning to Be- UNESCO. 1971
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- 13.Teacher’s Handbook of Social Education New Delhi : Ministry of Education. Government of India 1975.
14. Unesco- Adult Education in the Context o Life long Education, Third International Conference on Adult Education Tokyo UNESCO, 1972.

PAPER-VII(v)

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE OBEJCTIVES:-

1. To acquaint the student with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand the concept and importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary school of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

UNIT-I Conceptual frame work : concept of educational administration.
 concept of educational management human beings as inputs. Process and products inputs.
 Nature objectives and scope of educational administration.

UNIT-II Role and functions of headmaster/teacher : Basic functions of administration- planning. Organizing directing and controlling.
 Maintenance of discipline, control management.
 Co-ordination and growth development.
 Supervision and inspection, defects in the present supervision and inspection.
 Scope of education supervision.
 Types of supervision.
 Providing guidance leadership function.
 Crisis in management.
 Decision making.

UNIT-III Communication in Educational Administration : Role of Communication in effective management and administration.
 Methods of communication.
 Barriers of communications in educational administration.

UNIT-IV Management of Schools: Role of headmaster in planning of school activities approaches to management- manpower approach.cost

benefit approach. Social demand approach. Social justice approach.
Involvement of other functionaries and agencies in the preparation of a plan.

Delegation of authority and accountability.

Role of the headmaster in monitoring, supervision and evaluation.

Role of the headmaster in monitoring, the staff, in resolution of interpersonal conflicts.

Role of the headmaster in creating resources and managing financial matters.

Optimum use of available resources for growth and development of the school.

Staff development programmes.

Role of teacher in school management and administration.

UNIT-V Educational administration in the state : The administrative structure in the field of education in the state.

Control of school education in the state a critical analysis.

Functions of the board of secondary education in controlling secondary schools.

Problems of secondary school administration in government schools.

Reference:-

1. Adams and Dicky, Educational Supervision.
2. Agrawal, J.C. : Educational Administration Delhi kitab Mahal.
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16. William, R. : Democratic Practices in School Administration, Chicago : Chicago University Press.

PAPER-VII(vi)
EDUCATIONAL & MENTAL MEASUREMENT

COURSE OBJECTIVES:-

1. Acquaint the student teacher with the basic scientific concepts and practices in educational mental measurement.
2. To enable the students to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher, for effective use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understand about various educational and mental measurement tools.

UNIT-I- Measurement & Evaluation

- Definition, Meaning & Importance of Measurement & Evaluation
- Difference between measurement & evaluation
- Types of Evaluations – continuous and comprehensive, summative and formative
- Scales of measurement : Nominal, Ordinal, interval and ratio scales.

UNIT-II- Bloom's Taxonomy of Objectives

- Achievement Tests: Construction of standardized achievement tests and Teacher made test – Design, Blue Print, construction of items. Scoring key
- Qualities of good test Reliability, Validity, Item analysis

UNIT-III- Techniques of Evaluation: - Interview, Questionnaire, Interest, Inventories, Rating Scale, Observation. Test Aptitude.

- Test, Diagnostic Test
- Techniques of Test conduction.

UNIT-IV- Elementary Statistics

- Normal probability curve and its application skew-ness. Kurtosis
- Percentiles and Percentile rank

- Coefficient of correlation by spearman's method and its interpretation
- Raw scores and standard scores / score T scores.

Reference :-

1. Asthana, Bipin & Agarwal, R.N. : Mapan Ewam Moolyankan, Vinod Pustak mandir, Agara
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4. Lindeman, R.H. and Merenda P.E.: Educational Mesurement London.
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8. Verma, R.S. : Shikshik Moolyankan, Vinod Pustak mandir, Agara.

PAPER-VII(vii)
PHYSICAL EDUCATION

COURSE OBEJCTIVES:-

To develop in student teacher :-

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

UNIT-I Physical education its meaning and implication's aims and objectives. Foundations of physical education concept of physical fitness recreation.

Physiological effects of exercise Biophysical difference in boys and girls and their implications in physical education. Postural defects including remedial exercise including Asanas.

UNIT-II The significance of child's growth and development for the practice of physical education.

The interaction of health. physical education and physical fitness: concept of positive health.

Types of food and their relative efficacy: role of balanced diet.

Dangers of the luse of school nicotine. Narcotives and drugs.

UNIT-III The principles of programe building : organization physical education programme in secondary schools, Competitions- their role, values and limitation. Team and house system: classification of pupils for instructional and other purposes: prepration of fixtures.

UNIT-IV Organisation of annual athletic meet including laying out of a double bend tracks with provision of staggers.

UNIT-V Evaluation of student's performances in physical education programmes, problems in organizing physical education programme in Indian school.

