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10/08/2021

FACULTY OF EDUCATION  
**HIMACHAL PRADESH UNIVERSITY**  
**SHIMLA - 5**



**Regulations and Syllabus for Two Years B. Ed.  
Programme**

(Through Regular and Distance Mode)

With effect from the Academic Session 2015-16  
(Subject to Change from time to time)

Principal,  
Govt. College of Teacher Education,  
Dharamshala, Dist. Kangra (H.P.)  
Ph. No. 01892-223140.

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

*This syllabus has been designed and approved by H.P. University  
for B.Ed Semester System and implemented w.e.f. Session  
2015-16 onward in our college / Institution. Programme outcomes/  
Programmes specific outcomes, and course outcome are  
included in the Notified Syllabus*

## **Regulations and Scheme of Examinations**

(General Objectives, Scheme of Examinations and Courses of Study for B.Ed. Programme)

### **1. General Objectives:**

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme:

- 1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands the process of learning and development among students, different approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences
- 4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- 6) The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- 7) The student teacher acts as an agent of modernization and social change
- 8) The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
- 9) The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.
- 10) The student teacher will become adept in the use of ICT in the teaching-learning process.

### **2. Eligibility and Procedure of Admission:**

#### **2.1 For Admission through Regular Mode:**

- (a) The candidates with at least 50% marks either in the Bachelor's Degree (Medical / Non-medical / Commerce / Arts) and/or in the Master's Degree in the Sciences /Social Sciences / Humanities/

Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission in the programme.

***Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).***

- (b) Post graduation is considered only to make those candidates eligible who are not eligible on the basis of qualifying examination but the post graduation will not be the merit criteria. The Post graduation must be in one of the school subjects and the subject offered at Post Graduation level should be the same as at graduation level.
- (c) The reservation of seats for SC/ST/OBC/Ex-serviceman and Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.
- (d) The admission will be made strictly on the basis of the merit of entrance test conducted by Himachal Pradesh University. The minimum eligibility condition will be the attainment of 35% marks in the entrance test (Govt. of Himachal Pradesh Letter No. EDN-A-F(7)5/2013 Dated 18<sup>th</sup> March 2013). However, in case of SC/ST, 30% marks in the entrance test would be the minimum qualifying criteria (Hon'ble High Court of Himachal Pradesh CWP 4533 of 2013). The Entrance Test will consist of 150 items of one mark each on General awareness of the candidate about India, Himachal Pradesh, Freedom movement, Knowledge about various Commissions and Committees on Education, general mental ability and proficiency in the languages of Hindi and English.

## **2.2 Division of Seats**

- (a) 85% seats will be reserved for the candidates from within the state and 15% will be open to candidates of other states/UTs on All India Basis. The eligibility criteria for 85% seats will be that the candidate must be a bonafide/domicile resident of Himachal Pradesh. Each candidate would be required to submit a certificate to this effect from the SDM/Tehsildar of the area concerned.

(b) 10% out of 85% state quota seats in un-aided self-financing institutions shall be treated as management quota seats and shall be brought out of the purview of centralized counseling to be conducted by the university. The management of the institute shall fill up management quota seats on the basis of the merit of entrance test through its own counseling in a transparent manner. There shall be no reservation, whatsoever, in respect of the prescribed management quota seats. The basic eligibility criteria shall remain the same as in case of other students.

(c) 85% seats reserved for the bonafide/domicile candidates of Himachal Pradesh will be filled by ***applying 100 point Reservation Roster of Himachal Pradesh Government (Deptt. of Higher Education, Govt. of Himachal Pradesh Letter No. EDN-A-Ga (18)-7/06-L Dated 13<sup>th</sup> July 2009.***

(d) One supernumerary seat for a 'Single Girl Child' is reserved to the meritorious candidate of the entrance test in the Department of Education, H.P. University, Shimla only.

### **2.3 For admission through Distance Education Mode:**

a. The candidates with at least 50% marks either in the Bachelor's Degree (Medical/Non-medical/Commerce/Arts) and/or in the Master's Degree in the Sciences/Social Sciences/Humanities/Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master's Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission to the programme.

b. In addition to above eligibility conditions, the candidate should fall under any of the following two criteria:

(i) Trained in-service teachers in elementary education;

(ii) Candidates who have completed a NCTE recognized teacher education programme through face-to face mode.

c. The reservation and relaxation in marks for SC/ST/OBC/Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.

d. The admissions to the B. Ed. Programme through ICDEOL will be made solely on the basis of academic merit in qualifying examination in concerned stream of study of the candidate.

## **2.4 Admission to the B. Ed. Course is subject based:**

At the time of admission, each candidate shall opt for two teaching subjects. A candidate can opt only those teaching subjects, which he/she has studied at graduation/ post graduation level. The candidate must have studied the subjects of the subject combination for at least three years at Bachelor's level and two years at Master's level.

Honour's students shall opt for teaching subjects (one major subject in which they have obtained honour, and the other subsidiary subject which should have been studied at least for one year/one semester).

The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

The following will be the teaching subject for the students of different streams as under:

- a. B.Com/M.Com students shall opt following teaching subjects:
  - i. Teaching of one of the languages i.e. English/Hindi/Sanskrit.
  - ii. Teaching of Commerce.
- i. B.Sc. (Medical) graduates shall opt the following two teaching subjects:
  - i. Teaching of Life Sciences
  - ii. Teaching of Physical Sciences
- ii. B. Sc. (Non-medical) graduates shall opt the following two teaching subjects:
  - i. Teaching of Mathematics
  - ii. Teaching of Physical Sciences
- iii. Arts graduates shall opt following teaching subjects:
  - i) Teaching of Social Sciences: Teaching of Social Sciences shall be opted by the graduates who have taken any one of the following subjects at B.A./M.A. level:
    - i. History ii. Geography iii. Political Science
  - iv. Sociology v. Economics vi. Public Administration

OR

Teaching of Mathematics: It shall be opted by the graduates who have taken mathematics as one of the subjects at their graduation level.

- ii) Teaching of any one of the languages i.e. English, Hindi and Sanskrit provided the candidate has studied the subject at the graduation level.

### 3. **Duration (Time Frame):**

3.1 The B.Ed. programme through regular mode shall be of a minimum period of two academic years (spread across four semesters) and a maximum of three academic years from the date of admission of the candidate. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions with 600 teaching clock hours (each working day having 6 teaching clock hours). The minimum attendance of students shall be 80% for Theory Courses and Practicum and 90% for Field Attachments / School Internship / Practice Teaching.

3.2 The B. Ed. programme through Distance Education (ICDEOL) mode shall follow annual mode and be of a minimum period of two years and a maximum of five years from the date of admission of the candidate. The personal contact programme will be compulsory for all the candidates and it shall be of 120 contact hours per year. The personal contact programme shall comprise of academic counseling sessions (72 hours per year), workshops (36 hours per year) and school-based activities (12 hours per year).

### 4. **Evaluation:**

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and ESE and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- ii. **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

*In case of ICDEOL, ESE refers to End Session Examinations which will be held in the month of June each year.*

#### 4.1 **Continuous Comprehensive Assessment (CCA):**

##### 4.1 a **For the students through Regular Mode**

This would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these

cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.

- The students having attendance between 79% and 70% attendance will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.
- Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.
- **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to percent attendance) will be awarded CCA marks (in case of courses with a total of 100 marks) as follows:-

> 80% but ≤ 83%	1 marks
> 84% but ≤ 87%	2 marks
> 88% but ≤ 91%	3 marks
> 92% but ≤ 95%	4 marks
> 96%	5 marks

The marks on the basis of attendance (in case of courses with a total of 50 marks) will be awarded as follows:

> 80% but ≤ 86%	1 marks
> 87% but ≤ 93%	2 marks
> 94%	3 marks

- The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component	Courses with 100 Marks	Courses with 50 Marks
A.	Classroom Attendance	05	03
B.	Mid-term Test / Theory Assignments	15	07
<b>Total Marks (CCA)</b>		<b>20</b>	<b>10</b>

**b. For the Students through Distance Mode:**

- **Attendance Reward:** Attendance in Personal Contact Programme (PCP) of B. Ed. Programme is compulsory for all the candidates and it shall be precondition for being permitted to appear in the University Examination. Provided that relaxation in attendance not exceeding 20% may be granted by the Director,

ICDEOL H.P.University in exceptional circumstances (like election, census duty etc.) to be recorded in writing in each case and not as a general rule.

- **Theory Assignments:** A total of 50% weightage is earmarked for four theory assignments per course. The assignments will be evaluated by concerned course teacher/s and the feedback on it will be provided to the learners in order to improve their performance. The assignments are to be submitted to the concerned teacher/coordinator of PCP.
- **Workshop Activities:** About 30% weightage will be given to one activity in each course to be performed by the students during workshop sessions. The activities may include presentation in seminars, project work, preparation of TLM etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.
- **School-Based Activities:** About 20% weightage will be given to one activity in each course to be performed by the students in the schools. The activities may include preparing and maintaining Stock Registers, Students' Cumulative Records, Time Table, CCE Records, Attendance Records, School Development Plans, Annual Work Budget Plans etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordinator of PCP.
- The continuous comprehensive assessment (CCA) / Internal Assessment will have the following components:

Sr. No.	Component	When	Weightage	Marks in case of Subjects with 100 Marks	Marks in case of Subjects with 50 Marks
A.	Theory assignments	Four theory assignments to be submitted during or within one month after PCP	50%	10	05
B.	Workshop Activity	One activity in each course	30%	06	03
C.	School Based Activity	One Activity in each course	20%	04	02
<b>GRAND TOTAL (A+B+C)</b>			<b>100%</b>	<b>20</b>	<b>10</b>



#### **4.2 End-Semester Examinations (End-Session Examinations in case of ICDEOL):**

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of ESE that will be for three hours and one and half hour duration depending upon the marks assigned to the course. The end-semester examinations for odd and even semesters in case of regular students will be held in the months of November / December and June each year respectively. In case of ICDEOL, the end-session examinations will be held in the month of June each year. The ESE will be covering the whole syllabus of the course.
- Question Papers for the ESE will be got set by the Controller of Examinations, H. P. University, Shimla.
- **The question paper for the ESE (having 80 marks) will have following pattern:**

##### **Section A**

Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

##### **Section B (UNIT I)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

##### **Section C (UNIT II)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

##### **Section D (UNIT III)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

##### **Section E (UNIT IV)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

**Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks**

- **The question paper for the ESE (having 40 marks) will have following pattern:**

##### **Section A**

Compulsory of 8 marks consisting of 4 short answer type questions of 2 marks each

covering whole of the syllabus.

### **Section B (UNIT I)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

### **Section C (UNIT II)**

The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

**Total marks (A + B + C) = 8 + 16 + 16 = 40 marks.**

- It will be necessary for a candidate to pass separately in Internal and External Examinations. A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses to clear his/her reappear. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- Candidates who fails in practical examination or absents from the practical examination (practice of teaching) may present for re-examination as an ex-student. He/she, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla / Director, ICDEOL, as the case may be shall deposit Rs 5000/- (Rs. Five Thousands Only) fee for the same in the account of Finance Officer, H. P. University / Director, ICDEOL, HPU, Shimla as the case may be.

### **5. Internship in Teaching / Practice Teaching (For Regular Candidates):**

- The students are required to go through a school internship for five months (20 weeks) during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying.
- The school internship of one month duration will be held in second semester. The school internship (practice teaching) of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject.
- The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second

week of practice teaching will include study of maintenance of various school records (eg. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.

- During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying.
- For Final Teaching Practice, the candidate must prepare two lessons- one related to each of the teaching subject.
- The Board of Examiners will consist of three external examiners. For this, the panel of examiners will be drawn by the Chairperson, Deptt. of Education and duly approved by the Hon'ble Vice-Chancellor of the University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

**Micro Teaching Lessons and Simulated Teaching Lessons (for Regular Students):**

The students are required to deliver following number of lessons in their respective Teacher Education Colleges:

Sr. No.	Type of Lessons	Number of Lessons	Remark
1	Micro Teaching Lessons (During 2 <sup>nd</sup> Semester Only)	20 (Four per Teaching Skill)	Two Micro Lessons in each Teaching Subject per Teaching Skill
2	Simulated Teaching Lessons (In the Beginning of 3 <sup>rd</sup> Semester)	20	10 Lessons per Teaching Subject

**Note:** The teaching skills for delivering micro lessons will be skill of chalkboard writing, stimulus variation, reinforcement, questioning and explaining.

**6. Internship in Teaching / Practice Teaching (For ICDEOL Students):**

- In case of ICDEOL, the students are required to go through a teaching practice for three months (12 weeks) in the schools where he/she works or in the schools of his/her choice in case of unemployed candidates) under the supervision of senior trained teachers of the concerned school.
- The practice teaching shall be of one month (4 weeks) duration during first year of the course. These four weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior teacher. During the remaining two weeks of practice teaching in first year, the candidates are required to deliver 12 macro/practice lessons (6 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.
- During the second year of the course, the practice teaching shall be of two months (8 weeks) duration. These eight weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior school teacher. During the remaining six weeks of practice teaching in second year, the candidates are required to deliver 36 macro

/ practice lessons (18 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.

