FIRST YEAR

PAPER - I PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Paper Objectives

To enable the pupil teacher to -

- understand the process and purpose of Education.
- analyze the process and purpose of Education.
- critically evaluate the philosophical context of Education.
- construct the knowledge in real life situations and act upon it.
- reflect upon different philosophical Schools of Thought.
- understand the vision of Indian thinkers on practical aspects of Philosophy.
- follow the ways of nurturing values and inculcating human duties.

Unit I Nature of Education

- Liberal and utilitarian education.
- Aims of education
- Individual and Social aims of education.

Unit II Philosophy and Education

- Indian philosophical thoughts and their contributions to educational practices –
- Vedant Darshan and education.
- Jainism and Education.
- Buddhism and Education.
- Islam and Education

Unit III Major philosophical schools: Salient features and impact on education.

- Idealism
- Realism
- Naturalism.
- Pragmatism
- Humanism

Unit IV Indian thinkers and their contributions to Education.

- Philosophical and Educational thoughts of Swami Vivekananda, Shri Aurbindo Ghosh, Mahatma Gandhi, Rabindra Nath Tagore, J. Krishnamurti

Unit V Western educational thinkers and their contribution in the development of Education

- Philosophical and Educational thoughts of Plato, Rousseau, Pestalozzi, Frobel, John Dewey

Practicum/ Internal assessment

- A study of one philosopher with a view to study his/her contributions to present educational practices. 5 Marks
- Power point presentation of one topic in the class. 5 Marks
- Survey of any one Eminent Educational Institute and submission of detailed report of any 5 Marks

Suggestive Readings

- A. S. Thakur and Abhinav Thakur: Teacher in Emerging Indian Society – Agarwal Publication Agra
- Brubacker J.S., Modern Philosophies of Education, New Delhi, Surjeet Pulication
- N.R. Swaroop Saxena and Shikha Chaturvedi,” Teacher in Emerging Indian Society “ R.lal Book Depot Meerut,
- Raman BihariLal and ShrimatiSunitaPalodh “ Educational Thought and Practice ,” R.lal Book Depot Meerut
- Ramshakal Pandey and Rana Balwant: Teacher in Developing Indian Society; “Sri VinodPustakMandir Agra.
- S.M. Yunus Khan and Dr. Karan Singh; “Teacher in Emerging Indian Society.-Govind Prakashan, Lakhimpur Kheri
- J.S.Ross, Ground work of Educational theory
PAPER - II   SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Paper Objectives

To enable the pupil teacher to -

- Understand Contemporary Indian society and education
- Diversity, Inequality and marginalization in society and the implications for education
- Policy frameworks for public education in India.
- The importance and role of education in the progress of Indian society.
- to study education in a sociological perspective. The process of social change and the socialization to promote the development of a sense of commitment to teaching profession and social welfare.
- Think his/her 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.
- mean and measures towards the promotion of national integration and protection of human rights.

Unit I

- Sociological basis of education: The new social order, emerging trends in Indian society, concept of social diversity in terms of religion, culture, languages, castes, tribes, religions etc.
- Establishing unity in diversity for peaceful and collective living. Secularism and education, education as a tool of economic development, Education & Social and cultural change.

Unit II

- Knowledge about the Indian constitution: Preamble, fundamental rights and duties of citizens and directive principles of the state policies, articles related to education.
- Constitutional values related to aims of education in the context of constitutional promise of freedom, justice, equality and fraternity.
- Education and Democracy.

Unit III
- Equality of educational opportunities in terms of gender, caste, tribes, disabled and minorities.
- Issues and concepts relating to inequality, discrimination and marginalization that stands in the way of Universalization of education.
- Means and measures taken for eradication of illiteracy: Distance Education, Continuing Education, Education for socially, culturally and economically deprived, Population Education, Women Empowerment through education, concept of inclusive education.

Unit IV

- National and Emotional integration – Role of Educational Institutions and teacher in achieving them.
- International understanding and globalization.
- Role of teacher in linking school with society.

Unit V

- Right to Education, Sarva Shiksha Abhiyan (SSA), Role of teachers in context to universal and inclusive education.
- Policy frame work for public education in India – the implementation of policies and actual shaping of school education in contemporary India.
- New welfare programmes: National Literacy Mission (NLM), Mid-Day Meal scheme (MDM), Common School System, KGBV, Ashram Paddhati School

Practicum/ Internal assessment

- Assignment on extension work in a community 5 Marks
  - Related to- literacy, Health and Hygiene,
  - Population Education and Environmental Awareness.
- Power point presentation of one topic in the class. 5 Marks
- One project / Working model on Disaster management 5 Marks

SUGGESTIVE STUDIES

- A.S. Thakur, Abhinavthakur : Teacher in Emerging Indian society, Agrwal Publication, Agra
- Haseen Taj : Current Challenges in Education, NeelKamal Publication PVT.LTD.
Paper Objectives

To enable Pupil teachers to

- acquire knowledge and understanding of stages of human development and their developmental tasks
- Develop understanding process of children learning in the contest of various theories of learning.
- Understanding intelligence, motivation, adjustment and various types of exceptional children.
- Develop skills for effective teaching learning process and use of psychological test.

Unit I: Educational Psychology and Development of Learner.

- Meaning, nature, scope, methods and functions of educational psychology.
- Human development as a resultant of interaction between individual potential and external environment.
- Role of heredity and environment on socialization process.
- Characteristics and problems of adolescent with their needs and aspirations. Concept of child centered and progressive education with relevant ideas of Piaget, Kohlberg, Erikson and Vygotsky.

Unit II: Learning and Motivation.

- Meaning and Nature of learning, laws of learning, factors for facilitating learning and teaching.
• Concept and kinds and theories of transfer of learning.
• Nature of motivation, types, theories and techniques for enhancing motivation.

Unit III: Teaching Learning Process

• Role of teacher in teaching-learning process as a transmitter of knowledge, facilitator, Guide, co-learner in different psychological perspective of learning.
• Nature and characteristics of instincts – Cognitive, Affective and Conative aspect of learning.
• Nature of Teaching
• Learning Difficulties in Classroom Practices.

Unit IV: Intelligence

• Nature, characteristics and development of Intelligence.
• Types of intelligence – Emotional and multidimensional.
• Theories of intelligence – Two factor, multifactor theories and SI model.

