

**DIRECTORATE OF DISTANCE EDUCATION**  
**KURUKSHETRA UNIVERSITY KURUKSHETRA**  
 (Established by the State Legislature Act XII of 1956)  
**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED. TWO YEAR COURSE TO BE**  
**IMPLEMENTED FROM THE SESSION 2018-19**

YEAR-I					
Paper	Nomenclature	Maximum Marks			Exam Hour
		Total	External	Internal/ Practicum	
Course-1	Childhood and Growing up	100	70	30	3 hrs.
Course-2	Contemporary India and Education	100	70	30	3 hrs.
Course-3	Learning and Teaching	100	70	30	3hrs.
Course-4(A)	Language across curriculum	50	35	15	1.30 hrs.
Course-4(B)	Understanding Disciplines and subjects	50	35	15	1.30 hrs.
<b>Course-6*</b> Any one of the following	Pedagogy of a School Subjects-I	100	70	30	3 hrs.
Course-12** EPC-I	Reading and Reflecting on Text	50	25	25	1.30 hrs.
Course-12 ** EPC-3	Critical Understanding of ICT	50	25	25	1.30 hrs.
Course-13 (A)	School Teaching Practice Pedagogy-I for 45 days	175	100	75	
	<b>Total</b>	<b>775</b>	<b>500</b>	<b>275</b>	

- \* 1. Pedagogy of Science  
 2. Pedagogy of Social Sciences  
 3. Pedagogy of Mathematics-(It is the same course for Ist & IInd year so it is to be opted in Ist Year or in IInd year NOT in both the years)

\*\* It is School Based Activity

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

Year-2					
Paper	Nomenclature	Maximum Marks			Exam Hour
		Total	External	Internal/ Practicum	
Course-5	Gender School and Society	50	35	15	1:30 hrs.
<b>Course-7*</b> <b>Any one of the following</b>	Pedagogy of a School Subjects-II	100	70	30	3 hrs.
Course-8	Knowledge and Curriculum	100	70	30	3hrs.
Course-9	Assessment for Learning	100	70	30	3 hrs.
Course-10	Creating and Inclusive School	50	35	15	1:30 hrs
<b>Course-11**</b>	<b>Optional Course</b>				
i	Environment Education	50	35	15	1:30 hrs.
ii	<b>Health and Physical Education</b>	50	35	15	1:30 hrs.
iii	Peace Education	50	35	15	1:30 hrs.
iv	Guidance and Counseling	50	35	15	1:30 hrs.
Course-12*** EPC -2	Drama and Art in Education	50	25	25	1:30 hrs.
Course-12*** EPC- 4	Understanding the Self	50	25	25	1:30 hrs
Course-13 (B)	School Teaching Practice Pedagogy -II for 45 days	175	100	75	
	Total	725	465	260	

- \*        1.        Pedagogy of English  
           2.        Pedagogy of Hindi  
           3.        Pedagogy of Mathematics-**(Pedagogy of Mathematics is not for the students who have opted the same in the 1st year)**

\*\*        The Directorate would supply the Study Material only for **Paper: Health and Physical Education**. In case any student selects other options from the above optional papers, he /she would have to prepare the concerned paper at his/her own level and no study material would be provided for the same by the Directorate and the PCP would also not be conducted

\*\*\* It is School Based Activity

**Course 1**

**CHILDHOOD AND GROWING UP**

**Max. Marks: 100**

**Time: 3 Hours**

**(External: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Rationale:**

The course on “Childhood and Growing Up” offers an introduction to the study of childhood, child development and adolescence from diverse socio-economic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods within children’s lived context: family, schools and community.

**Learning Outcomes**

After transaction of the course, student teachers will be able to:

- Explain the concept of growth & development in relation to characteristics of various stages of growth & development.
- Become familiar with theories of child development and their educational implications.
- Understand the role of family, school, society in child development.
- Describe the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.
- Describe the role of media in deconstruction of significant events.

<b>Existing</b>	<b>Corrected</b>
<b>Unit-I</b> <b>1. Child Development</b> <ul style="list-style-type: none"><li>• Growth &amp; Development:- Concept, Principle,</li></ul>	<b>Unit-I</b> <b>1. Child Development</b> <ul style="list-style-type: none"><li>• Growth &amp; Development:- Concept, Principle,</li></ul>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p>Factors, &amp; Stages.</p> <ul style="list-style-type: none"> <li>• Characteristics of stages of development with special reference to Childhood and Adolescence.</li> <li>• Adolescents: Understanding their needs and Problems in Indian context.</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Theories of Child Development</b></p> <ul style="list-style-type: none"> <li>• Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.</li> <li>• Theory of Social &amp; Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context.</li> <li>• Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.</li> </ul> <p><b>Unit-III</b></p> <p><b>3. Social Contexts of Development</b></p> <ul style="list-style-type: none"> <li>• Agencies of Socialization: Family, School, Society and their role in Child Development.</li> <li>• Social and Cultural Change and their Impact on child development.</li> <li>• Economic Change :Impact of urbanization and Economic change on child development</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Marginalization &amp; Stereotyping with special reference to Gender, Social Class, Poverty.</li> <li>• Impact of marginalization &amp; Stereotyping on child development and related outcomes.</li> <li>• Role of media in constructing &amp; deconstructing perceptions &amp; ways of dealing with above issues.</li> </ul>	<p>Factors, &amp; Stages.</p> <ul style="list-style-type: none"> <li>• Characteristics of stages of development with special reference to Childhood and Adolescence.</li> <li>• Adolescents: Understanding their needs and Problems in Indian context.</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Theories of Child Development</b></p> <ul style="list-style-type: none"> <li>• Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.</li> <li>• Theory of Social &amp; Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context.</li> <li>• Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.</li> </ul> <p><b>Unit-III</b></p> <p><b>3. Social Contexts of Development</b></p> <ul style="list-style-type: none"> <li>• Agencies of Socialization: Family, School, Community and their role in Child Development.</li> <li>• Parenting styles: Concept and its impact on Child Development.</li> <li>• Play: Concept, characteristics and developmental functions.</li> <li>• Social &amp; Cultural Change as factors influencing Child Development.</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>• Marginalization &amp; Stereotyping with special reference to Gender, Social Class &amp; Poverty.</li> <li>• Impact of marginalization &amp; Stereotyping on child development and related outcomes.</li> <li>• Role of media in constructing &amp; deconstructing perceptions &amp; ways of dealing with above issues.</li> </ul>
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### Practicum/ Sessionals

