

**EDUCATION  
(BA. B.Ed.) Syllabus  
Sub- Foundation Course  
V- Semester (w.e.f. 2023-24)  
Paper Code : BAED-501**

इकाई:1

भारतीय संस्कृति

भारतीय समाज व्यवस्था

सभ्यता एवं संस्कार

इकाई:2

धर्म

न्याय

दर्शन

इकाई:3 संचार संसाधन के नए क्षितिज सम्पर्क

समाचार पत्र

भारतीय प्रेस परिषद

सिनेमा

रंगमंच

संगीत

UNIT – 4

1. Stopping by Woods on a Snowy evening: Robert Frost.
2. Cherry Tree: Ruskin Bond
3. The Axe: R.K. Narayan
4. The Selfish Giant: Oscar Wilde
5. On the rule of the Road: A.G Gardiner
6. The song of Kabir: Translated by Tagore

संदर्भ पुस्तक:- मध्य प्रदेश हिन्दी शोध अकादमी, गैपाल द्वारा प्रकाशित पुस्तक

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Economics (Development and Environment Economics) V- Semester (w.e.f. 2023-24)**

#### **Paper Code : BAED-502(A) Optional**

#### **UNIT-I**

Economic Growth and Development – Concept, meaning and Definitions. Characteristics of Developing nations. Factors of Economic development.

#### **UNIT-II**

Theories of Economic Development- Adam Smith, Karl Marx and Schumpeter. Stages of Economic growth. Investment criteria of Economic Development. Capital output ratio, Capital Labour ratio.

#### **UNIT-III**

Balance V/s Unbalance growth- Rodan, A.Lewis, Hirshman, Liebenstein, Gunnar Myrdal, Harrod-Domar.

#### **UNIT-IV**

Economic Development and Gender Equality. Women Empowerment, Techniques of Development- Capital Intensive and Labour intensive techniques. Human Development Index.

#### **UNIT-V**

Environment- Economy linkage; Environment as a necessity and luxury; Population environment

Linkage; Market failure for environmental goods; the commons problem; Concept of sustainable development, Valuation of environmental damages- Land, water, air and forest. Prevention control and abatement of pollution.

#### **Reference:**

- Indian economics (A development oriented study) Dutt, R and Sundharm, K.P.M. (S. Chand and Company LTD).
- Rathindra P.Sen. Development Theories and Growth Models (S. Chand and Company LTD)
- Qutub Road Ram Nagar New Delhi-110055).

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION**

### **(BA. B.Ed.) Syllabus**

#### **Sub- Geography (INDIA: SOCIAL AND ECONOMIC GEOGRAPHY)**

#### **V- Semester (w.e.f. 2023-24)**

#### **Paper Code : BAED-502(B) Optional**

**Objectives:** On completion of this the student shall critically reflect and analyse the issues related to the Social and Economic Geography of India.

#### **UNIT-I : Agriculture**

- Types and characteristics, Production and distribution of
  - (a) Major staple crops : Rice, Wheat, Maize,
  - (b) Commercial Crops : Sugarcane, Tea, Coffee, Cotton,
- Irrigation : Types and distribution; Major Irrigation projects.

#### **UNIT-II : Transport, Industry and Minerals**

- Production and distribution of Iron ore, Bauxite, Coal, Petroleum and Natural Gas.
- Industry – Iron and Steel, Textile, Petro chemicals
- Transport – Roadways, Railways, Airways, Inland waterways and Coastal shipping

#### **UNIT-III : Cultural diversity of India**

- Religion, Language – Traits, Origin, Spatial distribution and fusion.

#### **UNIT-IV : Tribes of India**

- Major Tribes & their spatial distribution. Their livelihood, tribewise population composition: age and sexratio, literacy and education; Taboos, Religious faith and beliefs

#### **Transactional Strategies:**

- Lecture, group interaction, material review and presentation, etc.

#### **Reference**

1. Sharma and Coutinho : Economic and commercial Geography of India
2. Khuller : India, A comprehensive Geography
3. Memoria : Economic & Commercial of India
4. Moonis Raza : Transport Geography of India
5. P.K. Das : Geography of Air Transport
6. Subbarao : Peopling of India
7. Sarkar : Races of India
8. Raiburman : Socio – Economic Regions of India, Census of India

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Sociology (Basic of Sociological Thought) V- Semester (w.e.f. 2023-24)**

#### **Paper Code : BAED-502(C) Optional**

#### **UNIT -I**

August Comte- Life introduction, Comtes' positivism: -positivism, characteristics of positivism, Hierarchy of science, Law of three stages, level a social organization of human thought.