Unit V: Personality

• Meaning, nature, types and development of personality.
• Trait theories of personality and factors effecting personality.
• Characteristics of well adjusted person and methods of adjustment.
• Mental conflict and methods of resolving the conflict.

Unit VI: Exceptional children

• Concept and types of exceptional children and characteristics of each type including with children with learning disabilities.
• Dimensions of difference in psychological attributes – cognitive abilities, interest, aptitude and creativity.
• Lerner centered techniques of teaching exceptional children.
• Inclusive Education: Concept

PRACTICUM / INTERNAL ASSESSMENT –

• Administration and Interpretation of two psychological tests. 10Marks
• Power point presentation of one topic in the class 5Marks

SUGGESTIVE STUDIES
- Gronlund, N.E. Educational Measurement & Evaluation Prentice Hall, INC, N.J.
- Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
- Pandey, B.B. & Singh, Rajesh MAPAN, MULYANKAN AVAM PRARAMBHIC SANKHYAKI,
- Patel, R.N. Educational Psychology Himalayan Publishing House Mumbai
- Yelon, Stephen, L. Etal A Teachers World- Psychological In the Classroom McGraw Hill Kogakusha Ltd, Tokyo

**PEDAGOGY OF TEACHING**

**PAPER- IV & V PEDAGOGY OF BIOLOGICAL SCIENCE**

**Paper Objectives-**

To enable the pupil teacher to

- Develop a broad understanding of the principles and procedures used in Biological Science education.
- Developing their skills necessary for preparing Biological Science education in modern society.
- To construct different plans according to need.
- To devise the instructional Design of biological science properly.
• Appraise the biological paradigm in understanding of the subject.
• Use different methods to teach different concepts.

UNIT- I  BASICS OF BIOLOGICAL SCIENCE
• Nature of modern science, impact of science on society, globalization and science, Justification of including science as a school subject, socio cultural perspectives of biological science, worlds eminent scientists and their path tracking discoveries.
• Pedagogy of Biological Science – Integration of knowledge about the learner, The subject discipline, social context of learning, and researches related to different aspects of learning.
• Different branches of biological science, relation with other subjects,
• Constructivism in teaching Biological science, Vygoskian Perspective.

UNIT -II  AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE
• Taxonomy and approaches of educational objectives in biological science.
• Objectives in biological science- Blooms Taxonomy and revised Blooms taxonomy.
• Process and product outcomes.
• Concept of entering and terminal behavior.

UNIT- III PLANNING FOR INSTRUCTION
• Unit plan, year plan and lesson plan
• Ability to convert an unit plan into lesson plan
• Use of teaching-learning material (Audio-Visual aids)
• Improvised apparatus: significance and preparation
• Use of LCD projector and power point presentation
• Use of Bruner’s models as concept attainment and advance organizer models in Teaching of Biological science.
• Planning and Implementation of strategies in Teaching concept – Evaluation Approach

UNIT- IV  TEACHING OF BIOLOGICAL SCIENCE
• Inductive-Deductive approach
• Edger Dale’s con of experiences.
• Major models & methods for Science Instruction-formal &non-formal and co-curricular approaches Lecture cum demonstration, Heuristic, Discussion, Project, Problem Solving, laboratory and Experimental method.
• Innovative Teaching practices in Biological science.
UNIT - V  CURRICULUM ORGANIZATION AND LEARNING RESOURCES

- Principles and approaches for curriculum development, curricular framing according to local needs.
- Text Books, Science journals, handbooks, other resource materials for Teaching Biological science.
- Organization of Biology laboratory.

UNIT VI  EVALUATION IN BIOLOGICAL SCIENCE

- Measurement and Evaluation- Importance and purpose.
- Types of evaluation
- Achievement Test construction, administration and scoring.
- Characteristics of a good test
- Measuring specific behavioral outcomes- Cognitive, Affective and psychomotor outcomes.
- Diagnostic testing and remedial teaching.

UNIT VII  PROFESSIONAL DEVELOPMENT OF A BIOLOGY SCIENCE TEACHER

- Professional development programmes for a bioscience teacher- Participation in seminar, conferences, online sharing membership of professional organizations, Collaboration of school with colleges, universities and other institutions,

Practicum/ Internal assessment

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
- Preparation of One Improvised apparatus / Low Cost Material aid / Working Model 5Marks

Suggestive Studies

Reports

- NCERT New Delhi
  - Improved science teaching in school
  - Guideline and syllabi for secondary stage (IX-X) -1988

Books

- प्रो. जे. के. सूद, विज्ञानशिक्षण (21 वींशतीनवीं) : विज्ञानपुस्तकमिकिस्मरण -2
Paper Objectives

To enable the Pupil teacher to

- Develop broad understanding of principles and knowledge used in physical science education.
- Develop their essential skills for practicing physical science education.
- Know various approaches and methods of teaching physical science.
- Prepare lesson planning of physical science properly.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

Unit-I Structure and Nature of Science

- Nature of science: Basic principles
- Correlation of science with other subjects
- Relationship between science technology and Society.

Unit-II Aims and Objectives of Teaching Physical Science

- Aims and objectives of teaching physical science at secondary level.
- Blooms taxonomy and revised blooms taxonomy of educational objectives.
- Writing instructional objectives.

Unit-III Instructional Approaches

- Approaches in science teaching: inductive-deductive constructivist.
• Practical applications of computers for a science teacher.

Unit-IV Planning of Instruction
• Unit planning
• Lesion planning: basic elements, characteristics & significance
• Teaching learning materials and improvised apparatus importance and construction.
• Evaluation: types of tests (Oral, Written and Practical), Construction of items, Qualities of a good test, Blue print, construction and administration of achievement of test.
• Diagnostic testing and remedial teaching
• Action research

Unit –V Science Curriculum and Resources of Learning
• Definition of curriculum and principles of organization.
• Organization of Science Laboratory.
• Appraisal of the existing school science curriculum.
• Curriculum accessories and support materials – Journals hand books, Student work book, Display slides, Laboratory materials, Audio –Video support material.