#### Any one of the following:

- i. Case-study of an adolescent: Problems and Needs.
- ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
- iii. Survey report on impact of socio-economic status of a family on child.
- iv. Content Analysis of Media coverage on the following:
  - a. Child labour.

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

- b. Gender bias.
- c. About Disability.

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

### **Suggested Readings:**

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited,
- Allport, G.W. (1961). *Pattern and Growth in Personality*:New York.
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing
- Gore, M.S.( 1984). *Education and Modernization in India*. Jaipur:Rawat Publishers.
- H.Havighurst, R. et al.(1995). *Society and Education*. Baston: Allyn ad Bacon
- H.P.BWheldall, K. (2006). *Developments in Educatonal psychology*. New York: Routledg
- Kamat, A.R.( 1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Bhatia, K.K. (2008). *Basis of Educational Psychology*.Ludhiana:Kalyani Publishers.
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*.Agra:
- Woolfork, A (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

# B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

## Course: 2 CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100  
(External: 70, Internal: 30)

Time: 3 Hours

### NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 &3 marks to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

### Rationale

The course on “Contemporary India and Education” shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implication for education with analyses of significant policy debates in Indian education.

### Learning Outcomes

After the transaction of the course, student teachers will be able to:

- understand emerging societal issues and their implication for education
- understand various provision concerning education in Indian Constitution.
- identify the concerns related to socially disadvantaged segments of the society.
- understand the policies on education before and after independence related to secondary education programmes.
- evaluate the govt. policies in the context of Universalisation of school education.

### Course Contents

#### Unit – I

##### 1. Indian Constitution and Status of Education:

- Equality of opportunities in education: Article 28, 29, 350 and 351 and their issues.
- Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A,30 and 51A.
- Directive Principles of state policies

##### 2. Diversity in Society and Implications for Education:

- Social diversities based on Castes, Languages, Religions and Regions,.

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

- Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PWD'S and minorities.
- Right to Education Act 2009: right of children to free and compulsory education

### **Unit – II**

#### **3. Educational Committees and Commission before independence with special reference to:**

- Maculay's minutes: Its features and recommendations
- Adam's Report: features and its recommendations.
- Woods Despatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits.

### **Unit – III**

#### **4. Educational Committees and Commission after independence with special reference to:**

- Secondary Education Commission (1952-53): objectives and recommendations.
- Indian Education Commission (1964-66): objectives and recommendations.
- National policy on Education (1986 ): objectives and recommendations
- Revised National Policy 1992
- POA: Major features.

### **Unit – IV**

#### **5. Contemporary Issues in Indian Education**

- Universalization of school Education and DPEP, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits and demerits.

### **Practicum/Sessionals**

#### **Any one of the following:**

- i. Revisiting educational policies framed for the education of different sections of the society SC/ BC/Minorities/ Women.
- ii. Prepare a report on problems of secondary education.
- iii. Review educational policies for vocational education.
- iv. Review of Policies related to universalization of school education.

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

### **Suggested Readings:**

- Bhattacharya & Srinivas. (1977). *Society and Education*, Calcutta: Academic Publications.
- Deshpande, S.(2004). *Contemporary India: A sociological view*. New Delhi: penguin.Dubey, S.C. (2001). *Indian Society*, New Delhi: National Book trust.
- Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD.
- Ghanta, R. & Dash, B. N. (2005). *Foundations of Education*, Hyderabad: Neelkamal Publications.
- Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book latest edition.
- Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
- Ministry of Human Resource Development of India (1986).*National policy on education*. NCERT,91964-1966). Educational and national Development: report of the education commission, New Delhi: NCERT.
- Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
- Right to education Act, (2009). *Gazette*. Notification of central Government.
- Sachdeva,M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
- Shankar Mukharji. (2007). *Contemporly issues in modern Indian education*, Authors Press.
- Stormquist, Nelly P.(2002). *Education in a Globalised world*. New York: Rowman & Little field publishers.
- Walia,J.S.(1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.
- Walia,J.S(2014). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.
- <http://www.gandhi-manibhawan.org/gandhicomslive/speech8.html>
- <http://www.mk Gandhi.org/speeches/speech Main.html>

# B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

## Course 3 LEARNING & TEACHING

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

### NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

### Rationale:

Teaching & Learning will focus on aspects of social & emotional development; self & identity, cognition & learning. It offers a site for perspective teachers to reflect on and critique notions of learning & teaching