Emile Durkheim – Life introduction, Theory of Suicide: types of Suicide, criticism and evaluation, Theory of Religion: -meaning, characteristics,

Pitrim Sorokin– Life introduction, Theory of Cultural Change: reasons and consequences of Cultural Change.

#### **UNIT-II**

Max Weber- Life introduction, Theory of Authority: - essential elements of power, type of authority, Theory of Bureaucracy :-characteristics , Theory of social action , Theory of ideal format .

Karl Marx- Life introduction, Class Struggle:- meaning ,reason, result , Theory of Surplus Value ,dialectical materialism :- meaning , characteristics of dialectical materialism ,principal of excess value .

Thorste in Veblen -Technological Change, Theory of Leisure Class

#### **UNIT-III**

R.K. Merton-Life introduction, Theory of Functionalism: -meaning, characteristics, Functionalism of R.K.merton ,Reference Group.

Vilfredo Pareto- Life introduction, Circulation of Elites, Residues and Derivers, theory of surplus value: evaluation.

Talcott Parsons - Life introduction, Theory of Social Action: - meaning and definition, essential element of Social action, social System.

#### **UNIT-IV**

Mahatma Gandhi -Non-Violence, Satyagraha, Trusteeship.

Radhakamal Mukherjee -Sociology of Values: -meaning, definition and characteristics, classification of values, law of values, importance of values.

Dr.B.R.Ambedkar- Social Justice, Casteless Equalitarian Society.

#### **UNIT-V**

M.N.Srinivas- Sanskritization :- ideals ,Sanskritization process and social change , Westernization, meaning and definition of Secularization ,essential element ,impact of secularization in Indian society ,lord cast :- ,meaning and definition ,some lord caste in Indian village .

A.R. Desai - Social background of Nationalism in India.

Yogendra Singh-Modernization of Indian Tradition, basic process of change, concept of tradition, modernization: - concept and characteristics, modernization of tradition in Indian society, sources of modernization of tradition.

## **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

### **References:**

- Yogendra Singh - Modernization of Indian Tradition
- C.A.Coser - Master of Sociological Thoughts
- Raymond Aron - Main Currents in Sociological Thoughts Vol-I&II

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Psychology (Social Psychology) V- Semester (w.e.f. 2023-24)**

**Paper Code : BAED-502(D) Optional**

#### **Unit- I**

Introduction: Nature and Scope of Social Psychology, Approaches to Social Psychology-Biological, Learning, Cognitive, Psychoanalytic and Role theory. Methods: Experimental, Survey, Content analysis, Sociometry.

#### **Unit- II**

Person Perception: Nature and Determinants, Attribution: Nature, Theories-Kelley, Jones & Davis, Weiner, Attributional Error, Interpersonal Attraction: Nature and Determinants

#### **Unit-III**

Attitude: Nature and Functions of Attitude, Attitude Formation, Measurement of Attitudes (Likert, Thurston and Bogardus), Prejudice: Nature and Determinants, Acquisition of Prejudice and Reducing Prejudice.

#### **Unit-IV**

Group Behaviour: Nature, Types and Functions: Social Facilitation, Social Conformity: Nature and Determinants, Leadership, Definition, Characteristics and Functions of a Leader, Types of Leadership, Contingency approach of Leadership.

#### **Unit -V**

Helping Behaviour: Nature and Determinants- Personal, Situational and Socio-cultural, Aggression: Nature and determinants, Controlling aggression Socialization: Nature, Agents and process of Socialization.