Unit- VI
• Co-curricular Activities: Science club, Science exhibition, Science fair, Excursions and Science library.
• Science laboratories: Setting and Importance
• Text book of science: Criteria for evaluation.
• Quality of a good science teacher

Practicum/ Internal assessment

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
- Preparation of One Improvised apparatus/Low Cost Material aid/ Working Model 5 Marks

SUGGESTIVE STUDIES
• Sood, J.K. (2003), vigyanshikshan (for the 21st century) agra: vinodpustakmandir
• National policy of education (1986) new delhi: MHRD
• Mohan radha (2010). Innovative science teaching prentice hall of india new delhi
• Tony L., Mattc, Bernie k. and Judith T. (2010) teaching science safe publication India Pvt Ltd.
Paper Objectives -

To enable pupil-teachers to

- Understand the nature, characteristics and development of Mathematics.
- Understand the aims and objectives of teaching Mathematics.
- Improve their competencies in teaching of mathematics.
- Explain approaches and methods of Mathematics teaching.
- Develop and use of various teaching aids.
- Understand the basic principles of Curriculum Organization.
- Understand the application of appropriate evaluation techniques in mathematics.

UNIT – I   Nature Of Mathematics

- Mathematics: Meaning concepts, characteristics, scope, History of Mathematics with special emphasis on teaching of mathematics. Concept formation with special reference to Piaget.
- Contribution of Indian (Aryabhatta, Bhaskaracharya I & II, Leelavati, Ramanujan and Harish Chandra) and Foreigner Mathematician (Euclid, Pythagoras and Rene Decarte)
- Nature of Mathematics-Pure and applied Mathematics, role of Induction & Deduction, intuition and logic in Mathematical thinking, language of Mathematics
- Correlation of Maths with other school subject.
- Relation and difference between mathematics and scientific knowledge, Values of teaching mathematics.

UNIT – II  Aims And Objectives of Mathematics teaching

- Aims & objectives of teaching Mathematics at secondary level.
- Need for establishing general objectives, objectives in terms of instruction and behavior,
- Writing specific objectives and teaching points of various content area of mathematics.
- Bloom's taxonomy & revised blooms taxonomy. Herbaert & Evaluation approach, NCERT approach

UNIT- III   Psychology of learning mathematics:

- Teaching of mathematical concepts and its principles, comparing and contrasting by giving comparing and contrasting by giving counter examples.
- Recreational aspect of mathematics- Mathematical Games, Puzzles, Riddles, Magic Squares, and Word search
• Encouraging learners for probing queries, appreciating dialogue among peer group, promoting students confidence (carrying out some examples from Mathematical Content areas).
• Maths Club, Maths Laboratory, Text book, in mathematics.
• Qualities of good mathematics teacher, short cut mutinied in Vedic mathematics.

UNIT – IV Approaches and strategies

• Approaches of teaching mathematics – Inductive, Deductive, Analytical Synthetic, Heuristic, Project, Laboratory, Problem Solving, Strategies and Tactics for developing mathematical aptitude in students.
• Innovative approaches – Team Teaching, Micro Teaching supervised CAI, programmed Instruction.
• Techniques of teaching mathematics- Oral work, Written work, Homework, Questioning, Drill work, Assignment, Cooperative Learning, Brainstorming, Concept Mapping.

UNIT – V Curriculum Development in Mathematics

• Curriculum – Meaning, Objectives, Principles its Types
• Organizing it both logically and psychologically according to age group of children curricular choices at different stages of school mathematics.
• Pedagogical analysis of various topics in Math’s i.e. Arithmetic, Algebra Geometry etc. curriculum frame work according policy (National Curriculum Frame work 2005, IEC 1964, NPE 1986).
• Evaluation of Mathematics curriculum at different stages,
• Defects of existing mathematics curriculum.

UNIT – VI Planning, Assessment and Evaluation

• Meaning and Importance of lesson plan
• Performa of lesson plan (Herbart, Bloom, RCEM and NCERT approaches) and its rationale for unit plan and year plan.
• Developing low cost improvised teaching aids relevant to local ethos.
• Evaluation process of obtaining feedback and evaluation in Mathematics its importance.
• Assignments, Achievement tests in terms of psychomotor, cognitive and affective behavioral developments.
• Construction of achievement test, diagnostic test, speed and power test.

Practicum/Internal assessment -

• Microteaching 5 Marks
• Construction, Administration and Evaluation of an Unit Test 5 Marks
• Preparation of One Improvised apparatus / Low Cost Material aid / Working Model 5Marks

SUGGESTIVE STUDIES

• Jain, S.L. GanitShikshan. Jaipur : Rajasthan Granth Academy, 1973
• NCERT, A Text Book of content-cum-methodology of teaching Mathematics, New Delhi :NCERT
• Sharma, N.R. Ganit Shikshan, Kyun aur Kaise. Agra : Ratan Prakashan Mandir

PAPER-IV&V PEDAGOGY OF SOCIAL SCIENCE

Paper Objectives

To enable the pupil teacher to :

• Appreciate the importance of integrating the knowledge through multidisciplinary approach.
Develop the keen insight of using different strategies, methods and skills for transfer of knowledge.
Develop the competence of instructional planning.
Develop the skill of using teaching-learning resources and creating instructional material competently.
Develop the competence of evaluating and assessing the learning of students
Bloom into a confident teacher having authority on subject-matter and its transaction.

**Unit I - Social Science As An Integrating Area of Study: Context and Concerns**
- Rationale of including certain Subjects under Social Science
- Difference between Social Science and Natural Science
- Uniqueness and Interdependence of Disciplines under Social Science
- Objectives of teaching Social Science

**Unit II - Instructional Strategies—Methods and Models**
- Methods: Lecture, Project, Socialized Recitation, Source, Supervised Study
- Models: Different Types, Socialized Interaction Model ———Group Investigation, Social Inquiry, Jurisprudential Inquiry and Laboratory Method Models

**Unit III - Lesson Planning**
- Lesson Planning- Herbartian, Evaluation, NCERT and RCEM Approaches
- Unit Plan
- Year Plan

**Unit IV - Teaching-Learning Resources and Aids in Social Science**
- Resources: Primary and Secondary, Library, Natural flora and fauna, People, Institutions
- Aids: Atlas, Maps, Globe, Charts, Models, Graphs, Visuals and Audio-Visual
- OHP, LCD, Visualizer, Interactive Boards, Multi-Media and Internet

**Unit V - Assessment and Evaluation**
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, Diagnostic Evaluation, Remedial Teaching, Continuous and Comprehensive Evaluation (CCE)

