

**SYLLABI OF  
B.ED.(SHIKSHA  
SHASTRI )2YR.**

AS PER

**NCTE CURRICULUM FRAMEWORK, 2014**



**KURUKSHETRA UNIVERSITY**

**KURUKSHETRA**

**2015-16**

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**KURUKSHETRA UNIVERSITY, KURUKSHETRA**  
**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED (SHIKSHA SHASTRI) TWO YEAR**  
**REGULAR COURSES TO BE IMPLEMENTED FROM THE SESSION 2015-16**

<b>Year -1</b>								
paper	nomenclature	Maximum Marks			Periods per week**	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 1	Childhood and Growing Up	100	80	20	6	3hrs.	137.6	10
Course 2	Contemporary India and Education	100	80	20	6	3hrs.	137.6	10
Course 3	Learning and Teaching	100	80	20	6	3hrs.	137.6	10
Course 4(A)	Language across curriculum	50	40	10	3	1:30hrs	68.8	5
Course 4(B)	Understanding, Disciplines and subjects	50	40	10	3	1:30hrs	68.8	5
Course 5	Gender, School and Society	50	40	10	3	1:30hrs	68.8	5
Course 6	Pedagogy of Sanskrit	100	80	20	6	3hrs.	137.6	10
Course 7	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course EPC 1	Reading and Reflecting on Text	50	40	10	3	1:30hrs	68.8	5
Course EPC 2	Drama and Art in Education	50	40	10	3	1:30hrs	68.8	5
	School Internship							
	Total	750	600	150				75

**\*Engagement with the field: Tasks and assignments for Courses 1-7.**

**\*\*One period is of 45 minutes.**

Year -2								
paper	nomenclature	Maximum Marks			Periods per week**	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 8	Knowledge and Curriculum	100	80	20	12	3hrs.	156	10
Course 9	Assessment for Learning	100	80	20	12	3hrs.	156	10
Course 10	Creating an Inclusive School	50	40	10	6	1:30hrs	78	5
<b>Course 11</b>	<b>Optional Course</b>	<b>(Any one of the following)</b>						
i	Environment Education	50	40	10	6	1:30hrs	78	5
ii	Health and Physical Education	50	40	10	6	1:30hrs	78	5
iii	Peace Education	50	40	10	6	1:30hrs	78	5
iv	Guidance and Counselling	50	40	10	6	1:30hrs	78	5
Course EPC 3	Critical Understanding of ICT	50	40	10	6	1:30hrs	78	5
Course EPC 4	Understanding the Self	50	40	10	6	1:30hrs	78	5
	***School Internship	250	200	50				25
	Total	650	520	130				65

\*Engagement with the field: Tasks and assignments for Courses 8-11.

\*\*One period is of 45 minutes.

**Course 1****CHILDHOOD AND GROWING UP****Max. Marks: 100****Time: 3 Hours****(Theory: 80, Internal: 20)****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 16 marks. There will be four short - answer type Questions of 4 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 16 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.

**Course Contents****Unit-I****1. Child Development**

- Growth & Development:- Concept, Principle, Factors, & Stages.
- Characteristics of stages of development with special reference to Childhood and Adolescence.

- Adolescents: Understanding their needs and Problems in Indian context.

## Unit-II

### 2. Theories of Child Development

- Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.
- Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context.
- Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.

## Unit-III

### 3. Social Contexts of Development

- Agencies of Socialization: Family, School, Society and their role in Child Development.
- Social and Cultural Change and their Impact on child development.
- Economic Change :Impact of urbanization and Economic change on child development

## Unit-IV

### 4. Contemporary Issues

- Marginalization & Stereotyping with special reference to Gender, Social Class, Poverty.
- Impact of marginalization & Stereotyping on child development and related outcomes.
- Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

## 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. Gender bias.
  - c. About Disability.

## 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.



**Course: 2**  
**CONTEMPORARY INDIA AND EDUCATION**

**Max. Marks: 100**  
**(Theory:80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 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 Consitution.
- 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,.
- 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,SSA,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/Sessional:****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.

**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, 1964-1966). 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). *Contemporary 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.mkgandhi.org/speeches/speech Main.html>

**Course 3**  
**LEARNING & TEACHING**

**Max. Marks :100**

**Time: 3 Hours**

**(Theory: 80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 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**

**Unit-I**

**1. Understanding Learning**

- Learning : Concept, Nature, types of learning & Factors influencing learning,.
- Learning strategies : Co-operative learning, peer-tutoring & collaborative & group learning;  
Role of Teacher & School in relation to learning strategies.
- Individual Differences: Concept, Types, Causes & Educational implications.

**Unit-II**

**2. Learning Paradigm**

- Theories of Learning :

- Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications.
- Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications.
- Social constructivist theory (Vygotsky & Bandura): Concept, nature & Educational Implications.

### Unit-III

#### 3. Understanding Teaching

- Teaching: Concept, characteristic, features and levels of teaching.
- Related concepts of Teaching (Training, conditioning, instruction & indoctrination)
- Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviour (Entry behaviours & Learner's characteristics) Teacher Behaviour: (Competence, Personality, Teaching Style).
- Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching).

### Unit-IV

#### 4. Phase & Models of Teaching

- Phase of Teaching: Pre-active, Interactive and Post-active.
- Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner).
- Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Programme.

### 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.

### 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.

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- 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

(Theory: 40,Internal: 10)

**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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 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.
- 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****UNIT-I**

1. **Language** : Meaning, nature and linguistic principles
2. **Functions of language:**
  - Communicative functions of language & its basic assumptions
  - Learning language and learning through language
3. **Development of Listening skill:**
  - Characteristics of good listening material,
  - Different kind of listening materials and activities.
4. **Development of Speaking skill:**
  - Need and objectives of developing speaking skills,

- Techniques of learning speaking skills-conversational/oral skills,
- Importance of group work in developing oral work and role of teacher.

**UNIT-II****5. Development of Reading skill:**

- Meaning, need and importance of developing reading skill,
- Reading mechanics and process of reading.
- Stages of reading, types of reading, reading problems of learners.

**6. Development of Writing skill:**

- Types of writing skill & writing scripts
- Importance and need of developing writing skill,
- Characteristics of good handwriting and techniques of improving handwriting.

**7. Language in Education and Curriculum****Practicum/Sessionals****Any one of the following:**

- Subject wise group discussion, preparation of report and presentation before the group.
- Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc..

**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.

Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.

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

National Curriculum Framework (2005), New Delhi: NCERT.

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).

[www.ncert.nic.in](http://www.ncert.nic.in).

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

**Course- 4(B)**  
**UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Time: 1.30 Hours**

**Max. Marks :50**  
**(Theory: 40,Internal: 10)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis.
- Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.

**Course Content**

**Unit-I**

**1. Socio-cultural perspectives of disciplines and school subjects (theory of school content)**

- Evolution of socio –cultural perspectives in school level knowledge base;
- Social history of school contents
- Emergence of school subjects and disciplines from social, political and intellectual contexts;
- History of emergence of methods of methods of teaching;
- NCERT Position paper on change in curriculum, syllabus and textbooks.

**Unit-II**

**2. Changes in theory of content in school education after independence in India**

- Needed changes in discipline –oriented school textbooks;

- Steps needed to redesign text books for school education
  - a) Focus on drawing upon the experiences of children;
  - b) Focus on the diverse community background of students;
  - c) Focus on natural curiosities of students Focus on learner –centred methods of teaching-constructivist approach;
- Paradigm shift in teaching of social science in schools
- Paradigm shift in teaching of science in schools
- Paradigm shift in teaching of Mathematics in schools
- Paradigm shift in teaching of Indian languages in schools

**Suggested Readings:**

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-5**  
**GENDER, SCHOOL AND SOCIETY**

**Time: 1.30 Hours**

**Max. Marks :50**  
**(Theory: 40,Internal: 10)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale**

The course on “Gender, School and Society” will focus on the gendered roles in society, through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

**Learning Outcomes**

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

- Understand the basic terms, concepts used in gender studies.
- To describe equity and equality in relation with different aspects of society.
- To understand psychological and sociological perspectives of sex and gender.
- To understand paradigm shift under gender studies.
- To become aware about gender inequalities in school.
- To explain the issues related to gender.

**Unit – I**

**1. Gender Studies: Paradigm Shift**

- Meaning of gender equality, need & importance
- Paradigm shift from women studies from gender studies: Some land marks from social reform 19<sup>th</sup> to 21<sup>st</sup> studies

**2. Gender Issues**

- Concept of gender: Issue of muscularity and familiarity
- Equity and equality: Psychological and sociological perspective
- Emergence of gender specific roles, cross cultural perspective

**Unit – II****3. Gender Inequalities and strategies for change**

- Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction
- Strategies for change: policy and management in the school

**4. Social construction of gender**

- Philosophical and sociological theories of gender
- Gender identity, family, media gender role and stereo types
- Social construction of gender during late childhood and adolescence

**Practicum/Sessionals****Any one of the following**

- i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

**Suggested readings:**

Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329

Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing

Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications

Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME

Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). *Women and Development planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House

Course-6  
Pedagogy of Sanskrit

संस्कृत शिक्षण

समय: ३ घण्टे

कुल अंक: १००

बाह्य अंक: ८० आन्तरिक अंक : २०

प्रश्नपत्र निर्माता हेतु निर्देश-

सम्पूर्ण पाठ्यक्रम से नौ प्रश्न दिए जाएंगे। जो सभी सोलह अंकों के होंगे। प्रथम प्रश्न अनिवार्य होगा जो चार-चार अंकों के चार लघु प्रश्नों के रूप में सम्पूर्ण पाठ्यक्रम से लिया जाएगा।

उद्देश्य:

१. माध्यमिक स्तर पर विद्यार्थियों में संस्कृत शिक्षण उद्देश्यों के बारे में जागरूक करना।
२. संप्रेषण कौशल के महत्व की समझ को विकसित करना
३. संस्कृत शिक्षण की विधियों से परिचित करवाना।
४. संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार करना और उसे प्रभावशाली ढंग से प्रयोगात्मक कौशल विकसित करना।
५. विद्यार्थियों को संस्कृत शिक्षण एवं अधिगम के विभिन्न पहलुओं से परिचित कराना।
६. संस्कृत शिक्षण में निदानात्मक व उपचारात्मक कौशल को विकसित करना।

इकाई-१

- संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तर्संबंध।
- संस्कृत भाषा का अन्य भाषाओं से संबंध।
- आधुनिक पाठ्यक्रम में संस्कृत का स्थान।

- त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव।
- संस्कृत आयोग के प्रतिवेदन और उसके अनुकरण कार्य पर विमर्श।
- संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता।
- संस्कृत शिक्षण के लक्ष्य, उद्देश्य और इनका विभाजन।
- चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास

### इकाई-२

- संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय
- पाठशाला (सूत्र) विधि
- भण्डारकर (व्याकरण अनुवाद) विधि
- पाठ्यपुस्तक विधि
- प्रत्यक्ष एवं मौखिक विधि
- संरचनात्मक उपागम
- अमिक्रमित अनुदेशन
- संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास

### इकाई-३

- संस्कृत भाषा की विभिन्न विधाओं का शिक्षण
- संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एखांठ योजना
- संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत शिक्षण में अभ्यास वर्ष नियोजन तथा संशोधन प्रक्रिया

### इकाई-४

- संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण
- संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार
- संस्कृत लेखन में अक्षविन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार
- संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा,
  - संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण

### प्रायोगिक कार्य:-

- छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वजिष्ठ लघुतरात्मक तथा निबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे।
- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे।
- एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पावर प्वाइंट के प्रयोग द्वारा तैयार करेंगे ।
- कक्षा के सम व विषम अनुक्रमांकवाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।

### सन्दर्भ ग्रंथ सूची:

आप्टे, डीजी. एम डेगरे (१९८०) *टीचिंग ऑफ संस्कृत इन सैकेण्डरी स्कूल*, बडौदा: आचार्य बुक डिपो।  
 काले, एमआर. *हायर संस्कृत ग्रामर*  
 गवर्नमेंट ऑफ इण्डिया: *रिपोर्ट ऑफ संस्कृत कमीशन*।  
 पाण्डे, आरएस. (२०००). *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर  
 पाण्डेय, रामशवल *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर।  
 मित्तल, सन्तोष *संस्कृत शिक्षण*, मेरठ: आर लाल बुक डिपो



मिश्र, प्रभाशंकर संस्कृत-शिक्षण ।  
बोकिल एवम् पारसनिक ए न्यू एपरोच टू संस्कृत, पूना:  
लोक संग्रह प्रैस।  
सफाया, रघुनाथ संस्कृत-शिक्षण, चण्डीगढ: हरियाणा  
साहित्य अकादमी  
सिंह, एस.डी. एवम् शर्मा (१९९९) संस्कृत शिक्षण, आगरा: यथा  
प्रकाशन मंडी।  
शास्त्री एवम् शास्त्री संस्कृत शिक्षण, जयपुर: राजस्थान  
प्रकाशन।  
हुफरेकर द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत

**Group-I: Pedagogy of Social-Sciences****(i) PEDAGOGY OF SOCIAL SCIENCE****Time: 3 Hours****Max. Marks: 100**  
**(Theory: 80, Internal: 20)****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 16 marks. There will be 4 short-answer type questions of 4 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 16 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****UNIT 1****1. Nature & Scope of Teaching of Social Science**

- Meaning, Nature and Scope of Social Sciences as a school subject.
- Aims and Objectives of teaching Social Sciences at School level.

- Values of Teaching Social Sciences
- Taxonomy and behavioural Objectives in Social Sciences.
- Relationship of Social Science with other subjects and within the subject

**UNIT-2****2. Contents and its pedagogical analysis and Lesson planning**

- Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market
- Meaning, importance and Steps of Pedagogical Analysis.
- Pedagogical Analysis on the following topics:
  - Constitution of India
  - Physical features of India
  - Indian Freedom Movement
  - Population
  - Democracy in the contemporary world
  - Disaster Management
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

**UNIT 3****3. Teaching learning resources and process**

- 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.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)
- Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

**UNIT 4****4. Approaches and Evaluation in Teaching**

- Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model.
- Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)
- Meaning, Importance and Types of Evaluation in Social Sciences.

- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

### Practicum/Sessional

#### Any one of the following:

- i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- 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
- 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
- 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.
- 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.
- vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test
- vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6<sup>th</sup> or 10<sup>th</sup>

### 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.

### **Group-I: Pedagogy of Social-Sciences**

#### **(ii) PEDAGOGY OF COMMERCE**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 80, Internal: 20)**

#### **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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii) Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

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

- understand meaning, nature and scope of commerce.
- understand aims, objectives and values of teaching commerce.
- Get familiar with the relationship of commerce with other disciplines.
- analyse the content, text-book and curriculum of commerce.
- develop the lesson plan for teaching in classroom.
- develop skills in teaching of commerce.
- acquaint with the various teaching learning resource and methods.
- develop insight into current trends of teaching commerce.

- equip themselves with practices of evaluation.
- develop a research perspective in the field of commerce.

### **Course content**

#### **UNIT-I**

##### **1. Concept of Commerce and Instructional Objectives**

- Meaning nature and scope of Accountancy and Business studies.
- Aims, Objectives and Values of teaching Commerce.
- Need and Importance of Commerce in school curriculum at higher secondary level.
- Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).
- Relationship of Commerce with other Disciplines: Economics, Law, Mathematics, Sociology, Psychology, Statistics.

#### **UNIT-II**

##### **2. Content Analysis and lesson planning**

- Pedagogical\_Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques. Content for Pedagogical\_Analysis:
  - Final A/Cs
  - Sources of Business finance.
  - Marketing Mix.
  - Social Responsibility of Business
  - Consumer protection
  - E-commerce
- Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan

#### **UNIT-III**

##### **3. Teaching learning resources and Processes**

- Commerce curriculum: Principles followed in development of commerce

curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement

- Analysis of prescribed text- book of commerce (XI &XII)
- Teaching learning resources: Meaning, Importance and use of Teaching learning resources
- Traditional Instructional Material: Charts , Graphs and Specimens
- Mass media: Television , Newspaper , Journals
- E- resources: Blog , World wide Web , Social Networking
- Skills in Teaching
  - Skill of Introducing
  - Skill of Explaining
  - Skill of Probing Questions
  - Skills of Illustrating with examples
  - Skill of Stimulus variation

#### **UNIT-IV**

#### **4. Approaches and Evaluation in teaching**

- Methods of teaching:
  - Lecture cum Discussion Method
  - Project Method
  - E-Tutoring
  - Role playing
- Concept Attainment Model, Advanced organizer Model and Inquiry Training Model in Teaching commerce
- Evaluation: Meaning, Importance , Types and Techniques.
- Preparation of Blue print and construction of Achievement Test

#### **Practicum/ Sessionals**

Any two of the following:

- i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report
- ii. Make a report on activities performed by a company regarding its social responsibility
- iii. Review at least two research articles on commerce
- iv. Make a report of E-Commerce operations of a company
- v. Field visit to any one ( bank , factory , consumer forum).Prepare a report on functions performed

**Suggested Readings**

Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management*. London: Routledge

Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana

Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce* (Hindi Version). Patiala: Twenty First Century Publications

Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications

Kaur, Ravdeep (2012). *Teaching of Commerce* Gurusar Sadhar: GBD Publications

Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

Monga Vinty (2009). *Teaching of Commerce Patiala*: Twenty first century publications

Peter Davies, Jacek Brant (2006). *Business, Economics and enterprises*: Teaching School Subjects 11-19. London: Kogan Rage

Rao Seema (2002). *Teaching of Commerce*, New Delhi: Anmol Publicatons Pvt. Ltd.

Shankar T. (2007). *Methods of Teaching of Commerce*, New Delhi: Crecent VIII



**Group-I: Pedagogy of Social-Sciences****(iii) PEDAGOGY OF ECONOMICS****Time: 3 Hours****Max. Marks: 100****(Theory: 80, Internal: 20)****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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- understand the foundation of teaching Economics.
- apply knowledge of Economic in understanding current socio- economic- political issues for human interests and building future economics activities in the light of past.
- conduct pedagogical analysis of content for teaching in the classroom.
- prepare lesson plans in Economics for instructional purposes
- familiarize with different strategies for teaching Economics at secondary and higher secondary level.
- acquire skills of analyzing text book in Economics.
- develop an understanding of methods and approaches of teaching Economics.
- enable students to organize co-curricular activities through the Economics Club.
- prepare achievement test in Economics at secondary and higher secondary level.
- acquire competence in preparing tools of evaluation Economics learning.