- The candidates are required to undergo practice teaching only after attending PCP i.e. academic counseling sessions and workshop activities.
- If a candidate, who does not deliver the required number of micro / simulated / observation / macro / practice lessons and/or any other assigned activities in the PCP / practice teaching, he/she will not be allowed to appear in final assessment of practice teaching (i.e. final teaching practice examination). At the time of practice teaching examination, the external examiners shall give due weightage to different records of micro / simulated / observation / macro / practice lessons and other activities assigned to the students.
- The final practice teaching examination will be held in the second year in the month of May / June after completion of PCP and mandatory number of lessons. For Final Teaching Practice, the candidate must prepare two lessons- one related to each method of teaching.
- The Board of Examiners will consist of three external examiners to be appointed by the university. The panel of examiners will be drawn by the Director, ICDEOL and duly approved by the Hon'ble Vice-Chancellor of H. P. University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

#### **Micro Teaching Lessons and Simulated Teaching Lessons (for ICDEOL Students):**

In case of ICDEOL, the students are required to deliver following number of lessons during PCP in workshop sessions in addition to other prescribed workshop activities:

<b>Sr. No.</b>	<b>Type of Lessons during Workshops</b>	<b>Number of Lessons during 1<sup>st</sup> Year</b>	<b>Number of Lessons during 2<sup>nd</sup> Year</b>
1	Micro Teaching Lessons	10	10
2	Simulated Teaching Lessons	05	05

#### **7. Medium of Instruction and Examination:**

- Medium of Instruction: The medium of instruction for the B. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.
- Medium of Examination: The medium of the examination shall be English or Hindi.

## SCHEME OF STUDIES:

A candidate is required to take following courses in B. Ed. Programme (through regular mode):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
<b>B. Ed. First Semester</b>					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
<b>Total Marks in First Semester</b>			<b>280</b>	<b>70</b>	<b>350</b>
<b>B. Ed. Second Semester</b>					
1	Paper VI	Learning and Teaching	80	20	100
2	Paper VII	Assessment for Learning	80	20	100
3	Paper VIII	Drama and Art in Education	40	10	50
<b>Candidates are required to choose any two of the following subjects in Second Semester in accordance with the subjects studied at graduation level.</b>					
4	Paper IX - A	<b>Pedagogy of School Subjects (Part – 1)</b>			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
5	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
<b>Total Marks in Second Semester</b>			<b>280</b>	<b>70</b>	<b>350</b>
<b>B. Ed. Third Semester</b>					
<b>Candidates will continue with same two Teaching subjects in Third Semester which they have opted in the Second Semester</b>					
1	Paper IX - B	<b>Pedagogy of School Subjects (Part – 2)</b>			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50

	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
<b>School Internship / Practice Teaching</b>					
2	Paper XI - A	Skill in Teaching (School Subject – 1)	125		
3	Paper XI –B	Skill in Teaching (School Subject – 2)	125		
<b>Total Marks in B. Ed. Third Semester</b>			<b>80 + 250</b>	<b>20</b>	<b>350</b>
<b>B. Ed. Fourth Semester</b>					
1	Paper XII	Knowledge and Curriculum	80	20	100
2	Paper XIII	Gender, School and Society	40	10	50
3	Paper XIV	Inclusive School	40	10	50
4	Paper XV	ICT in Teaching-Learning Process	40	10	50
5	Paper XVI	Understanding the Self	40	10	50
<b>Candidates are required to choose any one of the following optional subjects in Fourth Semester</b>					
6	Paper XVII	Health and Physical Education	40	10	50
7	Paper XVIII	Vocational and Work Education	40	10	50
8	Paper XIX	Education for Peace	40	10	50
9	Paper XX	Guidance and Counseling	40	10	50
<b>Total Marks in B. Ed. Fourth Semester</b>			<b>280</b>	<b>70</b>	<b>350</b>
<b>Grand Total Marks for B. Ed. Course</b>			<b>1170</b>	<b>230</b>	<b>1400</b>

A candidate is required to take following courses in B. Ed. Programme in first and second year (through ICDEOL):

Sr. No.	Course Code	Name of the Course	Theory Marks	Internal Assessment	Total Marks
<b>B. Ed. First Year</b>					
1	Paper I	Childhood and Development Years	80	20	100
2	Paper II	Contemporary India and Education	80	20	100
3	Paper III	Language Across the Curriculum	40	10	50
4	Paper IV	Understanding Disciplines and Subjects	40	10	50
5	Paper V	Text Reading and Reflections	40	10	50
6	Paper VI	Learning and Teaching	80	20	100
7	Paper VII	Assessment for Learning	80	20	100
8	Paper VIII	Drama and Art in Education	40	10	50
<b>Candidates are required to choose any two of the following subjects in First Year in accordance with the subjects studied at graduation level.</b>					
9	Paper IX – A	<b>Pedagogy of School Subjects (Part – 1)</b>			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50
	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
10	Paper X	Practice Teaching (4 Weeks Duration)	Grading (on Four Points Letter Grades) will be done on the basis of reports submitted by the students.		
<b>Total Marks in B. Ed. First Year</b>			<b>560</b>	<b>140</b>	<b>700</b>
<b>B. Ed. Second Year</b>					
<b>Candidates will continue with same two Teaching subjects in Second Year which they have opted in the First Year</b>					
1	Paper IX - B	<b>Pedagogy of School Subjects (Part – 2)</b>			
	(i)	Teaching of Physical Sciences	40	10	50
	(ii)	Teaching of Life Sciences	40	10	50
	(iii)	Teaching of Mathematics	40	10	50
	(iv)	Teaching of Social Sciences	40	10	50



	(v)	Teaching of Commerce	40	10	50
	(vi)	Teaching of English	40	10	50
	(vii)	Teaching of Hindi	40	10	50
	(viii)	Teaching of Sanskrit	40	10	50
	<b>School Internship / Practice Teaching</b>				
2	Paper XI-A	Skill in Teaching (School Subject – 1)	125		
3	Paper XI-B	Skill in Teaching (School Subject – 2)	125		
3	Paper XII	Knowledge and Curriculum	80	20	100
4	Paper XIII	Gender, School and Society	40	10	50
5	Paper XIV	Inclusive School	40	10	50
6	Paper XV	ICT in Teaching-Learning Process	40	10	50
7	Paper XVI	Understanding the Self	40	10	50
<b>Candidates are required to choose any one of the following optional subjects in Second Year</b>					
8	Paper XVII	Health and Physical Education	40	10	50
9	Paper XVIII	Vocational and Work Education	40	10	50
10	Paper XIX	Education for Peace	40	10	50
11	Paper XX	Guidance and Counseling	40	10	50
<b>Total Marks in B. Ed. Second Year</b>			<b>610</b>	<b>90</b>	<b>700</b>
<b>Grand Total Marks for B. Ed. Course</b>			<b>1170</b>	<b>230</b>	<b>1400</b>

# **COURSE CONTENTS**

## **Paper - I Childhood and Development Years**

**Course objectives:**

**Marks: 100 (80 + 20)**

The student teachers will be able to:

- Understand the meaning, nature and scope of educational psychology
- Describe the role of educational psychology in teaching and learning process
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage)
- Understand the needs, problems and developmental tasks of adolescence
- Describe intra and inter individual differences
- Explain the causes of individual differences
- Identify characteristics and remedial measures for diverse learners
- Identify educational needs of various types of children
- Understand role of teacher in school to minimize individual differences
- Explain the concept of motivation, role of school and teacher to enhance motivation
- Understand concept of intelligence, theories of intelligence and their educational implications
- Describe the concept, characteristics of creativity and educational programmes for developing creativity
- Explain concept, types, theories of personality and ways of assessment of personality
- Identify factors which affect mental health and hygiene and measures used to promote mental health
- Understand factors affecting adjustment and role of teacher

### **UNIT 1: Child Development**

- Educational Psychology: Meaning, Nature, Scope and Role of Educational Psychology in Teaching-Learning Process.
- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
- Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development.

## **Unit 2: Managing Individual Differences**

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

## **Unit 3: Social, Emotional and Moral Development**

- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period.

## **UNIT 4: Cognitive and Personality Development**

- Cognitive Development: Meaning, Factors affecting Cognitive Development, Characteristics of Cognitive Development during Childhood and Adolescence.
- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality( Views of Sigmund Freud and Allport)
- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

### **Activities (Any one of the following)**

- Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
- Visit to a school and write a report on problems being faced by the students
- Administration of an individual test and preparing a report.

### **Suggested Readings**

Aggarwal, J.C (1994) Essentials of Educational Psychology, New Delhi : Vikas Publishing House

Berk, L.E (2012) Child Development (6th Ed .) New Delhi: Prentice Hall of India,

Bhatnagar,S. (1980). Psychological Foundations of Teaching Learning and Development, Meerut: Loyal Book Depot

Chauhan, S.S (2006) Advanced Educational Psychology, New Delhi :Vikas Publishing House.

Craig J Grace (1983) Human Development, New Jersey: Prentice Hall, INC, Eagle Wood Cliffe,.

Dash, M. (2000), Education of Exceptional Children, New Delhi : Atlantic Publishers and Distributors.

Dececco, John P. and Crawford, William, R. (1988), Psychology of Learning and Instructions, New Delhi : Prentice Hall.

Devas, R.P., Jaya N. (1984).A Text Book on Child Development, Bombay: McMillan India Ltd.

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Entwistle, N.J.(1981). Styles of learning and teaching, New York :John Wiley.

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Feldman (2011) Discovering The Life Span, New Delhi: Pearson Education

Gates, A.S and Jersild, A.T (1970) Educational Psychology, New York :Macmillan.

Hilgard, E.R. And Bower, G.H., (1977). Theories of Learning, New Delhi :Prentice Hall of India Ltd.

Jangira, N.K., etal (1991). Functional Assessment Guide, New Delhi : NCERT.

Joyce, Bruce and Marsha Wali., (1985) Model of Teaching, New Delhi : Prentice Hall of India,

Mangal, S.K (1997) Advanced Educational Psychology ,New Delhi: Prentice Hall of India

Maslow, A.H. (1970), Motivation and Personality, ( 2nd Ed.), New York: Harper & Row.

Mathur.S.S(2007) Educational Psychology, Agra: Vinod Pustak Mandir

Panda, K.C. (2001)Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd.

Penuington, D, et.al (2010) Advanced Psychology: Child Development, Perspectives and Methods, London: Hodder &Stoughton

Reilly, P.R & Levis, E (1983) Educational Psychology, New York : Macmillan Publishing Co Ltd.

Robert A Baron(2012) Fundamentals of Social Psychology, New Delhi: Pearson Education

Rothestein, P. R. (1990). Educational Psychology, New York: McGraw Hills

SaminaBano (2012) Experimental Psychology, New Delhi: Pearson Education

Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore: Sathkruthi Publications

Wheldall, Kevin (2006). Developments in Educational Psychology, New York: Routledge

Woolfolk, Anita (2004), Educational Psychology, (9th ed.) India: Pearson Education

Witting A F,(2001) Developmental Psychology: A life span Approach, New Delhi: Mc. Graw Hill

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

**Paper II**  
**Contemporary India and Education**

**Marks: 100 (80 + 20)**

**Course objectives:**

The student teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Understand the aims of Education as per Constitutional Values.
4. Develop competencies to understand the various issues related to Education and remedial measures.
5. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE
6. Realize the importance of Right to Education and the provision made for realizing it.
7. Understand the importance of Education for the marginalized groups.
8. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.
9. Acquaint with the emerging concerns and Educational development in India.

**Unit –I: Education and the Indian Constitution**

Indian Constitution: Preamble, Rights and Duties, Directive Principles of the State Policy and Aims of Education as per Constitutional Values; Constitutional Provisions for Education: Article 14, 15, 21A, 45, 46 and 51A (K).

**Unit –II: Inequality, Discrimination and Marginalization in Universalization of Education**

1. Equality of Educational Opportunities: Meaning, Objectives and Scope
2. Discrimination: Meaning, Factors and Constitutional Safeguards
3. Right to Education: Historical Development, Provisions, Issues and Challenges in Implementation.
4. Education of the Marginalized Groups (Women and Socially Disadvantaged) : Status, Issues and Constitutional Provisions.

**Unit –III: Policy Initiatives for Universalization of Elementary Education**

1. Kothari Commission (1964-66) and NPE (1986, 1992) and Recommendations for UEE.

2. Operation Black Board: Concept and Provision
3. DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
4. MDM: Objectives, Implementation and Problems

#### **Unit –IV: Emerging Concerns and Education**

1. Education for Environmental Conservation: Global Environmental Crises, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
2. Liberalization, Globalization and Privatization and their Impact on Indian Education
3. Social Basis of Education in the Context of Society, Culture and Modernity
4. Community Participation and Educational Development

#### **Activities (Any One of the following)**

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

#### **REFERENCES**

- Aggarwal J.C.(1984). Implementation of the Major Recommendations of the Education Commission 1964-66 and The New Pattern of Education India: New Delhi: Arya Book Depot.
- Bhakshi P.M., (1998). The Constitution of India, New Delhi: Universal Law Publishing Company,
- Bakshi, P.M. Basu, (2010). Constitution of India (2nd ed.) Delhi: Universal law Publishing Co.
- The Constitution of India Bare Act (2010). Delhi: Universal law Publishing Co.
- Raval, K.C., (2010). Bharatiya Bandharan, Ahmedabad; S.B.D. Publication
- Jain, M. P. (2010). Constitutional Law of India, Delhi: Universal Law Publishing Co.
- Shukla, V. N. (1996). Constitution of India, Delhi; Prentice Hall of India.
- Govt. of India (1986). National Policy of Education, MHRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). MHRD, New Delhi.
- Jayapalan, N. (2002): problems of Indian Education, Delhi: H.B. Bhargava Publications.
- NCERT (1986). School Education in India- Present Status and Future Needs, New Delhi: NCERT Publication.
- Jan Oostoeck, Barry K.Gills (2013). The Globalization of Environmental Crisis. NewYork: Routledge, Publication.

