



Inspiring Existence

INTEGRAL UNIVERSITY LUCKNOW

3rd Semester Syllabus

For

Diploma in Elementary Education (D.El.Ed.)

Faculty of Education

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ACADEMIC COUNCIL
ON...27/7/19...

Educational Measurement, Evaluation and Innovation
Paper Code (DED 501)

L T P
2 1 0
Max. Marks: 100
E S E: 70
Sessional: 20
Assignment: 10

Contact Hours: 3 Contact Hours/ week

Examination Duration: 2 Hours

Objectives:

- To aware the trainees with the concept, need and importance and aims of measurement and evaluation.
- To aware the trainees with the various methods of evaluation.
- To train the trainees in continuous and comprehensive evaluation of children.
- To train the trainees for applying diagnostic teaching method for the progress of weak students.
- To impart the knowledge of action research to solve the problems of Basic Education.
- To introduce the concept of innovations in education.
- To impart the knowledge about the concept and need of CCE, aspects of evaluation, types of evaluation, best testing, characteristics of evaluation, teaching learning and evaluation.
- To make trainees equipped the process of setting a question paper, documentation of evaluation, use of diagnostic teaching and to enable them to use it in educational work.
- To encourage them in Educational Innovations in teaching learning.

Class Room Teaching Contents:

UNIT- I

Measurement and Evaluation:

Concept of educational measurement and evaluation, Meaning of educational measurement, Meaning of evaluation, Aims of evaluation, Scope of evaluation, Importance and need of evaluation, Difference between Measurement & Evaluation.

UNIT- II

Concept and Importance of continuous and Comprehensive Evaluation:

Competence based evaluation, Comprehensive evaluation, Continuous evaluation and its importance, Strategies and steps of continuous evaluation, Scope of continuous evaluation.

UNIT – III

Aspects and Type of Evaluation:

Aspect of evaluation: Cognitive, Affective and Psycho-motor

Types of Evaluation: Oral test/Exam, Written test/Exam, Interview/ Inspection/Observation/ Practical, Formative Evaluation, Summative Evaluation, Characteristics of good examination/evaluation, and relation between teaching-learning and evaluation.

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UNIT- IV

Process of setting a question paper:

Planning, blue print, Editing and marks distribution, Types of questions (Objective, very short, short, long answer questions), Weightage of questions according to educational objectives (knowledge, comprehension, application and skill), Diagnostic test and Remedial teaching. Designing, conducting and evaluating oral test examination.

UNIT- V

Educational innovation:

Meaning, Need and Importance of Innovations in education, Scope of educational innovation (Identification, use and evaluation of local resources for improvement in teaching learning quality, assembly activities, co-curricular activities, community participation, school management, subject wise class teaching, current illustrations, lab area).

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of educational measurement, evaluation and innovation to the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The students can opt any three activities:-

- As a project work, trainees will identify and work on at least ten students to bring positive changes in their behavior and evaluate the changes during their internship.
- Every trainee will identify two educational problems and present the solutions for the problem in form of action research with report.
- To present evaluation and teaching learning through model/chart.
- To prepare chart/model on affecting factors of evaluation.
- To prepare chart./model/Material to differentiate for measurement & test, measurement & evaluation.

Recommended Books:

1. Gupta, S.P. (2015). Modern Measurement & Evaluation, Sharada Pustak Bhawan Allahabad 4
2. Singh, A.K. (2012). Test, Measurement and Research Methods in Behavioural Sciences, Bharti Bhawan, Patna.
3. Asthana, Bipin. (2009) Measurement and Evaluation in Psychology & Education, Agarwal Publication, Agra.
4. Bhatnagar, A.B. and Bhatnagar Minaxi (2010) Measurement and Evaluation in Psychology & Education, R. Lall Book Depot, Meerut
5. Bloom, B.S. and Krath, Taxonomy of Education Objectives Hand Book I, Wohl (1956) New York Davis Mekay, 3
6. Sax Gilbert, (1974) Principles of Education Measurement & Evaluation, California Wadsworth.
7. Thorndike, R.L. (1971) Educational Measurement American council on Education, Washington 6
8. Anastasi, (A) 1968 Psychological Testing, London McMillan & Co.