**Unit VI – Social Science Text Books and Question Papers**
- Critical Analysis of a Social Science Textbook with reference to Syllabus and perspective of Student
- Critical Analysis of any Social Science Question Paper with reference to testing subject specific understanding and skill
Unit VII – Teaching-Learning of Geography and Economics

- Knowledge of Key Concepts of Geography and Economics subjects at secondary school level
- Skill development of using Globe ,Atlas, Reference books and Text books, drawing Maps, analyzing data from Field Visits, News, Documents, Journals and Magazines
- Interlinking the subject knowledge in such a way that pupil teachers use it in handling the social issues in a sensible and responsible manner

Unit VIII – Teaching-Learning of History and Civics

- Knowledge of Key Concepts of History and Civics subjects at secondary school level
- Skill development of analyzing Primary and Secondary Data of historical importance critically, developing oral and written expression and using Timeline in class teaching of History
- Using Social Inquiry Approach and Observation Method for collecting field research data on Local Government Bodies and political institutions and interpreting the data for understanding political and civic processes

Practicum/Internal Assessment

- Assignment and Presentation with power point 5 Marks
- 20 hours of social service with any NGO in a project on a social issue 5 Marks
- Inter-Disciplinary Project on local issues 5 Marks

SUGGESTIVE STUDIES

- G. S. Verma : Samajik Vigyan Shikshan , Meerut, Loyal Book Depot
- Gurusharan Das Tyagi : Samajik Adhyayan ka Shikshan, Agra, Agrawal Publications

PAPER-IV&V

PEDAGOGY OF HINDI LANGUAGE

हिन्दी शिक्षण विधि

उद्देश्य—

छात्राध्यापक को—
भाषा संरचना में हिंदी भाषा तत्वों का समझाना
श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषाविद्या कौशलों का समझाना
हिंदी भाषा की प्रकृति, विद्वानों और उनके प्रयोग का समझाना
हिंदी भाषा और उसके सम्बन्धित क्षेत्रों में दक्षता हासिल कराना
हिंदी भाषा के सफल शिक्षण के विभिन्न आयामों से परिचित कराना
हिंदी भाषा के सफल शिक्षण के लिए सहायक उपकरणों से परिचित कराना
हिंदी भाषा शिक्षण में मूल्यांकन का महत्व, मूल्यांकन की संरचनात्मक एवं विधाओं से परिचित कराना
हिंदी भाषा शिक्षण के सामान्य सिद्धांत, विधियाँ, प्रविधियाँ, सूत्र एवं 
शिक्षण युक्तियाँ से परिचित कराना

इकाई— प्रथम
हिंदी भाषा का उद्देश्य, विकास एवं प्रकृति—हिंदी—व्यंग्य विज्ञान—हिंदी भाषा 
विज्ञान—हिंदी वाक्य विज्ञान

इकाई— द्वितीय
हिंदी भाषा का महत्व एवं उसका प्राथमिक, उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक
रंग के पादयोगम में स्थान
पादयोगम— अर्थ एवं महत्व, पादयोगम निर्माण के सिद्धांत एवं प्रक्रिया, विभिन्न रंगों पर
हिंदी के वर्तमान पादयोगम को समालोचना एवं सुधार के लिए सुझाव
हिंदी शिक्षण के उद्देश्य

इकाई— तृतीय
हिंदी में क़सा—शिक्षण के सामान्य सिद्धांत एवं सूत्र
हिंदी शिक्षण की विधियाँ, प्रविधियाँ एवं शिक्षण युक्तियाँ
हिंदी गद्य शिक्षण, पद्ध शिक्षण, नाटक शिक्षण, कहानी शिक्षण के उद्देश्य एवं उनकी
विधियाँ
हिंदी व्याकरण शिक्षण के उद्देश्य एवं उनकी विधियाँ
साहित्य साहित्य का विकास—रस, अलंकार, एवं छन्द शिक्षण के उद्देश्य एवं उनकी
विधियाँ

इकाई— चतुर्थ
हिंदी में श्रवण कोटा, पठन कोटा
हिंदी में लेखन(वर्तनी) कोटा, भाषण (उच्चारण) कोटा
हिंदी का अन्य विषयों से सह-सम्बन्ध
श्रव-दृष्ट उपकरण और उनका हिंदी विषय में उपयोग

इकाई- पांचम

हिंदी पाद्यपुस्तक— पाद्यपुस्तक का अर्थ एवं महत्त्व, एक अच्छी पाद्यपुस्तक के लक्षण, हिंदी की वर्तमान पाद्यपुस्तकों का सामालोचनात्मक मूळ्यांकन एवं सुधार हेतु सुझाव
हिंदी मिश्रक— हिंदी मिश्रक का महत्त्व, एक हिंदी मिश्रक के प्रमुख गुण
हिंदी में मूळ्यांकन— विश्लेषण प्रकार के परीक्षण(आत्मनिष्ठ परीक्षण एवं वस्तुनिष्ठ परीक्षण),
उनका निर्णय एवं प्राप्तान
हिंदी में पाद्यसहायी कियाँ

इकाई— दशमम

सूचना विषय—
हिंदी में पाठ नियोजन—

dत्त्व कार्य— (निम्न में से कोई दो)

- नवी, दादी, ग्यारहवी अथवा बारहवीं कक्षा के लिए प्रस्तावित हिंदी पाद्य-पुस्तक का आलोचनात्मक अध्ययन करना।
- हिंदी भाषा विषय के लिए एक भाषा किट तैयार करना।
- दूरदर्शन पर प्रसारण के लिए हिंदी की एक पाठ-योजना तैयार करना।
- हिंदी का एक व्यवस्थित प्रें-पत्र तैयार करना।
- हिंदी के किसी एक विषय पर मिश्रक के लिए दो गेम तैयार करना।
- हिंदी मिश्रक की समस्याओं का साक्षात्कार अथवा संक्षिप्त सर्वे के आधार पर अध्ययन करना।
- किसी एक प्रसिद्ध हिंदी कवि/लेखक की कविता/निबन्ध का आलोचनात्मक विश्लेषण करना।
- हिंदी के प्रसिद्ध किसी एक कवि/लेखक की आत्म-कथा।
- माध्यमिक स्तर के छात्रों में हिंदी के भाव-भण्डार की वृद्धि के उपाय एवं आयात।
PAPER-IV&V PEDAGOGY OF ENGLISH LANGUAGE

Paper Objectives

To enable the student to understand about

- The nature, characteristics and the use of English language.
- The required skilled and their interlinks for mastering a language.
- The various approaches for planning for successful language teaching.
- Approaches for teaching different aspects of language.
- Aids and other similar available material that could be used for teaching language.
- The techniques of obtaining feedback for self-evaluation and evaluation of student’s success in learning and using the language.
- The study of semantic aspect, the phonetic aspect, the graphic aspect and the phonetic – graphic aspect.
- A sound knowledge of teaching technology of the language.