#### **Reference book:**

1. Feldman, R.S. (1994) Exploring Social Psychology, New Delhi: Prentice Hall.
2. Shaw & Shaw: Group Dynamics.
3. Baron, R.A., & Branscombe, N.R. (2015). Social Psychology, Pearson: Delhi.
4. तिवारी, इंदु प्रभा एवं दानी, वी० (2001) मनोवर्तमान का इतिहास एवं सम्प्रदाय, हहंदी ग्रन्थ अकादमी, भोन्तार।
5. ससंह अरुण कुमार 2004 उच्चिर सामाजिक मनोववज्ञान, मोर्ीरार बनारसी दास ।
6. त्रिन्ताठी रार वचन 1996 सामाजिक मनोवर्तमान की रूतरेखा -हरप्रसाद भागगव , आगरा ।

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

**Sub- Hindi(Literature) प्रयोजन मूलक हिन्दी  
V- Semester (w.e.f. 2023-24)**

**Paper Code : BAED-502(E) Optional**

**कोर्स ओब्जेक्टिव** - प्रयोजन मूलक हिन्दी से तात्पर्य उद्देश्य । विषयांतर्गत ,संदर्भगत प्रयोजन के लिए , प्रयोजन मूलक हिन्दी का विश्लेषणात्मक अध्ययन ।

**विषय आउट कम्स 1** - .प्रयोजन मूलक हिन्दी एवं भाषा कम्प्यूटिंग की समझ विकसित करना ।

- 2.कम्प्यूटर का परिचय, रूपरेखा, एम एस वर्ड डाटा प्रोसेसिंग को समझना ।
3. कार्यालयीन पत्र , एवं व्यवसायिक पत्र ,प्रारूपण,टिप्पण,संक्षेपण पल्लवन की रूपरेखा को समझना ।
- 4.पत्रकारिता ,समाचार लेखन ,पटकथा ,लेखन की कला को सीखना ।
- 5.पृष्ठ सज्जा ,फीचर लेखन आशु अनुवाद तथा पारिभाषिक शब्दावली का अध्ययन ।

### **UNIT- I**

प्रयोजन मूलक, हिन्दी एवं भाषा कम्प्यूटिंग : आशय एवं स्वरूप, कामकाजी हिन्दी से तात्पर्य एवं विविध रूप ।  
कम्प्यूटर : परिचय एवं रूपरेखा, वर्ड प्रोसेसिंग एम एस वर्ड डाटा प्रोसेसिंग यूनिकोड , हिन्दी के अधुनातन साफ्टवेयर टूल ।

### **UNIT- II**

पत्राचार : कार्यालयीन पत्र, एवं व्यावसायिक पत्र ।  
प्रारूपण , टिप्पण , संक्षेपण , पल्लवन ।

### **UNIT -III**

अनुवाद : स्वरूप एवं प्रक्रिया ,कार्यालयी , वैज्ञानिक ,तकनीकी, वाणिज्यिक , विविध , आशु अनुवाद तथा पारिभाषित शब्दावली

### **UNIT -IV**

पत्रकारिता : स्वरूप एवं समाचार लेखन । प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया ।  
पृष्ठ –सज्जा एवं प्रस्तुतीकरण ,पटकथा लेखन एवं फीचर लेखन ।

### **UNIT -V**

प्रमुख संचार माध्यम–रेडियो ,टीवी ,फिल्म ,वीडियो तथा इंटरनेट संचार माध्यमों की लेखन प्रविधि , ई–मेल ।

### **References:-**

- “प्रयोजन मूलक हिन्दी – म० प्र० हिन्दी ग्रन्थ अकादमी, भोपाल से प्रकाशित सन्दर्भ ग्रंथ
- प्रो त्रिभुवननाथ शुल्क–हिन्दी कम्प्यूटिंग,विकास प्रकाशन ,कानपुर ।
- प्रयाजे न मलू क हिन्दी : विविध आयाम –माया सिंह ।
- प्रयाजे न मलू क हिन्दी का अध्ययन –सुशीला गुप्ता ।
- राजभाषा प्रवेश–डॉ गया प्रसाद ।
- राजकीय पत्र व्यवहार –डॉ.घनश्याम दास ।

# Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)

## EDUCATION (BA. B.Ed.) Syllabus

Sub- English (AMERICAN LITERATURE)

V- Semester (w.e.f. 2023-24)

Paper Code : BAED-502(F) Optional

**Objectives:** *On completion of this the student shall critically reflect and analyse the issues related to the American Literature.*

Unit-I

A Short History of American Literature

Unit-II

Poetry and Non-Fiction

A Noiseless Patent Spider – Walt Whitman

Because I could not stop for Death – Emily Dickinson

After Apple picking – Robert Frost

Preface to Leaves of Grass - Walt Whitman

Unit- III

Arthur Miller: Death of a Salesman

Unit- IV

Hemingway: The Old Man and the Sea

Transactional Strategies:

Lecture, group interaction, material review and presentation, etc.