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**Inclusive Education
Paper Code (DED 502)**

L T P
2 1 0
Max. Marks: 100
E S E : 70
Sessional: 20
Assignment: 10

Contact Hours: 3 Contact Hours/ week
Examination Duration: 2 Hours

Objectives:

- To develop understanding of inclusive education in trainees.
- To provide information about types nature and forms of inclusive education..
- To make them familiar with educational/ linguistic/ natural problems of various types of children.
- To connect trainees with main stream of education of all types of children and train them to remove their hesitation.
- To enable them to understand the methods of teaching, use of ICT and methods of evaluation for children with special needs and its use in classroom teaching.
- To make familiar with meaning, importance & procedure of counselling and guidance.
- To get them acquainted with departments/ institutes providing counselling.
- To train the trainees to use material game/materials based on ICT for children with special needs.

Unit- 1

Introduction

Inclusive Education- Meaning, definition, need & importance of Inclusive (identification, types, solution- vision impaired, hearing impaired, speed impaired and orthopedically handicapped, mentally retarded)

Unit- 2

Education of children with special needs

- Necessary tools for inclusion, material, methods, TLM & attitude.
- Necessary tools & techniques to evaluate learning of inclusive child, special teaching methods for inclusive children, as braille script etc.

Unit- 3

Guidance & counseling for children with Special Needs

Guidance and counselling for inclusive children- meaning, objectives, types, methods, needs and scope/ area. Guidance and counselling in groups: nature, aim, principles and procedure; Group counselling vs. individual counselling, Importance of guidance and counselling in child learning.

Unit- 4

Role of Adjustment for special children

Counseling for adjustment, Psychological foundation of adjustment, types of group activities- merits & demerits, role of motivation & perception in adjustment, current trends, concerns & demands in guidance.

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Unit- 5

Institutions imparting Guidance & counseling

- Public & private institutions.
- National institution of public cooperation & child development, New Delhi
- Regional psychology Centers
- Tata institute of social sciences, Mumbai

Practical work/Sessional/Project work/ Model:

To impart intrinsic knowledge and concept of every lesson of inclusive education and education for children with special need, guidance and counselling, the trainee teachers will be assigned the task of project work, models, games, video clips, audio clips and experiments. The indication list of the expected models/projects is given below. The students can opt any three activities:-

- To identify the problems of inclusive children in your surroundings and prepare a list.
- To present the nature of different types of inclusive children through chart/model.
- To prepare a chart/ model on different types of inclusion.
- To prepare an album of different types of calipers.
- To prepare audio/ video clip for introvert children.

Recommended Books:

1. Vernon, PE, Adamson, Gand Vernon, DF (1977) The Psychology and Education of Gifted Children, Methuen & Co. Ltd. Great Briatain.
2. Barbe, WB (1965) Psychology and Education of Gifted: Selected Readings. Appleton-Century Corftd, New York .
3. Gearheart, B R (1972) ,Education of Exceptional Child:History, Present Practices and Trends.
4. Punani, B and Rawal N (1993), Handbook Visual Handicap Ashish Publishing House, New Delhi .
5. Chauhan, S S, Principles and Techniques of Guidance, New Delhi: Vikas Publishing House
6. Johns, AJ, Principles of Guidance and Pupil Personal Work, New York: Mc Graw Hill
7. Jones, A J, Principles of Guidance and Pupil, New York: Mc Graw Hill Publishing Company
8. Kochhar, SK, Educational and Vocational Guidance in Secondary Schools, New Delhi: Sterling Publishers
9. Meyers, GE, Principles and Techniques of Vocational Guidance, New York: Mc Graw Hill
10. Nayak, A K, Guidance and Counselling, New Delhi: APH Publishing Corporation.
11. Dave I, The Basic Essentials of Conselling. New Delhi: Sterling publishers Pvt. Ltd. 1984.
12. Crow, LD and Grow, A, An Introduction to Guidance, New Delhi: Eurasia Publishing House Pvt. Ltd.
13. Rao, S.N., Counselling Psychology, New York Tata Mc Graw Hill 1981

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Science – C
Paper code (DED 503)

L T P
1 1 0
Max. Marks: 50
E S E: 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week

Examination Duration: 1 Hour

Objectives:

- To develop understanding of the subject matter of science.
- To educate the trainees to present the contents through resources and material available in the surroundings.
- To enable the trainees to present the scientific concepts through daily life activities and events.
- To train them to present the content of science in interesting ways.
- To get the T.L.M./experiment prepared by the trainees related to the subject matter.
- To train the trainees to present the subject matter through various educational software/ game/experiments.
- To train the trainees to present difficult concepts in simple ways through information and communication technology.
- To train the trainees in the process of continuous evaluation of different contents of science. To develop the skill of adopting scientific method (Pedagogy) for various events in science teaching.