### Learning Outcomes

After transaction of the course, student teachers will be able to:

- Understand the Concept of learning.
- Explain the strategies and paradigms of learning.
- To identify the individual differences among the learners.
- To describe the educational implications of different theories of learning.
- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

### Course Contents

Existing	Corrected
<b>Unit-I</b> <b>1. Understanding Learning</b> <ul style="list-style-type: none"><li>• Learning : Concept, Nature, types of learning &amp; Factors influencing learning.</li><li>• Learning strategies : Co-operative learning, peer-tutoring &amp; collaborative &amp; group learning;</li><li>Role of Teacher &amp; School in relation to</li></ul>	<b>Unit-I</b> <b>1. Understanding Learning</b> <ul style="list-style-type: none"><li>• Learning: Concept, Nature, types of learning &amp; Factors influencing learning.</li><li>• Learning strategies: Co-operative learning &amp; Collaborative learning, peer-tutoring, group learning.</li><li>• Role of Teacher &amp; School in relation to</li></ul>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p>learning strategies.</p> <ul style="list-style-type: none"> <li>• Individual Differences: Concept, Types, Causes &amp; Educational implications.</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Learning Paradigm</b></p> <ul style="list-style-type: none"> <li>• Theories of Learning :               <ul style="list-style-type: none"> <li>– Connectionism theory (Trial &amp; Error: Thorndike), concept, laws of learning &amp; Educational Implications.</li> <li>– Conditioning theories: Classical conditioning (Pavlov) &amp; Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.</li> <li>– Social constructivist theory (Vygotsky &amp; Bandura): Concept, nature &amp; Educational Implications.</li> </ul> </li> </ul> <p><b>Unit-III</b></p> <p><b>3. Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching: Concept, characteristic, features and levels of teaching.</li> <li>• Related concepts of Teaching (Training, conditioning, instruction &amp; indoctrination)</li> <li>• Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours &amp; Learner’s characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).</li> <li>• Social-constructivist approach in teaching (Applications of Bruner, Ausubel &amp; Vygotsky’s ideas in teaching).</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Phase &amp; Models of Teaching</b></p> <ul style="list-style-type: none"> <li>• Phase of Teaching: Pre-active, Interactive and Post-active.</li> <li>• Models of Teaching: Meaning, Need &amp; Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).</li> <li>• Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching &amp; Enrichment Programme.</li> </ul>	<p>learning strategies.</p> <ul style="list-style-type: none"> <li>• Individual Differences: Concept, Types, Causes &amp; Educational implications.</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Learning Paradigm</b></p> <ul style="list-style-type: none"> <li>• Theories of Learning :               <ul style="list-style-type: none"> <li>– Connectionism theory (Trial &amp; Error: Thorndike), concept, laws of learning &amp; Educational Implications.</li> <li>– Conditioning theories: Classical conditioning (Pavlov) &amp; Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.</li> <li>– Social-constructivist theory (Vygostky &amp; Bandura): Concept, Nature and Educational implications.</li> </ul> </li> </ul> <p><b>Unit-III</b></p> <p><b>3. Understanding Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching: Concept, characteristic, features and levels of teaching.</li> <li>• Related concepts of Teaching (Training, conditioning, instruction &amp; indoctrination)</li> <li>• Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours &amp; Learner’s characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).</li> <li>• Social-constructivist approach in teaching (Applications of Bruner, Ausubel &amp; Vygotsky’s ideas in teaching).</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Phase &amp; Models of Teaching</b></p> <ul style="list-style-type: none"> <li>• Phase of Teaching: Pre-active, Interactive and Post-active.</li> <li>• Models of Teaching: Meaning, Need &amp; Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).</li> <li>• Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching &amp; Enrichment Programme.</li> </ul>
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### Practicum/ Sessional

#### Any one of the following

- i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. Seminar/ Presentation on learning theories.
- iii. Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- iv. Case-study on Individual differences.

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

### **Suggested Readings:**

- Chauhan, S.S. (2014). *“Innovations in Teaching Learning Process”*, Noida: Vikas Publishing House Private Ltd.
- Dececco, J.P. (1988) *“The Psychology of Learning and Instruction”*, New Delhi: Prentice Hall.
- Gagne, R.M. (1977). *“The conditions of learning”*, New York, Chicago: Holt, Rinehart and Winston.
- Joyce, B. & Weil, M. (1992). *“Models of Teaching”*, New Delhi, Prentice Hall.
- Kulkarni, S.S. (1986). *“Introduction to Educational Technology”*, New Delhi: oxford & IBH Publishing Company.
- Pandey, K.P.(1983). *“Dynamics of Teaching Behaviour”*, Ghaziabad: Amitash Parkashan.
- Pandey, K.P. (1980). *“A First Course in Instructional Technology”*, Delhi: Amitash Parkashan.
- Skinner, B.F.( 1968). *“The Technology of teaching”*, New York: Appleton Century Crofts.
- Sharma, R.A. (1991). *“Technology of Teaching”*, Meerut: R. Lall Book Depot.
- Sharma, S.K. (2005). *“Learning and Teaching: Learning process”*, Delhi: Gyan Books Private Ltd.
- Srivastava, D.S. and Kumari, S. (2005). *“Education: Understanding the learner”*, Delhi: Gyan Books Private Ltd.
- Walia, J.S. (2011). *“Technology of Teaching”*, Jalandhar: Ahim Paul Publishers.
- Walia, J.S. (2012). *“Teaching Learning Process”*, Jalandhar: Ahim Paul Publishers.