Chandra Ramesh, (2004). Globalisation, Liberalisation, Privatisation and Indian Polity: Education. Delhi: Isha books Publication.

Frank R. Pfetsch, Christoph Rohloff (2013). National and International Conflicts, 1945-1995: New Empirical. New York : Routledge, Publication.

Tiwari ,Shubha (2007). Education in India. New Delhi: Atlanta Publication.

### **Websites**

**DPEP** ([india.gov.in/my.../district-primary-education-programme-dpep](http://india.gov.in/my.../district-primary-education-programme-dpep))

**DPEP** ( [www.educationforallinindia.com/page81.html](http://www.educationforallinindia.com/page81.html))

SSA ([ssa.nic.in/](http://ssa.nic.in/))

SSA ([mhrd.gov.in/?q=sarva](http://mhrd.gov.in/?q=sarva))

MDM([mdm.nic.in/](http://mdm.nic.in/))

MDM([mhrd.gov.in/?q=mid](http://mhrd.gov.in/?q=mid))

MDM ([www.archive.india.gov.in/sectors/education/index.php?id=7](http://www.archive.india.gov.in/sectors/education/index.php?id=7))

RMSA([www.rmsaindia.org/](http://www.rmsaindia.org/))

RMSA([mhrd.gov.in/?q=rmsa](http://mhrd.gov.in/?q=rmsa))

**RMSA** ( [indiacode.nic.in>coiweb](http://indiacode.nic.in>coiweb))

**Constitution of India** ( [www.amagon.in>introduction\\_constitution](http://www.amagon.in>introduction_constitution))

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.

### **Paper III**

#### **LANGUAGE ACROSS THE CURRICULUM**

**Marks: 50 (40 + 10)**

#### **Course Objectives:**

The student teachers will be able to:

- 1). Understand the nature, importance and use of Language.
- 2). Acquaint with some latest methods and approaches for planning of successful language teaching.
- 3). Identify and be sensitive to the proficiency, interests and needs of learners.
- 4). Practice learner centered methods and techniques in the classroom.
- 5). Use technology to enrich language teaching.
- 6). Encourage continuous professional development.

#### **UNIT 1 - LANGUAGE AND SOCIETY**

- Meaning , Nature and Scope of Language, Role of Language in life: Intellectual, Emotional, Social, Literary and Cultural Development
- Characteristics of Language Development
- Factors affecting Language Learning : Physical, Psychological and Social
- Theories of Language: Divine Gift Theory, The Pooh or The Interjectional Theory, The Ding-Dong Theory, The Yo-He-Ho- Theory, The sing- song Theory, The Ta-Ta Theory, The Babble- Luck Theory, The Tongue-Tie Theory, The Contact Theory.

#### **Unit 2: CURRICULAR PROVISIONS, POLICIES FOR LANGUAGE EDUCATION AND DEVELOPMENT OF LANGUAGE SKILLS:**

- Position of Languages in India; Articles 343-351, 350A; of Constitution of India
- Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (Language Education), NCFTE - 2009 (Language Education).
- Meaning, Importance and Need for development of Language Skills.
- Approaches to Language Learning: Traditional Method, Textbook Method Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of Language Learning



**Activities (Any One of the following):**

Discuss 'Multilingualism as a Resource'

Analyze s advertisements aired on Radio/Television on the basis of language and gender.

Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues

- (i) How the different registers of language have been introduced?
- (ii) Does the language clearly convey the meaning of the topic being discussed?
- (iii) Is the language learner-friendly?
- (iv) Is the language too technical?
- (v) Does it help in language learning?

**SUGGESTED READINGS**

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford: Pergamon press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling PublishingHouse,.

Palmer, Harold E.(2014): The Principles of Language Study, New York: World book company, Sharma, KL.(2012) : Methods of Teaching English in India, Agra, lakshmi Narain Agarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi: Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English language, Delhi: Shipra Publications.

Joseph Mukalel C. (2011): Teaching of English Language, New Delhi: Discovering Publishing House.

Sharma Yogendra K. , Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers, Distributors.

Sharma R.A. (2007): Teaching of English Education, Meerut: A. Lall Book Depot.

Sharma Asha (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

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

National Curriculum Frame Work (2005), New Delhi: NCERT.

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Sullivan, M. (2008) Lessons for Guided Writing. Scholastic. National Curriculum Framework (2005).

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

### **Paper IV**

#### **Understanding Disciplines and Subjects**

**Marks: 50 (40 + 10)**

#### **Course objectives:**

The student teachers will be able to:

1. Understand the nature of discipline and school subjects
2. Differentiate between school subjects and curriculum.
3. Integrate and apply concepts and theories in real classrooms.

#### **UNIT-1: Concept of Discipline**

Nature and role of Discipline knowledge in School Curriculum

Paradigm shift in the nature of discipline

Emergence of School subjects and disciplines from Philosophical, Social and Political Contexts.

Needed changes in the Discipline Oriented Text Books

#### **UNIT-2: Quality in Classroom Learning**

Indicators of Quality Learning

Teaching and Learning as Interactive Process

Major issues in classroom learning: Catering individual differences, student-teacher interaction in the classroom.

Learning beyond text books- other sources of learning

**Activity (Any one of the following)**

1. Prepare a report mentioning the changes required in current school level text books prescribed by CBSE or HPBSE.
2. Prepare a report highlighting major issues and concerns in teaching of Mathematics or English at secondary school stage.

**SUGGESTED READINGS**

Apple, M. (1978) : Ideology and Curriculum, New York: Routledge.

Fuller, B. (2007) : Standardised Childhood, Stanford, CA : Stanford University Press.

Romero-Little, M.E. (2006). Honoring Our Own: Rethinking Indigenous Languages and Literary. Anthropology and Education quarterly, 37(4), 399-402.

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper V**

**TEXT READING AND REFLECTIONS**

**Marks: 50 (40 + 10)**

**Course objectives:**

*The student teachers will be able to:*

- 1). Learn to read Newspaper ,Follow Radio, TV & Internet media critically and with understanding.
- 2). Form and exchange viewpoints on political and social Issues.
- 3). Distinguish fact, fiction and opinion in Newspaper articles.
- 4). Develop teachers professionally and support their aspirations as teachers.

**UNIT-I: Analytical and Critical Thinking**

Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.

Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.

Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesauras, Dictionary, Encyclopedia.

Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

## **UNIT-II: Pedagogies of Reading and Writing**

Models of Teaching, Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).

Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.

Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).

Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

### **ACTIVITIES (Any one of the following):**

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select news paper/magazine articles on topics of contemporary issues

### **3. REFLECTION EXERCISES:**

- Why did this particular (event, barrier, success, accident) happen ?
- What was the best thing I did and Why?
- If I did this again tomorrow, what would I do differently?

## **SUGGESTED READINGS**

Alberta Learning (2003), Responding to Text and Context, Senior High School English Language Arts Guide to Implementation. Alberta, Canada. Retrieved from [https://education.alberta.ca/media/883678/4\\_respond.pdf](https://education.alberta.ca/media/883678/4_respond.pdf).

Cottrell Stella (2011) Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave study skills) Basingstoke: Palgrave Macmillan.

Cox, Ailsa (2005) Writing Short Stories (English) London: Rutledge.

Fisher Alec (2001) Critical Thinking: An Introduction, UK: Cambridge University press.

Fitikides T.J., (2011) Common Mistakes in English (With Exercises), New Delhi: Jain Book Agency.

Gangal J.K (2011) A Practical Course for Developing Writing Skills in English, New Delhi: PHD. Amargan bookseller.

Hedge Tricia (2005) writing- Resource Book for Teachers. <http://chabotcollege.edu/learningconnection/ctl/figs/jumpstart/marsipacket.pdf>.

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Joshi, Yateendra (2003) Communicating in Style, New Delhi: Jain Book Agency.

Julia Copus (2009) Brilliant Writing Tips for Students, Basingstoke: Palgrave Macmillan.

Kale William (2012) Reflective Writing, Basingstoke: Palgrave Macmillan

Peter Andrew Goatly, Preet Hiradhar (2013). Critical Reading and Writing: An Introductory Coursebook (Google eBook). Routledge, Language Arts & Disciplines.

Ryder, Randall. J. (1994) Using Frames to Promote Critical Writing, Journal of Reading ,38(03): 210-218, Wiley Publisher.

Schraw, Gregory (1998). Promoting General Meta-cognitive Awareness. Instructional Science 26: 113–125, 1998. Kluwer Academic Publishers. Netherlands. Retrieved from <http://wiki.biologyscholars.org/@api/deki/files/87/=schraw1998-meta.pdf>.

Sen. Madhucchanda (2010) An Introduction to Critical Thinking, Delhi: Pearson Publication.([www.goodreads.com>book>show>/](http://www.goodreads.com/book/show/))

Stephen D. Brook fied (2009) Becoming a Critically Reflective Teacher, Jossey Ban.

Swami Srikantha . & (2006) Management strategies for Developing Critical Thinking skills, New Delhi: Anmol Publications.

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Thomson, Arco (2003) How to Write Articles for Newspapers and Magazines, New Delhi: Jain Book Agency.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

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Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper VI**

### **Learning and Teaching**

**Course objectives:**

**Marks: 100 (80 + 20)**

*The student teachers will be able to:*

- Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive
- Explain the concept, nature of learning as a process and conditions of learning
- Describe the Gagne's types of learning
- Explain the concept, types and strategies to develop memory
- Understand nature, causes, factors and strategies to minimize forgetting
- Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
- Describe the concept, importance and level of transfer of learning
- Explain higher mental processes like concept formation and mind mapping
- Explain the role of teacher in teaching-learning situations as transmitter of knowledge
- Understand concept, principles of teaching, levels and phases of teaching
- Identify different learning styles of learners and their implications for the teaching
- Understand need and types of models of teaching

#### **Unit 1          Learner and Learning**

- Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive, Characteristics of Student with Learning Disabilities
- Concept and Nature of Learning as a Process, Learning Curve, Conditions of Learning - objective, subjective and methodological, Learning and Maturation. Learning as an outcome -Achievement and Performance.
- Gagne's Types of Learning, Events of Instruction, Learning Outcome.
- Memory - Concept, Types and Strategies to develop Memory; Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure), Factors and Strategies to Minimize Forgetting

#### **Unit II :      Understanding the Learning Process**

- Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning

- Non-associative Learning- Habituation and Sensitization, Learning through Association –Classical Conditioning, Learning through Consequences – Operant Conditioning, Learning through Trial and Error, Learning through Observation – Modeling/Observational Learning, Learning through Insight – Discovery Learning and their Educational Implications
- Social Constructivist Learning – Concept of Vygotsky, Nature and Implications.
- Transfer of Learning: Concept, Types and Strategies to Maximize Transfer of Learning

### **Unit III : Teacher and Teaching**

- Teacher: Qualities and Role in the Changing Scenario -- Transmitter of Knowledge, Model, Facilitator, Negotiator and Co-learner
- Concept of Teaching , Principles and Maxims of Teaching, Teaching as a Profession: Meaning of Profession, Characteristics of a Profession, Professional Ethics for the Teachers, Role of Teacher Training in Developing Professionalism in Teachers Educators
- Relationship between Teaching and Learning, Principles of effective Teaching and Learning, Diverse Teaching Strategies for Diverse Learner
- Learning Styles of Learners and their Implications for the Teaching

### **Unit IV : Phases and Models of Teaching**

- Phases of Teaching: Pre-active, Interactive and Post Active. Operations involved in each.
- Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching, Basic Teaching Models (Glaser).
- Concept Attainment Model (Bruner) and Advance Organiser Model (Ausbel), Problem Solving Teaching Model.
- Strategies of Teaching: Brain Storming, Simulation, Role Play and Gaming, Factors affecting the process of Learning and Teaching.

### **Activities (Any one of the following)**

1. *A study of educational, social & cultural functions of any informal agency of education.*
2. Prepare a report of educational problems of learners in any school.
3. Prepare a report of problem of SC/ST/Backward/ Minority group of children in the rural & urban area of Himachal Pradesh.

### **Suggested Readings**

Bower , G H and Hilgard E R (1981) Theories of learning, Englewood Cliffs,. New Jersey: Prentice Hall Inc.

Chauhan S.S. ( 1995) Advanced Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.

Mangal S.K. 2005) Advanced Educational Psychology, New Delhi. Prentice Hall of India,

Dandapani S. (2005). Advanced Educational Psychology, New Delhi: Anmol Publications

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Lindgren H.C. (1980) 'Educational Psychology in the Classroom, New York: Oxford University Press.