Unit- 1

Science Technology and Environment

- Science and technology in daily life (transportation, medical, telecommunication, entertainment, industries, agriculture, pisciculture, poultry farming, modern fuel, distance education (Advantages & disadvantages)
- Pressure & scientific instruments
- Environmental & natural resources, natural habitat of aquatic plants and animals, natural habitat of xerophytes plants & animals. Interference of human in environmental imbalance, conservation programme of wild life animal, effect of greenhouse gases, ozone depletion, increasing temperature of earth.

Unit -2

Internal & External organs of living organisms

- Structure & functions (Mind, heart, respiration system, lungs, skeleton system, teeth, digestive system.
- Conservation of natural resources & extinction of universe organisms
- Non-communicable disease/ diseases caused by irregular life cycle (diabetes, high Bp, heart disease) causes, prevention & remedy.

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Unit- 3

Heat, light and sound

- Heat – meaning of Heat, transmission of heat, measurement of heat
- Light- meaning of light, source and transmission of light, reflection & refraction of light, formation of images by spherical convex & concave mirror, carbon & its compound,
- Sound- meaning of sound, transmission, frequency & time period.

Experimental work/Sessional/Project work/Model:

To impart intrinsic knowledge and meaningful understanding of every lesson of science, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The students can opt any two activities:-

- Prepare a model/project/game to explicit the concept of pressure and force. Prepare a chart/model of different types of diseases and its causes.
- Prepare a model/project/T.L.M. on the convection of heat.
- Prepare a model/project/ T.L.M. to explicit the sound and its characteristics.
- To study microscopic structure of pollen grains of some flowers.
- Prepare a model of scientific events using self- made scientific tools, such as- model of torch. Making a model/chart of balanced diet.
- To prepare and study the slide of micro-organisms such as- bacteria of curd.
- To study plants by visiting villages and parks of the cities and prepare project on them. Prepare a chart/model to explicit the characteristic of medicinal plants.
- Prepare activities such as –Creating musical sound by the second glass on touching the first glass when they are kept side by side, swing which runs on steam, visible and invisible pictures, and appearance of words on the paper by warming it, lion's roar in a box etc.

Recommended Books:

- Driver, Rosalind. (1996) Young People's Images of Science, Milton Keynes- Open University Press: London.
- Wellington, J. J. and Osborne, J. (2001) Language and Literacy in Science Education.
- Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
- NCERT, (2006) Position Paper on Science Education, NCERT: New Delhi.
- Martin D.J (2009) Elementary science methods- A constructivist approach
- Bhatnagar S.S &Bhatnagar A.B (2009)- Pedagogy of Science
- Yadav M.S (2004) Teaching Science at higher level.
- Kulshreshtha S.P(2011) Teaching of Science
- Mishra Savita (2016) Pedagogy of Science Teaching.

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Mathematics – C
Paper code (DED 504)

L T P
1 1 0
Max Marks: 50
E S E : 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week

Examination Duration: 1 Hour

Objectives:

- To develop an understanding in trainees, relation between mathematical words, mathematical operation and symbols used in Mathematics.
- To develop knowledge of subject matter and understanding of their concepts.
- To train the trainees to present the contents of Maths through lab manual resources available in surrounding/materials/ activities of students.
- Train the trainees to present the need and utility of the contents in interesting manner.
- To get the T.L.M./activity/computer game/puzzle prepared by the trainee related to the subject matter.
- To introduce pedagogy and methodology of Maths used in teaching the contents of Maths.
- To develop an understanding of Enhanced Learning Provisions (ELPs) and explain its uses and relevance.
- To explain the utility of educational techniques in teaching Maths and make them proficient in its use.
- To train the trainees for the continuous evaluation of the contents of Mathematics.

Class Room Teaching Contents:

UNIT – I

Numbers and Arithmetic

Concept of Power, Integer and Rational Numbers (positive base) in form of power, Meaning of ratio, Proportion, direct and inverse proportion, Relation between product of external term and middle term in Proportional terms, Knowledge about Bank, to open accounts in Banks and types of Account, Concept of simple and compound interest, Formulae and their use of simple and compound interest in due amount, Share and dividend.

UNIT – II

Algebra and Set Theory

Factors of algebraic expression, factorization of expression in form of difference between two square, factorization of quadratic expression of three steps (ax^2+bx+c type), Division by one and two step expression in algebraic expression. Concept of sets, methods of writing, kinds of sets (Finite, Infinite, Single, Null), determination of union, difference and intersection of sets,

UNIT-III

Geometry and Mensuration

Concept of circle, segment of circle and radius, Angle of segment of circle, Knowledge of angles made on centre and circumference of circle by chord and their mutual relation. Concept of secant, Tangent line and Tangent point. To draw the tangent from given point of circle. Concepts and units of volume and capacity, Concepts of cube, cuboids and its volume and whole surface.