**COURSE CONTENT****Unit -I****1. Nature & Scope of Teaching of Economics**

- Meaning, Nature and Scope of Economics as a school subject.
- Aims and Objectives of teaching Economics at School level
- Values of Teaching Economics in present scenario.
- Taxonomy and behavioural Objectives in Economics.
- Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.

**Unit- II****2. Contents and its pedagogical analysis and Lesson planning**

- Understanding terminology of Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.
- Meaning, Importance and Steps of Pedagogical Analysis. Pedagogical Analysis on the following topics:
  - Poverty as Challenge facing India
  - Indian economy
  - Globalization
  - Inflation & Deflation
  - Employment
- lesson planning in Economics: Need & Importance, Basic Elements & its Preparation

**Unit-III****3. Teaching learning resources and process**

- Meaning, Importance and Principles of designing a good Curriculum of Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)
- Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation

**Unit-IV****4. Approaches and Evaluation in Teaching**

- Teaching Economics through concept mapping, Inquiry Training model, Advance Organizer model, Project method, dramatization, Survey and field visit.

- Meaning & Importance of Co-curricular activities. Economics Club – meaning, importance and organization.
- Meaning, Importance and Types of Evaluation in Economics.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- Construction of Achievement Test – Concept and Steps.

**Practicum/Sessional****Any one of the following:**

- i. Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.
- ii. Content Analysis and preparation of instructional material related to any unit
- iii. Prepare ten (10) slides related to economics teaching content at senior secondary level.
- iv. Critical appraisal of economics text books at senior secondary level.
- v. Field Visits ( Banks, Small-Scale Industries, Consumer Cells)

**Suggested Readings:**

Aggarwal J.C(2009). *Teaching Of Economics, A Practical Approach*. Agra-2: Vinod Pustak Mandir.

Bhatia & Bhatia (1994). *The Principles & Methods of Teaching*. Delhi: Doaba house.

Gupta Rainu (2003) *Teaching of Economics*. New Delhi: Jagdamba Publications.

Gupta Rainu (2004) *Arthshastra Shikshan*. New Delhi; Jagdamba Publications.

Joyce, B. & Weil. M (1979). *Models of Teaching*. New Jersey: Hall Inc.

Kanwar, B.S(1970). *Teaching of Economics*. Ludhiana : Educational Publishers.

Knoph, J.H.( 1965)*Teaching of Elementary Economics*. New York: Holt Rinehart and Winston.

Mustafa M, (2005) *Teaching of Economics New Trends and Challenges*. New Delhi: Deep & Deep Publications.

Natarajan S. (1993). *Introduction to Economics of education*, New Delhi: sterling publications Private Limited.

Oliver, J.M.( 1975). *The Principles of Teaching Economics*. New Delhi: Heinmann Educational Books Ltd.

Pal, H.R.( 2000). *Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University.

Rai B.C. (1991 ). *Techniques of Teaching*. Lucknow: Prakashan Kendra

Saxena, Mishra, Mahonty (2004) *Teaching of Economics*. Meerut: Surya Publication.

Tyagi, G.D.( 1981). *Arthshastra Shikshan*. Agra: Vinod Pustak Mandir.

Yadav Amita (1999). *Teaching of Economics*. New Delhi: Anmol Publications Pvt. Ltd.

**Group-I: Pedagogy of Social-Sciences****(iv) PEDAGOGY OF ART****Time: 3 Hours****Max. Marks: 100****(Theory: 80, Internal: 20)****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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- understand the foundation of teaching Art
- develop an awareness of various art forms and their cultural bases.
- familiarize with different strategies for teaching Art secondary and higher secondary level.
- develop skill in use of various art tools and instruments
- develop a perspective and appreciation of art, nature, human existence relationship
- develop an understanding of methods and approaches of teaching Art

**Course content****Unit-I****1. Foundation and Context of Economics**

- Meaning, nature, and scope of Arts
- Aims and objectives of teaching Fine Arts
- Importance and place of Fine Arts in Education
- Construction of syllabus of Fine Arts at Secondary Education
- Relationship of Fine Arts with other school subjects
- Elements of Art (Colour, Form, Space, Texture, Light and Shade)
- Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
- Social and cultural importance of Art

**Unit-II****2. Methods of Teaching , Lesson Planning and use of teaching aids**

- Lecture-cum-demonstration Method
- Project Method
- Observation Method
- Excursion Method (field trips and tours)
  - Preparation of lesson plan from 6<sup>th</sup> to 12<sup>th</sup> class
  - Use of charts, flash cards and real objects
  - Use of ICT

**Unit-III****3. Skill Development**

- Skill of Art appreciation
- Skill of observation
- Skill of Imagination
- Skill of Visual communication
- Skill of handling the colours, brushes etc.
- Skill of Art development in child at different stages

**Unit-IV****4. Professional Efficiency, Measurement and Evaluation**

- Professional qualities of a good teacher in Art
- Creativity in Art and Art teacher
- Organizing Art Exhibition and decorating the classroom
- Meaning, importance and need of measurement and evaluation
- Types of evaluation techniques

**Practicum/Sessionals**

Any one of the following

- i. Design
- ii. Greeting Cards
- iii. Composition
- iv. Landscape
- v. Collage
- vi. Poster

**Suggested Readings**

Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.

Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. NewDelhi: NBT.

Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.

Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,

**Group-I: Pedagogy of Social-Sciences****(v) PEDAGOGY OF HISTORY****Time: 3 Hours****Max. Marks :100  
(Theory: 80,Internal: 20)****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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- Understand the concept and aims of history as a school subject
- Develop skills and competence to analyse content chronologically for using different methods of teaching history.
- Prepare appropriate test and evaluation techniques to measure the knowledge of history.
- Apply knowledge of history in understanding current socio-economic-political issues for human interests and building future society in the light of past.
- Deduce the logical from the facts of history to be applied for a healthy social life.

**COURSE CONTENT****UNIT – I****1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY**

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom's taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and circumstances.

**UNIT – II****2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING**

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
  - a) Indus valley civilization b) Ashoka The Great c) Mughal dynasty
  - d) First war of independence (1857 A.D.) , e) Freedom movement and modern India
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.
- Development of self-instructional material (SIM) for secondary and senior secondary level students.

**UNIT – III****3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS**

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text-book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

**UNIT – IV****4. APPROACHES AND EVALUATION**

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Use of various techniques, tactics and maxims of teaching
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

**Practicum/ Sessionals**

**Any one of the following**

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events (Group-activity)

**Suggested Readings:**

Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi: NCERT.

Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.

Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi: Heera.

Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.



**Group-II: Pedagogy of Languages****(i) PEDAGOGY OF ENGLISH****Max. Marks :100****Time: 3 Hours****(Theory: 80,Internal: 20)****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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**LEARNING OUTCOMES**

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

- Familiarize with the elements of English language.
- develop linguistic skills among their pupils.
- conduct pedagogical analysis of the content in English language and develop teaching skills.
- make effective use of introduction aids in teaching of English.
- evaluate the performance of the students.
- explain various teaching methods of English.

**Course Content****Unit-1****1. Nature, Scope and Concept of Language**

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India
- Aims and objectives of teaching English
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.

**Unit-II**

**2. Development of Linguistic Skills, Methods and Approaches of Teaching**

- Strategies for developing language skills : Listening and Speaking.
- Developing Reading Skills & reading comprehension : Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills : Characteristics and Techniques for improvement.
- Teaching grammar – Deductive and Inductive Approach.
- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.

**Unit-III****3. Teaching Learning Resources & Processes**

- Features of English Pronunciation : Stress, juncture and intonation.
- Co-curricular activities in English classroom : Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use : 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

**UNIV-IV****4. Development of Professional Efficiency & Evaluation Techniques**

- Qualities of a good teacher of English
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type)

**Praticum/Sessional****Any one of the following:**

- i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- ii. Preparation of Instructional Material:
  - a. Preparing PPT's
  - b. Preparation of Charts and Models
- iii. Prepare a Remedial programme for a child having English Spelling errors.

**Suggested Readings**

- Bansal, R.K. and Harrison, J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.
- Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.
- Brumfit, C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: C.U.P.

- Chadha, S.C. (2004). *Arts and Science of Teaching English* (2<sup>nd</sup> ed.). Meerut : Surya Publication .
- Freeman D.L. (2000). *Techniques and Principles in Language Teaching* ,Oxford: CUP.
- Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.
- Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP
- Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: Nav Publications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal,A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut : Vinay Rakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi : Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London : Edward Arnold ELBS Edition.

कतवनवप्पू कमकंहवहल वऱिंदहनंहमे

;पपद्ध हिन्दी शिक्षण

डंगपउनउ डंतो रु १००

उपउमरु ३ भवनते

;जिमवतलरु ८०ए प्दजमतदंस २०द्ध

#### पेपर निर्माता के लिए निर्देश

- पेपर निर्माता पूरे पाठ्यक्रम में से नौ प्रश्नों का निर्माण करेगा जिसमें से विद्यार्थी को पांच प्रश्न करने होंगे।
- पहला प्रश्न अनिवार्य होगा और यह सोलह अंकों का होगा। यह चार अंकों का चार छोटे-छोटे प्रश्नों से मिलकर बनेगा यह पूरे पाठ्यक्रम से होगा।
- दो दीर्घ उत्तरात्मक प्रश्न चारों इकाईयों में से होंगे जिसमें से विद्यार्थी को प्रत्येक इकाई में से एक प्रश्न करना होगा। दीर्घ उत्तरात्मक प्रश्न सोलह अंकों के होंगे।
- सभी प्रश्न समान अंकों के होंगे

#### व्यवहारात्मक उद्देश्य:

- मातृभाषा हिन्दी की प्रकृति एवं महत्व के बारे में व्याख्या कर सकेंगे।
- विदेशों में हिन्दी भाषा के महत्व को स्पष्ट कर सकेंगे।
- पाठ्यचर्या के उपविषयों का शिक्षा-शास्त्रीय विश्लेषण के रूप में व्याख्या कर सकेंगे।
- भाषा के आधारभूत कौशलों के शिक्षण का अभ्यास कर सकेंगे।
- हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- अधिगम संसाधनों की पहचान कर सकेंगे।
- मूल्यांकन प्रक्रिया को प्रतिपादन कर सकेंगे।
- ब्लू प्रिंट बनाकर प्रश्नपत्र का निर्माण कर सकेंगे।
- पाठ्यक्रम के निर्माण के दृष्टिकोणों की सूची बना सकेंगे।
- पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे।
- उच्चारण एवं अक्षर विन्यास सम्बन्धी त्रुटियों का निवारण कर सकेंगे।

#### इकाई-१

##### (१) हिन्दी भाषा की भूमिका

- मातृ भाषा हिन्दी का सम्प्रत्यय, प्रकृति एवं क्षेत्र
- संविधान में हिन्दी भाषा की स्थिति एवं वैश्वीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।
- ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग ।
- हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास:- उच्चारण और अक्षर-विन्यास सम्बन्धित त्रुटियों के निवारण एवं संशोधन में भाषापी प्रयोगशाला का महत्व।

**इकाई-२****(२) भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषण:**

(क) भाषाई कौशल का सामान्य ज्ञान:

- |               |              |
|---------------|--------------|
| १. श्रवण कौशल | ३. भाषण कौशल |
| २. पठन कौशल   | ४. लेखन कौशल |

इन कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग।

(ख) विद्यालय पाठ्यचर्या पर आधारित शिक्षा शास्त्रीय विश्लेषण:

गद्य और पद्य के किसी दो उपविधियों का शिक्षा शास्त्रीय विश्लेषण (६ से १० तक के पाठ्यचर्या से)

- शिक्षा शास्त्रीय विश्लेषण  
-सम्प्रत्यय की पहचान, उद्देश्य रेखांकन, प्रयोगात्मक क्रियाओं को सूचीबद्ध करना, मूल्यांकन तकनीक निर्धारण

**इकाई-३**

- पाठ योजना का अर्थ, महत्व, रूपरेखा एवं निर्माण (कम्प्यूटरीकृत एवं सूचना तकनीकी के सहयोग से)
- हिन्दी भाषा शिक्षण की विधियाँ एवं अभ्यास कार्य।  
-गद्य शिक्षण (विभिन्न विधाओं के रूप में)  
-पद्य शिक्षण  
-व्याकरण शिक्षण  
-रचना शिक्षण (कहानी, पत्र एवं निबन्ध के रूप में)

**इकाई-४**

- पाठ्यक्रम निर्माण एवं समीक्षा
- पाठ्य पुस्तक की विशेषताएं एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा।
- शिक्षार्थी उन्नयन मूल्यांकन (आधुनिक मूल्यांकन तकनीक आधारित)
- प्रश्नपत्र का निर्माण (उद्देश्यवार, प्रश्नवार, प्रकरणवार अंक विभाजन एवं ब्लू प्रिंट का निर्माण प्रश्नपत्र का विश्लेषण।)

**प्रयोगात्मक क्रियाएँ:****निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करें।**

- हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन।
- हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं: शब्द अन्ताक्षरी, दोहा अक्षरी, प्रहेलिका का आयोजन।
- हिन्दी शिक्षक के लिए वाँछित योग्यताएँ एवं व्यवसायिक दक्षता और सम्भावित कार्यक्षेत्र का ज्ञान।

**संदर्भ ग्रन्थ सूची:**

१. उमा, मंगल. (२००८). *हिन्दी शिक्षण*, नई दिल्ली: आर्य बुक डिपो
२. कश्यप, रेणु (२००१). ' *राजभाषा हिन्दी का स्वरूप* ' विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट
३. कुमार, योगेश (२००४). *आधुनिक हिन्दी शिक्षण* नई दिल्ली: ए. ए. पब्लिशिंग कॉरपोरेशन
४. पाण्डेय, रामशकल (२००४). ' *नूतन हिन्दी शिक्षण* ' आगरा: विनोद पुस्तक मन्दिर
५. पारीक, ममता (२००६). ' *हिन्दी शिक्षण* ' जयपुर : कल्पना पब्लिशिंग्स चॉदपोल बाजार,
६. भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी (२००१). ' *हिन्दी भाषा विकास और स्वरूप* ', नई दिल्ली : ग्रंथ अकादमी,
७. व्यास भगवतीलाल एवं वेद प्रकाश (२००४). *हिन्दी शिक्षण के नये आयाम*: आगरा : राधा प्रकाशन मन्दिर
८. सिंह, निरंजन कुमार (२००६). ' *माध्यमिक विद्यालयों में हिन्दी शिक्षण* ' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर

**Group-II: Pedagogy of Languages****(iii) PEDAGOGY OF PUNJABI****Time: 3 Hours****Max. Marks: 100****(Theory: 80, Internal: 20)****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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- Explain the need and principles of Punjabi Language.
- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Demonstrate language competencies.

**Course content****Unit -1****1. Nature & Scope of Teaching of Punjabi**

- Language & its development
  - Meaning
  - importance
  - Nature
- Formulation of Instructional objectives in teaching of Punjabi
  - Meaning of Instructional objectives
  - Taxonomy of Instructional objectives
  - writing objectives in behavioral terms
- Correlation
  - Inter correlation of Punjabi language with other languages(Hindi, English, Sanskrit)
  - Intra correlation of Punjabi language (Prose, Poetry, Grammar, Composition)

**Unit- 2****2. Contents and its pedagogical analysis**

- Pedagogical Analysis- Objectives and lesson planning
  - Teaching of Prose
  - Teaching of Poetry
  - Teaching of Grammar
  - Teaching of Composition
- Development of Language skills
  - Listening
  - speaking
  - Reading
  - Writing
- Teaching skills
  - Skill of Questioning
  - Skill of Explaining
  - Skill of Technology enthusiast
  - Skill of chalk board writing

**Unit-3****3. Teaching learning resources and process**

- Instructional Material
  - Concept
  - components
  - Importance / use
- Use of Language laboratory and latest techniques
- Curriculum of Punjabi Language
- Text Books of Punjabi Language

**Unit-IV****4. Approaches and Evaluation on Teaching**

- Remedial Teaching
  - Meaning and significance of remedial teaching
  - Common errors in Punjabi language and their removal
- Evaluation
  - Concept of test measurement and evaluation
  - Place of Evaluation in the process of teaching learning

**Practicum/Sessionals**

Select anyone of the following:

- i. Preparation of a Diagnostic / Achievement Test.
- ii. Organize a quiz competition in Punjabi and analyze the responses of students.
- iii. ICT Based presentation on any topic of your choice.
- iv. Seminar presentation on any topic given in the syllabus.

**Suggested Readings**

- Singh, G.B. (1981). *Gurumukhi Lipi Da Janam Te Vikas*, Chandigarh: Punjab University Publication Bureau
- Singh, G. (1971). *Gurumukhi Lipi Bare*, Ludhinana : Lahore Book Shop
- Singh, H. (1966), *Punjabi Bare*, Patiala: Punjabi University
- Sekhon, S.S. & Singh, P.P. (1961). *Punjabi Boli Da Itihaas*, Punjabi Bhasha Vibhag

**Group-IV: Pedagogy of Mathematics****PEDAGOGY OF MATHEMATICS****Time: 3 Hours****Max. Marks: 100****(Theory: 80, Internal: 20)****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 16 marks. There will be four short-answer type questions of 4 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 16 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, Aryabhata and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- 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)
  - Mensuration (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

**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.

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.
- Nalikar, 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.

**Course EPC-1****Reading And Reflecting On Text.****Max. Marks :50****Time: 3 Hours****(External: 40,Internal: 10)****Learning Outcomes**

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

- Engage with the readings inter-actively individually and in small groups.
- Read and response to a variety of texts in different ways.
- Learn to think together, depending on the text and the purpose of reading.
- Enables to effective communication skills.
- Develop an insight into the exposing reading, writing, thinking and communication in the language of instruction.

**COURSE CONTENT****Unit 1**

- **General Orientation**
  - Communication- concept and type of communication, overcoming barriers of communication.
  - Identifying and describe some differences in dhonemic system of language spoken by learners (in first and second language).
    - 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.