NCERT (2005) National Curriculum Framework, New Delhi.

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Skinner C E, (1984) Educational Psychology New Delhi: Prentice Hall.

Vygotsky, L.S. (1978) *Mind in Society*, Cambridge: Harvard University Press.

Woolfolk, A.E. (2009). Educational Psychology (11th Edition) (My Education Lab Series) New Delhi: Prentice Hall.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.



**Paper VII**  
**ASSESSMENT FOR LEARNING**

**Marks: 100 (80 + 20)**

**Course Objectives:**

*The student teachers will be able to:*

1. Understand the nature of assessment and its role in teaching-learning process.
2. Understand the different perspectives of learning on assessment.
3. Realize the need for school based assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners' performance.
7. Analyze, manage and interpret assessment data.
8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learners' performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and assessment and their implementation practices.
12. Trace the technology-based assessment practices and other trends.

**Unit 1: Perspectives on Assessment**

- Concept of measurement, assessment, evaluation and their interrelationship.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Selection, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), nature of attribute measured (achievement, aptitude, attitude), nature of information gathered (qualitative, quantitative), mode of response (oral or written; selection or supply), nature of interpretation (norm-referenced, criterion-referenced) and assessment context (internal or external).
- Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

**Unit 2: Assessment of Learning**

- Dimensions of learning: cognitive, affective and performance.

- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- Assessment of affective learning: Attitude, values, interests and procedures for their assessment.
- Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.

### **Unit 3: Planning, Executing, Interpreting and Reporting of Assessment**

- Difference between instructional, learning and assessment objectives; Stating of assessment objectives in behavioural terms.
- Construction/selection of test items; Guidelines for construction of test items; Guidelines for administration and scoring; Preparation of blue-print; Performing item analysis.
- Processing test performance: Calculation of percentages and central tendency measures; graphical representations; Analysis and interpretation of learners' performance; Reporting learners' performance – Progress reports, Cumulative records, Portfolios.
- Means of providing remedial instruction for improving learning, Using feedback for reporting to different stakeholders – learners, parents and administrators; Use of feedback for teachers' self-improvement.

### **Unit 4: Issues, Concerns and Trends in Learning Assessment**

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys, Use of question banks.
- Issues and Problems: Marking Vs. Grading, Non-detention policy, Objectivity Vs. Subjectivity, Impact of entrance tests and public examination on teaching and learning – the menace of coaching
- Policy perspectives on examinations and assessment: Recommendations of NPE, 1986 and NCF, 2005.
- Trends in assessment and evaluation: Online examination, Peer assessment, Self-Assessment, Computer-based examinations and other technology-based assessment practices.

#### ***Activity (Any One of the Following):***

1. Construct an achievement test in any subject of your interest containing a minimum of 50 items with its marking scheme and scoring procedure.
2. Visit an elementary school and prepare a report on the assessment and evaluation practices adopted by the school teachers.

3. Study the parameters / indicators followed in Continuous and Comprehensive Assessment System of CBSE and HP State Education Department. Prepare a critical report highlighting the similarities and differences in the two systems.
4. Visit a school and study how the progress reports and cumulative records of students are maintained by the teachers. Prepare a detailed report highlighting the content and format of students' progress reports and cumulative records.

### **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, R.L. and Gronlund, N.E. (2003): *Measurement and Evaluation in Teaching*. Singapore: Pearson Education.
- Nandra, Inder Dev Singh (2012). *Learning Resources and Assessment of Learning*. Patiala: 21<sup>st</sup> Century Publications.
- Natrajan V. and Kulshreshta S.P. (1983). *Assessing Non-Scholastic Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi.
- 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.
- Singh H.S.(1974). *Modern Educational Testing*, New Delhi: Sterling Publication.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

**Paper VIII**  
**DRAMA AND ART IN EDUCATION**

**Course objectives:**

**Marks: 50 (40 + 10)**

*The student teachers will be able to:*

1. Understand the concept and importance of various arts in human life.
2. Understand aims, objectives and principles of performing and visual arts.
3. Appreciate Indian folk and visual and performing arts.
4. Understand various methods and techniques of teaching creative arts.
5. Understand the importance of visits in arts exhibitions and cultural festivals.

**UNIT-I :     Origin and Development of Art in India**

1.     Meaning of Art: Concept and Scope of Art.
2.     Origin & development of Arts in India with special reference to the performing and visual arts.
3.     Importance of various Arts in Life and Education.
4.     Aims and objective of teaching performing and visual arts, Principles of Art.

**UNIT-II :     Methods and Approaches of Teaching Creative Arts**

1.     Understanding Indian folk and visual and performing arts.
2.     Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression.
3.     Importance of visits in art exhibitions and cultural festivals.
4.     Process of preparing canvas, Types of Colours and Paints.

***Activity (Any one of the following):***

Practical work to be submitted by students during the session: Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I.     Landscapes - 1
- II.    Still life – 1
- III.   Poster – 1

## **Suggested Readings**

Brown, Percy (1953). Indian Painting, Calcutta.  
Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.  
Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.  
Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor .  
Creative and Mental Growth. Margaret, Marie Deneck (1976)  
Indian Art. London: The Himalata Publication.  
Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read,  
Herbert. Education through Art [paperback].  
Shelar, Sanjay. Still Life. Jyotsna Prakashan.

## **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper IX – A (i)**

### **TEACHING OF PHYSICAL SCIENCES**

#### **Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioural terms.
3. Apply various approaches and methods of teaching physical science.
4. Select and integrate various kinds of instructional media.

#### **UNIT-I : Foundations of Physical Science**

- Meaning, Nature and Scope of Physical Science.
- Aims And Objectives of Teaching Physical Science; Taxonomy of Educational Objectives; Writing Instructional Objectives in Behavioural Terms.
- Importance of Physical Sciences as a Subject of the School Curriculum.
- Brief life history of Eminent Indian Scientists and Their Contributions- C. V. Raman, J.C.Bose, Satyendranath Bose, Vikram sarabhai, Homi Jahangir Bhabha, A. P. J. Abdul Kalam.

## **UNIT-II : Curriculum, Methods and Approaches of Teaching Physical Sciences.**

- Curriculum in Physical Science: Meaning, Objectives, Principles and Steps of Curriculum Construction.
- Process of Evaluation of Physical Science Curriculum at School Level.
- Methods of Teaching Physical Science with Reference to Lecture, Lecture-Cum-Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic and Inductive-Deductive Approach, CAI.
- Activity Approaches and Non-Formal Methods of Teaching Physical Sciences in terms of Field Trips, Science Club, Science, Museum, Science Fairs.

### ***Activity (Any one of the following)***

1. Preparation of a low cost and no cost teaching aids and studying their effectiveness a classroom transaction.
2. Developing a unit plan of own choice.
3. Prepare a report on critical analysis of physical sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

### **Suggested Readings:**

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..

Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

P.H.I.

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Vaidya, Narendra (1996): Science of Teaching for 21<sup>st</sup> Century, New Delhi: Deep and Deep Publishers.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper IX – A (ii)**

### **TEACHING OF LIFE SCIENCES**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Understand various objectives of teaching life sciences and to write the same in behavioural terms.
2. Understand and apply various methods of teaching life sciences.
3. Understand, analyze and improve present curriculum of life sciences operative at school level.
4. Understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions with reference to concepts to be taught.

#### **Unit 1: Foundations of Teaching of Life Science**

- Meaning, nature and scope of Life Science, Historical development of Life Sciences in secondary school curriculum, Importance of Life Science in school curriculum.
- Aims and Objectives of Teaching Life Sciences at secondary stage; Writing instructional Objectives in behavioural terms. Formulation and classification of Instructional Objectives for teaching of Life Sciences with reference to cognitive, affective and psychomotor domains.
- Life Sciences Curriculum at School stage: concept, scope and principles of curriculum construction, approaches of curriculum construction such as concentric approach, topical approach and unit approach.
- Process of Evaluation of Life Sciences Curriculum at School level (HPBSE and CBSE).

#### **Unit 2: Teaching Methods, Approaches and Techniques**

- Teaching methods in Life Science: lecture method, lecture-cum demonstration method, project method, heuristic method, laboratory method.
- Approaches in Life Science: Inductive-deductive approach, problem solving approach, computer assisted instructions and web based instructions.
- Visualizing, Organizing and contextualizing learning situations through :
  - a. Field Trips
  - b. Biological Associations, Science Fairs and Exhibitions
  - c. Botanical Garden
  - d. Museum

- e. Aquarium and Vivarium
  - f. Biological Clubs
  - g. Science Excursions
  - h. Concept Mapping
- Facilitating Life Science Learning: issues in practice; collaborative learning, peer learning; dealing students in heterogeneous classes.

### **Activity (Any one of the Following)**

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To prepare a temporary mount of a leaf peel to show stomata.
2. To show experimentally that carbon dioxide is given out during respiration.

Prepare a report on critical analysis of life sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

### **Suggested Readings:**

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21<sup>st</sup> century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.



**Paper IX – A (iii)**  
**TEACHING OF MATHEMATICS**

**Course objectives:**

**Marks: 50 (40 + 10)**

*The student teachers will be able to:*

1. understand the nature and characteristics of Mathematics.
2. know the importance and values of teaching mathematics.
3. understand the relationship of mathematics with other subjects of school curriculum.
4. understand aims and objectives of teaching mathematics at school stage.
5. state objectives in behavioural terms with reference to concepts and generalizations.
6. understand the contribution made by Indian and Western mathematician.
7. apply various methods of teaching of mathematics.
8. differentiate between methods and techniques of teaching mathematics.

**Unit 1: Foundations of Mathematics Education**

- Mathematics: Meaning, Nature, Importance and Place of Mathematics in Daily Life and School Curriculum.
- Aims and Objectives of Teaching Mathematics: Concept and Meaning, General Aims of Teaching Mathematics, Formulation and Classification of Objectives in Behavioural terms with Reference to Cognitive, Psycho-motor and Affective Domains.
- Concept of Vedic Mathematics, Contributions of Indian Mathematicians: Bhaskaracharya, Aryabhatta and Ramanujam; Contributions of Western Mathematicians: John Venn and Pythagoras.
- Curriculum Construction in Mathematics, Selection and Organization, Factors affecting Change in Mathematics Curriculum, Process of Evaluation of Mathematics Curriculum at School Level.

**Unit 2: Teaching Methods/Approaches and Techniques**

- Methods of Teaching Mathematics: Project Method, Problem Solving and Laboratory Method.
- Approaches of Teaching Mathematics: Inductive-deductive, Analytic-synthetic, Heuristic.
- Techniques and strategies of teaching Mathematics: Drill and Practice, Assignment, Homework, Supervised Study, Play Way Technique, and Activity Based Technique.

- Strategies for Teaching of Mathematics to CWSN (Gifted, Slow Learners, Learners with Dyscalculia). Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive measures to overcome them.

**Activity (Any One of the Following)**

1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
2. Power point presentation on any one topic of mathematics of standard VI to X .
3. Prepare a report on critical analysis of Mathematics curriculum prescribed by HPBSE / CBSE for secondary school stage.

**Suggested Readings**

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.  
 Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.  
 NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi  
 Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.  
 Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.  
 Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks  
 Sharan, R., & Sharma, M. (2006).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.  
 Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper IX – A (iv)**  
**TEACHING OF SOCIAL SCIENCES**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Understand meaning, nature and scope of social sciences.
2. Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.
3. Understand aims and objectives of teaching social sciences at school stage.
4. Acquaint with different approaches of teaching social sciences at school stage.
5. Select and use appropriate methods and approaches of teaching social sciences.

**UNIT – I: Foundations of Social Sciences Education**

1. Meaning, nature, need and scope of Social Sciences.
2. Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum.
3. Curriculum in Social Sciences: Meaning, importance and principles of curriculum construction. Process of Evaluation of Social Sciences Curriculum at School Level.
4. Aims and objectives of teaching Social Sciences at School Stage. Writing instructional objectives in behavioural terms. Co-Curricular activities in Social Sciences.

**UNIT – II: Approaches and Methods of Teaching of Social Sciences**

1. Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive.
2. Methods and Techniques Teaching Social Sciences: Meaning, Characteristics, types (Lecture method, lecture-cum-demonstration method, project method, story-telling method, observation method, discussion method, socialized recitation method, problem solving method and team teaching).
3. Techniques of Teaching Social Sciences: Learning by doing, learning by experience, supervised study, role play, brain storming, field visits and exhibition.
4. Difference among Approach, Method and Techniques of Teaching.

**Activity:**

Prepare a report mentioning in detail the procedure of applying project method of teaching any topic of social sciences. Explain with the help of a suitable example.

Prepare a report on critical analysis of social sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

**Suggested Readings:**

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper IX – A (v)**  
**TEACHING OF COMMERCE**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Understand Importance and Principles of Commerce.
2. Acquire knowledge of present Commerce Scenario in India
3. Acquire competencies necessary for Commerce teaching.
4. Develop the competencies of Commerce teacher with the present needs of the environment.

**Unit 1: Fundamentals of Commerce Teaching**

Meaning, nature, scope and importance of teaching commerce; Historical development of teaching commerce. Place of commerce as a subject in the school curriculum; Relationship of commerce with other school subjects.

Aims and objectives of teaching commerce at school level and writing Instructional objectives in Behavioural terms.