UNIT- I General consideration

- Role of English in Present day India
- Position of English in the School Curriculum
- Objectives of Teaching English as a second Language
- General and specific objectives of Teaching English In Schools
- Principles of Language Learning And Teaching
- Methods of teaching English—Translation Method, Direct Method, Bilingual Method, Structural Method

UNIT II Teaching Element of English Language
• **Teaching English pronunciation**
  - The phonetic structure of English language
  - Stress And Intonation
  - English sound stress and intonation

• **Teaching English structures**
  - The synthetic structure of English language
  - Selection and gradation of structure
  - Presentation and practice of structures

• **Teaching English vocabulary**
  - Morphological structures of English language
  - Function and content of words
  - Presentation and practice of new words

**UNIT III  Development of language skills**

• **Importance of listening skill**
  - Aspect of listening
  - Teacher skill required for developing listening skill – description, narration, explanation, recitation, singing, and dramatization.

• **Development of speaking skill**
  - Importance of speaking the skills – Aspect of speaking
  - Teaching skills required for developing speaking skill, organizing a discussion of conversation asking question, asking probing questions and diagnosing speech defects.

• **Development of reading skill**
  - Importance of reading skill
  - Teaching mechanics of reading
  - Teaching reading for comprehension
  - Teaching of poetry and Prose
  - Characteristics of a good English textbook
  - Teaching skills required for developing reading skill selecting and presenting reading materials, preparing reading materials asking questions, diagnosing reading difficulties, organizing practice sessions and organizing reading games

• **Development of writing skill**
  - Importance of writing skill
  - Teaching mechanics of writing skill
  - Teaching of Composition and Grammar
  - Teachingskills required for developing writing skill, giving dictation, creating situation for creative writing and correcting written exercises.
  - Aims and objectives of teaching spelling – methods of teaching spelling
UNIT IV

- Instructional aid for teaching English – Importance of audio visual aids in teaching English
  - use of various audio – visual aids in English classroom

UNIT V  Evaluation of language skill

- Synchronizing testing tool with the objectives of teaching English
- Construction of test items for evaluating students acquisition of listening, speaking, reading, and writing skill English

UNIT VI  The Teacher of English

- The qualities of English Teacher
- Play – way in teaching English
- Games – organization song poems chief advertizes
- Lesson planning
- Remedial English

Practicum/ Internal assessment

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
- Preparation of One Improvised apparatus / 2½ Marks
  - Low Cost Material aid / Working Model/
  - Preparation of flash cards for teaching
- Co-curricular activities in the subject, 2½ Marks

Importance & Need of suggested activities

I. Class magazine,
II. Collection of problems
III. Idioms poems
IV. language games, language lab
V. Subject room of English its Important, need, necessary equipments.

SUGGESTIVE STUDIES

- Bhandari and other: Teaching of English – Longmans
- Brence: The Teaching of English Abroad, Part I, II, III
- Frisby: Teaching English – Longmans
- Gokak: English in India
- Gurrey, P. Teaching English as a Foreign Language, Longmans
- Menon, T.K.N. and Patel, M. S. - the Teaching of English as a Foreign Language
  Acharya Book Depot Baroda
- O’conner, J.D: Better English -- Pronunciation
- Thomson and Wyatt: The Teaching of English in India

**PAPER-IV&V PEDAGOGY OF URDU LANGUAGE**

**Paper Objectives**

The pupil teachers will be able-

- To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
- To help teacher trainees acquire a working knowledge of grammatical system in Urdu.
- To develop the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- To evaluate various compositions.
- To acquire knowledge of teaching and principles of translation.
- To observe and demonstrate the teaching skills.
- To develop writing habit and skill to explain various methods of writing and to expose their difference.
- To develop awareness of formation of good sentences.
- To make teacher aware with the method of teaching language differently.

**UNIT-I ROLE OF LANGUAGE**

- **Language and Society:**
  Urdu Language & its development
- **Language in School:**

Mother tongue and school language, medium of understanding (child's own language), importance of Urdu language in curriculum, construction of knowledge and language, a critical view: difference between Urdu language as a school subject and language as a medium of instruction and communication, multilingual classrooms, multicultural awareness and Urdu language.

- **Constitutional Provisions and policies of Language Education:**

UNIT-II POSITION OF URDU IN INDIA

- Role of Urdu Language in India
- Pre and Post Partition:
- Different forms of Urdu
- Urdu as language of knowledge
- Urdu as a first, second and third language
- Urdu at international level
- Challenges of teaching and learning Urdu

UNIT-III AN OVERVIEW OF LANGUAGE TEACHING

- Different approaches/theories of language learning and teaching
  Philosophical, social and psychological basis and approaches of language acquisition and language learning.
  Whole language approach
  Constructive approach
  Multilingual approach

- Methods of Language Teaching:
  - Grammar cum translation method
  - Direct method
  - Natural method
  - Communicative approach
  - Teaching Aids

UNIT-IV NATURE OF LANGUAGE

- Aspects of Linguistic behaviour:
  Pronunciation - linguistic diversity, impact on Urdu speech and writing
  Speech and writing
  - Linguistic system:
    The organisation of sounds, the structure of sentences, concept of grammar, nature and structure of meaning, basic concept of phonology, morphology and semantics, discourse.

UNIT-V ACQUISITION OF LANGUAGE SKILLS

- Grammar in context, vocabulary in context
- Acquisition of language skills
  Listening and speaking, reading and writing
**Listening and speaking**: Tasks, materials and resources for developing listening and speaking skills.
Story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language, laboratories, pictures and multimedia resources.

**Reading**: Sub skills of reading, importance of understanding the development of reading skills, reading aloud and silent reading skills; reading extensive and intensive reading, study skills, using dictionary and encyclopedia.