**Suggested Activities:**

- i. Exposure (native speaker) to give students by using ICT followed by discussion.
- ii. Narrating/describing a related account from one's life experience (in front of a smaller group) by student -teacher.
- iii. Re-telling the account – in one's own words/from different points of view (talking turns in a smaller group).
- iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group)
- v. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. ( individual text).

**Unit II**

- Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation.
- 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.)

**Suggested Activities:**

- i. Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion).
- ii. Writing a review or a summary of the text, with comments and opinion.
  - **Engaging with journalistic writing**
  - Student teacher will select newspaper/magazine articles on topics of contemporary issues.
  - Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation.
  - Articles on topics of interest for write collage magazine/wall.

**Unit III**

- **Engaging with subject – related reference books.**
  - **Sequence of Activities**
    - 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.
    - ii. Search relevant references books from library/internet source and extract relevant information.
    - iii. Makes notes on these ideas in some schemative form (flow diagram/mind map)
    - iv. Plan a presentation with display and oral comments.
    - v. Make presentation to whole group.

**EPC-2****Drama and Art in Education****Max. Marks :50****(External: 40,Internal: 10)****Time: 3 Hours****Learning Outcomes**

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

- develop aesthetic sensibilities in students to learn the use of art in teaching- learning.
- shape student consciousness through introspection and imagined collective experiences

**1. Drawing and Painting**

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

**2. Creative Art /Drama**

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut-out from old magazines, news paper etc.
- Collecting and arranging rare photographs, photo print on various theme.
- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.

- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.

**Course 8**  
**KNOWLEDGE AND CURRICULUM**

**Max. Marks :100**

**Time: 3 Hours**

**(Theory: 80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

**Rationale:**

The course “Knowledge and Curriculum” addresses the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning to shape the educational and pedagogic practice with greater awareness.

**Learning Outcomes**

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

- To understand and explore the concept of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of
- Education as a discipline and interdisciplinary in nature
- Realize the need and importance of equity and equality in education
- Examine the concerns and issues related to curriculum.

**Course Contents**

**Unit-I**

**1. Knowledge Basis of Education**

- Basic concepts of Education: Teaching, Training, Learning, Skill, Beliefs and Education.
- Contribution of Gandhi & Tagore in relation to child-centered education (activity, Discovery, Dialogue)
- Concept, sources & types of Knowledge

## Unit-II

### 2. Social Basis of Education

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
- The role of culture, economy and historical forces in shaping the aims of education.
- Individual opportunity, social justice and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

## Unit-III

### 3. Curriculum Development

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.

## Unit-IV

### 4. Curriculum Practices

- Teachers' experiences and concerns: Laboratory work, Library and References, Field Survey, Group Discussion.
- Nature of learner and learning process and subject matter.
- Knowledge and ideology in relation to curriculum and text books.
- National curriculum framework: Concept need and process of development.

## Practicum/ Sessionals

### Any two of the following:

- i. Socio-economic educational survey of near by village/ urban settings.
- ii. Role of education in empowerment of weaker sections of society.
- iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.



- iv. Filed survey on impact of present system of education on:
  - a) Socialization of child
  - b) Modernization with reference to industrialization and individual autonomy.
- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.

**Suggested Readings**

- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
- Cole Luella ( 1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press,
- Dewey, J.( 1997.)My Pedagogic Creed’, in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
- Dewey, J ( 1997 ) *Experience and Education*, Touchstone, New York
- Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
- Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
- Kumar K. (1996). *Learning From Conflict*, New Delhi: Orient Longman.
- Lakshmi, T.K.S. & Yadav M.S.( 1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
- Margaret, K.T.( 1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.
- Peters, R.S.( 1967) *The Concept of Education*, UK: Routledge.
- Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.
- Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication.

**Course -9**  
**ASSESSMENT FOR LEARNING**

**Time: 3 Hours**

**Max. Marks :100**  
**(Theory: 80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale:**

The course “Assessment for Learning” aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

**Learning Outcomes**

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

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner’s competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

**Course Contents**

**Unit I**

**1. Introduction to Assessment & Evaluation**

- Concept of Assessment & Evaluation and their inter relationships.
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
  - a) Formative and summative evaluation
  - b) Prognostic and diagnostic
  - c) Norm referenced test and Criterion referenced test

d) Quantitative and Qualitative

## Unit II

### 2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001)
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of tasks: projects, assignments, performances

## Unit III

### 3. Assessment Process & tools

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

## Unit IV

### 4. Construction Interpretation and Reporting of student's performance

- Interpreting student's performance :
  - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
  - b) Graphical representation (Histogram, Frequency Curves)
  - c) NPC – percentile.
  - d) Grading – Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

## Practicum/ Sessionals

### Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- iii. Analysis of question papers ( teacher made)

- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

### Suggested Readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
- NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
- Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
- Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.
- Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

## Course 10

## CREATING AN INCLUSIVE SCHOOL

Max. Marks :50

Time: 1.30 Hours

(Theory: 40,Internal: 10)

**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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

**Rationale**

The course “Creating an inclusive school” aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

**Learning Outcomes**

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

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

**Course Contents****Unit I****1. Inclusive education:**

- Meaning, nature, need and philosophy of inclusive education.
  - a) Models of inclusion,
  - b) Barriers to learning and participation.
  - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:

- a) National Policy of Persons with Disabilities Act 2006,
- b) Sarva Shiksha Abhiyan in terms of Inclusive Education.

- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

## Unit-II

### 2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counseling in inclusive education.
- Teaching learning strategies in inclusive education: co- operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

### Practicum/ Sessionals

#### Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

### Suggested Readings

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge

Dettmer, p., Dyck, N. and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn & Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensea, C.M.ed(1998). R restructuring High Schools for all Students: Taking inclusion to the next level, Baltimore: Paul H. brookes.

Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

**COURSE 11 (Optional)****(i) ENVIRONMENT EDUCATION****Time: 1.30 Hours****Max. Marks :50  
(Theory: 40,Internal: 10)****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 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes**

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

- acquaint the concept , need ,scope and objectives of Environmental Education.
- sensitize the global environmental problem.
- explain teaching-learning strategies & evaluation techniques in Environmental Education.
- understand the curriculum development of environmental education.
- understand the role of Media & internet in environmental Issues.
- sensitize toward Environmental disasters.

**Course Content****Unit-I**

- 1. Concept of Environmental Education:**
  - Meaning, need and scope of environmental education.
  - Evolution and development of environmental education.
  - Stock Holm conference, Thelisi conference and Earth Summit.
  - Objective of environmental education.
- 2. Environmental problems and policies:**
  - Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
  - Global warming and Kyoto Conference.
  - Pollution and its types.
  - Policies related with environmental problems.
  - Sustainable development
  - Environmental legislation in India.
  - Concept of healthy environment
  - Eco club: Meaning, Characteristics & Importance.

**Unit-II****3. Curriculum development and environmental education:**

- Teaching learning strategies and evaluation techniques in environmental education.
- Planning of environmental education in school, colleges and universities.
- Role of electronic media, mass media and computers in environmental education.
- Curriculum development: India explainer, formal and non-formal approach.

**4. Managing environmental disasters:**

- Meaning, types, causes and effects of different disasters.
- Managing environmental disaster at community and individual level
- Rescue from disaster: Principles governing rescue, rescue process
- Relief for disaster: preparatory phase of relief ,planning immediate relief, execution of relief.

**Practicum/Sessionals****Any one of the following:**

- i. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- ii. Project report on local environmental problem.
- iii. Conducting discussion (class level)on disaster management and prepare a report on it.

**Suggested Readings:**

- Ali Khan,S.&Sterling,(1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.
- Allaby,M.(1996).*Basics of Environmental Science*. New York: Routledge.
- Aptekar.Lewis (1914). *Environmental Disasters in Global perspective*. New York :G.K.Hall; Toronto: Maxwell macmillan.
- Burton , Ian , Robert W.Kares and Gilbert F.white(.1993). *The environmental as Hazard*. New York: the Guildford press.
- Dani, H.M.(1996). *Environmental Education* .Chandigarh: Punjab University Publication Bureau.
- Huckle,J. & Sterling, S.(eds)(1996). *Education for sustainability*, London: Earthscan.
- Kaur,T.N.(1999), *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.
- Laeq Futehally (1994) *Our Environment*. India: National Book Trust
- Lambert, P.R.(2000). *Education for sustainable development : a new role for subject association, education in science* ,208.pp.8-9
- Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.
- Pelling, Mark (ed.)( 2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.
- Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.
- Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.
- Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.
- Yogendra N.Srivastava (2012). *Environmental Pollution* . New Delhi: PPH Publishing Corporation.



**Course-11 (optional)**  
**(ii) PEACE EDUCATION**

Max. Marks :50

Time: 1.30 Hours

(Theory: 40, Internal: 10)

**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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

**Learning Outcomes**

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

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- to understand the philosophical thoughts for peace.
- understand the nature of conflicts and their resolution.
- to develop the ability to use various methods and techniques for teaching peace education.
- adopt peace education in the curriculum.
- imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- understand the dynamics of transformation of violence into peace.

**Course Contents**

**Unit -1**

**1. Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

**Unit-2**

**2. Peace In The Indian Context**

- Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization , Debate and etc.
- Democracy and Peace, Secularism and Peace, Culture and Peace.

**Practicum/Sessionals**

**Any one of the following:**

- i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

**References**

Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*.

Paris UNESCO.

Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd

Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd

Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi Prakashan,

<http://www.un.org/cyberschoolbus/peace/content.html>.

**Course-11(optional)**  
**(iii) HEALTH, PHYSICAL AND YOGA EDUCATION**

**Time: 1.30 Hours**

**Max. Marks :50**  
**(Theory: 40,Internal: 10)**

**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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes:-**

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

- explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- under stands the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture
- understand and apply various ways and means for the safety and security of the child.

**Course Contents**

**Unit-I**

**1. Health ,Yoga and Physical Education:**

- Concept of Health and factors affecting Health
- Concept and types of Yoga.
- Physical Education and its objectives.
- Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.

**2. Food and Nutrition:**

- Diet, Food, nutrition
- Balanced diet, its functions and components.
- Types of food according to Yogis and Yogic Diet
- Malnutrition –causes and prevention

**Unit-II**

**3. Safety and Security**

- Communicable diseases- modes, Prevention and control.
- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
- Health Hazards
- Pollution: Types, causes and prevention
- Water conservation, management and recycling

- Global warming
- Personal and Environmental Hygiene

**4. posture and Physical Fitness:**

- Postural deformities and their Management through Yogic and other exercises
- Physical Fitness –Elements, importance.

**Practicum/Sessionals**

**Any one of the following:**

1. A) Prepare a Medical report of a school student.  
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.

**References:**

Anderson, C.R. *Your guide to health.*

Bucher, C.A. (1964) *Foundations of Physical Education, New York: Mosby and company.*

Catharine Ross Benjamin Caralleso, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases.*

Holmes, A.C. *Health in developing countries.*

Kang Gurpreet singh & Deol NishanSingh.(2013). *An Introduction to Health and Physical Education, 21<sup>st</sup> century publications, India.*

Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners.*

**COURSE 11 (Optional)****(iv) GUIDANCE AND COUNSELLING****Max. Marks :50****Time: 1.30 Hours****(Theory: 40,Internal: 10)****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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale**

The course on “Guidance and Counselling” is designed to introduce the student teacher to the study of concept of Guidance and Counselling, assessing an individual with testing and non testing techniques of guidance and organization of guidance services in the schools.

**Learning Outcomes**

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

- explain the concepts of guidance and counseling.
- describe educational, vocational and personal guidance.
- understand the need of assessing an individual.
- familiarize with testing and non-testing devices of guidance.
- get aware of the organization of guidance services in the schools.

**Course Content****UNIT-I****1. INTRODUCTION TO GUIDANCE**

- Meaning, Nature and Scope
- Principles of Guidance
- Types of Guidance : Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives)

**2. COUNSELING**

- Concept of Counselling, Need & Importance of Counselling
- Types of Counselling : Directive, Non-Directive and Eclectic
- Meaning and Characteristics
- Process of Counselling

**UNIT-II****3. STUDYING AN INDIVIDUAL**

- Need and importance of Studying an individual
- Testing and Non-testing devices for the study of an individual
- Testing : Interest Inventories and aptitude tests
- Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

**4. GUIDANCE SERVICES AND THEIR ORGANIZATION IN THE SCHOOLS:**

- Types of Guidance services
- Role of School personnel in organizing guidance services
- Role of Teacher as a counselor.

**Practicum/Sessionals****Any one of the following**

- i. Make a study of a guidance centre. Prepare a report.
- ii. Prepare a cumulative record card of a student studying at secondary level.
- iii. Prepare a report on the guidance services organized by school personnel.

**Suggested Readings:**

Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers.

Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.

Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa VidyalayaPrakashan.

Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.

Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R Lali Book Depot.

Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.

Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

**Course EPC 3****Critical Understanding of ICT****Max. Marks :50****(External: 40,Internal: 10)****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.

**2. 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.

### 3. 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.

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



**List of Contributors**

**Development of Draft Syllabi - B.Ed -2 year course as per NCTE curriculum frame  
work 2014  
K.U.K**

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**List of Participants**

**Consultative Meeting regarding development of Draft Syllabi of B.Ed -2 year course as per NCTE curriculum frame work 2014)held on 22.04.2015 at University College of Education, K.U.K**

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# KURUKSHETRA UNIVERSITY

## KURUKSHETRA



**Ordinance & courses of reading**

**For**

**B.Ed. examination (Two Years)**

**2015-16**

**KURUKSHETRA UNIVERSITY, KURUKSHETRA**  
**SCHEME OF EXAMINATION AND SYLLABUS FOR B.ED TWO YEAR**  
**REGULAR COURSES TO BE IMPLEMENTED FROM THE SESSION 2015-16**

<b>Year -1</b>								
Paper	Nomenclature	Maximum Marks			Periods per week	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 1	Childhood and Growing Up	100	80	20	6	3hrs.	137.6	10
Course 2	Contemporary India and Education	100	80	20	6	3hrs.	137.6	10
Course 3	Learning and Teaching	100	80	20	6	3hrs.	137.6	10
Course 4(A)	Language across curriculum	50	40	10	3	1:30hrs	68.8	5
Course 4(B)	Understanding, Disciplines and subjects	50	40	10	3	1:30hrs	68.8	5
Course 5	Gender, School and Society	50	40	10	3	1:30hrs	68.8	5
Course 6	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course 7	Pedagogy of a School Subjects- I	100	80	20	6	3hrs.	137.6	10
Course-12 EPC 1	Reading and Reflecting on Text	50*	25	25	3	1:30hrs	68.8	5
Course EPC 3	Critical Understanding of ICT	50*	25	25	3	1:30hrs	68.8	5
Course 13 (A& B)	School Internship	Four weeks						
	Total	750	600	150				75

\* External Exam for this course will be held at the end of 2<sup>nd</sup> Year.

Year -2								
Paper	Nomenclature	Maximum Marks			Periods per week**	Exam Hour	Hours per Year	Credits
		Total	External	Internal/ Practicum				
Course 8	Knowledge and Curriculum	100	80	20	12	3hrs.	156	10
Course 9	Assessment for Learning	100	80	20	12	3hrs.	156	10
Course 10	Creating an Inclusive School	50	40	10	6	1:30hrs	78	5
<b>Course 11</b>	<b>Optional Course</b>	<b>(Any one of the following)</b>						
I	Environment Education	50	40	10	6	1:30hrs	78	5
ii	Health and Physical Education	50	40	10	6	1:30hrs	78	5
iii	Peace Education	50	40	10	6	1:30hrs	78	5
iv	Guidance and Counselling	50	40	10	6	1:30hrs	78	5
<b>Course-12 EPC 2</b>	<b>Drama and Art in Education</b>	50	25	25	6	1:30hrs	78	5
<b>EPC 4</b>	<b>Understanding the Self</b>	50	25	25	6	1:30hrs	78	5
<b>Course 13 (A&amp; B)</b>	<b>School Internship</b>	16 weeks						25
	Pedagogy-I	175	100	75				
	Pedagogy-II	175	100	75				
	Total	750	520	230				65

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<b>1</b>	<b>Course 1</b>	Childhood and Growing Up	
	<b>Code-701</b>		
<b>2</b>	<b>Course 2</b>	Contemporary India and Education	
	<b>Code-702</b>		
<b>3</b>	<b>Course 3</b>	Learning and Teaching	
	<b>Code-703</b>		
<b>4</b>	<b>Course 4(A)</b>	Language across curriculum	
	<b>Code-704</b>		
<b>5</b>	<b>Course 4(B)</b>	Understanding, Disciplines and subjects	
	<b>Code-705</b>		
<b>6</b>	<b>Course 5</b>	Gender, School and Society	
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<b>7</b>	<b>Course 6 &amp; 7</b>	<b>Group-I Pedagogy of Sciences:</b>	
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	<b>709</b>	(iii) Pedagogy of Computer Science	
	<b>710</b>	(iv) Pedagogy of Home Science	
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	<b>720</b>	(ii) Pedagogy of Hindi	

	<b>721</b>	(iii) Pedagogy of Punjabi	
	<b>722</b>	(iv) Pedagogy of Sanskrit	
		<b>Group-IV Pedagogy of Mathematics</b>	
	<b>723</b>	(i) Pedagogy of Mathematics	
Note: Out of above mentioned pedagogical subjects a student shall opt for two subjects selecting one subject from each group:			
<p><b>Group-A</b></p> <p>i) Pedagogy of Physical Science  ii) Pedagogy of English  iii) Pedagogy of Hindi  iv) Pedagogy of Punjabi</p> <p><b>Group- B</b></p> <p>(i) Pedagogy of Computer science  (ii) Pedagogy of Commerce  (iii) Pedagogy of Sanskrit  (iv) Pedagogy of Home Science  (v) Pedagogy of Art</p> <p><b>Group-C</b></p> <p>(i) Pedagogy of Science  (ii) Pedagogy of Economics  (iii) Pedagogy of Social Science  (iv) Pedagogy of Geography</p> <p><b>Group-D</b></p> <p>(i) Pedagogy of Biological Science  (ii) Pedagogy of History  (iii) Pedagogy of Math  (iv) Pedagogy of Music</p>			
8	<b>Course 8</b>	Knowledge and Curriculum	
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9	<b>Course 9</b>	Assessment for Learning	
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10	<b>Course 10</b>	Creating an Inclusive School	
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11	<b>Course 11</b>	<b>Optional Course(Any one of the following)</b>	
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	<b>ii</b>	<b>728</b>	Peace Education
	<b>iii</b>	<b>729</b>	Health, Physical & Yoga Education
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	<b>813</b>		Pedagogy of English	
	<b>814</b>		Pedagogy of Hindi	
	<b>815</b>		Pedagogy of Punjabi	
	<b>816</b>		Pedagogy of Sanskrit	
			<b>Group-IV Pedagogy of Mathematics</b>	
	<b>817</b>		Pedagogy of Mathematics	

**Note:**

- (i) Engagement with the field: Tasks and assignments for Courses 1-11.
- (ii) One Period is of 45 minutes.
- (iii) Introduction to ICT, Yoga, sports and Physical activity shall form an integral part of B.Ed. Course.