Suggested readings:

1. American literature (A pelican guide to English literature) – Boris Ford, Penguin Books; 2nd Revised edition(1988)
2. American Literature – Nandana Dutta, Pramod K. Nayar, Orient BlackSwan 2016
3. Arthur Miller: Death of a Salesman, Penguin USA (1976)
4. Hemingway: The Old Man and the Sea, RHUK (1994)
5. Studying Literature: P.K.Nayar, Orient BlackSwan 2013
6. Cambridge Companion to American Novelists: CUP, T.Parrish, 2012
7. Cambridge Companion to Modern American Poetry: CUP, W.Kalaidjian, 2015



# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

**Sub- History ((1800 – 1900))  
V- Semester (w.e.f. 2023-24)**

**Paper Code : BAED-503**

### **UNIT-I**

Advent of Europeans, Political trends in the mid-18th century, Anglo-French conflict in Karnataka, Third Battle of Panipat, Establishment of East India Company's rule in India-Battles of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, Dual Government.

### **UNIT-II**

Growth of colonial administration- Warren Hastings and Lord Cornwallis, Regulating Act, Pitt's India Act, Anglo-Maratha relations, Anglo-Mysore relations, Wellesley and the Subsidiary alliance Policies.

### **UNIT-III**

Maharaja Ranjeet Singh and Anglo-Sikh relations. Lord Hastings and British Paramountcy, downfall of Marathas, Anglo- Burmese Relations, Anglo-Afghan relations, Lord Dalhousie and the Doctrine of Lapse, Revolt of 1857-causes, nature and results

UNIT-IV  
Indian Renaissance, Socio-Religious movements. Raja Rammohan Roy and Brahma Samaj.

Lord William Bentinck. Status of women, growth of western education.

Modernization of India.

### **UNIT-V**

British Land Revenue Settlement – Permanent Settlement, Ryatwari and Mahalwari

Conditions of Peasants. Rural-indebtedness. Commercialization of agriculture, drain of Wealth.

Decline of cottage industries and de-industrialization.

### **References:**

- L. Basham: The Wonder that was India. Sidgwick and Jackson, 1954
- D.D. Kosambi: Culture and Civilization of Ancient India. Vikas Prakashan, 1994
- D.N.Jha: Ancient India: An Historical Outline. Manohar Publishers & Distributors, Delhi, 1999.
- H.C. Raychoudhary: Political history of Ancient India: From the Accession of Parikshit to

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the Extinction of the Gupta Dynasty. University of Calcutta, 1950

HasmukhlalDhirajlalSankalia: The Prehistory and Proto-history of India and Pakistan.

University of Bombay, 1962.

- K.A. NilakantaSastri: Age of Nandas and Mauryas. MotilalBanarsidass, 1967
- K.A. NilakantaSastri: History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford University Press, 1958

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Political Science (Indian Foreign Policy) V- Semester (w.e.f. 2023-24)**

**Paper Code : BAED-504**

#### **UNIT-I**

Indian foreign policy : salient features, principles and development, Indian foreign policy object and conclusion

#### **UNIT-II**

India's Relations with Neighboring Countries, India and Pakistan, India Bangladesh, India and Bhutan, India and Srilanka, India and Afghanistan

#### **UNIT-III**

Relations with Super Power: India's Relations with United States of America, India's Relations with Russia, India's Relations with China

#### **UNIT-IV**

Regional Organization: The South Asian Association For Regional Co-Operation, Association Of South- East Asian Nation, Organization Of Petroleum Countries', Brics

#### **UNIT-V**

Contemporary International Issues Human Right, Globalization and Interest of the Developing Countries',

Environmental Issues and International Agenda, Disarmament: Problems and Challenges, Cross Border, International Terrorism.

#### **References:**

- W.D. Coplin Introduction to International Relations.
- R. Deutch: The Analysis of International Relations.
- Brown: International Relations Theory
- J. Frankel: The Making of Foreign Policy.
- S.H. Hoffman (ed), Contemporary Theory in International Relations.
- S.P. Verma, International System and the Third World, New Delhi Vikas 1988
- N.K. Jha, Domestic Imperatives in India's Foreign Policy New Delhi South Asia PubHouse 2001.
- M.S. Rajan, The Non Alignment Movement in the Present World Order, Delhi, Konark 1994
- K.P Mishra, India's Policy of Recognition of States and Government.