Curriculum in Commerce: Meaning, importance and principles of curriculum construction of commerce. Approaches of curriculum construction – Concentric approach, Topical approach and unit approach, Process of Evaluation of Curriculum of Commerce.

**Unit 2: Approaches in Teaching of Commerce**

Methods of teaching Commerce: Lecture Method, lecture-cum-demonstration method, project method.

Inductive-deductive and Problem Solving approach of teaching Commerce.

Techniques of teaching Commerce: Question-answer, seminar, role playing, report-back sessions, simulation and gaming.

Role of ICT in teaching of Commerce: Need, function, techniques; E- Commerce.

**Activity (Any one of the Following)-**

1. Report of any MNC
2. Prepare a report on critical analysis of Commerce curriculum prescribed by HPBSE / CBSE for senior secondary school stage.

**Suggested Readings:**

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

### **Paper IX – A (vi) TEACHING OF ENGLISH**

#### **Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

- 1). Understand the nature, importance and use of English language.
- 2). Identify the proficiency, interests and needs of learners.
- 3). Understand methods and approaches of Teaching English Language.
- 4). Develop language skills: listening, speaking, writing and reading for Communication purpose.

#### **Unit 1: Nature of English Language**

1). Concept, importance and functions of English language; Importance of English in a Multi-lingual society.

2). Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.

3) Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetics symbols.

4). Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.

## **Unit 2: Teaching Methods, Approaches and Techniques of Teaching English**

- 1). **Methods of Teaching English:** Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method. Grammar and Translation method.
- 2). **Approaches in Teaching English:** The Situational Approach, The Structure Approaches, Linguistic, Communicative Approach, Co-Operative Learning. Critical Analysis of various Teaching Approaches.
- 3). **Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.**
- 4). **Techniques of Teaching English:** Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.

### ***Activities (Any one of the following):***

- 1). Discussion on the Topic 'Mother Tongue and Other Tongue'.
- 2). Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English.
- 3). Plan language game as a media for teaching of English in classroom.
- 4). Prepare a report on critical analysis of English curriculum prescribed by HPBSE / CBSE for secondary school stage.

### ***REFERENCES:***

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,

Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.

Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.

Sharma Yogendra K. , Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .

Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.



**Paper IX – A (vii)**  
**TEACHING OF HINDI**  
(हिंदी शिक्षण)

**पाठ्यक्रम: उद्देश्य**

**Marks: 50 (40 + 10)**

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. भाषा का अर्थ, प्रकृति एवम् महत्व
2. भाषा की अलग अलग भूमिका को जानना
3. भाषा के विभिन्न रूपों एवम् अभिव्यक्तियों को जानना
4. मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी
5. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान

**इकाई -1**

**1. भाषा का अर्थ, प्रकृति एवम् महत्व**

- भाषा का अर्थ एवम् परिभाषा
- भाषा की प्रकृति
- भाषा के विभिन्न रूप
- भाषा का महत्व
- मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी ।
- अनुदेशात्मक उद्देश्यों को व्यवहारिक रूप में लिखना ।

**2. हिन्दी शिक्षण के उद्देश्य**

मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य ।

द्विभाषा के रूप में हिन्दी शिक्षण के उद्देश्य ।

-व्यवहारिक उद्देश्य

-सांस्कृतिक उद्देश्य

-साहित्यिक उद्देश्य

-भाषिक उद्देश्य

**ध्वनि बिज्ञान का स्वरूप एवम् ध्वनियों का वर्गीकरण ।-**

हिन्दी में अक्षर विन्यास एवम् विराम चिन्ह ।

-पाठ्यक्रम का अर्थ, महत्व, सिद्धान्त, एवम् रूपरेखा ।

-हिन्दी पाठ्यक्रम निर्माण एवम् समीक्षा विभिन्न शिक्षा आयोगों द्वारा हिन्दी पाठ्यक्रम सुधार के सुझाव ।

## इकाई -2

भाषा शिक्षण के सिद्धान्त एवम् सूत्र ( Maxims)

1. विधिवत शिक्षण की आवश्यकता ।
2. भाषा शिक्षण के सामान्य सिद्धान्त ।
3. शिक्षण सूत्र ।
4. भाषा शिक्षण के मुख्य तत्व ।

हिन्दी शिक्षण पद्धतियां

1. प्रत्यक्ष पद्धति ।
2. व्याकरण पद्धति ।
3. गणक यंत्र आधारित बोधना विधि ।
4. समन्वय ।
5. शब्द परिवर्तन ।
6. सारांचनात्मक विधि ।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. हिन्दी के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन।
2. हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

सन्दर्भ पुस्तकें

1. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
2. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
3. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
4. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपोल बाज़ार
5. गुप्ता, मनोरमा: भाषा अधिगम' केंद्रीय हिन्दी संस्थान आगरा
6. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
7. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

## INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper IX – A (viii)**  
**TEACHING OF SANSKRIT**  
(संस्कृत शिक्षण)

**पाठ्यक्रम: उद्देश्य**

**Marks: 50 (40 + 10)**

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा :

- 1 संस्कृत भाषा का अर्थ, स्वरूप तथा महत्व ।
- 2 संस्कृत शिक्षण में गद्य-पद्य, रचना एवं व्याकरण के चरणों एवं उद्देश्यों का ज्ञान ।
- 3 संस्कृत भाषा शिक्षण में पाई जाने वाली विभिन्न प्रविधियों के विषय में जानकर उनका प्रयोग ।

**ईकाई-1**

संस्कृत भाषा की प्रकृति एवं अन्य भारतीय भाषाओं से संबंध; संस्कृत भाषा का आधुनिक संदर्भ में महत्व

संस्कृत भाषा शिक्षण के सिद्धांत तथा उनका माध्यमिक एवं उच्च माध्यमिक स्तर के शिक्षण में अनुप्रयोग

संस्कृत में भाषा विज्ञान: धातु-रूप (लट् और लङ् लकार) निम्न रूप अस, भू, कृ, नग, कथ, पठ् । स्वर-सन्धि, प्रत्यय, शब्द-कोश एवं अक्षर-विन्यास में अशुद्धियाँ एवं निवारण के उपाय ।

पाठ्यक्रम का अर्थ, महत्व, सिद्धांत एवं रूपरेखा । संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा । विभिन्न शिक्षा आयोगों द्वारा संस्कृत पाठ्यक्रम सुधार के लिए सुझाव ।

**इकाई-2**

संस्कृत साहित्य की विधा : गद्य एवं पद्य के शिक्षण का महत्व एवं विधियाँ ।

संस्कृत साहित्य की विधा : कहानी एवं नाटक आदि के शिक्षण का महत्व एवं उनकी विधियाँ ।

संस्कृत व्याकरण एवं संस्कृत रचना (मौखिक एवं लिखित) की शिक्षण विधियां एवं उनके अनुप्रयोग में अपेक्षित सावधानियां।

संस्कृत में उच्चारण शिक्षण – अर्थ, अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

- संस्कृत के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन।
- अभिक्रमित अनुदेशन की विधा के अनुरूप भाषिक तत्वों पर आधारित विशेष अधिगम सामग्री का निर्माण कराना।

### सन्दर्भ पुस्तकें

- 1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- 2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
- 3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- 4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आर० एल० बुक डिपो।
- 5 वत्स वी० एल० (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

### INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper X**

### **School Internship / Practice Teaching**

The internship in teaching / practice teaching in second semester of B. Ed. Course (first year of B. Ed. Course in case of ICDEOL) will be of four weeks duration. The student-teachers pursuing B. Ed. Course through regular mode will prepare and submit following reports / lessons which will be graded by the concerned teacher educator / institution on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. Report on school organization and management structure.
2. Report on Maintenance of various school records.
3. 20 Observation Lessons (10 per teaching Subject) of School Teachers.

The candidates pursuing B. Ed. course through ICDEOL will prepare and submit following lessons which will be graded by the concerned course teacher deputed by PCP coordinator on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. 12 Observation Lessons (6 per Teaching Subject) of Senior School Teachers.
2. 12 Macro Lessons / Practice Lessons (6 per Teaching Subject)

## **Paper IX - B (i)**

### **TEACHING OF PHYSICAL SCIENCES**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities.
3. Select appropriate text books.
4. Explain the concept of evaluation.
5. Plan lessons in physical science.

#### **UNIT- I : Learning Resources in Physical Sciences**

- Text Books- Meaning, Types, Importance, Uses and Evaluation of Text Books.
- Laboratory Materials- Importance, Planning, Designing and Maintenance of Different types of Laboratory Materials, Common Accidents and their prevention in Science Laboratories.

- Journals, Handbooks, Student's Work Books, Display-Slides, Audio-Visual Support Material, Smart Classrooms, e- learning Resources.
- Teaching Aids: Classification of Teaching Aids and Their Description. Importance of Teaching Aids in Teaching Physical Science; Preparation and Development of Low Cost Improvised Apparatus.

## **UNIT-II : Planning for Teaching, Assessment and Evaluation**

- Unit and Lesson Planning: Need, Advantages, Steps, Various Approaches and Strategies of Lesson Planning.
- Meaning and Difference between Assessment and Evaluation; Evaluation in Physical Sciences- Importance and Types of Evaluation viz. Formative and Summative.
- Common Difficulties in learning Physical Sciences and Remedial measures- procedures in preparation of Criterion Referenced and Norm Referenced Tests.
- Evaluating Outcomes of Science Teaching; Preparing Different Type of Test Items and Their Advantages and Limitations; Diagnostic Testing and Remedial Teaching.

### **Activity (Any one of the following)**

- Seminar on contribution of eminent Indian Scientists to science and their implication in science advancement.
- Developing an action plan for organization of a science exhibition, framing guidelines on a selected theme and various sub-themes.

### **Suggested Readings:**

Das, R.C. (1989): Science Teaching in Schools, New Delhi: Sterling Publishers..

Kohli, V.K. (1998): How to Teach Science, Ambala: Vivek Publishers,.

Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,.

Mangal, S.K. (1997): Teaching of Science, New Delhi: Arya Book Depot.

Mohan, Radha (2002): Innovative Physical Science Teaching Methods. New Delhi:

Sharma, R.C. (1998): Modern Science of Teaching, New Delhi: Dhanpat Rai and Sons,.

Kulshreshtha, R.P. (2010): Teaching of Physical Science. Meerut :R.Lall.

## **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each

**Paper IX - B (ii)**  
**TEACHING OF LIFE SCIENCES**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Relate the knowledge of life sciences with other subjects of school curriculum.
2. Develop basic teaching skills for improvement of teaching-learning process.
3. Get familiar with principles and materials for setting an ideal life science laboratory.
4. Understand the present techniques of evaluation in life sciences.

**Unit 1 : Learning Resources in Life Sciences**

- Learning Resources: Meaning, types, functions, preparation and utilization of learning resources in Life Sciences; Models, Blackboards, Charts, Television, Computer, Educational CD's and use of Smart Classrooms; Effective use of Life Science Text Book as a learning resource.
- Life Science teacher: qualities and professional growth.
- Organization of Life Science Laboratory: layout of laboratory, Procuring and Maintenance of equipments for Life Science Laboratory and use of Laboratory for practical work and teaching of Life Sciences. Accident prevention and first aid requirements in Life Science Laboratory.
- Developing Teaching Skills as a base for effective teaching with special reference to Blackboard writing, demonstration, explanation, illustrating with examples, probing questions, stimulus variation and reinforcement.

**Unit 2 : Planning for Teaching of Life Sciences and Evaluation techniques**

- Importance of Planning for Teaching; Unit Planning and Lesson Planning: meaning, need, advantages, steps and various approaches of lesson planning.
- Evaluation in Life Sciences: purpose of evaluation, types of evaluation, different evaluation techniques with special reference to continuous and comprehensive evaluation (CCE) technique.
- Achievement Test in Life Sciences: Meaning, types of Achievement Tests (Norm Referenced and criterion referenced tests) ; various steps involved in the Construction and Standardization of Achievement Test; Types of test items: Essay type, Short answer type and Objective type.
- Assessment of Experimental Work/Project Work in Life Sciences.

### **Activity (Any one of the Following)**

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
2. To determine the percentage of water absorbed by raisins.

### **Suggested Readings:**

Bhandula, N. Chadha, Sharma, P.C.(1989): Teaching of Science, Ludhiana: Prakash Brothers,.

Gupta V.K.(1994): Life Science Education Today. Chandigarh: Arun Publishing House,.

Kohli, V.K.(2006): How to Teach Science. Ambala : Vivek Publishers,.

Sharma R.C. (1998): Modern Science Teaching, New Delhi: Dhanpat Rai Publishers.

Sood, J.K.(1987): Teaching of Life Science. A Book of Methods. Chandigarh: Kohli Publishers.

Venkataish, S.(2002): Science Education in 21<sup>st</sup> century, New Delhi: Anmol Publications.

Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.

Mangal S.K.(2005): Teaching of Life Science India: Arya Publication,.

Sharma, P.(2007): Teaching of Life Science, New Delhi: APH Publishing Corporation,.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.