## EVALUATION SCHEME

### **1. Part-A (Theory Papers-Course 1 to 11)**

#### **(A) Theory Part: External Evaluation**

The theory part in course 1,2,3, 4(A), 4(B), 5,6,7,8,9,10,11(i, ii, iii & iv) will be evaluated through a system of external evaluation. The University will appoint external paper setters and examiners as per its practice.

(a) Course 1,2,3,6,7,8,9,10 (Max. Marks 80)

Students will be required to attempt 5 questions in all out of the given 9 questions. Q.No.1 will be compulsory and will carry 16 marks. It will have 4 parts comprising 4 marks each. Students will be required to attempt remaining four questions, selecting one question from each unit. All questions carry 16 Marks.

(b) Course 4(A), 4(B), 5, 11(i, ii, iii & iv) (Max. Marks 40)

Students will be required to attempt 3 questions in all out of the given 5 questions in each paper i.e. 4(A), 4(B), 5, 11(i, ii, iii & iv). Question No.1 will be compulsory in both the papers and will carry 8 marks. It will have 2 parts comprising 4 marks each. Other question will be of 16 marks each. Students will be required to attempt remaining two questions, selecting one question from each unit. All questions carry 8 Marks.

Paper 4(A) and 4(B) will be attempted on separate Answer Books in one sitting of 3 hours. Both papers and answer books will be administered simultaneously at the beginning of the examination. Whereas course 5 & 11(i, ii, iii & iv) will be of 1 hour and 30 minutes.

#### **Sessional Work: Internal Evaluation**

The Practical work and Sessionals (Task and Assignments that run through all the courses) in course 1 to 12 will be evaluated by a committee of examiners constituted for this purpose. The committee will be internal one and include the Principal of College of Education concerned and all the teachers teaching the subject in the College during the concerned academic session.

The weightage for internal evaluation will be based house test (25%weightage) sessional work (50% weightage) and Viva-voce (25% weightage) for each sessional course.

#### **Part-B (Practical Course 12 (i, ii, iii & iv))**

(A) External evaluation in Course-12 (EPC-1, EPC-2, EPC-3, & EPC-4) will be done by External Examiner/Examiners appointed by the University on the recommendation of the concerned Board of studies as per ongoing practice at the end of second year. The evaluation will be done in group of 20-25 students at a time.

Internal evaluation (sessionals) in these papers will be done by an internal committee of the college. It will include the Principal and the teacher-incharges of the practical classes in the concerned academic session.

(B) The Evaluation in Course-13 (A & B) School Internship Programme Skill in Teaching (Pedagogy Paper-I and Pedagogy Paper-II) will be done as follow:

(a) The sessional work of this paper i.e. preparation of lesson plans, supervised delivery of lessons, Development of learning material, Report of school-based activities and maintenance of the concerned records in the note book etc, will be evaluated by an internal committee of the concerned College of Education. The Principal and three senior teachers of the college will constitute such a committee.

- (b) The two final examination lessons delivered by the students will be evaluated by three external examiners and Co-ordinator appointed for this purpose by the university on the recommendation of the Board of studies in Education as per the previous practice. The examiners will evaluate 40-50 lessons in a day. If the number of students is large, then two separate panel of examiners may be formed by Board of Studies to evaluate final lessons in teaching subject-I and teaching subject-II separately.

#### **MODERATION OF INTERNAL AWARDS**

In case the marks awarded to the students for internal assessment are more than 75% marks in Practicals/ Sessionals in one or more papers under clause 1 or 2, a Moderation Committee will review all such cases and revise the result/marks, if needed. The decision taken by the Moderation Committee in this regard shall be final. The Moderation Committee will comprise of Chairman, Board of Studies in Education and four members (one from teaching of language, one from teaching of science, one from teaching of social sciences and one member co-opted by the Chairman, Board of Studies). The Board of Studies will approve the Moderation Committee every session.

## Course 1

### CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

#### 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 16 marks. There will be four short - answer type Questions of 4 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 16 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.

Existing	Corrected
<b>Unit-I</b> <b>1. Child Development</b> <ul style="list-style-type: none"><li>• Growth &amp; Development:- Concept, Principle, Factors, &amp; Stages.</li><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>	<b>Unit-I</b> <b>1. Child Development</b> <ul style="list-style-type: none"><li>• Growth &amp; Development:- Concept, Principle, Factors, &amp; Stages.</li><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>
<b>Unit-II</b> <b>2. Theories of Child Development</b> <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</li></ul>	<b>Unit-II</b> <b>2. Theories of Child Development</b> <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</li></ul>

<p>Implications with special reference to Indian Context.</p> <ul style="list-style-type: none"> <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>Implications with special reference to Indian Context.</p> <ul style="list-style-type: none"> <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. Gender bias.
  - c. About Disability.

### 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.

Course: 2

## CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100

Time: 3 Hours

(Theory:80,Internal: 20)

### 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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 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,.
- 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.

## **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). *Contemporary 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.mkgandhi.org/speeches/speech Main.html>

**Course 3**  
**LEARNING & TEACHING**

**Max. Marks :100**

**(Theory: 80,Internal: 20)**

**Time: 3 Hours**

<p><b>NOTE FOR PAPER SETTER</b></p> <p><b>i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.</b></p> <p><b>ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.</b></p> <p><b>iii. Two long answer type question 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 16 marks each.</b></p>
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**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**

<b>Existing</b>	<b>Corrected</b>
<p><b>Unit-I</b></p> <p><b>1. Understanding Learning</b></p> <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; Role of Teacher &amp; School in relation to learning strategies.</li> <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> </ul> </li> </ul>	<p><b>Unit-I</b></p> <p><b>1. Understanding Learning</b></p> <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 learning strategies.</li> <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> </ul> </li> </ul>



<ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <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> <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.

**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, Rinchart 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

(Theory: 40,Internal: 10)

#### 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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 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

Existing	Corrected
<b>UNIT-I</b> <ol style="list-style-type: none"><li>1. <b>Language</b> : Meaning, nature and linguistic principles</li><li>2. <b>Functions of language:</b><ul style="list-style-type: none"><li>• Communicative functions of language &amp; its basic assumptions</li><li>• Learning language and learning through language</li></ul></li><li>3. <b>Development of Listening skill:</b><ul style="list-style-type: none"><li>• Characteristics of good listening material,</li><li>• Different kind of listening materials and activities.</li></ul></li><li>4. <b>Development of Speaking skill:</b><ul style="list-style-type: none"><li>• Need and objectives of developing speaking skills,</li><li>• Techniques of learning speaking</li></ul></li></ol>	<b>UNIT-I</b> <ol style="list-style-type: none"><li>6. <b>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></li><li>7. <b>Language in Curriculum</b><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></li></ol> <b>UNIT-II</b> <ol style="list-style-type: none"><li>3. <b>Listening &amp; Speaking skill</b><ul style="list-style-type: none"><li>• Different kinds of listening material and activities &amp; techniques of learning</li></ul></li></ol>

<p>skills-conversational/oral skills,</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Listening &amp; speaking skill as tool of learning: conversational/oral skill; discussion; questioning etc.</li> </ul> <p><b>4. 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>Reading mechanics and process of reading</li> <li>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> <ol style="list-style-type: none"> <li>Subject wise group discussion, preparation of report and presentation before the group.</li> <li>Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc.</li> </ol>	<p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>Subject wise group discussion, preparation of report and presentation before the group.</li> <li>Prepare a Diagnostic test to identify reading and writing problems of the school students.</li> </ol>

### 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.

Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.

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

National Curriculum Framework (2005), New Delhi: NCERT.

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).

[www.ncert.nic.in](http://www.ncert.nic.in).

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

## Course 4(b)

### UNDERSTANDING DISCIPLINES AND SUBJECTS

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 40,Internal: 10)**

<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 five questions.</b></p> <p><b>ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.</b></p> <p><b>iii. Two long answer type question 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 16 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>
<p><b>Unit-I</b></p> <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</li> </ul>	<p><b>Unit-I</b></p> <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>methods of teaching;</p> <ul style="list-style-type: none"> <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 <ul 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> </ul> </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>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>
<p><b>Existing</b></p>	<p><b>Corrected</b></p>
	<p><b>Practimum/ Sessional</b></p> <p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>Critical analysis of a curriculum/ syllabus of particular school subjects.</li> <li>Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome.</li> </ol>

**Suggested Readings:**

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 Respositiry *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-5**  
**GENDER, SCHOOL AND SOCIETY**

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 40,Internal: 10)**

**NOTE FOR PAPER SETTER**

- i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale**

The course on “Gender, School and Society” will focus on the gendered roles in society, through a variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.

**Learning Outcomes**

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

- Understand the basic terms, concepts used in gender studies.
- To describe equity and equality in relation with different aspects of society.
- To understand psychological and sociological perspectives of sex and gender.
- To understand paradigm shift under gender studies.
- To become aware about gender inequalities in school.
- To explain the issues related to gender.

Existing	Corrected
<b>Unit – I</b>	<b>Unit – I</b>
<b>1. Gender Studies: Paradigm Shift</b> <ul style="list-style-type: none"> <li>• Meaning of gender equality, need &amp; importance</li> <li>• Paradigm shift from women studies from gender studies: Some land marks from social reform 19<sup>th</sup> to 21<sup>st</sup> studies</li> </ul>	<b>1. Gender Studies: Paradigm Shift</b> <ul style="list-style-type: none"> <li>• Concept of gender: Issue of masculinity and femininity</li> <li>• Paradigm shift from women studies from gender studies: Some land marks from social reform 19<sup>th</sup> to 21<sup>st</sup> century</li> </ul>
<b>2. Gender Issues</b> <ul style="list-style-type: none"> <li>• Concept of gender: Issue of muscularity and familiarity</li> <li>• Equity and equality: Psychological and sociological perspective</li> <li>• Emergence of gender specific roles, cross cultural perspective</li> </ul>	<b>2. Social construction of gender</b> <ul style="list-style-type: none"> <li>• Philosophical and sociological theories of gender</li> <li>• Gender identity, family, media gender role and stereo types</li> <li>• Social construction of gender during late childhood and adolescence</li> </ul>
<b>Unit – II</b>	<b>Unit – II</b>
<b>3. Gender Inequalities and strategies for change</b> <ul style="list-style-type: none"> <li>• Gender Inequality in School: School</li> </ul>	<b>3. Gender Issues</b> <ul style="list-style-type: none"> <li>• Equity and equality: Psychological and sociological perspective</li> </ul>

<p>curriculum, Text book, classroom processes, and student teacher interaction</p> <ul style="list-style-type: none"> <li>• Strategies for change: policy and management in the school</li> </ul> <p><b>4. Social construction of gender</b></p> <ul style="list-style-type: none"> <li>• Philosophical and sociological theories of gender</li> <li>• Gender identity, family, media gender role and stereo types</li> <li>• Social construction of gender during late childhood and adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Emergence of gender specific roles, cross cultural perspective</li> <li>• Need and Importance of Gender Equality</li> </ul> <p><b>4. Gender Inequalities and strategies for change</b></p> <ul style="list-style-type: none"> <li>• Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction</li> <li>• Strategies for change: policy and management in the school</li> </ul>
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### **Practicum/Sessionals**

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

- i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

#### **Suggested readings:**

Bordia, A. (2007). *Education for gender equity: The Lok Jumbish experience*, p 313-329

Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing

Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications

Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME

Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). *Women and Development planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House

## Course-6 & 7 Pedagogy of Teaching Subjects

### Group-I: Pedagogy of Sciences

#### (i) PEDAGOGY OF SCIENCE

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 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
- 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
- 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.

#### **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.

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.

## Group-I: Pedagogy of Sciences

### (ii) PEDAGOGY OF BIOLOGICAL SCIENCE

Max. Marks :100

(Theory: 80,Internal: 20)

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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### LEARNING OUTCOMES

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

- Understand Nature & Scope of Biological Science
- Understand objectives of Teaching biological Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing the extension activities.
- Applying e-resources in teaching biological science.
- Develop a skill of conducting experiments to demonstrate biological concepts.
- Develop a skill of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.\

#### COURSE CONTENTS

##### UNIT – I

#### 1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE

- Meaning, Nature and Scope with reference to Biological science and its branches.
- History of Biological science and contribution of Indian Biologist.
- Need and Importance of Biological in secondary schools and its values in the present context.
- Correlation of Biological science with other school subject.
- Aim and Objectives of Teaching Biological science.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in Behavioural terms.

- Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

## UNIT – II

### 2. CONTENT AND ITS PEDAGOGICAL ANALYSIS

- **Content**

- Tissues
- Diversity in living organism
- Diseases
- Natural Resources
- Improvement in Food
- Life Process
- Reproduction
- Heredity
- Control and Co-ordination
- Micro-organism
- Photosynthesis

- **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.

- **Teaching Skills**

- Skill of introducing the lesson
- Skill of illustrate with the help of examples.
- Skill of explaining
- Skill of stimulus variation
- Skill of using black board

- Concept, Need and Importance of unit planning and lesson planning.

## UNIT – III

### 3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Biological Sciences.
- Critical Analysis of Present secondary school text book with reference to Haryana State.
- Biological Science Laboratory. Impotence, Planning, Designing, equipping, maintenance of biological equipment and records.
- Visual Aids: - Chart, Model, Specimen.
- E-learning Resources: Use of Multimedia and Computers in Biological Science, e-learning, PPT, Internet, Website, Teleconferencing.



- Professional growth of Biological science teacher in service programme, orientation programme, refresher courses, seminar, symposium, workshop, projects, science museum, science fair and science exhibition.

## UNIT – IV

### 4. APPROACHES AND EVALUATION IN TEACHING

- Approaches of Teaching Biological Science.
  - Inductive – deductive approach
  - Critical inquiry approach
  - Maier’s Problem solving approach
- Methods of Teaching Biological Science;
  - Lecture cum demonstration method
  - Project Method
  - Laboratory method
- Continuous and Comprehensive Evaluation (CCE) in Biological Science.
- Construction and use of achievement test in Biological Science.
- Construct and Use of diagnostic Test in Biological science, preparation of diagnostic chart, identification of difficulties and remedial teaching.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

### Praticum/Sessional

#### Any one of the following

- Prepare a working model on Biological secondary school standard topics.
- Collect and preserve any five biological specimen and write a report
- Critically analyse secondary school state syllabus science text-book.
- Preparation of Biological science wall magazine in every month
- A case study of any senior secondary lab and prepare report

#### Suggested Readings:

Adams G.S., (1964). *Measurement and evaluation in education, psychology and guidance*, New York : Halt, Rinehart and Winston.

Aggarwal, J.C. (2005). *Essentials of examination system*. New Delhi : Vikas Publishing house Pvt. Ltd.

Allen, D.W, and Eve, A.W. (1968). *Microteaching in theory to practices* Vd. 70, pp. 181-185.

Ameetha P (2004). *Methods of Teaching Biological Science*. New Delhi :Neelkamal Publications,

Bloom, B.S. et. Al. (1956). *Taxonomy of Educational objectives : the cognitive domain*, New York: Lagan's Green.

CBSE (2009). *Teacher's manual on CCE*. New Delhi : CBSE.

Das, R.C. (1985). *Science teaching in schools*. New Delhi: Sterling Publication Private Ltd.

Green T.N. (1971). *Teaching of Biology in tropical schools*, Oxford University Press London.

Harrow, A.J.A. (1972); *Taxonomy of Motor Domain*, New York : McKay.

Karmer, L.M.J. (1975). *Teaching of Life Science*, McMillan India Ltd. New Delhi.

Kilpatrick, W.H. (1918); *the project method*, Columbia: Teachers College Record.

Krathwohl, D.R., Bloom B.S. and Maria B.B. (1964) *Taxonomy of Educational objectives, Handbook II, Affective Domain*, New York : David McKay.

Mager, R.F. (1962); *Preparing Instructional objectives*, California : Fearon.

Miller, David F. and Blaydes (1962); *Methods and materials for teaching Biological Science*, M.C. Grow Hill Book Co; New York.

Sharma, R.C. (1995). *Modern Science & Teaching*, Dhanpat Rai and Sons, New Delhi.

Sood J.K. (1987). *Teaching of Life Science*, Kholi Publisher, Chandigarh.

Vishwanth, Pandeny & Kishore, Valicha (1984). *Science Technology and Development*, Mc Millan Indian Ltd. New Delhi.

## Group-I: Pedagogy of Sciences

### (iii) PEDAGOGY OF COMPUTER SCIENCE

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 80, Internal: 20)**

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### Learning Outcomes

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

- emphasize the need and importance of computer science as a subject.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- perform Pedagogical Analysis of various concepts in computer science.
- underline the need and importance of lesson planning and unit planning.
- understand the principles of curriculum construction.
- discuss the importance of computer textbooks.
- teach the proper computer laboratory planning and managing
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- develop competencies and skill for effective evaluation in computer science.

#### COURSE CONTENT

##### Unit-I

##### 1. Nature and Scope

- Meaning, Nature and Scope of Computer Science.
- Significance of Computer Science in school curriculum.
- Place of Computer Science at different stages of school.
- Aims and Objectives of Teaching Computer Science at different stages of school.
- Blooms Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

##### Unit-II

2. **Content and Pedagogical Analysis:** Concept, need and importance of Pedagogical Analysis.

- **Content:**

- Computer System
- Computer Software
- Networking
- MS-Windows
- MS-Office
- Operating System

- **Pedagogical Analysis:**

Following point should be followed for pedagogical analysis:-

- a) Identification of concept.
- b) Enlisting behavioural outcomes.
- c) Enlisting activities and experiments.
- d) Enlisting evaluation techniques.