**Course 4(a)**

**LANGUAGE ACROSS THE CURRICULUM**

**Max. Marks: 50**

**Time: 1.30 Hours**

**(External: 35, Internal: 15)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q.No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Rationale**

The course on “Language across the curriculum” will focus on the language background of the students and know how the oral and written language can be used in the classroom to ensure optimal learning of the subject area.

**Learning Outcomes:**

After transaction of the course, student teachers will be able to:

- Know the concept of language, multilingualism and language diversity.
- Learn about communicative approach.
- Understand the ways of integrating speaking with other skills.
- Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.
- Understand the nature of reading in different subjects.
- Familiarize with different types of writing that would be useful for learners.

**Course Contents**

<b>Existing</b>	<b>Corrected</b>
<b>UNIT-I</b> 1. <b>Language</b> : Meaning, nature and linguistic principles 2. <b>Functions of language:</b> <ul style="list-style-type: none"><li>• Communicative functions of language &amp; its basic assumptions</li></ul>	<b>UNIT-I</b> <b>1. Language</b> <ul style="list-style-type: none"><li>• Concept of Language: Meaning &amp; nature of language</li><li>• Linguistic principles: Process of acquisition of language</li></ul>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<ul style="list-style-type: none"> <li>• Learning language and learning through language</li> </ul> <p>3. <b>Development of Listening skill:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of good listening material,</li> <li>• Different kind of listening materials and activities.</li> </ul> <p>4. <b>Development of Speaking skill:</b></p> <ul style="list-style-type: none"> <li>• Need and objectives of developing speaking skills,</li> <li>• Techniques of learning speaking skills-conversational/oral skills,</li> <li>• Importance of group work in developing oral work and role of teacher.</li> </ul> <p><b>UNIT-II</b></p> <p>5. <b>Development of Reading skill:</b></p> <ul style="list-style-type: none"> <li>• Meaning, need and importance of developing reading skill,</li> <li>• Reading mechanics and process of reading.</li> <li>• Stages of reading, types of reading, reading problems of learners.</li> </ul> <p>6. <b>Development of Writing skill:</b></p> <ul style="list-style-type: none"> <li>• Types of writing skill &amp; writing scripts</li> <li>• Importance and need of developing writing skill,</li> <li>• Characteristics of good handwriting and techniques of improving handwriting.</li> </ul> <p>7. <b>Language in Education and Curriculum</b></p>	<p>2. <b>Language in Curriculum</b></p> <ul style="list-style-type: none"> <li>• Functions of language &amp; its basic assumptions: Receptive &amp; expressive functions</li> <li>• Multilingualism and language diversity in the classroom</li> <li>• Relationship of language with society</li> </ul> <p><b>UNIT-II</b></p> <p>3. <b>Listening &amp; Speaking skill</b></p> <ul style="list-style-type: none"> <li>• Different kinds of listening material and activities &amp; techniques of learning</li> <li>• Listening &amp; speaking skill as tool of learning: conversational/oral skill; discussion; questioning etc.</li> </ul> <p>4. <b>Reading &amp; Writing skill</b></p> <ul style="list-style-type: none"> <li>• Concept, need &amp; importance of reading &amp; writing skill</li> <li>• Reading &amp; Writing skill as tool of learning:             <ol style="list-style-type: none"> <li>i. Reading mechanics and process of reading</li> <li>ii. Characteristics &amp; techniques of good writing</li> </ol> </li> </ul>
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### Practicum/Sessionals

Existing	Corrected
<p><b>Practicum/Sessionals</b></p> <p><b>Any one of the following:</b></p> <p>i. Subject wise group discussion, preparation of report and presentation before the group.</p> <p>ii. Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc.</p>	<p><b>Any one of the following:</b></p> <p>i. Subject wise group discussion, preparation of report and presentation before the group.</p> <p>ii. Prepare a Diagnostic test to identify reading and writing problems of the school students.</p>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

### **Suggested Readings:**

Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.

Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.

Government of India. (1986). *National Policy on Education*. GOI.

Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.

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Mangal, U.(2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.

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Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.

Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar :Punjab Book Depot.

Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.

Sullivan, M. (2008). *Lessons for Guided writing*. Scholastic. National curriculum framework. (2005).

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<http://www.usingenglish.com/handouts/>

**Course 4 (b)**

**UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Max. Marks: 50**

**Time: 1.30 Hours**

**(External: 35, Internal: 15)**

<p><b>NOTE FOR PAPER SETTER</b></p> <p><b>i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.</b></p> <p><b>ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short -answer type Questions of 4 &amp; 3 marks to be selected from the entire syllabus.</b></p> <p><b>iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.</b></p>
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**Learning Outcomes**

<b>Existing</b>	<b>Corrected</b>
<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis.</li> <li>▪ Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.</li> </ul>	<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the characteristics and nature of discipline</li> <li>▪ Understand emergence of discipline and subjects in philosophical, social and political contexts</li> <li>▪ Understand theory of subject content, selection of content, curriculum, syllabus and text books</li> <li>▪ Paradigm shifts in the nature of disciplines: Mathematics, science, languages and social science.</li> </ul>