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Practical work/ sessional work / Project work/ model

To impart intrinsic knowledge and meaningful understanding of every lesson of Maths, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The students can opt any two maths lab activities:-

- Preparation of material or example to explain the concept of power.
- To develop model/material for making understand of ratio/ proportion, direct proportion and inverse proportion.
- To prepare game/model/project material to explain the concept of simple, compound interest and amount.
- To prepare game/model/project material for the knowledge of Bank and opening of bank accounts etc.
- To prepare game/model/project material on share and dividend.
- To prepare game/model/project material for concept of set, its kinds, union of sets etc.
- To prepare game/model/project material to explain of the concept of factor of animated sum.
- To prepare game/model/project material to explain cube, cuboids and their volume and whole surface.
- To prepare game/model/project material to explain the concept of segment of circle, tangent, arc and radius.

Recommended Books:

- IGNOU, AMT – 01 Teaching of Primary School Mathematics. IGNOU: New Delhi.
- IGNOU, LMT – 01, Learning Mathematics. IGNOU: New Delhi.
- NCERT (2005) NCF 2005 Position Paper on Mathematics NCERT: New Delhi.
- Skemp, R. (1978) Relational understanding and instrumental understanding. Arithmetic Teacher, 9-15
- Wood, David. (1998). The Mathematical Mind. In How Children Think and Learn. Blackwell Publishing: UK.
- Rajesh Kumar Thakur; The Essentials of Vedic Mathematics, Rupa Publication India.
- Shakuntala Devi: In the wonderland of numbers, Souvenir Publication.
- Arthur Benjamin & Michael Shermar :Think like a Maths Genius, Souvenir Publication.
- Agarwal, S.M (2008) : Teaching Modern Mathematics
- NCERT – Content cum Methodology of teaching Mathematics
- Kulbir Singh Sidhu : Teaching of Mathematics , Sterling Publisher
- Rubi Fatima (2008) : Teaching Aids in Mathematics , Kanishka Publication.
- Mathematics Text-Book for classes VI, VII, VIII, New Delhi, NCERT

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Social Studies – C
Paper code (DED 505)

L T P
2 1 0
Max. Marks: 100
E S E : 70
Sessional: 20
Assignment: 10

Contact Hours: 3 Contact Hours/ week
Examination Duration: 2 Hours

Objectives:

- To develop comprehensive knowledge of content of social studies in trainees and make them able for critical evaluation.
- To make part of teaching learning process. of relevant public monument, museums/ tourist places etc.
- Being aware of the methods of teaching, use of communication means and evaluation, making them able for the use of class room teaching.
- To make them able for presenting, the content of social studies through daily activities and incidents.
- To train them for presenting the contents of social studies by chart/map/information and technology.
- To train trainees for presenting content through different software's games and experiments.
- To train the trainees for presenting content of different software/ game through experiments.
- To train trainees for continuous evaluation process of different contents of social studies.
- To make the contents of social study for use of the child centric teaching methods as acting, group discussion, panel discussion, debate, problem solution, excursion, project method etc.

Class Room Teaching Contents:

UNIT- I

- Mughal Empire in India - Babur, Humayun and his return to home land - accession of Shershah Suri, Akbar, Jahangir, Aurangzeb and downfall of Mughal Empire.
- Mughal's contribution in administrative, cultural, artistic and in the area of economics.

UNIT- II

- Entry of European powers in India and establishment of East India Company, Portuguese, Duchess, British, and French.
- Struggle among European powers regarding the India's throne - First, Second and Third Karnataka wars, Dupley's policy, Battle of Plassey, Battle of Buxar, and Treaty of Allahabad.
- Establishment of English Empire in India - Robert Clive, Warren Hastings, Lord Karnvalis, Lord Wellesley, Lord William Bentinck Lord Dalhousie.

UNIT- III

- Biosphere- Natural region and life style (Frigid zone, tropical zone, temperate zone.
- Industries
- Natural resources, means of transport and communication, minerals resources in the world.
- Use and Protection of natural wealth in reference to human need.

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- Our India - Natural and Political units, our natural resources and their proper use.
- Our mineral wealth, means of power, agriculture and irrigation, Export - import.

UNIT- IV

- Parts of Government, distribution of powers - Centre schedule, state schedule and concurrent list and their main subjects.
- Parliament : Lok Sabha - qualifications of members, terms (time duration) officials, session and work. Rajyasabha - qualification of members, terms officials, session and work. President - Election, Terms, Impeachment, Powers and Cabinet Ministers.
- Process for making law: General (simple) majority, special majority.
- Executive - Prime Minister and his ministers Council - Election work, control of Parliament on Cabinet ministers.
- Judiciary - Types of Court. District level court. High Court, Supreme Court. Qualifications of judges, their tenure, Power/Rights of Supreme Court, Public Court, Public Interest Litigation.