**Writing**: Stages of writing; process of writing, formal and informal writing. Such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; stud skills; higher order skills.

**UNIT VI  Lesson Planning and Evaluation**

**Practicum/ Internal assessment**

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
- Assignment and Presentation with power point 5 Marks

**SUGGESTED STUDIES**

- Teaching of Urdu SaleemFarani
- Method of Teaching Urdu FakhrulHasan
- How to teach Urdu? MoulviSalim Abdullah
- How to write Urdu? Rasheed Hasan Khan
- Poetry and Teaching of Poetry Akhtar Ansari
- Teaching of Language Moulvi Abdul Hai

**PAPER-IV&V  PEDAGOGY OF LANGUAGE  SANSKRIT**

**Paper Objectives**

- To understand the different roles of language.
- To understand the role and importance of Sanskrit.
- To understand Sanskrit teaching at different levels.
- To understand about the methods of teaching Sanskrit.
- To develop required skills and their interlinks for mastering a language.
- To understand and prepare various kinds of lesson plans.
- To appreciate the use of audio-visual aids and ICT.
The techniques of obtaining feedback for self evaluation and evolution of students success in learning and using for language.

UNIT-I      Role of Sanskrit language

- Introduction of Sanskrit language.
- The nature of Sanskrit and its Phonology, Morphology and Syntax.
- The importance of Sanskrit in Indian Society and its place in the curriculum- Primary, Junior High school and secondary education levels.
- Characteristics of Sanskrit language.

UNIT-II    Importance of Sanskrit language

- Sanskrit language and literature.
- Importance of teaching Sanskrit in India.
- Co-relation of Sanskrit with other school subjects.
- Curriculum of Sanskrit.

UNIT-III  Aims and objectives of Sanskrit language teaching

- Aims of teaching Sanskrit.
- Aims of teaching Sanskrit at different levels.
- Meaning of teaching objectives.
- Difference between teaching Aims and teaching objectives.
- General Principles and maximum of class teaching in Sanskrit.

UNIT-IV    Language teaching

- Methods of teaching Sanskrit
- Aims and method of teaching-Prose, Poetry, Grammar, Composition and translation.
- Teaching techniques in Sanskrit.

UNIT-V     Language teaching Skills

- The nature of language skills and their interrelationship means of developing language control-oral work and speech Training and writing, memorization skills in Sanskrit.
- Task skills- A story telling, dialogues, situational Conversations, role plays pictures.
- Micro teaching skills-Introduction, Questioning and black-board writing.
- Co-Curricular Activities in Sanskrit.
UNIT-VI
Teaching of different forms of Sanskrit literature

- Objectives and methods of teaching different forms of Lesson-Prose, Poetry, Grammar, Translation, Composition, Drama, Rapid-Reading.

UNIT-VII  Importance of Lesson Plan

- Lesson planning in Sanskrit teaching.
- Types of lesson planning.
- Lesson plan of Prose, Poetry, Drama, Grammar, Translation, Composition, Rapid Reading.
- Micro teaching plans-its nature, needs objectives, merit and demerits.
- Forms of Lesson plan.
- Different approaches a Lesson plan

UNIT-VIII  Development and Analysis of syllabus and textual materials

- A comparative analysis of various aims of teaching Sanskrit.
- A Critical Appraisal of Sanskrit syllabus for different stages.

UNIT-IX  Teaching learning Materials and Aids

- Innovations in teaching of Sanskrit.
- Audio-visual aids and their importance in the teaching of Sanskrit – related co-curricular activates.
- Scope of experiment studies in the teaching of Sanskrit.
- Principles and practice in preparation of instructional materials for pupil with team teaching, programmed teaching, computer assisted teaching, micro teaching, skills teaching.

UNIT –X  Assessment & Evaluation its Role and Importance

- Evaluation in Sanskrit-New type test and other devices
- Diagnostic evaluation and remedial teaching in Sanskrit.
- Evolution of integrated lesson plan of teaching skills.
- Measurement- meaning, types and levels, functions.
- Techniques and tools of evolution.

Practicum/ Internal assessment
• Microteaching 5 Marks
• Construction, Administration and Evaluation of an Unit Test 5 Marks
• Assignment and Presentation with power point 5 Marks
• Discussion on Sanskrit teaching problem in class room.
• Remedial work in speech training-Practice in effective speech, oral skills, speech recoding practice and improvement.

SUGGESTIVE STUDIES

• Bokil,V.P.andPorasnik, N.k-A new Approach to Sanskrit, LokaSangaha, Poona.
• Chaturvedi,R.s- Sanskrit ShikshanPadhati.
• Govt.of India-Methodology of teaching and training in Higher Education,Delhi,2000
• Mishra, Prabhakar - Sanskrit Shikshanvidhi.
• Pandey Ram Sakal - Sanskrit Shikshanvidhi, VinodPustakMandir Agra.
• Safaya, Raghunath - Sanskrit Shikshanvidhi, PanjabKitabGhar Jalandhar.
• Sharma, Anita – Sanskrit ShikshanAnushandhanPrakashan, Kanpur.
• Singh, Karan – Teaching of Sanskrit, GovindPrakashan, Lakhinpurkhiri.

PAPER IV & V  PEDAGOGY OF FINE ARTS

Course Objectives:-

To enable the student teacher to-

• Get acquainted with importance of art and its place in curriculum.
• To understand the concept of representing models and imagination.
• To get acquainted of methods of teaching of Fine Arts
• To correlate of fine Arts with other school subject.
• To get acquainted with practical skill in fine arts.

Course Content-

• The Nature and scope of Arts.
• Importance of Arts and its place in the curriculum of Primary, Junior High school and Secondary Education level.
• Aims of teaching Arts.
• Curriculum course of study in Arts: Levels critical appraisal of the existing syllabus in art suggestion for improvement.
• (a) Methods of teaching Arts . (b) Free Expression, Representation, Designing and clay modeling at various stage. (c) representing modele and imagination .(d) Lesson Planning
• Correlation of Arts with other school subjects.
• Audio – Visual aids and their use in teaching of Arts.
• Text – books, criteria of good text book in Arts, A critical appraisal of present text – books in Art suggestion for Improvement.
• Art Room, its need, equipment and decoration.
• Different type of tests, their construction and administration testing practical skill in Arts.