**Course Content**

<b>Existing</b>	<b>Corrected</b>
<b>Unit-I</b>	<b>Unit-I</b>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p><b>1. Socio-cultural perspectives of disciplines and school subjects (theory of school content)</b></p> <ul style="list-style-type: none"> <li>• Evolution of socio –cultural perspectives in school level knowledge base;</li> <li>• Social history of school contents</li> <li>• Emergence of school subjects and disciplines from social, political and intellectual contexts;</li> <li>• History of emergence of methods of methods of teaching;</li> <li>• NCERT Position paper on change in curriculum, syllabus and textbooks.</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Changes in theory of content in school education after independence in India</b></p> <ul style="list-style-type: none"> <li>• Needed changes in discipline –oriented school textbooks;</li> <li>• Steps needed to redesign text books for school education               <ol style="list-style-type: none"> <li>a) Focus on drawing upon the experiences of children;</li> <li>b) Focus on the diverse community background of students;</li> <li>c) Focus on natural curiosities of students Focus on learner – centred methods of teaching-constructivist approach;</li> </ol> </li> <li>• Paradigm shift in teaching of social science in schools</li> <li>• Paradigm shift in teaching of science in schools</li> <li>• Paradigm shift in teaching of Mathematics in schools</li> <li>• Paradigm shift in teaching of Indian languages in schools</li> </ul>	<p><b>1. Emergence of Disciplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and types of discipline.</li> <li>• Role of disciplinary knowledge in the school curriculum.</li> <li>• Emergence of school subjects and disciplines from philosophical, social and political contexts;</li> <li>• emergence of teaching methods</li> </ul> <p><b>Unit-II</b></p> <p><b>2. Disciplinary Knowledge: Related Issues</b></p> <ul style="list-style-type: none"> <li>• Difference and relationship between curriculum &amp; syllabus;</li> <li>• A criteria for selection of textbooks, magazine &amp; journals as source of knowledge.</li> <li>• Role of different agencies and their functions in shaping the syllabus and text books at national &amp; state level.</li> <li>• Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language</li> </ul>
<b>Existing</b>	<b>Corrected</b>
	<p><b>Practicum/ Sessional</b></p> <p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>i. Critical analysis of a curriculum/ syllabus of particular school subjects.</li> <li>ii. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.</li> </ol>

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

**Suggested Readings:**

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

Bonrs, J.A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4<sup>th</sup> Ed) Boston: Allyn and Bacon.

Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Krishna, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Respository [eprints,ncrm.ac.uk/783/1/what\\_are\\_academic\\_disciplines.pdf](http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf).

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/cst\\_final.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf)

NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_sciencel.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)

NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/Indian\\_Languages.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf)

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/math.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf)

NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/science.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf)

**Course-6**  
**Pedagogy of Teaching Subjects**  
**Group-I: Pedagogy of Sciences**  
**PEDAGOGY OF SCIENCE**

**Max. Marks: 100**

**Time: 3 Hours**

**(External: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short -answer type Questions of 4, 4, 3 & 3 marks each to be selected from the entire syllabus.**
- iii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

**Learning Outcomes:**

After completion of this course the students teacher will be able to:

- understand the Nature & Scope of Science.
- understand Aim and objectives of Teaching Science.
- adopt suitable approaches, methods, different resources to teach Science.
- appreciate the importance of planning for Science.
- applying e-sources in Science.
- develop a skill of conducting experiments to demonstrate Science concepts.
- develop a skill of planning lesson plan based on various approaches.
- understand the concept of continuous and comprehensive evaluation.

**COURSE CONTENTS**

**UNIT – I**

**1. Nature & Scope of Science**

- Meaning, Nature and Scope with reference to Science & its branches.
- History of science and contribution of Indian Scientists.
- Need & importance Science in secondary school & its values in the present context.
- Correlation of science with other school subjects

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

- Aim & objectives of Science.
- Bloom's Taxonomy of instructional objectives.
- Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

### **UNIT – II**

#### **2. Content & Its Pedagogical Analysis**

- Content –
  - Matter in our Surroundings
  - Atom & Molecules
  - Motion
  - Force
  - Gravitation
  - Work and Energy
  - Tissues
  - Diversity in Living Organism
  - Life Process
  - Reproduction
  - Micro-organism
- **Pedagogical Analysis :**  
Following points should be followed for pedagogical analysis on topics covered in the syllabus
  - a)Identification of concept, b)Listing behavioural outcomes, c)Listing activities and experiments, d)Listing evaluation techniques
- Concept, Need & Importance of Unit Planning & Lesson Planning

### **UNIT – III**

#### **3. Teaching Learning Resources & Procedures**

- Meaning, Principles & Steps of Curriculum construction in Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
  - Skill of Introducing the Lesson
  - Skill of Illustrate with the help of Examples
  - Skill of Explaining
  - Skill of Stimulus Variation
  - Skill of Black-Board Writing

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

- Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

### **UNIT – IV**

#### **4. APPROACHES AND EVALUATION IN TEACHING**

- Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.
- Methods of Teaching Science
  - Lecture-cum-Demonstration
  - Project Method
  - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Science
- Construction & Use of Achievement Test in Science
- Construction & Use of Diagnostic Test in Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

#### **Practicum/Sessional**

##### **Any one of the following**

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level in Haryana State.
- ii. Improvisation of Apparatus/Equipment
- iii. Seminar Presentation on any Topics given in the Syllabus.

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

#### **Suggested Readings**

Adams, G.S. (1964). Measurement & Evaluation in Education, Psychology & Guidance, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing House Pvt. Ltd.