**Paper IX - B (iii)**  
**TEACHING OF MATHEMATICS**

**Course objectives:**

**Marks: 50 (40 + 10)**

*The student teachers will be able to:*

1. Identify learning difficulties in mathematics and adopt appropriate remedial measures.
2. understand the characteristics and strategies for teaching children with special needs in mathematics.
3. explain the importance and uses of learning resources in mathematics.
4. appreciate the importance of mathematics laboratory in learning mathematics.
5. understand the role of text book, exhibitions and fairs in mathematics.
6. prepare unit and lesson plans for teaching of mathematics.
7. construct assessment tools for evaluating mathematics learning.

**Unit 1: Teaching and Learning Resources in Mathematics**

- Mathematics Learning Resources: Need and Importance, Importance and Organization of Mathematics Club, Mathematics Exhibitions and Mathematics Fairs, and Importance and Setting up of Mathematics Laboratory/Resource Centre.
- Importance of Various Teaching Aids in Mathematics: Developing/Preparing Low Cost improvised Teaching Aids relevant to Local Ethos, Roles of Models, Charts, Chalk board, Instruments, Work Book, Geometry box, Educational CD/DVD ROMs, and Use of Smart Classroom.
- Text book: Qualities of a Good Text Book in Mathematics, Evaluation of Mathematics Text Book prescribed by Himachal Pradesh Board of School education / CBSE for Elementary and Secondary Stage.
- Recreational Mathematics - Riddles, Puzzles, Beautiful Number Patterns and Magic Squares.

**Unit 2: Planning for Teaching and Evaluation in Mathematics**

- Unit and Lesson Planning: Meaning, Need and Importance, Principles and Steps in Lesson Planning, Essentials of a Good Lesson Plan.
- Various Approaches for Development of Composite Lesson Plans with Special Reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
- Evaluation in Mathematics: Meaning and Types: Formative, Summative and Diagnostic, Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Mathematics.

- Construction of Objective and Essay Type Tests, Development of Achievement Test in Mathematics, Qualities of a Good Achievement Test (Reliability, Validity, Objectivity).

**Activity (Any One of the Following)**

- Preparation of Case Study of Slow or Gifted learner in Mathematics.
- Preparation of Enrichment program for gifted children in mathematics.
- Construction of Achievement Test.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

**Suggested Readings**

Aggarwal S.M. (2005). Teaching of Modern Mathematics, Delhi: Dhanpat Rai and Sons.

Nanda, N. N. (1972). Teaching Mathematics, Ludhiana; Sharda Brothers.

NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi

Rai , B. C. (1978). Teaching of Mathematics, Lucknow; Prakashan Kendra.

Rawat, M. S. (1982). GanitShikshan, Agra; VinodPustakMandir.

Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks

Sharan, R., & Sharma, M. (2006).Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.

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.

Suxen, R. C. (1970). Curriculum and Teaching of Mathematics in Secondary School, New Delhi: NCERT.

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

**Paper IX - B (iv)**  
**TEACHING OF SOCIAL SCIENCES**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Prepare achievement test in social sciences.
2. Identify the qualities and responsibilities of a social science teacher.
3. Prepare unit plans and lesson plans in social sciences.
4. Select and prepare the appropriate teaching aids for effective teaching.
5. Acquire skills of analyzing text book in social sciences.

**UNIT – I: Teaching Learning Resources in Social Sciences**

**Resources:** Reference books, Maps, Atlas, Globe, Teacher Handbook, Question Bank, Library, Resource Centre, e-resources, Documentaries, Museum, Community resources, newspapers and magazines.

**Teaching Aids:** Meaning, Types and Importance and their merits and demerits.

**Text Books:** Meaning, Importance of text books in Social Sciences. Qualities of a good text book, Evaluation of text book prescribed at the school stage.

**Social Science Teacher:** Social Science Teacher qualities, ethics and social and environmental responsibilities of a social Science Teacher.

**UNIT – II: Planning for Teaching and Evaluation in Social Sciences:**

**Unit Planning:** Meaning and Importance of unit planning, basic elements and its preparation. Questioning and evaluating approaches of unit planning.

**Lesson Planning:** Meaning and Importance of lesson planning, basic elements and its preparation. Different approaches of lesson planning.

**Evaluation in Social Sciences:** Meaning, need, Types and Procedure; Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations, Continuous and Comprehensive Evaluation.

**Identification of Difficulties** in learning Social Sciences and remedial teaching.

**Activity:**

Construction of achievement test: Standardized, administered, tabulated, scored and preparing a report for evaluation.

**Suggested Readings**

Arora, N., D., Awasthy, S., S., (2003). Political Theory, New Delhi: Haranand Publication Pvt. Ltd.

Gergen (1982). Toward a Transformation in Social Knowledge. New York: Springer.

Verlog, Kirkpatrick, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,.

Kochar, S.K. (1984). The Teaching of Social Studies. New Delhi: Sterling Publishing Pvt. Ltd.

Kottler, Ellen (2008). Secrets to Success for Social Studies Teachers. Corwin Press, Sage Publication, Oaks, CA 91320.

Mangal, S.K. (2008). Teaching of Social Studies, New Delhi : PHI, Learning Pvt. Ltd..

Morre, D. Kenneth (2001). Classroom Teaching Skill. New York:McGraw Hill Companies Inc.

Sharma, B.L., Maheshwari, B.K. (2009). Teaching of Social Science. Meerut: R. Lall Book Depot, Near Government Inter College, -250001 (INDIA)

William, Albert (1989). General Education in the Social Studies. Washington: American Council on Education.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

### **Paper IX - B (v)**

### **TEACHING OF COMMERCE**

#### **Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Introduce student teachers with the methodology of teaching commerce
2. Make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. Encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

#### **Unit 1: Teaching Learning Resources in Teaching of Commerce**

Learning resources and Teaching Aids: Meaning, types, functions, preparation and utilization of learning resources in commerce.

Models, Educational CDs, Diagrams, Pictures, Balance Sheets, Charts, Graphs, Power point presentation, (Multimedia presentation- preparation), Use of internet.

Textbooks: Meaning and importance of textbooks in teaching of commerce. Qualities of a good text book of commerce. Role of text books in teaching of commerce.

Commerce Teacher: Qualities, Ethics and social and environmental responsibilities of Commerce teacher,

## **Unit 2 : Planning and Evaluation in Teaching of Commerce**

Unit Planning: Meaning, need and Importance.

Lesson Planning: Meaning, need, advantages, steps, various approaches of lesson planning in teaching of commerce

Evaluation: Meaning and Difference between Assessment and Evaluation, Construction and Standardization of Achievement test in commerce.

Continuous & Comprehensive Evaluation: Concept, techniques and weightage at school level (XI & XII)

### **Activity (Any one of the Following)-**

1. Critical analysis of one unit of Commerce
2. Prepare a Balance Sheet of any Educational Institution

### **Suggested Readings:**

Douglas, Palnford and Anderson (2000): Teaching Business Subjects, New York : Prentice Hall,.

Rao, Seema, (2007): Teaching of Commerce New Delhi: Anmol Publishers.

Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation.

Aggarwal, J.C (2003) : Teaching of Commerce, New Delhi: Vikas Publication.

Chopra, H.K and Sharma, H.(2007):Teaching of Commerce, Ludhiana: Kalyani Publisher.

Green H.O.(2001) Activity Handbook for Business Teachers, New York: McGraw Hill.

Musselman and Hann (1998): Teaching Book Keeping and Accounting, New York: McGraw Hill.

Rao Seema(2005) : Teaching of Commerce, New Delhi : Anmol Publishers.

## **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

**Paper IX - B (vi)**  
**TEACHING OF ENGLISH**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

- 1). Acquaint with the latest methods and techniques for planning of successful English language teaching.
- 2). Enable the students to use technology to enrich language teaching.
- 3). Make students familiar in the effective use of learning resources.
- 4). Prepare lesson plans in English for instructional purposes.
- 5). Conduct pedagogical analysis of the content in English language and develop Teaching skills.
- 6). Acquire competence in analyzing and evaluating the performance of the students.

**Unit 1: Instructional Strategies**

- 1). Importance of Instructional Strategies, Meaning Importance & their Effective Use.
- 2). **Instruction Techniques:** Student centered techniques, Teacher centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning/ co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc., importance and Limitations of instructional strategies in teaching.
- 3). **Instructional Material / Aids:** Types, Importance and their merits and limitations; ICT in English language teaching; It's uses and importance in teaching Language.
- 4). **Language Laboratory:** Concept, Types and Components, Merits and Limitations.

**Unit 2: Planning for Teaching and Evaluation of English**

- 1) **Unit planning:** Meaning, importance, need and Steps
- 2). **Lesson Planning:** Meaning, importance, steps, Advantages and various Approaches of Lesson Planning
- 3). Meaning of Measurement & Evaluation, Purpose & Functions of Evaluation in English, Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitations
- 4). Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.

**Activities (Any one of the following):**

- 1). Construction of an Achievement Test
- 2). Preparation of models, maps, charts flash cards, scrap book, Poster, Transparencies / Preparation of educational media software.

**REFERENCES:**

Valdmen,(1987) Trends in Language Teaching, New York, London: Mac Graw Hill.

Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford,:Pergamum Press.

Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,

Palmer, Harold E.(2014): The Principles of Language Study, New York : World Book Company.

Sharma, K L.(2012) : Methods of Teaching English in India, Agra: Lakshmi Narain Aggarwal Publisher.

Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.

Geeta Rai (2010): Teaching of English, Meerut: R. LAL book DEPOT.

Praveen Sharma (2008): Teaching of English Language, Delhi: Shipra Publications.

Sharma Yogendra K., Sharma Madhulika (2011): Teaching of English Language, New Delhi: Kanishka Publishers.

Sharma R.A. (2007): Teaching of English Education, Meerut: Lall Book Depot .

Asha Sharma (2010): Teaching of English Education, Ludhiana: Vijaya Publications.

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper IX - B (vii)**  
**TEACHING OF HINDI**  
(हिंदी शिक्षण)

**पाठ्यक्रम: उद्देश्य**

**Marks: 50 (40 + 10)**

पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

1. हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान
2. हिन्दी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण
3. विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
4. हिन्दी शिक्षण में भाषा कौशल से सम्बंधित कौशल का विकास

**इकाई -1**

**1. भाषा कौशल का शिक्षण ( skills)**

श्रवण कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें ।

भाषण कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें ।

वाचन कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें ।

लेखन कौशल : महत्व, उद्देश्य, विधियाँ, श्रवण कौशल में ध्यान देने योग्य बातें ।

**2. गद्य शिक्षण**

हिन्दी शिक्षण में गद्या का स्थान, उद्देश्य, गाड़ी पाठ के प्रकार, गद्य शिक्षण की प्रणालियाँ ।

3. व्याकरण शिक्षण- अर्थ, आवश्यकता तथा महत्व, उद्देश्य, व्याकरण के प्रकार और प्रणालियाँ, व्याकरण शिक्षण को प्रभावी बनाने के सुझाव ।

4. कविता शिक्षण : कविता की परिभाषा एवम् महत्व, उद्देश्य, सोपान कविता शिक्षण की प्रणालियाँ ।

**5. रचना शिक्षण**

रचना का अर्थ और महत्व, विशेषतायें, भेद प्रणालियाँ, रचना संबंधी अशुद्धियाँ एवम् सुझाव, रचना संबंधी अशुद्धियों के कारण एवम् सुझाव ।

6. कहानी शिक्षण कहानी का अर्थ एवम् परिभाषा, कहानी के तत्व, महत्व, उद्देश्य, कहानी शिक्षण की प्रणालियाँ ।

7. नाटक शिक्षण- नाटक का अर्थ एवम् महत्व, उद्देश्य, नाटक शिक्षण की प्रणालियाँ ।

8. अनुवाद शिक्षण अर्थ महत्व, उद्देश्य, प्रकार, प्रणालियाँ ।

**इकाई -2**

1. हिन्दी शिक्षण में अधिगम संसाधन: अर्थ, वर्गीकरण एवम् महत्व: शिक्षण सामग्री का निर्माण एवम् प्रयोग, चार्ट, एल. सी. डी, शिक्षाप्रद सी. डी, हिन्दी भाषा अध्यापन में आई. सी. टी का प्रयोग ।

2. भाषा प्रयोगशाला: महत्व, उपकरण, एवम् कार्य प्रणाली ।



3. हिन्दी पाठ्यपुस्तक की विशेषतायें, निर्माण के सिद्धान्त एवम् समीक्षा ।
4. हिन्दी भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति ।
5. पाठ्य पुस्तक: अर्थ, महत्व, विशेषतायें व मूल्यांकन ।
6. सूक्ष्म शिक्षण कौशल : प्रक्रिया पाठ प्रस्तावना, प्रश्न कौशल, श्याम पट्ट प्रयोग कौशल , उदाहरण कौशल, सूक्ष्म शिक्षण पाठ योजना निर्माण ।
7. हिन्दी शिक्षण में पाठ योजना: अर्थ, आवश्यकता, सोपान, पाठ योजना निर्माण के विभिन्न उपागम व्याकरण, गद्य, पद्य एवम् रचना में पाठ योजना ।
8. हिन्दी शिक्षण में मूल्यांकन: अर्थ, विधियाँ और अंक विभाजन (छठी से दसवीं तक) ।
9. छात्र निष्पादन मूल्यांकन: विभिन्न प्रकार का परीक्षण- वस्तुनिष्ठ, लघुतरात्मक एवम् निबंधात्मक, अविरल एवम् विस्तृत मूल्यांकन, अंकन एवम् ग्रेडिंग प्रणाली, हिन्दी विषय में उपलब्धि परीक्षा का निर्माण ।