UNIT- V

- Indian finance system and Budget: Tax and its types, distribution of taxes between centre and states, sources of income and expenditure of central and points put by the government in the budget 2014-15 in the view of education.
- Five year plans- introduction and meaning
- Modern Indian Banking System - Banks and their types, Reserve Bank of India, State Bank, Land Development Bank, Regional Rural Bank, NABARD, e-banking, Importance of Banks in modern economy.

Practical work/ Sessional/ Project work/ Model : To impart intrinsic knowledge and meaningful understanding of every lesson of Social studies, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The students can opt any three activities:-

- Prepare a chart/model in regard of comparison between the Sultanate and Mughal architecture.
- Show Grand Trunk Road, agriculture, minerals, main roads, main railway lines, main water ways shown on map/model.
- Write an article on discovery of trade routes and other various discoveries as the result of the arrival of European powers.
- Write a critical comment on reformation and works of development during the British regime in India.
- Show the natural regions of the world and globe through a model/map. Show the main developed and developing countries in the world map. Prepare a chart of union list and state list and the concurrent list. Show the sources of income and expenditure of central and state government through a chart. Prepare a photo album of all the Mughal emperors according to their regime.
- Prepare a report on the main battles from the Mughal period to the arrival of the British.
- Prepare a report on the difference between the Sher Shah Suri's and modern postal system.
- Prepare a photo album of all the Indian Presidents with their names and tenure.
- Prepare a power point presentation on the status of literacy of last 10 years.
- Make a report on the running banking schemes by visiting a nationalized/ private bank.

Recommended Books:

- Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) Social Science Learning in Schools: Perspective and Challenges, Sage: New Delhi pp. 3-41.

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- Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal.
- Chakravarty, Uma (2006). Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of „Ancient“ India, Tulika Books: New Delhi
- Eklavya, (1994), Samajik Adhyayan Shikshan: Ek Prayog, Eklavya: Hoshangabad.
- NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi. pp. 1-19.
- Sunny, Yemuna (2010) Sweekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth, Sandarbha Sept- Oct. 2010, pp. 59-76.
- Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008.
- Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya.1993
- Sunny, Yemuna. (2008) Experience and Science in Geography Education, Economic and Political Weekly, June 14, 2008, pp. 45-49.
- George, A. and A. Madan (2009) Teaching Social Science in Schools: NCERT's New Textbook Initiative. Sage: New Delhi. pp. 31-57.
- Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. Sandarbha 5, May-June 1995, pp. 88-94.
- Paliwal, Rashmi (1995) Jo Gaurishankar ki Samajh Mein na Aaye. Sandarbha 7, September-October, 1995. pp. 47-52.
- Sunny, Yemuna (1996) Bhoogol, Schooli Kitaabein aur Kuchha Anubhav. Sandarbha 8-9, November-February, 1995-96, pp. 51-58.
- Paliwal, Rashmi (1996) Ek Kitaab Nai Bhi Purani Bhi. Sandarbha 1, March-April, 1996, pp. 82-94.
- Paliwal, Rashmi (1997) Paryaavaran Kyaa, Kyaa Nahin. Sandarbha 19, September-October, 1997 pp. 47-56.
- Batra, Poonam. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 197-262.
- Paliwal, R. (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 95-105.

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Hindi – C
Paper code (DED 506)

L T P
1 1 0
Max. Marks: 50
E S E: 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week
Examination Duration: 1 Hour

Objectives:

- To teach the role of language in human life.
- To give them training for preparing teaching material related to the subject matter
- To develop a good understanding of the contents in Hindi language.
- To give training to trainee teachers for the purpose of writing and presenting stories/ poems for children's motivation of reading writing and understanding.
- To give training to the trainees for the development of correct pronunciation by the children through communication technology and other teaching methods.
- To enable the trainee teachers in for continuous and comprehensive evaluation of language teaching.

Class Room Teaching Contents:

UNIT- I

- General introduction of poets and writers related to text book.
- Free writing of prose or poem in own words based on subjects as national festivals, fairs and cultural festivals.

UNIT- II

- Changes in the forms of verb according to subject and object, correct and incorrect words.
- Introduction of complex simple and compound sentences, one word substitution.

UNIT- III

- Use of words, idioms and proverbs according to the reference in the audio material.
- To use suitable language according to formal and informal situation.