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

Allen, D.W. and Eve, A.W. (1968). Micro Teaching in Theory to Practices. Vol. 70, pp. 181-185.

Bloom, B.S. et al. (1956). Taxonomy of Educational Objectives: The Cognitive Domain, New York: Longum's Green.

CBSE (2009). Teacher Manual on CCE. New Delhi: CBSE.

Das, R.C. (1985). Science Teaching in Schools, New Delhi. Sterling Publication Private Ltd.,

Harrow, A.J.A. (1972). Taxonomy of Motor Domain, New York: Mckay.

Kherwadkal, Anjali (2003). Teaching of Chemistry by Modern Method, New Delhi Sarup & Sons..

Kilpatrick, W.H. (1987). The Project Method, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives, Hand-book II, Affective Domain, New York: David Mckay.

Mager, R.F. (1962). Preparing Instructional Objectives, California: Fearon.

Miller, David F. and Blaydes (1962). Methods & Materials for Teaching Biological Science, New York McGraw Hill Book Co.,

Sharma, R.C. (1995). Modern Science & Teaching, New Delhi.

Dhanpat Rai & Sons. Siddique and Siddique (1998), Teaching of Science, New Delhi. Doaba House,

Vishwanth, Pandey and Kisor Valicha (1984). Science Technology & Development, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). Science Education in 21<sup>st</sup> Century, New Delhi Anmol Publishers,.

Wadhwa, Shalni (2001). Modern Methods of Teaching Physics. New Delhi: Saroop & Sons.

**Course-6**  
**Pedagogy of Teaching Subjects**  
**Group-II: Pedagogy of Social-Sciences**  
**PEDAGOGY OF SOCIAL SCIENCE**

**Time: 3 Hours**

**Max. Marks: 100**  
**(External: 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.**
- ii) Q. No. 1 will be compulsory and will carry 14 marks. There will be 4 short-answer type questions of 4, 4, 3 & 3 marks to be selected from the entire syllabus.**
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.**

**Learning Outcomes**

After completion of this course the student –teachers will be able to :

- understand the foundation of teaching Social Science.
- acquaint with different strategies for teaching Social Science at secondary and higher secondary level.
- to provide familiarization with Resources for teaching/learning Social science
- to develop an understanding of methods and approaches of teaching Social Science .
- to enable students to organize co-curricular activities through the Social Science Club.
- prepare achievement test in Social Science at secondary and higher secondary level.
- prepare lesson plans in Social Science for instructional purposes.
- conduct pedagogical analysis of content for teaching in the classroom.
- acquire competence in preparing tools of evaluation Social Science learning.
- acquire skills of analyzing text book in Social Science.

**COURSE CONTENTS**

<b>Existing</b>	<b>Corrected</b>
<b>UNIT 1</b>	<b>UNIT 1</b>
<b>1. Nature &amp; Scope of Teaching of Social</b>	<b>1. Nature &amp; Scope of Teaching of Social</b>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Social Sciences as a school subject.</li> <li>• Aims and Objectives of teaching Social Sciences at School level.</li> <li>• Values of Teaching Social Sciences</li> <li>• Taxonomy and behavioural Objectives in Social Sciences.</li> <li>• Relationship of Social Science with other subjects and within the subject</li> </ul> <p><b>UNIT-2</b></p> <p><b>2. Contents and its pedagogical analysis and Lesson planning</b></p> <ul style="list-style-type: none"> <li>• Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market</li> <li>• Meaning, importance and Steps of Pedagogical Analysis.</li> <li>• Pedagogical Analysis on the following topics:               <ul style="list-style-type: none"> <li>– Constitution of India</li> <li>– Physical features of India</li> <li>– Indian Freedom Movement</li> <li>– Population</li> <li>– Democracy in the contemporary world</li> <li>– Disaster Management</li> </ul> </li> <li>• Lesson planning in Social Sciences: Need &amp; Importance, Basic Elements &amp; its Preparation</li> </ul> <p><b>UNIT 3</b></p> <p><b>3. Teaching learning resources and process</b></p> <ul style="list-style-type: none"> <li>• Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological.</li> <li>• Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)</li> <li>• Skills of teaching Social Studies: Skill of</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Social Sciences as a school subject.</li> <li>• Aims and Objectives of teaching Social Sciences at School level.</li> <li>• Values of Teaching Social Sciences</li> <li>• Taxonomy and behavioural Objectives in Social Sciences.</li> <li>• Relationship of Social Science with other subjects and within the subject.</li> </ul> <p><b>UNIT-2</b></p> <p><b>2. Contents and its pedagogical analysis and Lesson planning</b></p> <ul style="list-style-type: none"> <li>• Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market</li> <li>• Meaning, importance and Steps of Pedagogical Analysis.</li> <li>• Pedagogical Analysis on the following topics:               <ul style="list-style-type: none"> <li>– Constitution of India</li> <li>– Physical features of India</li> <li>– Indian Freedom Movement</li> <li>– Population</li> <li>– Democracy in the contemporary world</li> <li>– Disaster Management</li> </ul> </li> <li>• Lesson planning in Social Sciences: Need &amp; Importance, Basic Elements &amp; its Preparation</li> </ul> <p><b>UNIT 3</b></p> <p><b>3. Teaching learning resources and process</b></p> <ul style="list-style-type: none"> <li>• Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological.</li> <li>• Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)</li> <li>• Skills of teaching Social Studies: Skill of Introducing, Skill of Illustration with</li> </ul>
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## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p>Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</p> <p><b>UNIT 4</b></p> <p><b>4. Approaches and Evaluation in Teaching</b></p> <ul style="list-style-type: none"> <li>• Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model.</li> <li>• Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)</li> <li>• Meaning, Importance and Types of Evaluation in Social Sciences.</li> <li>• New approaches to Assessment – Question bank, Open Book Examination, Grading &amp; Credit System.</li> <li>• Construction of Achievement Test – Concept and Steps.</li> </ul>	<p>Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</p> <p><b>UNIT 4</b></p> <p><b>4. Approaches and Evaluation in Teaching</b></p> <ul style="list-style-type: none"> <li>• Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, and Story Telling.</li> <li>• Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)</li> <li>• Meaning, Importance and Types of Evaluation in Social Sciences.</li> <li>• New approaches to Assessment – Question bank, Open Book Examination, Grading &amp; Credit System.</li> <li>• Construction of Achievement Test – Concept and Steps.</li> </ul>
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### Praticum/Sessional