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Gender, School & Society)**

#### **V- Semester (w.e.f. 2023-24)**

#### **Paper Code : BAED-505**

#### **Course Objectives:**

- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
- To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
- To help student teachers to develop abilities to handle notion of gender and sexuality.

#### **COURSE CONTENTS:**

##### **UNIT- I Gender Issues: Key Concepts**

- The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
- Unequal access of education to girls; access to schools; gender identity construction at home and in society.
- Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

##### **UNIT II : Gender Challenges and Education**

- Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
- Representation of gendered roles, relationships and ideas in textbooks and curricula.
- Schools nurture or challenge creation of young people as masculine and feminine selves.

##### **UNIT III : Gender Issues and Role of Teacher**

- Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)
- Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).

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- Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

### **UNIT -IV : Role Of Media and Life Skills Education**

- Role of the media and Life Skills Education  
• Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
- Life skills courses in school: Provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.

### **UNIT -V**

- Gender equality Education: Of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

#### **Assignment:**

1. Group Discussion: REd. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extracurricular periods in school and not integrated into subjects of study need to be discussed.
2. Group work & activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).
3. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

#### **References:**

- Acker, S. (1994) Feminist theory and the study of gender and education; In S.
- Acker, Gendered Education: Sociological Reflections on women, Teaching and
- Feminism, Buckingham: Open University Press.
- Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.

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- Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
- Lips, Hilary M. (1989) Sex and Gender an Introduction, California
- Mountainview, Mayfield Publishing Company.
- Hokeshaft, Charol (1989). Women in education administration, New Bury Park:Sage Publication.
- Crapo, H. (ed.) (1970) Family, Class and education, London: Longman

# **Sri Satya Sai University of Technology & Medical Sciences, Sehore (M.P.)**

## **EDUCATION (BA. B.Ed.) Syllabus**

### **Sub- Educational Technology & ICT V- Semester (w.e.f. 2023-24)**

**Paper Code : BAED-506**

#### **UNIT-I:**

Fundamentals of Computer : History and Generations of Computer ,Meaning, Definition and Characteristics of Computer , Basic Functions of Computer - Input-Process-Output Concepts Classification of Computers: Based on size and capacity (Micro, Mini, Mainframe and Super Computers.) , Based on working principle (Analog, Digital and Hybrid Computers.)

#### **UNIT-II:**

Computer Organization: Hardware and Software, Input Devices: Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units. Memory Devices (Storage devices): Primary memory Devices: RAM ROM, PROM, EPROM and EEPROM. Secondary memory Devices: Hard Disk, CD-ROM, DVD, Optical Disk, Pen drive. Output Devices: Monitor, Printer, Plotter, Speaker

#### **UNIT-III:**

Operating System: Needs and Functions of Operating System, Types of Operating System – single user and multi user/languages, Computer Software: System Software, Application Software and Operating System, Computer Virus and its prevention.

#### **UNIT-IV:**

Microsoft Windows (System Software) Introduction to MS-Windows , Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer Application Programme: MS- OFFICE (Application Software) MS-WORD, MS- EXCEL AND MS-POWERPOINT. Microsoft Word, Microsoft Excel, Microsoft Power Point:

#### **UNIT-V:**

Applications Information and Communication Technology in Education,Introduction to ICT: Meaning, Need and importance of ICT. Introduction to Multi Media : Scope of Multimedia, Components of Multimedia,, Graphic Effects and Techniques ,Sound and Music , Uses of Multimedia for teaching , Developing a lesson plan using a multimedia package , Introduction to Internet ,: Uses of Internet, Educational based applications of Internet ,Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits. , Social websites (Blog/Twitter/face book)

#### **References:**

- Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia center may have to be setup No. of PCs /Systems will be required.
- It is recommended that for each student teacher get hands on experience at least one hour per week. Collegeis free to design the practical time table.
- It is recommended that out of 4 Hours a week. ( 2 Hours theory and 2 hour practical's.)
- Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA Assignments: (Any One Uniform pattern)

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- Write the History and Generations of Computer.
- Write the Input, Output and Storage devices of Computer system.
- Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
- MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation
  - Hard copy and Soft copy.