- **Lesson Planning:** Concept, Need and Importance of unit planning and lesson planning

### **Unit-III**

3. **Teaching Learning Resources and Processes**

- Development and designing of computer science curriculum.
- Development of text-books
- Development of self instructional material
- Designing and managing Computer Laboratory.

**Teaching Skills**

- Skill of Introducing the lesson
- Skill of Probing Questions
- Skill of illustration with examples.
- Skill of Stimulus Variations
- Skill of Explaining

### **Unit-IV**

4. **Approaches and Evaluation**

- **Teaching Methods:**

- Lecture-cum-Demonstration method.
- Project method.
- Computer Assisted Instruction method.
- Laboratory Method.
- Mobile learning, and Online learning

- **Evaluation**

- Meaning and importance of evaluation
- Types and techniques
- Achievement Test
- Characteristics of a good test in Computer Science.
- Preparing, reporting and evaluating the results.
- Comprehensive and Continuous Evaluation.

### **Practicum/ Sessional**

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

- i. Critical analysis of course content of Computer science of secondary school curriculum.
- ii. Prepare an achievement test of course content of Computer science of secondary school curriculum.
- iii. Internet based project: Form a group on internet and share educational information with atleast one link to audio/video material and prepare the project using ppt.

### **Suggested Readings**

Agarwal J. C. (2006). *Essential of educational technology, Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.

Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.

Singh, Arjinder. *Teaching of Computer Education*. Jalandhar: Modern Publisher

Sinha, P.K. & Sinha, P. *Computer Fundamentals*, BPB

Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.

## Group-I: Pedagogy of Sciences

### (iv) PEDAGOGY OF HOME SCIENCE

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

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

- Understand Nature & Scope of Home Science
- Understand objectives of Teaching Home Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing extension activities.
- Applying e-resources in teaching Home Science.
- Develop skills of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.

#### UNIT – I

##### 1. Concept, Objectives and Importance

- Meaning, Nature and Scope of Home Science
- Need and Importance of Home science in secondary schools in the present context
- Correlation of Home Science with other school subjects
- Aims and objectives of teaching Home Science
- Blooms Taxonomy of educational objectives
- Formulation of specific objectives in Behavioural terms.

#### UNIT – II

##### 2. Content, Pedagogical Analysis and Teaching Skills

- **Content**
  - Food, Nutrition and Health
  - Child Care

- Fiber and Fabric
- Home Management
- Health and sanitation
- **Pedagogical Analysis :**
  - Following points should be followed for pedagogical analysis on topics
    - a) Identification of concept
    - b) Listing behavioural outcomes
    - c) Listing activities and experiments.
    - d) Listing evaluation techniques.
- **Teaching Skills**
  - Skill of introducing the lesson
  - Skill of illustrate with the help of examples.
  - Skill of explaining
  - Skill of stimulus variation
  - Skill of using black board
- **Concept, Need and Importance of unit planning and lesson planning.**

### UNIT – III

#### 3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles and steps of curriculum construction in Home Sciences.
- Development and Characteristics of a good Textbooks. Critical analysis of current Home Science Text Books in secondary schools of Haryana State.
- Planning of space and equipment of Home Science Laboratory
- Classification and importance of Teaching Aids, (Visual Aids :- Chart, Model, Specimen).
- E-learning Resources: Use of Multimedia and Computers in Home Science, e-learning, PPT, Internet.
- Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher

### UNIT – IV

#### 4. APPROACHES , Methods AND EVALUATION IN TEACHING

- **Methods of Teaching:**
  - Lecture-cum- Demonstration; Project Method; Discussion Method; Practical and Individual Method
- **Activity Based Learning:**
  - Learning by doing : Experimentation; observation ; games, quiz; puzzles; Field visits and excursions
- **Approaches of Teaching Home Science :** Inductive – deductive approach ;Maier’s Problem solving approach
- Continuous and Comprehensive Evaluation (CCE) in Biological Science.

- Construction and use of achievement test and diagnostic test in Home Science.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

**PRACTICUM/SESSIONALS:**

Any one of the following:

- i. A course of ten practical by the Pupil-teacher in the following:
  - Cooking
  - Stitching/Embroidery/knitting
  - Home Management
- ii. Preparation of online test
- iii. Preparation of objective type test, short answer type test, essay type test
- iv. Organize a quiz competition in Home Science and analyze the response of students
- v. Plan a field visit of Home Science students
- vi. Prepare one remedial Teaching Programme for a Home Science student
- vii. Writing of project report in extension education.

**SUGGESTED READING**

Chandra, Shah & Joshi. *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Dass & Ray. *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd

Devdass, R. P. *Method of Teaching of Home Science*, New Delhi: NCERT.

Devdass, R. P. *Teaching of Home Science in Secondary School*. A handbook of Suggestion for Teachers, New Delhi: NCERT

Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons  
 CBSE (2009); *Teacher's manual on CCE*. New Delhi : CBSE



## Group-I: Pedagogy of Sciences

### (v) PEDAGOGY OF PHYSICAL SCIENCE

Max. Marks :100

Time: 3 Hours

(Theory: 80,Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### Learning Outcomes:

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

- Understand the Nature & Scope of Physical Science.
- Understand Aim and objectives of Teaching Physical Science.
- Adopt suitable approaches, methods, different resources to teach Physical Science.
- Appreciate the importance of planning for Teaching Physical Science.
- Applying e-sources in Teaching Physical Science.
- Develop a skill of conducting experiments to demonstrate Physical 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

Existing	Corrected
<p><b>1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope with reference to Physical Science &amp; its branches.</li><li>• History of Physical science and contribution of Indian Scientists in the field of Physics &amp; Chemistry.</li><li>• Need &amp; importance Physical Science in secondary school &amp; its values in the present context.</li></ul>	<p><b>1. NATURE AND SCOPE OF PHYSICAL SCIENCE</b></p> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope with reference to Physical Science &amp; its branches.</li><li>• History of Physical science and contribution of Indian Scientists in the field of Physics &amp; Chemistry.</li><li>• Need &amp; importance Physical Science in secondary school &amp; its values in the present context.</li></ul>

<ul style="list-style-type: none"> <li>• Correlation of Physical science with other school subjects.</li> <li>• Aim &amp; objectives of Physical Science.</li> <li>• Bloom's Taxonomy of instructional objectives.</li> <li>• Physical Science in the service of human welfare – Agriculture, Medicine, Industry &amp; Conservation of Environment.</li> </ul> <p><b>UNIT – II</b></p> <p><b>2. CONTENT AND ITS PEDAGOGICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Content – <ul style="list-style-type: none"> <li>– Matter in our Surroundings</li> <li>– Atom &amp; Molecules</li> <li>– Motion</li> <li>– Force &amp; Law of Motion</li> <li>– Gravitation</li> <li>– Work and Energy</li> <li>– Sound</li> <li>– Acid Bases &amp; Salt</li> <li>– Metal &amp; Non-metal</li> <li>– Light</li> <li>– Electricity</li> </ul> </li> <li>• <b>Pedagogical Analysis</b> – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis on topics covered in the syllabus</li> <li>• Identification of concept ,b)Listing behavioural outcomes ,c)Listing activities and experiments, d)Listing evaluation techniques</li> <li>• Concept, Need &amp; Importance of Unit Planning &amp; Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Correlation of Physical science with other school subjects.</li> <li>• Aim &amp; objectives of Physical Science.</li> <li>• Bloom's Taxonomy of instructional objectives.</li> <li>• Physical Science in the service of human welfare – Agriculture, Medicine, Industry &amp; Conservation of Environment.</li> </ul> <p><b>UNIT – II</b></p> <p><b>2. CONTENT AND ITS PEDAGOGICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Content – <ul style="list-style-type: none"> <li>– Matter in our Surroundings</li> <li>– Atom &amp; Molecules</li> <li>– Motion</li> <li>– Force &amp; Law of Motion</li> <li>– Gravitation</li> <li>– Work and Energy</li> <li>– Sound</li> <li>– Acid Bases &amp; Salt</li> <li>– Metal &amp; Non-metal</li> <li>– Light</li> <li>– Electricity</li> </ul> </li> <li>• <b>Pedagogical Analysis</b> – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis on topics covered in the syllabus</li> <li>• Identification of concept ,b)Listing behavioural outcomes ,c)Listing activities and experiments, d)Listing evaluation techniques</li> <li>• Concept, Need &amp; Importance of Unit Planning &amp; Lesson Planning</li> </ul>
<p><b>UNIT – III</b></p> <p><b>3. TEACHING LEARNING RESOURCES AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>• Meaning, Principles &amp; Steps of Curriculum construction in Physical Science</li> <li>• Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State</li> <li>• Teaching Skills:- <ul style="list-style-type: none"> <li>– Skill of Introducing the Lesson</li> <li>– Skill of Illustrate with the help of Examples</li> <li>– Skill of Explaining</li> <li>– Skill of Stimulus Variation</li> <li>– Skill of Black-Board Writing</li> </ul> </li> <li>• Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment &amp; Records</li> <li>• Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.</li> </ul>	<p><b>UNIT – III</b></p> <p><b>3. TEACHING LEARNING RESOURCES AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>• Meaning, Principles &amp; Steps of Curriculum construction in Physical Science</li> <li>• Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State</li> <li>• Teaching Skills:- <ul style="list-style-type: none"> <li>– Skill of Introducing the Lesson</li> <li>– Skill of Illustrate with the help of Examples</li> <li>– Skill of Explaining</li> <li>– Skill of Stimulus Variation</li> <li>– Skill of Black-Board Writing</li> </ul> </li> <li>• Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment &amp; Records</li> <li>• Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.</li> </ul>

<ul style="list-style-type: none"> <li>• E-learning Resources – Use of Multimedia &amp; Computers, PPT, Internet, Website, Teleconferences.</li> <li>• Improvised Apparatus – Meaning, Importance &amp; Steps</li> <li>• Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.</li> </ul> <p><b>UNIT – IV</b></p> <p><b>4. APPROACHES AND EVALUATION IN TEACHING</b></p> <ul style="list-style-type: none"> <li>• Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.</li> <li>• Methods of Teaching Physical Science <ul style="list-style-type: none"> <li>– Lecture-cum-Demonstration</li> <li>– Project Method</li> <li>– Laboratory Method</li> </ul> </li> <li>• Continuous &amp; Comprehensive Evaluation (CCE) in Physical Science</li> <li>• Construction &amp; Use of Achievement Test in Physical Science</li> <li>• Construction &amp; Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties &amp; Remedial Teaching.</li> <li>• Meaning &amp; Advantages of Task Analysis and Question Bank.</li> </ul>	<ul style="list-style-type: none"> <li>• E-learning Resources – Use of Multimedia &amp; Computers, PPT, Internet, Website, Teleconferences.</li> <li>• Improvised Apparatus – Meaning, Importance &amp; Steps</li> <li>• Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.</li> </ul> <p><b>UNIT – IV</b></p> <p><b>4. APPROACHES AND EVALUATION IN TEACHING</b></p> <ul style="list-style-type: none"> <li>• Physical Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.</li> <li>• Methods of Teaching Physical Science <ul style="list-style-type: none"> <li>– Lecture-cum-Demonstration</li> <li>– Project Method</li> <li>– Laboratory Method</li> </ul> </li> <li>• Continuous &amp; Comprehensive Evaluation (CCE) in Physical Science</li> <li>• Construction &amp; Use of Achievement Test in Physical Science</li> <li>• Construction &amp; Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties &amp; Remedial Teaching.</li> <li>• Meaning &amp; Advantages of Task Analysis and Question Bank.</li> </ul>
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**Praticum/Sessional**

**Any one of the following**

- i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Physical 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.

**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.

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.

<http://www.scienceworld.wolfram.com/physics.html>.

<http://www.nobel.se/physics/laureates.html>.

## Group-II: Pedagogy of Social-Sciences

### (i) PEDAGOGY OF SOCIAL SCIENCE

Time: 3 Hours

Max. Marks: 100  
(Theory: 80, Internal: 20)

#### 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 16 marks. There will be 4 short-answer type questions of 4 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 16 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

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

<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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 Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</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 Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation</li> </ul>
<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</li> </ul>	<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> </ul>

<p>Mapping and Story Telling. Concept Attainment, Inquiry Training Model.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>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>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>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>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>Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test</li> <li>Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10<sup>th</sup></li> </ol>	<p><b>Any one of the following:</b></p> <ol style="list-style-type: none"> <li>Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.</li> <li>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>Conduct a quiz competition in the class on a day of national importance and prepare a report of the same.</li> <li>Prepare an action plan for social science club.</li> <li>Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library.</li> <li>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>Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test</li> <li>Prepare a sample Content analysis, Prepare instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10<sup>th</sup>.</li> </ol>

### 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.



## Group-II: Pedagogy of Social-Sciences

### (ii) PEDAGOGY OF COMMERCE

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type question 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 16 marks each.

#### Learning Outcomes

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

- understand meaning, nature and scope of commerce.
- understand aims, objectives and values of teaching commerce.
- Get familiar with the relationship of commerce with other disciplines.
- analyse the content, text-book and curriculum of commerce.
- develop the lesson plan for teaching in classroom.
- develop skills in teaching of commerce.
- acquaint with the various teaching learning resource and methods.
- develop insight into current trends of teaching commerce.
- equip themselves with practices of evaluation.
  
- develop a research perspective in the field of commerce.

#### Course content

Existing	Corrected
<b>UNIT-I</b> <b>1. Concept of Commerce and Instructional Objectives</b> <ul style="list-style-type: none"><li>• Meaning nature and scope of Accountancy and Business studies.</li><li>• Aims, Objectives and Values of teaching Commerce.</li><li>• Need and Importance of Commerce in school curriculum at higher secondary level.</li><li>• Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).</li><li>• Relationship of Commerce with other Disciplines: Economics, Law,</li></ul>	<b>UNIT-I</b> <b>1. Concept of Commerce and Instructional Objectives</b> <ul style="list-style-type: none"><li>• Meaning nature and scope of Accountancy and Business studies.</li><li>• Aims, Objectives and Values of teaching Commerce.</li><li>• Need and Importance of Commerce in school curriculum at higher secondary level.</li><li>• Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).</li><li>• Relationship of Commerce with other Disciplines: Economics, Law,</li></ul>

<p>Mathematics, Sociology, Psychology, Statistics.</p> <p><b>UNIT-II</b></p> <p><b>2. Content Analysis and lesson planning</b></p> <ul style="list-style-type: none"> <li>• Pedagogical_Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques. Content for Pedagogical_Analysis: <ul style="list-style-type: none"> <li>– Final A/Cs</li> <li>– Sources of Business finance.</li> <li>– Marketing Mix.</li> <li>– Social Responsibility of Business</li> <li>– Consumer protection</li> <li>– E-commerce</li> </ul> </li> <li>• Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan</li> </ul> <p><b>UNIT-III</b></p> <p><b>3. Teaching learning resources and Processes</b></p> <ul style="list-style-type: none"> <li>• Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement</li> <li>• Analysis of prescribed text- book of commerce (XI &amp;XII)</li> <li>• Teaching learning resources: Meaning, Importance and use of Teaching learning resources</li> <li>• Traditional Instructional Material: Charts , Graphs and Specimens</li> <li>• Mass media: Television , Newspaper , Journals</li> <li>• E- resources: Blog , World wide Web , Social Networking</li> <li>• Skills in Teaching <ul style="list-style-type: none"> <li>– Skill of Introducing</li> <li>– Skill of Explaining</li> <li>– Skill of Probing Questions</li> <li>– Skills of Illustrating with examples</li> <li>– Skill of Stimulus variation</li> </ul> </li> </ul> <p><b>UNIT-IV</b></p> <p><b>4. Approaches and Evaluation in teaching</b></p> <ul style="list-style-type: none"> <li>• Methods of teaching: <ul style="list-style-type: none"> <li>– Lecture cum Discussion Method</li> <li>– Project Method</li> <li>– E-Tutoring</li> <li>– Role playing</li> </ul> </li> <li>• Concept Attainment Model, Advanced organizer Model and Inquiry Training Model in Teaching commerce</li> <li>• Evaluation: Meaning, Importance , Types and Techniques.</li> <li>• Preparation of Blue print and construction of Achievement Test</li> </ul>	<p>Mathematics, Sociology, Psychology, Statistics.</p> <p><b>UNIT-II</b></p> <p><b>2. Content Analysis and lesson planning</b></p> <ul style="list-style-type: none"> <li>• Pedagogical_Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques.</li> <li>• Content for Pedagogical_Analysis: <ul style="list-style-type: none"> <li>– Final A/Cs</li> <li>– Sources of Business finance.</li> <li>– Marketing Mix.</li> <li>– Social Responsibility of Business</li> <li>– Consumer protection</li> <li>– E-commerce</li> </ul> </li> <li>• Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan</li> </ul> <p><b>UNIT-III</b></p> <p><b>3. Teaching learning resources and Processes</b></p> <ul style="list-style-type: none"> <li>• Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement</li> <li>• Analysis of prescribed text- book of commerce (XI &amp;XII)</li> <li>• Teaching learning resources: Meaning, Importance and use of Teaching learning resources</li> <li>• Traditional Instructional Material: Charts , Graphs and Specimens</li> <li>• Mass media: Television , Newspaper , Journals</li> <li>• E- resources: Blog , World wide Web , Social Networking</li> <li>• Skills in Teaching <ul style="list-style-type: none"> <li>– Skill of Introducing</li> <li>– Skill of Explaining</li> <li>– Skill of Probing Questions</li> <li>– Skills of Illustrating with examples</li> <li>– Skill of Stimulus variation</li> </ul> </li> </ul> <p><b>UNIT-IV</b></p> <p><b>4. Approaches and Evaluation in teaching</b></p> <ul style="list-style-type: none"> <li>• Methods of teaching: <ul style="list-style-type: none"> <li>– Lecture cum Discussion Method</li> <li>– Project Method</li> <li>– E-Tutoring</li> <li>– Role playing</li> </ul> </li> <li>• Evaluation: Meaning, Importance , Types and Techniques.</li> <li>• Preparation of Blue print and construction of Achievement Test</li> </ul>
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## **Practicum/ Sessionals**

Any two of the following:

- i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report
- ii. Make a report on activities performed by a company regarding its social responsibility
- iii. Review at least two research articles on commerce
- iv. Make a report of E-Commerce operations of a company
- v. Field visit to any one ( bank , factory , consumer forum).Prepare a report on functions performed

## **Suggested Readings**

Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management*. London: Routledge

Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana

Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce (Hindi Version)*. Patiala: Twenty First Century Publications

Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications

Kaur, Ravdeep (2012). *Teaching of Commerce* Gurusar Sadhar: GBD Publications

Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.