Existing	Corrected
<p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>ii. Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality</li> <li>iii. Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club</li> <li>iv. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic.</li> <li>v. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.</li> </ol>	<p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>ii. Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it.</li> <li>iii. Conduct a quiz competition in the class on a day of national importance and prepare a report of the same.</li> <li>iv. Prepare an action plan for social science club.</li> <li>v. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library.</li> <li>vi. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.</li> <li>vii. Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test</li> </ol>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test	viii. Prepare a sample Content analysis, Prepare instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10 <sup>th</sup> .
vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10 <sup>th</sup>	

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

### Suggested Readings

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach, Second Revised Edition*, Vikas Publishing House.

Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage

Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.

George, A. and Madan, A.(2009) *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi: Sage

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba Publications.

Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi :Doaba Publications.

Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*, New Delhi: Heera Publications

Kochhar, S.K.(1998).*Teaching of Social Studies*, New Delhi: Sterling Publishers Pvt, Ltd New Delhi.

NCERT (2006). *Position Paper National Focus Group on Teaching of Social Sciences*, New Delhi: NCERT

NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

**Course 6/7**

**Group-IV: Pedagogy of Mathematics  
PEDAGOGY OF MATHEMATICS**

**Time: 3 Hours**

**Max. Marks: 100  
(External 70, Internal: 30)**

**NOTE FOR PAPER SETTER**

- i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.
- ii. Q. No. 1 will be compulsory and will carry 14 marks. There will be four short-answer type questions of 4, 4, 3 & 3 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.
- iv. All questions will carry equal marks.

**Learning Outcomes**

After the transaction of the course, student teachers will be able to:

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

**COURSE CONTENT**

**Unit-I**

**1. Nature & Scope of Teaching of Mathematics**

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

### **Unit-II**

#### **2. Pedagogical Analysis and Lesson Planning**

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
  - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
  - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
  - Geometry (Congruent and Similar triangles, Constructions and Circles),
  - Trigonometry (t-ratios, Heights and Distances)
  - Statistics (Measures of Central Tendency and Graphical Representation of Data)
  - Menstruation (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

### **Unit-III**

#### **3. Teaching Learning Resources and Processes**

- Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
  - Quiz
  - Games
  - Puzzles
  - Mathematics exhibition

**Unit-IV**

**4. Approaches and Evaluation in Teaching of Mathematics**

- **Methods of teaching Mathematics**
  - Lecture cum demonstration method
  - Analytic-Synthetic
  - Laboratory
  - Inductive-Deductive
  - Problem Solving
  - Project Method
- **Techniques of teaching Mathematics**
  - Oral work
  - Written work
  - Drill work,
  - Brain Storming,
  - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

**Practicum/Sessional**

**Any one of the following**

- i. Critical study of mathematics text book of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- iii. Prepare an achievement test of mathematics
- iv. Prepare a diagnostic tests of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

**Suggested Readings:**

Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.

Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon

CFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

- Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.
- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.
- Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.
- Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.
- Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication
- Kapur, J. N. (2002). *Suggested experiments in school mathematics*. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Naliker, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.
- Ploker, Kim (2009), *Mathematics in India: 500 BCE–1800 CE*, Princeton, NJ: Princeton University Press,
- Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot. Publications.
- Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.
- Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications
- Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

**B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

**Course 12  
EPC-1  
Reading and Reflecting on Text.**

**Max. Marks: 50**

**(External: 25, Internal: 25)**

**Time: 3 Hours**

**Learning Outcomes**

After the transaction of the course, student-teacher will be able to:

- Read and respond to a variety of texts in different ways: personal, creative & critical
- Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.
- Read critically and analyze course readings and pedagogical experiences.