Practicum/ Internal assessment

• Microteaching 5 Marks
• Construction, Administration and Evaluation of an Unit Test 5 Marks
• Assignment and Presentation with power point 5 Marks

PAPER-IV&V PEDAGOGY OF HOME SCIENCE

Course Objectives

To enable the pupil teacher to:-

1. Appreciate the need for learning Home Science either as separate disciplines or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of Dev Home Science.
3. Develop the class-room skills needed for teaching of- elop the class Dev Home Science either as a separate or as an integrated discipline using modern methodology.
4. Acquire the complete plan for instruction.
5. Resources for curricular activities and community- Develop the ability to organise co promoting Home Science learning.
6. Acquire the ability to develop instructional support materials.

Unit I-

3. Place of Home Science in school curriculum.
5. Knowledge of the subject matter content up to high school.

Unit II-

2. Aims of teaching Home Science at secondary level students.
3. A critical appraisals of the existing syllabus in Home Science, suggestion for improvement.
4. Correlation of Home Science with other school subject.
5. Teaching techniques of Home Science.

Unit III-

1. General principles and method of teaching -
   - Main methods of teaching Home Science: Discussion, Laboratory, Demonstration, Field – Trip, Project, Problem Solving, Group Work, and Assignment.
2. Concept of micro teaching, How a teacher can develop micro-teaching skills.
4. Budgeting.
5. Planning for home – management.

Unit IV –

5. Lesson planning in teaching Home Science.

Unit V –

2. Home Science – room, its need, organization and equipment.
3. Qualities of a good Home Science teacher.
4. Home Science teacher as extension work.

Unit VI –

1. Need of Home Science teaching for boys also.
2. Home science teaching in context of family & group.

Different type of tests – Essay type, Short – Answer type and Objective type, Their construction and administration, Testing practical work in Home Science.

4. Preparation of achievement test

Practise Teaching will be organized for pupil teacher, Supervisor should be subject – teacher.
Practicum/ Internal assessment

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
- Assignment and Presentation with power point 5 Marks

SUGGESTIVE STUDIES
- R.S.andeyP.--ideal homes for india
- R.R. Kumari -New home for new india
- David Winter --craft -Modern home
- Grelham publishing house --The complete home book (vol I)
- Grelham publishing house --The complete home book (vol II)
- Robinson Oxford -science of the home (part I, II,&III) The
- Most &Summer Longmans--House hold management
- -The teaching of domestic science
- Deolkar Durga -Science for teaching of house science subject in school
- Fundamentals of teachingHome Sciencedra, Anupama Shah, Uma JoshiArvinda Chan--

PAPER-IV&V PEDAGOGY OF MUSIC

Course Objectives :-

To enable the student teacher to-
- Know the importance of music.
- Get acquainted with curriculum with different stages.
- Teach general principles of raga.
- Get acquainted with practical skill.
- Use audio-video aids in music.

UNIT-I

- Meaning, Nature and scope of music
- The need for teaching the subjects under music (vocal, instrumental, dance etc) in school.
- Different forms of music- Indian (Hindustani & Karnataka) and Western.

UNIT-II

- The importance of music and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
- Correlation of music with other school subjects.

**UNIT-III**

- Aims of teaching music.
- Principles of designing music curriculum- Classical, Light, Film and Folk Music.
- Song for school children.

**UNIT-IV**

- Instructional strategies and methods.
- Strategies for teaching music in terms of specific methods like lecture, lecture cum discussion, demonstration, practice, heuristic, dramatization, project, workshop, seminar etc.

**UNIT-V**

- Objectives of teaching music- specifications to clarify planning viz- Unit & lesson plans.
- Micro teaching lesson plans for developing the skills in teaching.
- General principles of teaching Rags, Tals, Melodic grace devices Tune and Rhythm perception.

**UNIT-VI**

- Audio Visual Aids and their use in teaching music.
- Text Books- Criteria of a good text book in music, a critical appraisal of the present text books in music, suggestions for improvement.

**UNIT-VII**

- Music Room- Its equipment and organization.
- Different types of tests, their construction and administration. Test in practical skill in music.

**UNIT-VIII**

- Knowledge of subject matter concept upto High School.

**Functional Knowledge**

- Demonstration- Participation and performance in any one (Vocal, Instrumental or Dance).
- Repair and taking care of minor problems in musical instruments.
- Identifying and recognising different music forms and performance of artists (Vocal, Musical Instrumental, Dance form with the help of slides and audio visual aids).

**Practicum/ Internal assessment**

- Microteaching 5 Marks
- Construction, Administration and Evaluation of an Unit Test 5 Marks
PAPER-IV & V  PEDAGOGY OF COMMERCE

Paper Objectives

- Appreciate the importance of integrating the knowledge through multidisciplinary approach.
- Develop the keen insight of using different strategies, methods and skills for transfer of knowledge.
- Develop the competence of instructional planning.
- Develop the skill of using teaching-learning resources and creating instructional material competently.

Unit-I

- Nature and scope of commerce.
- Importance of commerce and its place in the curriculum.
- Aims of teaching commerce.

Unit-II

- Curriculum: Course of study in commerce, a critical appraisal of the existing syllabus: in course, suggestions for improvement.
- (a) Methods of teaching commerce, (b) exploitation of local resources in the teaching of commerce visit of officers and factories, (c) Lesson planning.

Unit-III

- Correlation of commerce with other school subjects.
- Audio-visual Aids and their use in teaching of commerce.

Unit-IV

- Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.
- Commerce room: Its need organization and equipment.

Unit-V
• Different type of test (Essay type, short answer type and objective) their construction and administration.
• Knowledge of the subject matter content up to high school.

Practicum/Assignment

• Assignment and Presentation with power point
• 20 hours of services as a project work on commercial issues in local society
• Inter- Disciplinary Project on local issues

PAPER –VI      LANGUAGE PROFICIENCY IN ENGLISH

Paper Objectives

To enable the student teacher to-

• Communicate Correctly and confidently.
• Develop language proficiency.
• Develop skill of presentation techniques.
• Visit and learn to use language laboratory.

UNIT- I

• Spoken English/ Phonology- Speech mechanism and the organs of Speech, consonant, vowels, Diphthongs, phoneme, stress, Intonation, Understanding phonetic symbols.