Monga Vinty (2009). *Teaching of Commerce Patiala*: Twenty first century publications

Peter Davies, Jacek Brant (2006). *Business, Economics and enterprises*: Teaching School Subjects 11-19. London: Kogan Rage

Rao Seema (2002). *Teaching of Commerce*, New Delhi: Anmol Publicatons Pvt. Ltd.

Shankar T. (2007). *Methods of Teaching of Commerce*, New Delhi: Crecent VII

## Group-II: Pedagogy of Social-Sciences

### (iii) PEDAGOGY OF ECONOMICS

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### Learning Outcomes

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

- understand the foundation of teaching Economics.
- apply knowledge of Economic in understanding current socio- economic- political issues for human interests and building future economics activities in the light of past.
- conduct pedagogical analysis of content for teaching in the classroom.
- prepare lesson plans in Economics for instructional purposes
- familiarize with different strategies for teaching Economics at secondary and higher secondary level.
- acquire skills of analyzing text book in Economics.
- develop an understanding of methods and approaches of teaching Economics.
- enable students to organize co-curricular activities through the Economics Club.
- prepare achievement test in Economics at secondary and higher secondary level.
- acquire competence in preparing tools of evaluation Economics learning.

#### COURSE CONTENT

Existing	Corrected
<b>Unit -I</b> <b>1. Nature &amp; Scope of Teaching of Economics</b> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope of Economics as a school subject.</li><li>• Aims and Objectives of teaching Economics at School level</li><li>• Values of Teaching Economics in</li></ul>	<b>Unit -I</b> <b>1. Nature &amp; Scope of Teaching of Economics</b> <ul style="list-style-type: none"><li>• Meaning, Nature and Scope of Economics as a school subject.</li><li>• Aims and Objectives of teaching Economics at School level</li><li>• Values of Teaching Economics in</li></ul>

<p>present scenario.</p> <ul style="list-style-type: none"> <li>• Taxonomy and behavioural Objectives in Economics.</li> <li>• Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.</li> </ul> <p><b>Unit- II</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 Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.</li> <li>• Meaning, Importance and Steps of Pedagogical Analysis. Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> <li>– Poverty as Challenge facing India</li> <li>– Indian economy</li> <li>– Globalization</li> <li>– Inflation &amp; Deflation</li> <li>– Employment</li> </ul> </li> <li>• lesson planning in Economics: Need &amp; Importance, Basic Elements &amp; its Preparation</li> </ul> <p><b>Unit-III</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 Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.</li> <li>• Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)</li> <li>• Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Approaches and Evaluation in Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching Economics through concept mapping, Inquiry Training model, Advance Organizer model, Project method, dramatization, Survey and field visit.</li> <li>• Meaning &amp; Importance of Co-curricular activities. Economics Club – meaning, importance and organization.</li> <li>• Meaning, Importance and Types of</li> </ul>	<p>present scenario.</p> <ul style="list-style-type: none"> <li>• Taxonomy and behavioural Objectives in Economics.</li> <li>• Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.</li> </ul> <p><b>Unit- II</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 Economics: Micro Economics, Macro Economics, Market, Production, Business Economics and Budgeting.</li> <li>• Meaning, Importance and Steps of Pedagogical Analysis.</li> <li>• Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> <li>– Poverty as Challenge facing India</li> <li>– Indian economy</li> <li>– Globalization</li> <li>– Inflation &amp; Deflation</li> <li>– Employment</li> </ul> </li> <li>• lesson planning in Economics: Need &amp; Importance, Basic Elements &amp; its Preparation</li> </ul> <p><b>Unit-III</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 Economics, Critical Appraisal of the Existing Curriculum in Economics, Suggestions for improvement. Approaches of organizing the curriculum of Economics.</li> <li>• Teaching Learning Material: Textbook &amp; Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)</li> <li>• Skills of teaching Economics: Skill of Explaining. Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation</li> </ul> <p><b>Unit-IV</b></p> <p><b>4. Approaches and Evaluation in Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching Economics through Discussion method, Project method, problem-solving, dramatization, Survey and field visit.</li> <li>• Meaning &amp; Importance of Co-curricular activities. Economics Club – meaning, importance and organization.</li> <li>• Meaning, Importance and Types of</li> </ul>
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<p>Evaluation in Economics.</p> <ul style="list-style-type: none"> <li>• Continuous and Comprehensive Evaluation: Meaning, importance &amp; Process.</li> <li>• Construction of Achievement Test – Concept and Steps.</li> </ul>	<p>Evaluation in Economics.</p> <ul style="list-style-type: none"> <li>• Continuous and Comprehensive Evaluation: Meaning, importance &amp; Process.</li> <li>• Construction of Achievement Test – Concept and Steps.</li> </ul>
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## Praticum/Sessional

### Any one of the following:

- Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.
- Content Analysis and preparation of instructional material related to any unit
- Prepare ten (10) slides related to economics teaching content at senior secondary level.
- Critical appraisal of economics text books at senior secondary level.
- Field Visits ( Banks, Small-Scale Industries, Consumer Cells)

### Suggested Readings:

- Aggarwal J.C(2009). *Teaching Of Economics, A Practical Approach*. Agra-2: Vinod Pustak Mandir.
- Bhatia & Bhatia (1994). *The Principles & Methods of Teaching*. Delhi:Doaba house.
- Gupta Rainu (2003) *Teaching of Economics*. New Delhi: Jagdamba Publications.
- Gupta Rainu (2004) *Arthshastra Shikshan*. New Delhi;Jagdamba Publications.
- Joyce, B. & Weil. M (1979). *Models of Teaching*. New Jersey: Hall Inc.
- Kanwar, B.S(1970). *Teaching of Economics*. Ludhiana : Educational Publishers.
- Knoph, J.H.( 1965)*Teaching of Elementary Economics*. New York: Holt Rinehart and Winston.
- Mustafa M, (2005) *Teaching of Economics New Trends and Challenges*. New Delhi: Deep & Deep Publications.
- Natarajan S. (1993).*Introduction to Economics of education*, New Delhi: sterling publications Private Limited.
- Oliver, J.M.( 1975). *The Principles of Teaching Economics*. New Delhi: Heinmann Educational Books Ltd.
- Pal, H.R.( 2000).*Methodologies of Teaching & Training in Higher Education*. Delhi: Directorate of Hindi Implementation, Delhi University.
- Rai B.C. (1991 ). *Techniques of Teaching*. Lucknow: Prakashan Kendra
- Saxena, Mishra, Mahonty (2004) *Teaching of Economics*. Meerut: Surya Publication.
- Tyagi, G.D.( 1981). *Arthshastra Shikshan*. Agra: Vinod Pustak Mandir.
- Yadav Amita (1999).*Teaching of Economics*. New Delhi:Anmol Publications Pvt. Ltd.

## **Group-II: Pedagogy of Social-Sciences**

### **(iv) PEDAGOGY OF HISTORY**

**Time: 3 Hours**

**Max. Marks :100  
(Theory: 80,Internal: 20)**

#### **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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

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

- Understand the concept and aims of history as a school subject
- Develop skills and competence to analyse content chronologically for using different methods of teaching history.
- Prepare appropriate test and evaluation techniques to measure the knowledge of history.
- Apply knowledge of history in understanding current socio-economic-political issues for human interests and building future society in the light of past.
- Deduce the logical from the facts of history to be applied for a healthy social life.

#### **COURSE CONTENT**

##### **UNIT – I**

##### **1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY**

- Meaning, Nature, Scope of history. Importance of time & space in history
- Place of history in secondary and senior secondary level school curriculum
- Aims, objectives and values of teaching history
- Bloom's taxonomy to formulate objectives in behavioural terms
- Co-relation of history with other school subjects. Relation of history with present.
- Classification of history according to geographical boundaries, period and

- circumstances.

## **UNIT – II**

### **2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING**

- Meaning and importance of pedagogical analysis
- Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.
- Some content for pedagogical analysis:
  - a) Indus valley civilization b) Ashoka The Great c) Mughal dynasty
  - d) First war of independence (1857 A.D.) , e) Freedom movement and modern India
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.
- Development of self-instructional material (SIM) for secondary and senior secondary level students.

## **UNIT – III**

### **3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS**

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Development of history text-book, characteristics of a good text book, need of text-book for teaching history.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.



## UNIT – IV

### 4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Use of various techniques, tactics and maxims of teaching
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

### Practicum/ Sessionals

#### Any one of the following

- i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)
- ii. Organize trip to historical place/monuments.
- iii. Prepare skit/drama from history-events (Group-activity)

### Suggested Readings:

Chaudhary, K.P. (1975). The effective teaching of History in India. New Delhi: NCERT.

Dhamija, N. (1993). Multimedia Approaches in teaching of Social studies. New Delhi: Harman Publishing House.

Khan, S.U. (1998). History teaching problems, prospectives & prospect. New Delhi: Heera.

Gunnin, D. (1978). The teaching of History. London: Goom Helm Ltd.

## **Group II: Pedagogy of Social Sciences**

### **(v) PEDAGOGY OF GEOGRAPHY**

**Time: 3 Hours**

**Max. Marks: 100**  
**(Theory: 80, Internal: 20)**

#### **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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

After completion of the course the student teacher will be able to:

- Understand the importance concepts used in Geography.
- Prepare lesson plan for different classes.
- Critically evaluate existing school syllabus and text-books.
- Prepare/handle suitable teaching aids and use them effectively in the classroom.
- Prepare diagnostic & achievement test-administer them analyse the results for providing feedback.
- Pedagogical analysis of contents in Geography.

#### **COURSE CONTENT**

##### **Unit-I**

#### **1. NATURE AND SCOPE OF TEACHING GEOGRAPHY**

- Meaning, nature & scope of Geography.
- Importance of teaching geography as school subject.
- Aims and objective of Teaching Geography at School Level.
- Bloom's taxonomy of objectives.
- Formulation of specific objectives in behavioural terms.

##### **Unit-II**

#### **2. CONTENT AND ITS PEDAGOGICAL ANALYSIS**

- Meaning, Importance and Steps of Pedagogical Analysis

- Pedagogical Analysis of the following:
  - Latitudes & longitudes
  - Rotation & Revolution
  - Agents of denudation
  - Physical Division of India
  - Cash crops of India
- Points to be followed for pedagogical analysis
  - Identification of concepts
  - Listing behavioural outcomes
  - Listing activities and experiments
  - Listing evaluation techniques

### **Unit-III**

#### **3. DEVELOPMENT OF INSTRUCTIONAL MATERIAL**

- Development and designing of curriculum
- Development of text books
- Development of self-instructional material
  - Self instructional modules
  - P.L. materials (Linear style) packages
- Development of instructional aids-Maps, atlas, Globes, Charts, Graphs, Models, Film Strips, Film Shades, Utilization of T.V., Video OHP, Computer
- Development of lesson plan
- Designing geography laboratory.

### **Unit-IV**

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

- Various methods used – Discovery Method, Discussion method, Problem Solving, Concept Mapping , Project, Laboratory, Story Telling, Concept Attainment Model, Inquiry Training Model.
- Meaning, Importance and Types of Evaluation in Geography
- New approaches to Assessment - Question bank, Open Book, Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

#### **Practicum/Sessionals**

##### **Any Two of the following:**

- i. Make an Observation of a place of Geographical interest of your locality and prepare a report on it.
- ii. Conduct a quiz competition on Geographical questions in class.
- iii. Prepare a list of 10 books/Journals in Geography with all bibliographic details for purchasing in the library/prepare a Text Book Material for a Particular Topic.

- iv. Draw different types of maps of World, India and locality.
- v. Prepare a sample of different types of test items on different objectives/Select a concept in Geography prepare a diagnostic test.
- vi. Prepare a sample Content analysis/ Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6<sup>th</sup> to 10<sup>th</sup>.

### **SUGGESTED READINGS**

- Arora, K.I (1976). The Teaching of Geography, Jalandhar: Prakash Brothers.
- David B. (1985). New Directions in Geography Education, London: Fehur Press
- David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books
- Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO/Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford, University Press
- Mohd, Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO.
- Morrey, D.C. (1972). Basic Geography, London: Hien manns Education Book Ltd.
- Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House
- Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir
- Verma, O.P. (1984). Geography Teaching , New Delhi: Sterling Publication Ltd.
- Walford R. (1981). Signposts for Geography Teaching, London: Longman

## **Group-II: Pedagogy of Social-Sciences**

### **(vi) PEDAGOGY OF ART**

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 80, Internal: 20)**

#### **NOTE FOR PAPER SETTER**

- iv. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- v. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- vi. Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

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

- understand the foundation of teaching Art
- develop an awareness of various art forms and their cultural bases.
- familiarize with different strategies for teaching Art secondary and higher secondary level.
- develop skill in use of various art tools and instruments
- develop a perspective and appreciation of art, nature, human existence relationship
- develop an understanding of methods and approaches of teaching Art

#### **Course content**

##### **Unit-I**

#### **1. Foundation and Context of Economics**

- Meaning, nature, and scope of Arts
- Aims and objectives of teaching Fine Arts
- Importance and place of Fine Arts in Education
- Construction of syllabus of Fine Arts at Secondary Education
- Relationship of Fine Arts with other school subjects
- Elements of Art (Colour, Form, Space, Texture, Light and Shade)
- Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
- Social and cultural importance of Art

##### **Unit-II**

#### **2. Methods of Teaching , Lesson Planning and use of teaching aids**

- Lecture-cum-demonstration Method
- Project Method
- Observation Method
- Excursion Method (field trips and tours)
- Preparation of lesson plan from 6<sup>th</sup> to 12<sup>th</sup> class
- Use of charts, flash cards and real objects
- Use of ICT

### **Unit-III**

#### **3. Skill Development**

- Skill of Art appreciation
- Skill of observation
- Skill of Imagination
- Skill of Visual communication
- Skill of handling the colours, brushes etc.
- Skill of Art development in child at different stages

### **Unit-IV**

#### **4. Professional Efficiency, Measurement and Evaluation**

- Professional qualities of a good teacher in Art
- Creativity in Art and Art teacher
- Organizing Art Exhibition and decorating the classroom
- Meaning, importance and need of measurement and evaluation
- Types of evaluation techniques

### **Practicum/Sessionals**

Any one of the following

- i. Design
- ii. Greeting Cards
- iii. Composition
- iv. Landscape
- v. Collage
- vi. Poster

### **Suggested Readings**

Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.

Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. NewDelhi: NBT.

Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT,.

Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya,

## Group II: Pedagogy of Social Sciences

### (vii) PEDAGOGY OF MUSIC

**Time: 3 Hours**

**Max. Marks: 100**

**(Theory: 80, Internal: 20)**

#### **NOTE FOR PAPER SETTER**

- vii. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- viii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- ix. Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

After completion of the course the student teacher will be able to:

- Understand the aims of teaching Music
- Understand competencies and skills for teaching of Music
- Develop understanding and awareness of the essentials of Music
- Understand the important evaluation procedures in Music
- Demonstrate Aesthetic Sense, Time Sense, Tolerance & Self-confidence

#### **COURSE CONTENT**

##### **Unit-I**

#### **1. CONCEPT, OBJECTIVE & IMPORTANCE**

- A brief history of Indian Music.
- Need and importance of Music in secondary schools in present context.
- Co-relation of Music with other school subjects.
- Aims & Objectives of teaching Music in schools.
- Knowledge of Swaras-difference of Swaras and Sruti:- division of Swaras in measures of Sruti.

## **Unit-II**

### **2. ESSENTIALS OF MUSIC**

- Information about Voice Culture and Carynx.
- Possibilities of Notation for Indian Music.
- Motion and Rhythm in Music.

## **Unit-III**

### **3. TEACHING LEARNING RESOURCES**

- Importance of various Teaching Aids in Music.
- Concept, need and importance of Lesson Planning in Music.
- Qualities of Music Teachers: Gayak, Vadaykar and Vadyakar.

## **Unit-IV**

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

- Different Method of Teaching Music.
- Meaning, importance and need of evaluation in Music.
- Types of Evaluation Techniques.
- Importance of Classical Music, Suggestions for the Popularization of Classical Music.

### **Practicum/Sessionals**

#### **Any Two of the following :**

- I. Every Candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Ragas: Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.  
Every candidate should be able to sing or play a slow Khal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- II. The following Tals are required to be practiced in. Tha's and Dvigun Laya on Table:  
Teen Tal, Dadra, Juptal, Dharva, Ektal
- III. Tuning of the instrument for the instrument player and tuning of the Janpura for vocal music students.
- IV. Candidate shall be able to read, write music notation either of Bhatkhande or Vishnu Digamber Pulskar.



## SUGGESTED READINGS

Awasthis. *Teaching of Music(Hindi)*, Extension Services, Jalandhar: Govt. Training College  
Bhatnagar, S Teaching of Music  
Goswami, O. Indian Music  
Khande B. Short Historical Survey  
Khanna, J.: Teaching of Music  
Masan, P.L. Teaching of Music, (Hindi).  
Patwardhan, rag Vigvan  
Ranaday. Indian Music (Its Physical and Aesthetics)\  
Sambamoorthy, P. Teaching of Music

## **Group-III: Pedagogy of Languages**

### **(i) PEDAGOGY OF ENGLISH**

**Max. Marks :100**

**Time: 3 Hours**

**(Theory: 80,Internal: 20)**

#### **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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

#### **LEARNING OUTCOMES**

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

- Familiarize with the elements of English language.
- develop linguistic skills among their pupils.
- conduct pedagogical analysis of the content in English language and develop teaching skills.
- make effective use of introduction aids in teaching of English.
- evaluate the performance of the students.
- explain various teaching methods of English.

#### **Course Content**

##### **Unit-1**

##### **1. Nature, Scope and Concept of Language**

- Importance of teaching English at National and International Scenario.
- Social history of English language Teaching in India
- Aims and objectives of teaching English
- Pedagogical analysis of Prose, Poetry, Grammar, Composition: Objectives and Lesson Planning.

##### **Unit-II**

##### **2. Development of Linguistic Skills, Methods and Approaches of Teaching**

- Strategies for developing language skills : Listening and Speaking.