**COURSE CONTENT**

<b>Existing</b>	<b>Corrected</b>
<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• <b>General Orientation</b> <ul style="list-style-type: none"> <li>• Communication- concept and type of communication, overcoming barriers of communication.</li> <li>• Identifying and describe some differences in dhonemic system of language spoken by learners (in first and second language).</li> </ul> </li> <li>a. Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories.</li> </ul> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>i. Exposure (native speaker) to give students by using ICT followed by discussion.</li> <li>ii. Narrating/describing a related account from one’s life experience (in front of a smaller group) by student -teacher.</li> <li>iii. Re-telling the account – in one’s own words/from different points of view (talking turns in a smaller group).</li> <li>iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group)</li> <li>v. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. ( individual text).</li> </ol> <p><b>Unit II</b></p> <ul style="list-style-type: none"> <li>• Engaging with popular subject- based</li> </ul>	<p align="center"><b>Unit 1</b></p> <p><b>1. Text and Reading</b> Types of Texts: General: Literary or non-literary; Narrative, expository, technical &amp; persuasive. Education: Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.</p> <p><b>2. Text and Reflection</b></p> <ul style="list-style-type: none"> <li>• Text structure, language, genre, context, socio-cultural diversity.</li> <li>• Reflection in Reading: Pre-reading, Post-reading.</li> <li>• Previews the text and make predictions, makes connections to personal experience or other texts, asks clarifying questions, identify difficult sentences or passages, restates in own words, reacts to the text by using language laboratory.</li> </ul> <p><b>Unit 2</b></p> <p><b>3. Communicative Reader- Interactive reading (Individual and groups)</b> Concept and relevance of communicative reader.</p> <p><b>4. Expressive Reflections</b></p> <ol style="list-style-type: none"> <li>a) Concept of reflective writing</li> <li>b) Critical appreciation of the text: Note taking, critically reviewing the text.</li> </ol> <p><b>Suggested Activities:</b></p>

## B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK

<p>expository writing (educational and writing) Spelling and punctuation.</p> <ul style="list-style-type: none"> <li>• The selected text could include articles, Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.)</li> </ul> <p><b>Suggested Activities:</b></p> <ol style="list-style-type: none"> <li>i. Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion).</li> <li>ii. Writing a review or a summary of the text, with comments and opinion.             <ul style="list-style-type: none"> <li>• <b>Engaging with journalistic writing</b></li> <li>• Student teacher will select newspaper/magazine articles on topics of contemporary issues.</li> <li>• Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation.</li> <li>• Articles on topics of interest for write collage magazine/wall.</li> </ul> </li> </ol> <p><b>Unit III</b></p> <ul style="list-style-type: none"> <li>• <b>Engaging with subject – related reference books.</b></li> <li>• <b>Sequence of Activities</b> <ol style="list-style-type: none"> <li>i. Students teacher ( in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books.</li> <li>ii. Search relevant references books from library/internet source and extract relevant information.</li> <li>iii. Makes notes on these ideas in some schemative form (flow diagram/mind map)</li> <li>iv. Plan a presentation with display and oral comments.</li> <li>v. Make presentation to whole group.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>i. Ways of reading: pre-reading and post reading</li> <li>ii. Read a book, a journal Article, or a chapter and write personal responses and summarize.</li> <li>iii. Prepare presentations on literary TEXT – Autobiography / ethnographic text.</li> <li>iv. Beyond the textbook: reading comprehension and question –answers.</li> <li>v. Preparing a Vocabulary Book (50 words), with Meanings and Usage.</li> <li>vi. Writing a book review and critically analyze the Content and Language of the text.</li> <li>vii. Make a list of reading books of diverse texts and classify them under headings.</li> <li>viii. Conduct interactive group reading session (small groups).</li> <li>ix. Narrating/describing a related account from one’s life experience (in front of a smaller group).</li> <li>x. Discussion of characters and situations – sharing interpretations and points of view (in a smaller group).</li> <li>xi. Read a book and identify the text structure, language, genre, context, socio-cultural diversity.</li> <li>xii. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making).</li> <li>xiii. Explain the gist of the text/topic to others (in the larger subject group)</li> <li>xiv. Discussion of the theme, sharing responses and points of view (small group discussion).</li> <li>xv. Conduct debates/discussions, role-playing, dialogues on educational policies and documents on them by using language laboratory.</li> </ol>
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**Course12**

**EPC 3**

**Critical Understanding of ICT**

**Max. Marks: 50**

**(External: 25, Internal: 25)**

**Time: 3 Hours**

**Learning Outcomes**

After the transaction of the course, student teachers will be able to:

- acquire knowledge of computers, its accessories and software.
- acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- demonstrate the use of MS Windows
- develop skill in using MS-Word, Power points and Spread sheets.
- acquire skill in accessing world wide web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

**COURSE CONTENTS**

**1. ORIENTATION TO ICT**

- **ICT:** Meaning, Importance and Tools of ICT
- **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.
- **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.
- **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Multimedia:** Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

## **B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

### **DIGITAL SHARING AND EXCHANGE OF INFORMATION**

- **Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Chatting, social networks, participate in discussion forum and blogging.

### **2. ICT TOOLS AND ITS INTEGRATION IN EDUCATION**

- Over-head Projector
- LCD Projector
- T.V.
- Camera
- Visualizer
- Interactive Boards
- CD/DVD Player

#### ***Hands on Training:***

- i. Administrative use – Letter correspondence and E-Mail
- ii. Construction of a Portfolio and Question paper of teaching subjects
- iii. Creating learning materials – handouts
- iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- vi. Students progress record – Tabulation and graphical representation of results of an academic test.
- vii. Multimedia presentation on a topic relevant to the Optional Subjects
- viii. Prepare transparencies on a topic relevant to the Optional Subjects

A softcopy of above activities should be presented at the time of external examination.

**Note: Practicum/ Sessionals are Assignments for Internal Assessment.**

#### **Suggested Readings**

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.

**B.ED I YEAR SYLLABI/DIRECTORATE OF DISTANCE EDUCATION/KUK**

9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.