**निम्नलिखित में से छात्र -अध्यापक कोई दो कार्य का चुनाव करके प्रतिवेदन तैयार करेगा**

- 1 किसी एक छात्र (केस स्टडी करना जिसे पढ़ने / बोलने / लिखने की समस्या हो का व्यक्तिगत अध्ययन करना तथा उसे उपचारात्मक शिक्षण देने के सुझाव पर प्रतिवेदन लिखना) ।
- 2 अभिक्रमित अनुदेशन की विधा के अनुरूप भाविक तत्वों पर आधारित विशेष अधिगम सामग्री का निर्माण करना ।
- 3 निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

### **सन्दर्भ पुस्तकें**

8. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद
9. उमा, मंगल (2008). हिन्दी शिक्षण, नई दिल्ली: आर्य बुक डिपो
10. कुमार, योगेश (2004). आधुनिक हिन्दी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन
11. पारीक, ममता(2006) हिन्दी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपोल बाज़ार
12. गुप्ता, मनोरमा: भाषा अधिगम' केंद्रीय हिन्दी संस्थान आगरा
13. चतुर्वेदी, शिक्षा: हिन्दी शिक्षण सूर्या पब्लिकेशन मेरठ
14. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each

**Paper IX - B (viii)**  
**TEACHING OF SANSKRIT**  
(संस्कृत शिक्षण)

**पाठ्यक्रम: उद्देश्य**

**Marks: 50 (40 + 10)**

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा

- 1 निदानात्मक तथा उपचारात्मक शिक्षण विधि का प्रयोग करके छात्रों की आवश्यकताओं की पूर्ति।
- 2 संस्कृत भाषा में मूल्यांकन सम्बन्धित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण।
- 3 गृहकार्य तथा संशोधन कार्य की क्षमता।

**इकाई—1**

संस्कृत शिक्षण में अधिगम संसाधन दृश्य श्रव्य साधन : अर्थ, महत्व, चयन एवं संस्कृत भाषा में प्रयोग।

भाषा प्रयोगशाला एवं उसका संस्कृत भाषा अधिगम की गुणवत्ता सुधार हेतु अनुप्रयोग।

संस्कृत पाठ्य पुस्तक : अर्थ, प्रकार, विशेषताएं, चयन के आधार एवं समीक्षा।

संस्कृत भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति।

**ईकाई—2**

संस्कृत शिक्षण में पाठ योजना : अर्थ, आवश्यकता, सोपान एवं विभिन्न उपागमों में गद्य, पद्य, कहानी एवं नाटक में पाठ योजना।

सूक्ष्म शिक्षण कौशल : प्रक्रिया, पाठ प्रस्तावना, व्याख्या, प्रश्न, श्यामपट्ट प्रयोग, उदाहरण एवं सूक्ष्म शिक्षण पाठ योजना निर्माण।

संस्कृत भाषा शिक्षण में मूल्यांकन : अवधारणा एवं परीक्षण के प्रकार।

संस्कृत भाषा में निरन्तर व्यापक मूल्यांकन अर्थ, विधियाँ, अंक विभाजन एवं ग्रेडिंग प्रणाली।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा

1. संस्कृत शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन

2. निबंधात्मक, लघुतर एवम् वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना

सन्दर्भ पुस्तकें

- 1 चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।
- 2 सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
- 3 पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
- 4 मित्तल संतोष (2008) संस्कृत-शिक्षण, आरम् एलम् बुक डिपो।
- 5 वत्स वीम् एलम् (2008) संस्कृत-शिक्षण, अग्रवाल पब्लिकेशनस, आगरा।

### INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper XI - A and Paper XI - B**

### **Skill in Teaching (School Subject – I and Subject – II)**

**Marks:** 125 in Each Teaching Subject

The internship in teaching / practice teaching in third semester of B. Ed. Course (through regular mode) will be of sixteen weeks duration. The student-teachers will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 50 Macro Lessons in Each Teaching Subject (Total 100 Lessons).
2. 30 Observation Lessons in Each Teaching Subject (Total 60 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons, reports of other activities carried out in the school and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers. The lists of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, H. P. University, Shimla immediately after the completion of teaching practice examination by the college. Each of the examiners will be paid remuneration for all the students so evaluated by three examiners. During practice teaching, the student-teachers are required to take part in morning assembly of the school, check the home task given to the students and maintain attendance registers of school students.

In case of ICDEOL, the internship in teaching / practice teaching in second year of B. Ed. Course will be of eight weeks duration. The candidates will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 18 Macro Lessons in Each Teaching Subject (Total 36 Lessons).
2. 6 Observation Lessons in Each Teaching Subject (Total 12 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers.

**Paper XII**  
**Knowledge and Curriculum**

**Marks : 100 (80 + 20)**

**Objectives:**

At the end of this course, students will be able to;

- understand the meaning and principles of curriculum.
- understand and appreciate curriculum as a means of development of the individual.
- understand the foundations and evaluation of curriculum.
- comprehend the different models of curriculum.
- compare the view point given by different commissions.
- develop an understanding of the concept, need, scope and functions of school management
- develop an understanding of different components of human and material resources of the school
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities
- develop an understanding of the concept and principles of classroom management

**Unit I            Knowledge and Education**

- Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.
- Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to Indian Constitution.
- Concept of Nationalism, Universalization, Secularism and their relationship to Education

**Unit II            Basis and Principles of Curriculum**

- Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.
- Curriculum Development: Stages and Principles
- Bases of Curriculum: Philosophical, Psychological and Sociological.

- Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem-centred; Defects in Existing School Curriculum.

### **Unit III      Model, Patterns and Approaches of Curriculum Designing**

- Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- Models of Curriculum Designing: Tyler's Model, Wheeler's Model and Kerr's Model.
- Patterns of Curriculum Designing.
- Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

### **Unit IV      Curriculum Evaluation**

- Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation
- Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.
- NCF (2005) and Its recommendations with regard to curriculum evaluation.
- Continual Evaluation of Curriculum: Feedback from learners, teachers, community and administrators.

#### **Activities (Any one of the following):**

- Evaluation of textbook of secondary level class and prepare a report.
- Prepare a curriculum of any subject using Hilda Taba approach

#### **Suggested Readings**

Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.

Aggarwal, J. C. (1967). Education Administration, School Organization and Supervision, Delhi: Arya Book.

Aggarwal, J. C. (2003). Handbook of Curriculum and Instruction, Delhi: Doaba Book House.

Arora, G.L. (1984): Reflections on Curriculum. NCERT.

Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its Problems, Ludhiana: Prakash Brothers.

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Dewey, John (1966). The Child and the Curriculum. Chicago: The Chicago University Press.

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.

Goodland, J. (1979). Curriculum Enquiry: The Study of Curriculum Practices. New York: McGraw Hill

Hass, G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon

Hooer, R. (1971). Curriculum: Context, Design and Development, New York: Longmans

Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.

Lawten, D. (1986). School Curriculum Planning, London: Holders and Stayhton

Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K :Routledge.

Menon, T. K. N. & Kaul, G. N. (1954). Experiments in Teacher Training, New Delhi: NCERT.

NCERT (2000). National Curriculum Framework for School Education, New Delhi.

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

NCTE (2009) National Curriculum Framework for Teacher Education.

Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen

Payne, D. A. (1973). Curriculum Coalition: Commentaries on Purpose, Process and Product, Boston: D.C. Heath

Siddiqi, M. A. (1993). In Service Education of Teachers, New Delhi: NCERT

Singh, R. P. (1990). Studies in Teacher Education, New Delhi: Sterling Publishers

Taba Hilda (1962) Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich Inc.

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

William, M. A. (1966). Planning Curriculum for Schools. New York: Rinchart and Winston

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.

**Paper XIII**  
**GENDER, SCHOOL AND SOCIETY**

**Marks: 50 (40 + 10)**

**Course Objectives:**

The student teachers will be able to:

1. Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism.
2. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective.
3. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region.
4. Understand relationship of gender power and sexuality to education (in terms of access, curriculum and pedagogy).

**Unit – I: Gender Issues and Gender Studies:**

1. Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
2. Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
3. Historical backdrop: Some landmarks from social reform movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries with focus on women education.
4. Policy initiatives for Gender equality and women empowerment in India.

**Unit – II: Gender, Education and Empowerment**

1. Socialization theory of gender and educational implications.
2. Gender identities and socialization practices in: family, school, other formal and informal organizations.
3. Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).
4. Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

**Activity:**

1. Development of a project on the organizational climate of two schools single sex and co-educational school.



## References:

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Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.

Lips, Hilary M. (1989) Sex and Gender an Introduction, California: Mountain view, Mayfield Publishing Company.

Shokeshaft, Charol (1989). Women in Education Administration, New Bury Park: Sage Publication.

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David, Mirrian, E. (1980) State the Family and Education, London: Routledge and kegan Paul Desai, A.R.

Myrdal, G. (1972) Asian Drama: An Inquiry into the Poverty of Nations, Vol: III, London: Allen Lane.

Husen, T. (1975) Social Influences on Education Attainment: Research Perspective on Educational Equality, Paris: OECD.

Tyler, W. (1977) the Sociology of Educational Inequality, London: Methuen.

Chandra, Karuna (1984) Structures and Ideologies: Socialization and Education of Girl Child in South Asia', Indian Journal of Social Sciences. Vol 3 No. 1.

Ahmad, Karuna (1984) 'Social Context of Women's Education 1921-81', New Frontiers in Higher Education, Vol.- XV No. 3.

Bordia, A. (2007). Education for Gender Equity: The Lok Jumbish Experience.

Chatterji, S.A. (1993). The Indian Woman in Perspective, New Delhi: Vikas Publication

Devendra, K. (1994). Changing Status of Woman in India, New Delhi: Vikas Publishing House.

Gupta, A.K. (1986). Woman and Society, New Delhi: Sterling Publication.

Inglehart, Ronald (2003). Rising Tide Gender Equality and Cultural change around the World. Cambridge: Press Syndicate of the University of Cambridge.

Mathu, Anuradha (2008). Gender and Development in India. Delhi: Kalpaz Publication C-30, Satyawati Nagar,

Mazumdar, Vina (2012). Education, Equality and Development. Centre for Woman's Development Studies.

Ministry of Education (1959). Report of National Committee of Woman's Education. New Delhi.

Page, Elspeth (2009). Exploring the Bias Gender and Stereotyping in Secondary Schools. United Kingdom: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX.

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

Sainsbury, Diane (1996). Gender Equality and Welfare States. Cambridge :Press Syndicate of the University of Cambridge, the Pitt Building, Trumpington Street, Cambridge, CB 2 1RP 40 West 20<sup>th</sup> Street, New York, 10011-4211, USA.

Subrahmanian, Ramya (2002). Gender in Primary and Secondary Education. A Handbook for Policy Makers and Other Stakeholders. London: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX, United Kingdom.

Thakur, H.K. (1988). Women and Development Planning (Case Study of Nauhatta Block), New Delhi: Vikas Publication

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

**Paper XIV**  
**INCLUSIVE SCHOOL**

**Marks: 50 (40 + 10)**

**Course Objectives:**

*The student teachers will be able to:*

1. Understand the concept, nature and types of disabilities
2. Identify the characteristics and need identification of different types of disabled children.
3. Understand the concept, nature and approaches of inclusion in education.
4. Understand and reflect on models of inclusion in education.
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.
8. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools.
9. Apply various approaches for assessment of knowledge and skills of CWSN.
10. Design & apply remedial instruction procedures for enhancing learning among CWSN.

• **Unit – 1      Disabilities and Inclusion in Education**

Disability: Concept and Nature; Disabled Children: Types, Characteristics and their Identification.

- Inclusion in Education: Meaning, Need, Scope and Advantages.
- Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.
- Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents' Participation in Creating Inclusive Schools.

**Unit – 2: Pedagogical and Assessment Approaches for Creating Inclusive Schools**

- Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.

- Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.
- Identifying Barriers to Learning and Participation of CWSN.
- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

**Activity (Any one of the following):**

1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the incharge of resource room and prepare a report highlighting its layout, types of equipments and their usage by the teachers for imparting education in inclusive settings.
3. On the basis of interaction with school teachers and parents of disabled children, explain the major social and psychological barriers in the way of educational inclusion of CWSN. Prepare a detailed report by suggesting certain measures for improvement.

**Suggested Readings:**

Alur, Mithu and Bach, Michael (2009), The Journey for Inclusive Education in the Indian Sub-Continent. New York: Routledge.

Booth, T. and Ainscow, M. (2000), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

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Booth, T. and Ainscow, M. (2011), Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.

Das, Ashima; Das, Shankar and Kattumuri, Ruth. (2013), Inclusive Education: A Contextual Working Model. New Delhi: Concept Publishing Company.

Friend, M. and Bursuck, W. D. (1999), Including Students with Special Needs: A Practical Guide for Classroom Teacher. Boston: Allyn and Bacon.

Mangal, S. K. (2009) Educating Exceptional Children: An Introduction to Special Education. New Delhi: Prentice Hall.