Reference :-

1. Sekhar Vyas Raj and Vyas K : Shiarinik Shiksha, Sidhanta Evam Vyavhar, Raj Prakashan.

2. Sheri, G.P. : Health Education Vinod Pustak Mandir Agra.
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PAPER-VII(viii)
PHYSICAL EDUCATION

COURSE OBJECTIVES:-

1. To develop an understanding of the need and importance of career information for the pupils.
2. To identify their role and function in locating, collecting, evaluating, and disseminating career information of the use of pupils.
3. To develop an understanding of how one's ability interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

- UNIT-I Meaning of career and career information components of career information, Occupational information, information about education and opportunity and personal social information.
- UNIT-II Aims to study career information at different school levels.
- UNIT-III Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information.
- UNIT-IV Information about education training opportunities for primary. Elementary and secondary levels of school.
- UNIT-V Personal-social Information at every school level.

Reference :-

1. Bhatnagar R.P. Guidance and Counseling in Education and Psychology R Lall Book Depot. Meerut
2. Bhatnagar R.P. and Rani Seema, Guidance and Counseling.
3. Chandra Ramesh, Guidance and Counseling. Gyan Books Pvt. Ltd. New Delhi.
4. Chadha Satih C Educational and vocational Guidance and Counseling R Lall Book Depot. Meerut
5. Jaiswal Sitaram, Guidance and Counseling
6. Nayak A.K. Guidance and Career Counseling APH Publishing Corporation, New Delhi.
7. Sharma R.A. Career Information and career.
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PAPER-VII(ix)
VALUE EDUCATION

COURSE OBJECTIVES:-

1. To understand the nature and sources of nature and disvalues.
2. To understand the classification of values Under different types.
3. To appreciate educational values like democrat ate, secular and socialist,

UNITE-I	Nature and sources of values, biological psychological social and ecological determinants of values their bearing on education in varying degrees.
UNIT-II	Classification of values into various types material social moral and spiritually values; status of values how can these be realized through education.
UNIT-III	Corresponding to values there are evils or dis-values-material. Social, economic moral and religious evils leading to faithlessness and irreverence: how can education overcome these negative values.
UNIT-IV	Levels of values realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.
UNIT-V	Evaluating that teachers and other school personnel are value leaden, students and parents are value ladden, curriculum in value laden evaluate. Value of self-sacrifice vs value of self centeredness. Value of excellence vs value of ego- centralism. Value of work vs value of selfishness. Every teacher of all teacher need to teach valueses.

Reference :-

1. Frankal, J.R. : How to Teach Values : An Analytical Approach Prentice Hall, New Jersey.
2. Harsh, R.H.Miller.J.P. & Fielding G.D. Models of Moral Education an Appraisal Longman in New York.
3. Passi, R.K. & Singh p Value Education National Psychological Corporation Agra.
4. Raths, L.E., Merrill Harmins & Studney s and Teaching Menhil, Ohio,.
5. Rockeach, M. : The Nature of Human Values Collier Memillan Publishers, London.
6. Sharma B.L. Value Education
7. Sharma B.L. Education for Environment an Human

PAPER-VII(x)
WOMEN EDUCATION

COURSE OBEJCTIVES:-

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.

UNIT-I Women's Education in India :

- Meaning, Importance and objectives of Women's Education
- Constrains and Remedies.

UNIT-II- Status of Women in India:

- Reasons of their Backwardness-Social, Cultural and Economic.
- Role of Media in improving Status of Women.

UNIT-III- Women Education vis-à-vis other types of Education.

- Health Education Population Education and environment Education with special reference to role of Women.

UNIT-IV- Programme of Women's Education

- Mahila Samakhya
- Different Programmes for Women's Education
- Special Facilities for Girl Child Education.
- Vocational Institutes for Women.
- Integrated Child Development Scheme.
- Reading Materials for women.

UNIT-V- Agencies of Women's Education

- National international volunteer agencies.
- Government organizations.

Reference:-

1. Agarwal.J.C. : Indian women – Educations and Status : Arya Book Depo. New Delhi.
2. Chaube S.P. : Tulnatmak Shiksha, Vinod Pustak Mandir, Agra.
3. DaleR.R.: Mixed or a Single Sex School vol III Roultedge and Kecgan Paul Humanities press New York.
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5. Devendra Kiran : status and position of Women in India Vikas Publishing House New Delhi.
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7. Mehta, Vimla : Attitude of Educated Women Towards Social Issues :
National Publishing House Delhi.
8. Usha: Education of Eomen in South Asia Published in Tribune. India News
Chronical Hitvada.