Practical work/Sessional work/Project work/Model:

Students can opt any two activities:-

- Original writing of autobiography and travelogue.
- Making of Paragraph with different punctuation marks.
- Material for making difference between idioms and proverbs.
- To prepare a chart of poets of the poem composed on the same subject.
- To make a collection of useful materials for teaching through newspapers and magazines.

Recommended Books:-

1. Sharma, Rajkumari & Dubey, SK, *Hindi Kaksha Shikshan*. Agra: Radha Prakashan Mandir.
2. Singh, RK & Sharma, Richa. *Hindi*. Lucknow: Thakur Publication.
3. Lal, Raman Behari. *Hindi Shikshan*. Meerut: Rastogi Publications.
4. Misra, Yojna & Tewari, Karunashanker, *Hindi ka Kaksha Shikshan*. Agra: Sahitya Prakashan.

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Computer Education – B
Paper code (DED 507)

L T P
1 1 0
Max. Marks: 50
E S E : 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week

Examination Duration: 1 Hour

Objectives:

- To impart knowledge of computer's introduction, history, progress and its kinds.
- To make trainees familiar with the use of computer, working places, advantages, limitations and working system of computer.
- To provide knowledge of hardware, software and its working system, working of software application, and the introduction of multimedia and its uses.
- To enable trainees to use multimedia and internet effectively during class room teaching.
- To enable trainees to search the material on internet and make them aware in the use and utility of computer regarding new academic researches in the world.
- Saving of data, do mathematical application and through different types of games; make them to achieve academic aims.
- To provide information relating life skill and content through activities based on technology.
- To trained trainees in use of computer game/video clip etc. for making class room teaching effective and interesting.
- To provide information regarding Microsoft office open source software cyber safety and rule to the trainees.
- To train trainees in the use of ICT.
- To train trainees in the use of ICT in school management.

Training process/methods:

Try to present the most used teaching methods of subject matter before the trainees. Training should be based on teaching activities. The trainees should be involved in the teaching learning process. Along with it they should be told to determine the cooperation and involvement of students during teaching. As far as possible try to use ICT to present the subject matter.

During training CCE of trainees should be done on a prescribed proforma so that they may be aware of the process and learn the methods of using it.

Class Room Teaching Contents:

UNIT-I

I.C.T. (Information & Communication Technology)

Introduction to ICT: Introduction & Basic Concepts' Application & Benefits of ICT in education' Scope of ICT in education' Use of ICT for knowledge enhancement, I.C.T. in Education & Studies, For Teachers: Use of ICT for knowledge enhancement

I.C.T. in School Management

Using online services / tools, Official Website for communication between school and students (and their guardians), School staff etc. Online complaint portal for queries and problem eradication, Using School Management Software application/ tools, Digitization of School Data for transparency (Attendance, Books, Uniforms, Test Scores etc.).

Data mining for effective decision making

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UNIT-II

Basic of Information Technology

Internet:- www, History and evaluation of Internet, advantages and limitation of internet. Intranet, Extranet, LAN, VAN, MAN, Web Clints, Websites, Web Browsers, Search Engines, Blogs, News Groups, HTML, Web Address, Email Address, URL, HTTP, FTP, Downloading and uploading files from remote sites.

Web Services:

Chat, Email, Video Conferencing and e – learning.

Computer Memory:

Primary Memory and Secondary Memory

Primary Memory:

RAM, ROM, CACHE, Registers

Secondary Memory:

Hardisk, CD-ROMs & DVDs

Accessing CD-ROMs & DVDs

Using digital content

Accessing digital content

Using e-Books

Using e-Tutorials & training videos (You Tube etc.)

UNIT-III

Use of ICT for education delivery

SMART CLASSES and Digital Blackboard Creating & using Slide-Presentations with Projectors

Educational A-Vs (Audio-Videos) Modules (Animated or Non-Animated or both)

Using online e-labs, e-Libraries & e-Museum in classes

Delivering Distance Education through Digital/Online services ODL mode.

EDUSAT, Classes through Teleconferencing & Video conferencing, Prasar Bharti' s education services, Radio Service (Gyanvani Radio Station), Television Service (Door Darshan, Gyan Darshan Chanel), Query handling through Chat applications & Email e-Tutions through Online Web-Portals, Moocs, DER etc.

For Students

Developing e-Content through Internet

Digital Project Development

Accessing education through Radio and TV services

Doubt clearing through online chats with experts

Online Tests through Exam Web Portals (MeritNation.com etc.)

e-Tutions

Accessing various competitive Exams information online

Job Search & Enquiries through Job Portals (Naukri.com, Monster.com etc.)