- Developing Reading Skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading.
- Developing Writing Skills : Characteristics and Techniques for improvement.
- Teaching grammar – Deductive and Inductive Approach.
- Methods and Approaches of Teaching: Direct, Bilingual, Interactive Communicative Approach, Co-operative learning approach.

### Unit-III

#### 3. Teaching Learning Resources & Processes

- Features of English Pronunciation : Stress, juncture and intonation.
- Co-curricular activities in English classroom : Language games, quiz, debates, group discussions.
- Importance of Instructional material and their effective use : 1. Charts, 2. Pictures, 3. Chalk board 4. Models, 5. Real Objects, 6. Use of ICT including internet.

### UNIV-IV

#### 4. Development of Professional Efficiency & Evaluation Techniques

- Qualities of a good teacher of English
- Difference between measurement and evaluation
- Meaning and significance of Comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective- type, essay - type and short answer type)

### Praticum/Sessional

#### Any one of the following:

- Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- Preparation of Instructional Material:
  - Preparing PPT's
  - Preparation of Charts and Models
- Prepare a Remedial programme for a child having English Spelling errors.

#### Suggested Readings

Bansal, R.K. and Harrison,J.B. (1972) : *Spoken English for Indian*, Madras: Orient Longman Ltd.

Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd.

Brumfit,C.J. (1984): *Communicative Methodology in Language Teaching* . Cambridge: C.U.P.

Chadha, S.C. (2004). *Arts and Science of Teaching English* (2<sup>nd</sup> ed.). Meerut : Surya Publication

Freeman D.L. (2000). *Techniques and Principles in Language Teaching* ,Oxford: CUP.

Gimson A.C. (1980). *An Introduction to the Pronunciation of English* London: Edward Arnold.

Hornby, A.S. (1968): *A Guide to Patterns and Usage in English*, Oxford: OUP

- Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.
- Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
- Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: Nav Publications.
- NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.
- Paliwal,A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication
- Rai, Geeta (2009). *Teaching of English*, Meerut : Vinay Rakheja
- Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.
- Sharma, Praveen (2008). *Teaching of English Language*, Delhi : Shipra Publications.
- Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.
- Wilkins, D.A. (1983), *Linguistics in English Teaching*, London : Edward Arnold ELBS Edition.

**पेपर निर्माता के लिए निर्देश**

- पेपर निर्माता पूरे पाठ्यक्रम में से नौ प्रश्नों का निर्माण करेगा जिसमें से विद्यार्थी को पांच प्रश्न करने होंगे।
- पहला प्रश्न अनिवार्य होगा और यह सोलह अंकों का होगा। यह चार-चार अंकों का चार छोटे-छोटे प्रश्नों से मिलकर बनेगा यह पूरे पाठ्यक्रम से होगा।
- दो दीर्घ उत्तरात्मक प्रश्न चारों इकाईयों में से होंगे जिसमें से विद्यार्थी को प्रत्येक इकाई में से एक प्रश्न करना होगा। दीर्घ उत्तरात्मक प्रश्न सोलह अंकों के होंगे।
- सभी प्रश्न समान अंकों के होंगे।

**व्यवहार्यात्मक उद्देश्य:**

- मातृभाषा हिन्दी की प्रकृति एवं महत्व के बारे में व्याख्या कर सकेंगे।
- विदेशों में हिन्दी भाषा के महत्व को स्पष्ट कर सकेंगे।
- पाठ्यचर्या के उपविषयों का शिक्षा-शास्त्रीय विश्लेषण के रूप में व्याख्या कर सकेंगे।
- भाषा के आधारभूत कौशलों के शिक्षण का अभ्यास कर सकेंगे।
- हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे।
- अधिगम संसाधनों की पहचान कर सकेंगे।
- मूल्यांकन प्रक्रिया को प्रतिपादन कर सकेंगे।
- ब्लू प्रिंट बनाकर प्रश्नपत्र का निर्माण कर सकेंगे।
- पाठ्यक्रम के निर्माण के सिद्धान्तों की सूची बना सकेंगे।
- पाठ्यपुस्तक की विशेषताओं को परिभाषित कर सकेंगे।
- उच्चारण एवं अक्षर विन्यास सम्बन्धी त्रुटियों का निवारण कर सकेंगे।

**इकाई-१**

**(१) हिन्दी भाषा की भूमिका**

- मातृ भाषा हिन्दी का सम्प्रत्यय, प्रकृति एवं क्षेत्र
- संविधान में हिन्दी भाषा की स्थिति एवं वैश्वीकरण के सन्दर्भ में हिन्दी भाषा का महत्व।
- ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग ।
- हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास:- उच्चारण और अक्षर-विन्यास सम्बन्धित त्रुटियों के निवारण एवं संशोधन में भाषापी प्रयोगशाला का महत्व।

## इकाई-२

### (२) भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषण:

(क) भाषाई कौशल का सामान्य ज्ञान:

- |               |              |
|---------------|--------------|
| १. श्रवण कौशल | ३. भाषण कौशल |
| २. पठन कौशल   | ४. लेखन कौशल |

इन कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग।

(ख) विद्यालय पाठ्यचर्या पर आधारित शिक्षा शास्त्रीय विश्लेषण:

गद्य और पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (६ से १० तक के पाठ्यचर्या से)

- शिक्षा शास्त्रीय विश्लेषण  
-सम्प्रत्यय की पहचान, उद्देश्य रेखांकन, प्रयोगात्मक क्रियाओं को सूचीबद्ध करना, मूल्यांकन तकनीक निर्धारण

## इकाई-३

- पाठ योजना का अर्थ, महत्त्व, रूपरेखा एवं निर्माण (कम्प्यूटरीकृत एवं सूचना तकनीकी के सहयोग से)
- हिन्दी भाषा शिक्षण की विधियाँ एवं अभ्यास कार्य।  
-गद्य शिक्षण (विभिन्न विधाओं के रूप में)  
-पद्य शिक्षण  
-व्याकरण शिक्षण  
-रचना शिक्षण (कहानी, पत्र एवं निबन्ध के रूप में)

## इकाई-४

- पाठ्यक्रम निर्माण एवं समीक्षा
- पाठ्यपुस्तक की विशेषताएँ एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा।
- शिक्षार्थी उन्नयन मूल्यांकन (आधुनिक मूल्यांकन तकनीक आधारित)
- प्रश्नपत्र का निर्माण (उद्देश्यवार, प्रश्नवार, प्रकरणवार अंक विभाजन एवं ब्लू प्रिंट का निर्माण तथा प्रश्नपत्र का विश्लेषण।)

### प्रयोगात्मक क्रियाएँ:

निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करें।

- हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन।
- हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं: शब्द अन्ताक्षरी, दोहा अन्ताक्षरी, प्रहेलिका का आयोजन।
- हिन्दी शिक्षक के लिए वॉखित योग्यताएँ एवं व्यवसायिक दक्षता और सम्भावित कार्यक्षेत्र का ज्ञान।

### संदर्भ ग्रन्थ सूची:

१. उमा, मंगल. (२००८). *हिन्दी शिक्षण*, नई दिल्ली: आर्य बुक डिपो
२. कश्यप, रेणु(२००१). ' *राजभाषा हिन्दी का स्वरूप*' विश्लेषण, पटना: जिज्ञासा प्रकाशन, झेलम अपार्टमेंट
३. कुमार, योगेश(२००४). *आधुनिक हिन्दी शिक्षण* नई दिल्ली: ए. एच. पब्लिशिंग कॉरपोरेशन
४. पाण्डेय, रामशक्ल (२००४). ' *नूतन हिन्दी शिक्षण* आगरा: विनोद पुस्तक मन्दिर
५. पारीक, ममता. (२००६). ' *हिन्दी शिक्षण* जयपुर : कल्पना पब्लिकेशन्स चॉदपोल बाजार,
६. भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी(२००१). ' *हिन्दी भाषा विकास और स्वरूप*', नई दिल्ली : ग्रंथ अकादमी,
७. व्यास भगवतीलाल एवं वेद प्रकाश(२००४). *हिन्दी शिक्षण के नये आयाम*: आगरा : राधा प्रकाशन मन्दिर
८. सिंह, निरंजन कुमार (२००६). ' *माध्यमिक विद्यालयों में हिन्दी शिक्षण* राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर

## Group-III: Pedagogy of Languages

### (iii) PEDAGOGY OF PUNJABI

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

#### 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 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### Learning Outcomes

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

- Explain the need and principles of Punjabi Language.
- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Define linguistic skills and process of development among pupils.
- Conduct pedagogical analysis and develop teaching skills.
- Explain the concept of evaluation and methods of evaluating the performance of students.
- Demonstrate language competencies.

#### Course content

##### Unit -1

#### 1. Nature & Scope of Teaching of Punjabi

- Language & its development
  - Meaning
  - importance
  - Nature
- Formulation of Instructional objectives in teaching of Punjabi
  - Meaning of Instructional objectives
  - Taxonomy of Instructional objectives
  - writing objectives in behavioral terms
- Correlation
  - Inter correlation of Punjabi language with other languages(Hindi, English, Sanskrit)
  - Intra correlation of Punjabi language (Prose, Poetry, Grammar, Composition)

##### Unit- 2

#### 2. Contents and its pedagogical analysis

- Pedagogical Analysis- Objectives and lesson planning

- Teaching of Prose
- Teaching of Poetry
- Teaching of Grammar
- Teaching of Composition
- Development of Language skills
  - Listening
  - speaking
  - Reading
  - Writing
- Teaching skills
  - Skill of Questioning
  - Skill of Explaining
  - Skill of Technology enthusiast
  - Skill of chalk board writing

### Unit-3

#### 3. Teaching learning resources and process

- Instructional Material
  - Concept
  - components
  - Importance / use
- Use of Language laboratory and latest techniques
- Curriculum of Punjabi Language
- Text Books of Punjabi Language

### Unit-IV

#### 4. Approaches and Evaluation on Teaching

- Remedial Teaching
  - Meaning and significance of remedial teaching
  - Common errors in Punjabi language and their removal
- Evaluation
  - Concept of test measurement and evaluation
  - Place of Evaluation in the process of teaching learning

### Practicum/Sessionals

Select anyone of the following:

- i. Preparation of a Diagnostic /Achievement Test.
- ii. Organize a quiz competition in Punjabi and analyze the responses of students.
- iii. ICT Based presentation on any topic of your choice.
- iv. Seminar presentation on any topic given in the syllabus.

### Suggested Readings

- Singh, G.B.(1981). *Gurumukhi Lipi Da Janam Te Vikas*, Chandigarh: Punjab University Publication Bureau
- Singh, G.(1971). *Gurumukhi Lipi Bare*, Ludhinana : Lahore Book Shop
- Singh, H.(1966), *Punjabi Bare*, Patiala: Punjabi University
- Sekhon, S.S. & Singh, P.P.(1961). *Punjabi Boli Da Itihaas*, Punjabi Bhasha Vibhag



Group-III: Pedagogy of Languages

संस्कृत शिक्षण

समय: ३ घण्टे

कुल अंक: १००

बाह्य अंक: ८० आन्तरिक अंक : २०

प्रश्न पत्र निर्माता हेतु निर्देश-

सम्पूर्ण पाठ्यक्रम से नौ प्रश्न दिए जाएंगे। जो सभी सोलह अंकों के होंगे। प्रथम प्रश्न अनिवार्य होगा जो चार-चार अंकों के चार लघु प्रश्नों के रूप में सम्पूर्ण पाठ्यक्रम से लिया जाएगा।

उद्देश्य:

१. माध्यमिक स्तर पर विद्यार्थियों में संस्कृत-शिक्षण उद्देश्यों के बारे में जागरूक करना।
२. संप्रेषण कौशल के महत्व की समझ को विकसित करना
३. संस्कृत शिक्षण की विधियों से परिचित करवाना।
४. संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार करना और उसे प्रभावशाली ढंग से प्रयोगात्मक कौशल विकसित करना।
५. विद्यार्थियों को संस्कृत शिक्षण एवं अधिगम के विभिन्न पहलुओं से परिचित कराना।
६. संस्कृत शिक्षण में निदानात्मक व उपचारात्मक कौशल को विकसित करना।

इकाई-१

- संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तर्संबंध।
- संस्कृत भाषा का अन्य भाषाओं से संबंध।
- आधुनिक पाठ्यक्रम में संस्कृत का स्थान।
- त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव।
- संस्कृत आयोग के प्रतिवेदन और उसके अनुकरण कार्य पर विमर्श।

- संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता।
- संस्कृत शिक्षणके लक्ष्य, उद्देश्य और इनका विभाजन।
- चारों मूल भाषाई कौशलों का संस्कृत के संदर्भ में ज्ञान एवं अभ्यास

### इकाई-२

- संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय
- पाठशाला (सूत्र) विधि
- भण्डारकर (व्याकरण अनुवाद) विधि
- पाठ्यपुस्तक विधि
- प्रत्यक्ष एवं मौखिक विधि
- संरचनात्मक उपागम
- अमिक्रमित अनुदेशन
- संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास

### इकाई-३

- संस्कृत भाषा की विभिन्न विधाओं का शिक्षण
- संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना
- संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधनप्रक्रिया

### इकाई-४

- संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण
- संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार

- संस्कृत लेखन में अक्षर विन्यास तथा लेखनगुणियों के कारण, प्रकार तथा उपचार
- संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा,
  - संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण

### प्रायोगिक कार्य:-

- छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वस्तुनिष्ठ लघुतरात्मक तथैवबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे।
- माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे।
- एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पाठ प्वाइंट के प्रयोग द्वारा तैयार करेंगे ।
- कक्षा के सम व विषम अनुक्रमांक वाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।

### सन्दर्भ ग्रंथ सूची:

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- काले, एमआर. *हार संस्कृत ग्रामर*
- गवर्नमेंट ऑफ इण्डिया: *रिपोर्ट ऑफ संस्कृत कमीशन*।
- पाण्डे, आरएस. (२०००). *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर
- पाण्डेय, रामशक्ल *संस्कृत शिक्षण*, आगरा: विनोद पुस्तक मन्दिर।
- मित्तल, सन्तोष *संस्कृत शिक्षण*, मेरठ: आर लाल बुक डिपो
- मिश्र, प्रभाशंकर *संस्कृतशिक्षण* ।
- बोकिल एवम् पारसनिक *ए न्यू एपरोच टू संस्कृत*, पूना: लोक संग्रह प्रैस।

सफाया, रघुनाथ संस्कृत-शिक्षण, चण्डीगढ: हरियाणा साहित्य  
अकादमी  
सिंह, एस.डी. एवम् शर्मा (१९९९) संस्कृत शिक्षण, आगरा: राधा  
प्रकाशन मंडी।  
शास्त्री एवम् शास्त्री संस्कृत शिक्षण, जयपुर: राजस्थान  
प्रकाशन।  
हुफरेकर द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत

#### Group-IV: Pedagogy of Mathematics

#### PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

#### 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 16 marks. There will be four short-answer type questions of 4 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 16 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, Aryabhata and Ramanujam
- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- 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)
  - Mensuration (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

#### 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.

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.
- Nalika, J. V., & Narlika, 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.

**Course 8**  
**KNOWLEDGE AND CURRICULUM**

**Time: 3 Hours**

**Max. Marks :100**  
**(Theory: 80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale:**

The course “Knowledge and Curriculum” addresses the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning to shape the educational and pedagogic practice with greater awareness.

**Learning Outcomes**

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

- To understand and explore the concept of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- Analyze the philosophical reflections and educational thoughts of great Educational thinkers
- Understand the nature of knowledge in Education and its contribution to status of
- Education as a discipline and interdisciplinary in nature
- Realize the need and importance of equity and equality in education
- Examine the concerns and issues related to curriculum.

**Course Contents**



## **Unit-I**

### **1. Knowledge Basis of Education**

- Basic concepts of Education: Teaching, Training, Learning, Skill, Beliefs and Education.
- Contribution of Gandhi & Tagore in relation to child-centered education (activity, Discovery, Dialogue)
- Concept, sources & types of Knowledge

## **Unit-II**

### **2. Social Basis of Education**

- Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
- The role of culture, economy and historical forces in shaping the aims of education.
- Individual opportunity, social justice and dignity in context of democratic education.
- A study of Secularism, Nationalism and Universalism and their interrelationship with education.

## **Unit-III**

### **3. Curriculum Development**

- Concept of Curriculum and Syllabus: Dimensions of Curriculum and their relationship with aims of education.
- Curriculum at different levels- National, State and School.
- Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic.
- Basic considerations in Curriculum Development.

## **Unit-IV**

### **4. Curriculum Practices**

- Teachers' experiences and concerns: Laboratory work, Library and References, Field Survey, Group Discussion.
- Nature of learner and learning process and subject matter.
- Knowledge and ideology in relation to curriculum and text books.
- National curriculum framework: Concept need and process of development.

## **Practicum/ Sessionals**

### **Any two of the following:**

- i. Socio-economic educational survey of near by village/ urban settings.
- ii. Role of education in empowerment of weaker sections of society.
- iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.

- iv. Filed survey on impact of present system of education on:
  - a) Socialization of child
  - b) Modernization with reference to industrialization and individual autonomy.
- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.

### **Suggested Readings**

- Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
- Cole Luella ( 1950). *A History of Education: Socrates to Montessori*, NewYork: Holt, Rinehart & Winston.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcultta.: Calcultta University Press,
- Dewey, J.( 1997.)My Pedagogic Creed’, in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
- Dewey, J ( 1997 ) *Experience and Education*, Touchstone, New York
- Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
- Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
- Kumar K. (1996). *Learning From Conflict*, New Delhi: Orient Longman.
- Lakshmi, T.K.S. & Yadav M.S.( 1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
- Margaret, K.T.( 1999.) *The open Classroom*, Orient Longman: New Delhi: Hirst. Paul, Knowledge and curriculum.
- Peters, R.S.( 1967) *The Concept of Education*, UK: Routledge.
- Power, E, J., M (1962). *Currents in the History of Education*, New York. : McGraw Hill Book Co. Inc.
- Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, NewDelhi: Sage Publication.