EXAMINATION PATTERN

1. Theory paper minimum marks 36%
2. Practical papers paper minimum marks 40%
3. Aggregate marks 40%
4. Those who have failed/absent in one theory paper will be eligible for supplementary examination.
5. Out of 1000 marks, 700 marks will be awarded for theory papers and 300 practical marks will be awarded instead of 400 practical marks.
6. Revised curriculum will be implemented from the current session i.e. 2006-07.
7. Examination plan will be as follows:-
 - a) The student will attempt six questions in each theory paper. The question no. 1 will be compulsory based on short essay type carries 20 marks. The short question will be asked from each unit i.e. from 5 units.
 - b) Besides that there are five long questions will be asked and it will be internal choice at least 10 questions in each unit. Each question carries 16 marks i.e. total 80 marks.
 - c) Practical/assessments will be done by external examiner.

NOTE:- The whole examination system will be held as per rule regulation instructed in B.Ed revised ordinance.

B.Ed. (Bachelor of Education)

Objectives:-

- The B.Ed, course shall enable the pupil teachers to :
- Gain insight into philosophical, sociological and psychological basis of education.
- Reflect on the problem and issues related to Emerging Indian. Society.
- Practice the process involved in class room teaching and learning.
- To make use of educational technology.
- Develop competencies: teaching school subjects (science, mathes, languages and social studies).
- Develop knowledge skills attitude among the pupil teachers to manage all type of children in effecints manner.
- Finally to develop professtonalism among trainee teachers.

DURATION OF THE COURSE : One Aead year

EALIGIBILITY

At least 50% marks in a degree : How ever admission shall be given by following the forms Govt University rules.

ATTENIDANCE

75% attendiance will be for qualitfying thecandidate for appearing in the examination.

The examination shall consist of two parts namely:-

- a) Theory
- b) Practice in teaching, practical and sessionals.

The examination of theory papers will be held in the month of April-May every year.

Similarly practical part of the examination including practice in teaching, final lessons. Practical of sessionals shall be arranged by the principal/Head of Department of Education up to 15th February and their marks will be submitted by 15th March.

B.Ed. one year scheme shall consist of following two parts :-

THEORY GROUP

S.NO.	Theory Paper	Total marks	Minimum Passing marks
1-	Teacher in Emerging Indian Society.	100	36
2-	Development of Learner and Teaching Learning Process	100	36
3-	Development of Educational System In India.	100	36
4-	Essentials of Educational Technology And Management.	100	36
5-	A Group- Methods of Teaching (i) Hindi (ii) English (iii) Sanskrit (iv) Urdu	100	36
6-	B Group- Methods of Teaching (i) Social Studies (ii) Environmental Studies (iii) Maths (iv) Science	100	36

Panel of examiners for final lesson (Internship in teaching) shall be appointed by the end of November and Practical examination shall be conducted in collaboration with external examiners.

Minimum passing marks in practical shall be 40%

Minimum passing marks in theory and practical examination in aggregate shall be 40%.

SCHEME OF AWARDS

Division shall be awarded to the successful candidates in both (theory and practical) as per the scheme given below:-

- Examinee obtaining below 50% shall be awarded third division.
- Examinee obtaining 50% and below less than 60% shall be awarded second division.
- Examinee obtaining 60% and above shall be awarded first division.
- Examinee obtaining 75% and above in subject shall be given distinction.

A candidate failing in both or either part (theory and practical) shall be declared fail, but such a candidate shall have the option to reappear at a subsequent examination in whole or the part in which the candidate has failed without attending a regular course as ex-student.

There shall be a supplementary examination as far as possible in the month of August-September for candidates who after having appeared in the whole examination i.e. Part A but failed in one of the theory papers.

The Kulpati (V.C.) may condone the deficiency up to three marks in case a candidate fails in one paper only.

S.NO.	Theory Paper	Total marks	Minimum Passing marks
7-	i. Elementary Education. ii. Population Education iii. Environmental Education iv. Alternative Education v. Educational Administration and Mgt. vi. Educational and Mental Measurement vii. Physical Education viii. Career Guidance and Counsiling ix. Value Education x. Women Education	100	36
	Total Theory Papers marks	700	

PRACTICAL GROUP

The Examination of practical groups shall carry 300 marks as follows:-

i)	Practice Teaching	Subject-I	40	16
ii)	Practice Teaching	Subject-II	40	16
iii)	Micro Teaching		20	08
iv)	Final Teaching	Subject – I (Language)	50	20
v)	Final Teaching	Subject – II (Method)	50	20

PRACTICAL WORK

(i)	Work Experience : (Gardeing/Toy making, Book-binding/ Stitching etc)	25	10
(ii)	Literacy Programme At least 3 Girls	25	10
(iii)	Psychology practical (Minimum Two practical)	25	10
(iv)	Sessionals on project work in any theory papers.	25	10
	Total Practical marks	300	
	Grand Total : (Theory Practical)	1000	

NOTE:- (i) For the practical no. of marks (i), (ii) & (iii) will be Internal Marks and (iv) and (v) will be given by External Marks. For Practical work one separate examiner will be appointed by the University.