Experimental/Sessional Work:-

- Create a Web page which contains information about our country, State, City or Institution. Webpage should include some pictures and a Map.
- Visit any website which offers free greeting cards. Send any greeting card of your choice to your teachers.
- Create a PowerPoint Presentation on any type and present it using projectors.
- Practice of the theoretical aspects, in the Computer Lab of the Institution.
- Slide Presentations- 08.
- Minimum of 7-10 slides each based on elementary school text book etc.

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Project work

A ten page project work contains Text & Graphics (Per Trainee)

School records digitization

Use any office package to maintain digital records throughout the internship.

It must contain:-

1. Daily Attendance (Students & Self)
2. Students Profile
3. Digital Monthly summary (Create & Upload on Social Pages of School/DIET)
4. Internship related photograph (1 in a week) (Upload on Social Pages of School/DIET)
5. Presentation on School Analysis:
 - Inspection of the computers installed in the Computer Centers of the Upper Primary Computer Labs of our District and students will also install necessary software.
 - Create one's personal e-mail account and send an attachment to the e-mail account of the institution (Taking full care of the e-mail etiquette). Practice of the theoretical aspects in the Computer Lab of the Institution.

Recommended Books:-

1. Application of ICT in Education, by Arulsamy, B; P. Sivakumar.
2. Learn and Teach Information Technology: based on UNESCO ICT initiatives by Dasgupta, Sanjana
3. Learn and Teach Mathematics: based on UNESCO ICT initiatives , by Goel, Amit
4. Primary ICT and E-Learning Co-Ordinator's Manual: book 1- a guide for new subject leaders [Text] by Wright, James.
5. Teaching ICT , by Simons, Carl; Hawkins, Claire
6. ICT Strategies for School: a guide for school administrators, by Mohanty, Laxman; Vohra, Neharika.
7. Fundamentals of Information Technology, by Saikumar, M.L; Padmalatha, N; Sekhar, Nirmala.
8. Fundamentals of Information Technology by Bharihoke, Deepak.

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Sports Education—A
Paper Code (DED 508)

L T P
0 0 1
Max. Marks: 50
Project: 30
Viva: 20

Contact Hours: 1 Contact Hour/ week

Examination Duration: 1 Hour

Objectives:

- To make the trainees aware of the importance of Health Education and Physical education.
- To give information of various games and their rules to the trainees.
- To teach the trainees in such a way that they may remove the hesitation of children towards various games.
- To make them efficient in evaluating CCE of children in various games.
- To develop health discipline, healthy competition, moral and human values through games.

Class Room Teaching Contents:

Unit-I

- Physical Education and Play: Meaning and Difference.
- Development of Team spirit, coordination and cooperation.
- Introduction and meaning of games

Unit-II

- Scope and Concept of games
- Significance of games at school Level
- Classification of games: National and International games, Indoor games and Outdoor games.

Unit-III

- Caram, Chess, Snooker etc.
- Kabbadi, Kho-Kho, Football, hockey, Volleyball, Badminton. etc
- Guava race, touch and run, one legged race, cat and rat race, catching the shadow, gend tadi.

Practical work/Sessional /Project work /Model

To impart intrinsic knowledge and meaningful understanding of every lesson of Physical education and health, the trainee teachers will be assigned to the task of project work, models, games, video clips, audio clips and experiments. The indication list to prepare models and projects is being given as follows. The students can opt any two activities:-

- To prepare and collect various songs (patriotic) for assembly.
- To prepare and demonstrate various physical exercises and yoga postures and register them.
- The teacher trainee will select one game from various games per semester and will prepare a report on it.
- At public places as - railway station, bus stands, shramdan at Fair (social work) as supply drinking water and maintain peace.
- To plant trees, to write quotations on walls

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Recommended Books:-

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
3. CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
5. Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
6. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage.
7. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, Chapter 36-36-
8. *Childhood Illnesses*, Orient Longman: Channai..
9. Dasgupta, R., et.al. . (2009) *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*, Working Paper,: USRN-JNU: New Delhi.
10. Samson, M., Noronha, C., and De, A., (2005) Towards more benefit from Delhi's Mid-Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, Sage: New Delhi.

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Urdu – B
Paper Code (DED509)

L T P
1 1 0
Max. Marks: 50
E S E: 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week
Examination Duration: 1 Hour

Objectives:

- Having knowledge of Urdu language, inculcate interest in the children for it.
- To get knowledge about the skills of Urdu language ((listening, speaking, reading, writing) and make the children aware of it.
- To introduce the children about the methods of Urdu teaching and ways of critical analysis.