UNIT- II

• Importance of language skills- How to develop Proficiency in Speaking & writing- the Listening ability- the reading ability.
• Interdependence of the four language skills.

UNIT- III

• Constituents of the Technical communication, word formation, Prefix & Suffix; Synonyms and Antonyms; Homophones; One word substitution, Paragraph development.
• Techniques and Methods – Inductive, Deductive, Spatial, Linear, Chronological etc.
UNIT- IV

- Forms of Technical communication different type of letters, Job applications & Resumes, Reports: Types, significances, structure, style & Writing of Reports.

UNIT-V

- Presentation Techniques, Meaning, Importance and use of presentation. Tips for good oral delivery, Debates, elocution, speeches, group discussion, non-verbal communication techniques, audio visual Presentation, Power point presentation, Art of delivery.
- Visit of Language Laboratory, Importance & Meaning of Language laboratory.

SUGGESTIVE STUDIES

- Menon, T.K.N. and Patel , M. S. - The Teaching of English as a Foreign Language- Acharya Book Depot Barod
- Gurrey, P, Teaching English as a Foreign Longmons.
- O’conner, J.D: Better English - Pronunciation

PAPER –VII HEALTh AND PHYSICAL EDUCATION AND YOGA

Paper Objectives

The pupil teacher will be able to

- understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- Develop positive attitude towards health as individual and be collectively responsible to achieve it;
- Equip them to know their health status, identify health problems and be informed for taking remedial measures;
- Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
• Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
• Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
• Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace

UNIT - I EDUCATION AND PHYSICAL EDUCATION
• Meaning and definition of Physical Education, its aim and objective and misconception about physical Education. Need, importance and scope of Physical Education in the Modern Society and its relationship with General Education.

UNIT- II BIOLOGICAL AND SOCIOLOGICAL BASIS OF PHYSICAL EDUCATION
• Growth and Development, Differences between growth and development, Factors affecting growth and development. Age and Sex differences in relation to Physical activities and Sports.
• Physical education & sports as a need of the society. Physical activities and Sports as a men’s cultural heritage

UNIT-III HEALTH EDUCATION
• Concept of health, importance, dimensions and determinants of health;Health needs of children and adolescents, including differently-abled children
• Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions,
• Effect of exercises on – circulatory, respiratory and muscular system

UNIT-IV NUTRITION
• Balance diet, its elements and sources, factors affecting Balance diet, Importance of Balance diet.
• Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
• Dangers of the use of alcohol, nicotine, narcotics and drugs

UNIT -V YOGA
• The meaning and definition of Yoga, scope of yoga, aims and objectives of yoga.
• Misconception about yoga, schools of yoga.
• Therapeutic Values of Yoga, Yoga and mental health.
UNIT – VI  PRINCIPLES OF YOGIC PRACTICES

- Pranayama – Meaning – different Phases in Pranayama Practices: Puraka (Inhalation), Kumbhaka (Retention) and Rechaka (Exhalation)

Practical

- Basics of track and field (Proficiency, Track events, Rules & regulations)) Gymnastics;
- Select any two games, one from each group of the following two groups
  - Group A
    - Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho Volleyball
  - Group B
    - Badminton, Gymnastics, Judo, Lawn Tennis, Swimming, Table Tennis Wrestling
- Learning and performing of basic yogic activities

SUGGESTIVE STUDIES

- Gautam G.P. and Uppal A.K., Physical Education and Health, Friends Publications, New Delhi, 2000
- Kamlesh M.L., Understanding Physical Education and Sports, Friends Publication, Delhi, 2005
- भार्भे, के., सामुदायिकस्वास्थ्य विज्ञान (परिचारिकाओं के लिए), बनाससीदासमन, जबलपुर, 2009
- अग्रवाल, पी.सी,.टेक्स्ट्यूबुक्सफ़ॉरकम्यूनिटीहेल्थ, प्रखरबुक्स, ग्वालियर, 2013

PAPER – VIII        INFORMATION AND COMMUNICATION TECHNOLOGY

Paper Objectives :

- The student teachers will be able to acquire knowledge of computer, understand the basics of computer.
• Understand the concept, need and impotence of ICT.
• Acquire the skills of operating a computer in teaching learning activities.
• Understand feature of MS Word, PowerPoint and Excel.
• Acquire skills in accessing World Wide Web. And internet.

UNIT-I

• ICT meaning, importance and tools of ICT.
• Relevance of ICT in education [Radio, Television, Computer].
• Use of Audiovisual Media and Computers.
• Role of ICT in Construction of Knowledge.

UNIT-II BASICS OF COMPUTER

• Computer- Definition, Main Units.
• Characteristics, Classification of Computer.
• Computer Hardware-input-output devices.
• Functional knowledge of operating computer.

UNIT-III

• Memory of computer: Primary and secondary.
• Introduction to operating Systems. (Windows)
• Feature of Windows,
• Utility of Windows.

UNIT-IV

• Introduction to application software.
• Word Processing, use of Power Point, Access, Excel.
• Computer as a learning tool - Browsing of Internet. Survey of Educational sites, Downloading relevant material,
• Data Base management, Virus management.

UNIT- V

• Use of technology in classroom ,
• Concept of technology in education, components- Hardware and Software , Difference between software and Hardware and its use in formal and non formal Education.
Practicum

- Create learning materials for multimedia presentation for class.
- Prepare slide show for class room use.
- Plan and execute project (using computer)
- Create a digital Unit Plan [Teachers multimedia Presentation in her selected pedagogy subject]

SUGGESTIVE STUDIES

- Dr. Goyal V.P. Internet Zane Mangaldeep Publication Jaipur
- Dr. J.S. Walia. Educational Technology Paul Publications Jalandhar, Punjab

PAPER -IX

(a) OBSERVATION (ONE WEEK BEFORE INTERNSHIP)

- Activities of School- Teaching and Non-Teaching (eg. Librarian, time keeper, etc)
- Various Functions of teacher in the school
- Various Functions of Principal (Administrator) in the school.
- Bio-geo-socio-cultural Analysis of the school.
- Submission of a comprehensive report of the observation by the observer to the concerned subject teacher.

(b) Internship and practice of teaching (1 month )

- Attendance of Student (Maintaining Register)
- Leave Application
- Preparation of different Notices
- Duty register
- Preparation of Teachers’ Diary - Syllabus Division
- One criticism Plan Teaching in each teaching subject.