Puri, Madhumita and Abraham, George. (2005), Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publications.

Stainback, S. and Stainback, W. (1991), Teaching in the Inclusive Classroom: Curriculum Design, Adaptation and Delivery. Baltimore: Brookes.

## **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

### **Paper XV**

#### **ICT IN TEACHING-LEARNING PROCESS**

**Marks : 50 (40 + 10)**

#### ***Course objectives:***

*The student teachers will be able to:*

1. Understand the concept and role of ICT in construction of Knowledge.
2. Acquire knowledge and understanding about National Policy on ICT in School Education.
3. Identify the challenges in integration of ICT in school education.
4. Understand computer fundamentals.
5. Employ hands-on-experience on computer.
6. Apply different Hardware Technologies in Modern Educational Practices.
7. Familiarize with the new trends in ICT.
8. Apply different e-resources for educational purposes.

#### **UNIT I: Introduction to ICT and Computer Fundamentals**

Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge.

National Policy on ICT in School Education; Challenges in Integrating ICT in School Education;

Computer Fundamentals: Meaning, Components & Types of Computer; Functions of Operating System; Application Softwares.

Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spread Sheets) and PowerPoint (Slide Preparation & Presentation).

## **UNIT II: ICT in Teaching – Learning Process**

Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.

Hardware Technologies and their applications: DLP Projector; Movie Projector; Close Circuit Television (CCTV).

New Trends in ICT: Concept, Elements and Advantages of Smart Classroom; EDUSAT.

Internet & Online Learning Resources (e- Library, Websites; Web 2.0 Technology and Open Educational Resources) in learning.

### ***Activities (Any one of the following):***

1. Prepare your Curriculum Vitae using computer and obtain its printout.
2. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
3. Prepare a Powerpoint presentation for secondary school students.

### **Suggested Readings**

Barton, R.(2004),Teaching Secondary Science with ICT. New Delhi: McGraw-Hill International

Bhaskara Rao, Digumarti (2013): Vidya - Samachara Sankethika Sastram (ICT in Education). Guntur: master minds, Sri Nagarjuna Publishers.

Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

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Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.

Intel Teach to the Future - Pre-Service Binder – Version 2.0

Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.

Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.

Meredith, Marilyn and Rustkosky, Nita (2000). Advanced Microsoft Office 2000. New Delhi: BPB Publication.

Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.

Schwartz & Schultz (2000). Office 2000. New Delhi: BPB Publications.

Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.

Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

### **Paper XVI UNDERSTANDING THE SELF**

#### **Course objectives:**

**Marks: 50 (40 + 10)**

To enable the learners to;

- understand self concept and its importance in human life
- understand self confidence and its importance in human life
- understand the nature, classification, sources, and methods of inculcation of human values
- understand the role of different agencies in promotion of human values
- define philosophy of yoga.
- explain the psychological and physiological basis of yoga.
- understand the scientific basis and therapeutic values of Yoga.
- classify yoga and list its instruments.

#### **Unit 1: The Self and Human Values**

- Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life
- Human Values: Meaning, Nature, Importance, Classification, Sources and Methods of Inculcation.

- Classification of Values.
- Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values

## **UNIT 2: Philosophy and Psychology of Yoga**

- Yoga: meaning, nature and importance.
- Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy.
- Ashtanga Yoga of Patanjali
- Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health

### **Activity (Any one of the Following)**

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
3. Preparation of scrap book on any five human Values.

### **Suggested Readings:**

Goel, A. and Goel, S.L. (2005), Human Values and Education. New Delhi: Deep and Deep Publications Pvt. Ltd..

Gokak, V.K. (1973), A Value Orientation to our System of Education. New Delhi : M.M. Gulb and Sons.

Gore. M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla

Goyal, B.R.(1979), Document on Social, Moral and Spiritual Values in Education. New Delhi: NCERT.

Joshi, Kireet, (1976), Education for Personality Development, New Delhi: NCERT, (NIE Lecture Series).

Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha", Chandigarh: Mohindra Capital Publishers (P) Ltd.

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Ramesh Babu. K. (2011): Aasana Sutras (Techniques of Yoga Asanas based on Traditional Hatha Yoga Literature), Viziyanagaram: Home of Yoga Publications.

Raparathi Rama Rao, Yogacharya, (2006): Journey to the Real Self (a book on Yoga Consciousness), Vijinigiri: Yoga Consciousness Trust.



Report of the Religious and Moral Instruction (1959). Ministry of Education, Govt. of India, New Delhi.

S. Radhakrishnan : Indian Philosophy, Vols. I and II, London : Allen & Unwin,.

Satyananda Saraswati, Swami (2002), Asana, Pranayama, Mudra, Bandha, Iyengar: Munger, Yoga Publications Trust.

Sharma Y.K. and Katoch K.S. (2013) Education for Values, Environment and Human Rights, New Delhi : Deep and Deep Publication, Pvt. Ltd.

Surendranath Dasgupta- (1989): A Study of Pantanjali, Delhi: Motilal Banarasisidass.

Taimini, A.K. (1999): The Science of Yoga, (Com. On Yoga Sutras), Chennai: The Theosophical Publishing House.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

## **Paper XVII HEALTH AND PHYSICAL EDUCATION**

### **Course objectives:**

**Marks: 50 (40 + 10)**

1. Understand concept of health, hygiene and health education.
2. Differentiate between communicable and non-communicable diseases.
3. Understand the objectives of school health services.
4. Understand the concept and importance of physical education.
5. Develop skills in marking grounds for different games.
6. Organize sports events in schools in future.

### **Unit-I Health Education**

- Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objectives and Principles of Health Education
- Health Services and guidance instruction in personal hygiene
- Communicable and Non-Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation; Personal and Environmental Hygiene for schools

- Objective of school health services, Role of health education in schools; Health Services- Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthy school environment, first - aid and emergency care

## Unit- II Physical Education

- Meaning, Definition and Scope of Physical Education, Importance of Physical Education in present era, Misconception about Physical Education.
- Aims and objectives of Physical Education
- Importance of Tournament, Types of Tournament and its organization: structure- knock -out Tournaments, league of Round Robin Tournaments, Combinations Tournament and challenge Tournament
- Organization structure of Athletic Meet.

### Activity (Any one of the following):

Mark a Sports ground and Prepare a report mentioning dimensions, rules, regulations and specification of any one of the following games:

1 Volley Ball	2 Badminton
3 Kabaddi	4 Table Tennis
5 Kho-Kho	6 Basket ball
7 Wrestling	8 Hockey

### References:

Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.  
 Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V. Mosby Company.  
 Nemir, A. (n.d.). *The School Health Education*. New York: Harber and Brothers. Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.:W.B.  
 Saunders Co.Broyles, F.J. & Rober, H.D. (1979). *Administration of Sports, Athletic Programme: A Managerial Approach*. New York: Prentice Hall Inc.  
 Bucher, C.A. (1983). *Administration of Physical Education and Athletic Programme*. St. Louis: The C.V. Hosby Co.

### INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

**Paper XVIII**  
**VOCATIONAL AND WORK EDUCATION**

**Course objectives:**

**Marks: 50 (40 + 10)**

*To enable the pupil-teachers to:*

- understand the need and importance of work experience in education.
- illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- compare the views of Indian and philosophers on work experience.
- understand the criteria for selecting work experience for school and organizing work experience programmes.

**UNIT- I : Fundamentals of Vocational Education and Work Education**

- Meaning, Need, Scope and Importance of Vocational Education in Secondary Schools, Current scenario of Vocational Education in India.
- Quality of Vocational Education in Secondary Schools, Efforts to improve the Quality of Vocational Education
- Concept, Need and Importance of Work Experience: Objectives of introducing work experience in school curriculum; Views of Gandhi and Dewey on Work Experience and Work Education, Recommendations of Indian Education Commission (1964-66), National Policy on Education (1986) and Programme of Action (1992) towards Work Experience.
- Methods of Teaching Work Experience: Lecture - Demonstration Method, Assignment Method, Excursion Method and Exhibition Method

**UNIT- II : Components of Work Education**

**Preparation of Teaching Aids** – Meaning ,concept, need and significance of Teaching Aids; Classification of Teaching Aids, Material required for preparing Teaching Aids

**Campus Beautification** - Identification of the campus , Maintenance of campus Fence , Raising of lawns and playgrounds, Raising of flower beds, Maintenance of potted plants, Cleaning of classrooms /corridors and identification of places for display of slogans and posters

**Library organization** – organization and administration of school library, Classification and cataloguing; Readers services: Issue work, Reference work, Periodicals and their selection and use

**Medical first Aid** – Definition of first aid and its types, Components of First Aid Box, Providing first aid in case of drowning, burning, vomiting, diarrhea, bites and wounds.

**Activity (Any one of the following):**

1. Preparation of pickles / jam Jellies and other yield with regard to locality available fruits and vegetables.

2. Performance of basic asanas
3. Organization of literacy drive, Environmental awareness

### **Suggested Readings:**

Gur Charan Singh Sehgal, (2001) Work Education , New Delhi : APH Publishing.  
 Joyce, B. & Weil, M (1979): Models of Teaching. New Jersey : Prentice Hall Inc.  
 Bhargava, Prabha (2005) Udhyan Kala. Delhi: Pustak Mahal.  
 George, A. (2002): Horticulture Principles and Practices. Delhi: Pearson Education Publishing.  
 Shirivastav, S.S. (2003) : Udhyan Vigyan. Raipur: Central book House.  
 Singh, D.K. (2004): Hightech Horticulture. Udaipur: Agrotech Publishing Academy.  
 Thakur, U.S. et al.: Krishi Vigyan Parichaya.Vidya  
 Barva, B.P. (1992): National Policy on Library and Information System and Services for India, Bombay: Popular Prakashan Pvt. Ltd.  
 Devarajan, G. (1995): Library Science Education and Manpower. New Delhi: ESS Publication.  
 Girjakumar, Krishnakumar (1992) Grantha Vigyan. New Delhi: Vikas Publishing House,.  
 Gupta, P.K. and Pawan Usha (1986) Library and Information Science. Jaipur: RB SA Publication.  
 Krishnamurthy, R. (1997): Library Management. New Delhi: Communication Publisher.  
 Mudhol, M.V. (1990): Children's Libraries. New Delhi: Aashish Publishing House,.

### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

## **Paper XIX EDUCATION FOR PEACE**

### **Course objectives:**

**Marks: 50 (40 + 10)**

The learners will be able to:

- Understand the concept of peace education.
- Understand the dynamics of transformation of violence into peace.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.

- Understand the contributions of different philosophers in Promoting Peace Education
- Understand different Strategies and Methods of Teaching Peace Education.

### **UNIT I : Education for Peace and Role of Social agencies**

- Meaning, Concept and Need of Education for Peace;
- Practical Steps to build Culture of Peace in Schools and Values for Developing Peace; Teacher as Peace Builder
- Role of Social Agencies (Family, School, Mass Media and NGOs) in Promoting Education for Peace.
- Pedagogical skills and strategies in promoting education for peace.

### **UNIT II : Methods of Teaching Education for Peace**

- Integrating peace concerns in classroom interaction.
- Strategies and Methods of inculcating Peace Values.
- Living together in harmony: The Treasure within.
- Contributions of various thinkers i.e. Gandhiji, Vivekananda and Tagore towards propagating peace.

### **Activity (Any One of the Following)**

1. Prepare a role play of great personalities who worked/ contributed towards Peace.
2. Organize an activity in college to promote peace.
3. Prepare an album of Indian Philosophers and write their thoughts on Peace.

### **SUGGESTED READINGS**

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Canfield, J. (1975). 101 Ways to Enhance Self-Concept in the Classroom. Engle Cliffs: Prentice Hall.

Delors, J. (1996) Learning the Treasure within: Report of International Commission on Education for the 21<sup>st</sup> Century. Paris: UNESCO.

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Harris, I.M. (1988). Education for Peace. London: McFarland and Company.

Johan, G.(1996). Peace by Peaceful Means. New Delhi: Sage Publication.

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Salomon, G., & Nevo, B. (2002). Peace Education: The Concept, Principles, and Practices around the World. London: Lawrence Erlbaum Associates.

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### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper XX**  
**GUIDANCE AND COUNSELLING**

**Course objectives:**

**Marks: 50 (40 + 10)**

The student teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.
2. Acquaint with various types of guidance.
3. Develop skills in administering and interpreting, testing and non-testing tools of data collection.
4. Develop counseling skills.
5. Organize guidance programme in the secondary schools.
6. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

**Unit –I: Concept of Guidance**

1. Guidance: Meaning, need and scope; Role of school and Teacher in Guidance program.
2. Objectives, principles, procedures, issues and problems of Guidance.
3. Types of Guidance: Educational, Vocational and Personal.
4. Testing Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record)

**Unit –II: Counseling**

1. Meaning, Objectives, Principles and Types of Counseling.
2. Approaches of Counseling: Directive, Non-directive and Eclectic.
3. Techniques of Counseling.
4. Organization of Counseling in Schools and Role of Counselor.

**Activities (any one of the following)**

1. Interview of a school counsellor.
2. Visit to a guidance or counselling centre and write a report.
3. Administration of individual test and preparing a report.
4. To prepare a case study.
5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.

## **SUGGESTED READINGS**

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### **INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.