Analysis-

- Importance of Urdu language.
- Services of Urdu language in development of Indian culture.
- Services of Urdu language in development of human values.

Class teaching and its analysis about the following topics-

UNIT-I

- History of Urdu literature.
- Prose teaching- objectives and importance. Practice of prose teaching, need for special attention on stories and dramas lessons.

UNIT-II

- Poetry teaching- objectives and importance. Make the children aware about awzan couplets (sher) and free poems and to develop the skill of understanding sher (couplets).
- Develop oral skills, speech, conversation, argument skills, antakchhari and give importance to mushyras and kavi sammalen.

UNIT-III

- Write essays, letters, stories, use of idioms.
- Make the children aware about counting from 1 to 100. To prepare lesson plan on Urdu prose, poetry, methods of teaching (at primary and upper primary stage).

Recommended Books:-

- Tadrees Urdu: By Dr. Zafar Alam'
- Urdu Zaban ki Tadrees: By Moeenuddin
- Fann- E- Taleem – o- Tarbiat: By Afzal Husain
- Ansari, Akhtar, Ghazal aur Dars- e- Ghazal, Anjuman Taraqui-e- Urdu, Aligarh
- Ansari, Akhtar, Studies in Language and Language Teaching, Friends Aligarh
- Ahmad Hasan Tadrees on Urdu, Marathwadis Collage of Education, Aurangabad.
- Saiyadin, K.G. Zindagi, Zaban aur Taleem, Anjuman Tariq-e- Urdu, Aligarh.
- Moinduddin Urdu Zaban ki Tadrees, Tarikhi-Urdu Bureau, New Delhi.

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Sanskrit – B
Paper Code (DED- 510)

L T P
1 1 0
Max. Marks: 50
E S E : 35
Sessional: 10
Assignment: 05

Contact Hours: 2 Contact Hours/ week
Examination Duration: 1 Hour

Objectives:

- To make the trainees aware of learning process of Sanskrit language by the children and to clarify the various levels of the process.
- To train trainees for making TLM and develop the understanding of the contents of Sanskrit language.
- To develop the skill of writing and correct pronunciation through noun, gender and numbers by the children.
- To develop skill of using subject and verb forms by sharing knowledge.
- To make the children learn the use of audio, video, ICT for the development of the skill of pronunciation, reading and writing.
- Providing the knowledge of the forms of verbs; skills of their use should be developed.
- To inspire students to know the correct sounds of Sanskrit words and their pronunciation.
- Skill of translation from Hindi to Sanskrit will be developed among the children.

Class Room Teaching Contents:

UNIT- I

- Introduction of Sanskrit alphabet, knowledge of their pronunciation.
- Topic related to conjunction of words- kinds, formulae, rules. Knowledge of conjunction and separating the words.
- Topic of compound words- avyayibhav, tatpurush, karmadharya, dwigu, bahubrihi, and dwanda.

UNIT- II

- Forms of verb - Knowledge of present, past, future tense, imperative and optative sentences with their persons and numbers.
- Cases and knowledge of their signs.
- Recitation and imitative reading of quotable sayings.
- Simple translation calligraphy and dictation of the passage of text book.

UNIT- III

- Knowledge of making small sentences based odialogues in Sanskrit.
- Translation of Hindi sentences into Sanskrit.
- Knowledge of changing voice, prefix and suffix.
- Knowledge of numbers from One to Fifty in Sanskrit.

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Practical work/ sessional work/ project work / model:

- Students can opt any two activities:-
- Action research related to difficulties in Sanskrit subject.
- Use and preparation of self made teaching learning material.
- Essays/ letter writing in Sanskrit.
- Debate and documentation in Sanskrit.
- Presentation a chart on books/ works/composers in Sanskrit.

Recommended Books:

1. Pandey, R.N. (2004). *Modern Methods of Teaching Sanskrit*. Jaipur: ABD Publication.
2. Sethi, Urmila (2016). *Sanskrit Shikshan*. 21st century Publication.
3. Jain, Shudhiyatmak Prakash(2016). *Sanskrit Shikshan*. Agra: Rakhi Publication.
4. Singh, Renu (2017). *Sanskrit Shikshan*. Meerut: R Lall Book Depot.
5. Sharma Radha (2016). *Sanskrit Shikshan*. Agra: Agarwal Publication.
6. Sharma, Bharat Bhushan. *Sanskrit Shikshan*. Agra: Agarwal Publication.
7. Sharma, Rajkumari (2017). *Sanskrit Shikshan avom Vishayvastu*. Agra: Radha Prakashan

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