**Course -9**  
**ASSESSMENT FOR LEARNING**

**Max. Marks :100**  
**(Theory: 80,Internal: 20)**

**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 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Rationale:**

The course “Assessment for Learning” aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

**Learning Outcomes**

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

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner’s competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance
- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

**Course Contents**

**Unit I**

**1. Introduction to Assessment & Evaluation**

- Concept of Assessment & Evaluation and their inter relationships.
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
  - a) Formative and summative evaluation
  - b) Prognostic and diagnostic

- c) Norm referenced test and Criterion referenced test
- d) Quantitative and Qualitative

## Unit II

### 2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of tasks: projects, assignments, performances

## Unit III

### 3. Assessment Process & tools

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

## Unit IV

### 4. Construction Interpretation and Reporting of student's performance

- Interpreting student's performance :
  - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
  - b) Graphical representation (Histogram, Frequency Curves)
  - c) NPC – percentile.
  - d) Grading – Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

## Practicum/ Sessionals

### Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.

- iii. Analysis of question papers ( teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

### **Suggested Readings**

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning (4th Ed.)*. Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards (2nd Ed.)* Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); *Measurement and Assessment in teaching*, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi:NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Norris N.(1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Rao, Manjula (1998): *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
- Rao, Manjula (2004): *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
- Singh H.S.(1974) *Modern Educational Testing*. New Delhi: Sterling Publication.
- Ved Prakash, et.al. (2000): *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

## Course 10

### CREATING AN INCLUSIVE SCHOOL

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 40,Internal: 10)**

#### **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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

#### **Rationale**

The course “Creating an inclusive school” aims to develop an understanding of the cultures, Policies and Practices that need to be addressed in order to create an inclusive school.

#### **Learning Outcomes**

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

- To define the concept of Disability, Inclusion, Psychosocial construct of disability and identity.
- The course aims to develop an understanding of the Cultures, Policies and Practices that need to be addressed in order to create an inclusive school.
- To analyze the policy and Programme initiatives in the area of inclusion and barrier to learning and participation while formulating a policy of good practice and review.
- To understand how barriers of learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To study the role of children, Parents, Community, Teachers, Administrators and Policy Makers in terms of inclusion.
- To explore and understand the possibility of change through inclusive education

## Course Contents

### Unit I

#### 1. Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
  - a) Models of inclusion,
  - b) Barriers to learning and participation.
  - c) Implementation and strategies for inclusion in society and school.
- Constitutional provisions-Govt. policies and practices:
  - a) National Policy of Persons with Disabilities Act 2006,
  - b) Sarva Shiksha Abhiyan in terms of Inclusive Education.
- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to- Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

### Unit-II

#### 2. Inclusive practices in classrooms

- School readiness and support services for inclusive education.
- Teacher competencies, role of class teachers and resource teachers in inclusive education.
- Guidance and counseling in inclusive education.
- Teaching learning strategies in inclusive education: co-operative learning, peer tutoring, social learning, multisensory learning.
- Individual Educational Programme (IEP) and use of emerging technologies.

#### Practicum/ Sessionals

##### Any one of the following:

- i. Preparation of status report on school education of children with diverse needs.
- ii. Evaluation of text books from the perspective of differently abled children.
- iii. Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- iv. Analysis of policy document (national, international) related to diversity.
- v. Planning and conducting multi level teaching in the local school.
- vi. Critical review of policy and practice and panel discussion by a group of students.
- vii. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

#### Suggested Readings

Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent*. UK: Routledge

Dettmer, p., Dyck, N. and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heights, M.A. Allyn & Bacon

Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc

Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.

Jorgensea, C.M.ed(1998). *R restructuring High Schools for all Students: Taking inclusion to the next level*, Baltimore: Paul H. brookes.

Hallahan, D & Kauffman, J.M. (1991). *Exceptional Children: Introduction to special Education*, Englewood, NJ: Prentice Hall.

## **COURSE 11 (Optional)**

### **(i) ENVIRONMENT EDUCATION**

**Max. Marks :50**

**(Theory: 40,Internal: 10)**

**Time: 1.30 Hours**

#### **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 8 marks. There will be two short -answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

#### **Learning Outcomes**

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

- acquaint the concept , need ,scope and objectives of Environmental Education.
- sensitize the global environmental problem.
- explain teaching-learning strategies & evaluation techniques in Environmental Education.
- understand the curriculum development of environmental education.
- understand the role of Media & internet in environmental Issues.
- sensitize toward Environmental disasters.

#### **Course Content**

##### **Unit-I**

- 1. Concept of Environmental Education:**
  - Meaning, need and scope of environmental education.
  - Evolution and development of environmental education.
  - Stock Holm conference, Thelisi conference and Earth Summit.
  - Objective of environmental education.
- 2. Environmental problems and policies:**
  - Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
  - Global warming and Kyoto Conference.



- Pollution and its types.
- Policies related with environmental problems.
- Sustainable development
- Environmental legislation in India.
- Concept of healthy environment
- Eco club: Meaning, Characteristics & Importance.

## Unit-II

### 3. Curriculum development and environmental education:

- Teaching learning strategies and evaluation techniques in environmental education.
- Planning of environmental education in school, colleges and universities.
- Role of electronic media, mass media and computers in environmental education.
- Curriculum development: India explainer, formal and non-formal approach.

### 4. Managing environmental disasters:

- Meaning, types, causes and effects of different disasters.
- Managing environmental disaster at community and individual level
- Rescue from disaster: Principles governing rescue, rescue process
- Relief for disaster: preparatory phase of relief ,planning immediate relief, execution of relief.

## Practicum/Sessionals

### Any one of the following:

- Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- Project report on local environmental problem.
- Conducting discussion (class level)on disaster management and prepare a report on it.

## Suggested Readings:

- Ali Khan,S.&Sterling,(1998). *Sustainable development education: Teacher education specification*, London, Education for sustainable development Panel.
- Allaby,M.(1996).*Basics of Environmental Science*. New York: Routledge.
- Aptekar.Lewis (1914). *Environmental Disasters in Global perspective*. New York :G.K.Hall; Toronto: Maxwell macmillan.
- Burton , Ian , Robert W.Kares and Gilbert F.white( 1993). *The environmental as Hazard*. New York: the Guildford press.
- Dani, H.M.(1996). *Environmental Education* .Chandigarh: Punjab University Publication Bureau.
- Huckle,J. & Sterling, S.(eds)(1996). *Education for sustainability*, London: Earthscan.
- Kaur,T.N.(1999), *Environmental Concerns & Strategies*, New Delhi: Ashish Publication House.
- Laeq Futehally (1994) *Our Environment*. India: National Book Trust
- Lambert, P.R.(2000). *Education for sustainable development : a new role for subject association, education in science* ,208.pp.8-9
- Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.
- Pelling, Mark (ed.)( 2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.

Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.  
Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.  
Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.  
Yogendra N.Srivastava (2012). *Environmental Pollution* . New Delhi: PPH Publishing Corporation.

**Course-11 (optional)**  
**(ii) PEACE EDUCATION**

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 40, Internal: 10)**

**NOTE FOR PAPER SETTER**

- iv. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- v. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- vi. Two long answer type question 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 16 marks each.

**Learning Outcomes**

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

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- to understand the philosophical thoughts for peace.
- understand the nature of conflicts and their resolution.
- to develop the ability to use various methods and techniques for teaching peace education.
- adopt peace education in the curriculum.
- imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- understand the dynamics of transformation of violence into peace.

**Course Contents**

**Unit -1**

**1. Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education.
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

## Unit-2

### 2. Peace In The Indian Context

- Role of Religion in propagation of Peace. Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization , Debate and etc.
- Democracy and Peace, Secularism and Peace, Culture and Peace.

### Practicum/Sessionals

#### Any one of the following:

- i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- ii. Organize an activity in schools to promote Peace.
- iii. Write a report on Gandhi and Peace.
- iv. Write about the contribution of any two Noble prize winners for Peace.
- v. Prepare an album of Indian Philosophers and write their thoughts on peace.

### References

Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*.

Paris UNESCO.

Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd

Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd

Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi Prakashan,

<http://www.un.org/cyberschoolbus/peace/content.html>.

**Course-11(optional)**  
**(iii) HEALTH, PHYSICAL AND YOGA EDUCATION**

**Max. Marks :50**

**Time: 1.30 Hours**

**(Theory: 40,Internal: 10)**

**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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.**
- iii. Two long answer type question 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 16 marks each.**

**Learning Outcomes:-**

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

- explain the concept of Health, Physical and Yoga Education along with their roles for a healthy Individual.
- under stands the basis of Diet and Nutrition.
- acquaint themselves with ways and means to protect pollution and Global Warming.
- understand correct posture
- understand and apply various ways and means for the safety and security of the child.

**Course Contents**

**Unit-I**

**1. Health ,Yoga and Physical Education:**

- Concept of Health and factors affecting Health
- Concept and types of Yoga.
- Physical Education and its objectives.
- Role of School and society in developing a healthy individual through the programmes of Health, Yoga and Physical Education.

**2. Food and Nutrition:**

- Diet, Food, nutrition
- Balanced diet, its functions and components.
- Types of food according to Yogis and Yogic Diet
- Malnutrition –causes and prevention

**Unit-II**

**3. Safety and Security**

- Communicable diseases- modes, Prevention and control.
- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
- Health Hazards
- Pollution: Types, causes and prevention
- Water conservation, management and recycling

- Global warming
  - Personal and Environmental Hygiene
- 4. posture and Physical Fitness:**
- Postural deformities and their Management through Yogic and other exercises
  - Physical Fitness –Elements, importance.

**Practicum/Sessionals**

**Any one of the following:**

1. A) Prepare a Medical report of a school student.  
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.

**References:**

Anderson, C.R. *Your guide to health.*

Bucher, C.A. (1964) *Foundations of Physical Education, New York: Mosby and company.*

Catharine Ross Benjamin Caralleso, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases.*

Holmes, A.C. *Health in developing countries.*

Kang Gurpreet singh & Deol NishanSingh.(2013). *An Introduction to Health and Physical Education, 21<sup>st</sup> century publications, India.*

Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners.*

## COURSE 11 (Optional)

### (iv) GUIDANCE AND COUNSELLING

Max. Marks :50

Time: 1.30 Hours

(Theory: 40,Internal: 10)

#### 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 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type question 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 16 marks each.

#### Rationale

The course on “Guidance and Counselling” is designed to introduce the student teacher to the study of concept of Guidance and Counselling, assessing an individual with testing and non testing techniques of guidance and organization of guidance services in the schools.

#### Learning Outcomes

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

- explain the concepts of guidance and counseling.
- describe educational, vocational and personal guidance.
- understand the need of assessing an individual.
- familiarize with testing and non-testing devices of guidance.
- get aware of the organization of guidance services in the schools.

#### Course Content

##### UNIT-I

#### 1. INTRODUCTION TO GUIDANCE

- Meaning, Nature and Scope
- Principles of Guidance
- Types of Guidance : Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives)

#### 2. COUNSELING

- Concept of Counselling, Need & Importance of Counselling
- Types of Counselling : Directive, Non-Directive and Eclectic
- Meaning and Characteristics
- Process of Counselling

##### UNIT-II

#### 3. STUDYING AN INDIVIDUAL

- Need and importance of Studying an individual
- Testing and Non-testing devices for the study of an individual
- Testing : Interest Inventories and aptitude tests
- Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

#### 4. GUIDANCE SERVICES AND THEIR ORGANIZATION IN THE SCHOOLS:

- Types of Guidance services
- Role of School personnel in organizing guidance services
- Role of Teacher as a counselor.

**Practicum/Sessionals**

**Any one of the following**

- i. Make a study of a guidance centre. Prepare a report.
- ii. Prepare a cumulative record card of a student studying at secondary level.
- iii. Prepare a report on the guidance services organized by school personnel.

**Suggested Readings:**

Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers.

Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.

Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa VidyalayaPrakashan.

Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.

Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R Lall Book Depot.

Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.

Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

## Course EPC-1

### Reading and Reflecting on Text.

**Max. Marks :50**

**(External: 40,Internal: 10)**

**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

Existing	Corrected
<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).                             <ol style="list-style-type: none"> <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> </ol> </li> </ul> </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 expository writing (educational and writing) Spelling and punctuation.</li> <li>• The selected text could include articles,</li> </ul>	<p style="text-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> <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</li> </ol>



<p>Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.)</p> <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> <ul style="list-style-type: none"> <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> </li> </ul>	<p>summarize.</p> <ol style="list-style-type: none"> <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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**EPC-2**  
**Drama and Art in Education**

**Max. Marks :50**  
**(External: 40,Internal: 10)**

**Time: 3 Hours**

**Learning Outcomes**

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

- develop aesthetic sensibilities in students to learn the use of art in teaching- learning.
- shape student consciousness through introspection and imagined collective experiences

**1. Drawing and Painting**

- Representational Drawing and painting from nature – plants, foliage, flowers, birds and animals etc. (medium – pencil, pen & ink, crayon, water-colour- any two medium)
- Perspective Drawing.
- Still-life study (medium – pencil, pen & ink, crayon, water colour, oil-colour, acrylic colour – any two medium).
- Composition Painting – (Crayon, Water-colour, Oil-colour – any two medium).
- Arrangement printing with leaf, finger, cork, stamps, cardboard, jute and bandage texture– any two medium.
- Monotype surface-printing, Thread-print, Stencil-print, spray-print, Simple block making and print – Potato-cut-print, vegetable print with lady finger, Simple block making and print – Potato-cut-print, vegetable print with lady finger, – any two medium.

**2. Creative Art /Drama**

- Creative pictorial or geometrical design – Water colour / Pastel colour.
- Surface design – Floor decoration (Alpana, Rangoli), Wall decoration.
- Poster-Design (Monochrome / multi-colour).
- Simple lettering for communication, calligraphy.
- developing narratives in visuals, composition of an imagined situation
- telling a story through comic strips, creating a collage using images, bits cut-out from old magazines, news paper etc.
- Collecting and arranging rare photographs, photo print on various theme.
- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching: One Act Play, Skit, Mono Acting, Voice Play, Storey Board etc. should be implemented as one of the effective teaching aid.
- The prospective teacher will prepare minimum TWO lessons through drama. The contents will be from or based on the lesson to teach in the class.

## Course EPC 3

### Critical Understanding of ICT

**Max. Marks :50**  
**(External: 40,Internal: 10)**

**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.

##### 2. 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.

### 3. 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.

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

### **EPC-4**

#### **Understanding the self**

**Time: 3 Hours**

**Max. Marks :50  
(External: 40,Internal: 10)**

Existing	Approved & Included
NIL	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To enable the student teacher to discover oneself.</li> <li>• To orient the student teacher the significance of knowing oneself.</li> <li>• To understand the process of identity formation.</li> <li>• To examine the effects of stereotyping and prejudice.</li> <li>• To equip student teachers with skills for empathetic listening and self expression.</li> <li>• To evolve as a progressive and flexible teacher.</li> </ul> <p><b>Course Content</b></p> <p><b>General Orientation</b></p> <ul style="list-style-type: none"> <li>• Concept of self and self identity</li> <li>• Exploring oneself: Self identity; Potential of self; fear; aspiration</li> <li>• Factors affecting self identity: Social, Cultural, Gender, Religion &amp; Language.</li> <li>• Role of teacher as a facilitator in self exploration of pupil teacher.</li> </ul> <p><b>Suggested Activities:-</b></p> <ol style="list-style-type: none"> <li>(i) Self expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch &amp; Cartoon making)</li> <li>(ii) Critically evaluate oneself as a ‘Prospective teacher’ (Self Appraisal Report)</li> <li>(iii) Write a self reflective accounts of significant experiences concerning gender, stereotypes and prejudices.</li> <li>(iv) Role play and Paired activity for empathetic listening.</li> <li>(v) Critically reflects on one’s teaching-learning practices.</li> <li>(vi) Yoga sessions</li> </ol>

	<p>(vii) Conducting workshop on following issues:</p> <ul style="list-style-type: none"> <li>a) Self Awareness</li> <li>b) Self Identity</li> <li>c) Sharing life turning incidents</li> <li>d) Meditation workshop</li> <li>e) Gender biasness</li> <li>f) Stereotyping and prejudice</li> <li>g) Marginalization</li> <li>h) Role of media in dealing with above issues.</li> </ul> <p><b>Suggested Readings:</b>  Brooksfield, S.d.(1995). Becoming a critically refelective teacher. San Francisco. CA:Johm Wiley &amp; Sons.  Duval. T.S., &amp; Silvia, P.J(2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.  Phillips, A.g., &amp; Silvia. P .J. (2002). Self-awareness, self evaluation and creativity. Personality and social psychology Bulletin, 30. 1009-1017.  Gurol.A (2010). Determing the relective thinking skills of pre-service teachers in learning and teaching process. Firat University. Turkey.</p>
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## Schedule for School Internship Programme

Existing	Approved & Included
NIL	<p style="text-align: center;"><b>First Year</b></p> <p><b>Duration: Four (04) Weeks</b></p> <ul style="list-style-type: none"> <li>• Observation of school functioning in terms of Teaching- Learning process and related tasks.</li> <li>• Observation of classroom teaching undertaken by school teacher and assisting the teacher in Teaching-Learning process.</li> <li>• Developing teacher sensibilities and skills under the mentorship of school Head/ school teacher/ faculty</li> <li>• Development of Learning Material</li> <li>• Understanding the Diverse needs of the learners</li> <li>• Report of School Based activities undertaken during the period : CEC; School Record; Time Table</li> </ul> <p style="text-align: center;"><b>Second Year</b></p> <p><b>Duration: Four (16) Weeks</b></p> <ul style="list-style-type: none"> <li>• Observation of various School Activities/ functioning of the particular school allotted to the pupil Teacher – (one week)</li> <li>• Supervised Delivery of lessons in the school : 180 (90 in each pedagogy paper)</li> <li>• Peer Observation : 1 daily</li> <li>• Criticism lesson: 4 (2 in each pedagogy subject)</li> <li>• Organization of co-curricular activities</li> <li>• Maintenance of school record</li> <li>• Community Based activities</li> <li>• Note : lessons to supervised by school Head/ school teacher/ faculty</li> </ul>

## List of Contributors

**Development of Draft Syllabi - B.Ed -2 year course as per NCTE curriculum frame work**

**2014**

**K.U.K**

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## List of Participants

**Consultative Meeting regarding development of Draft Syllabi of B.Ed -2 year course as per NCTE curriculum frame work 2014)held on 22.04.2015 at University College of Education, K.U.K**

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