

**SCHEME OF EXAMINATION AND SYLLABUS FOR B. Ed. ONE YEAR  
REGULAR COURSE TO BE IMPLEMENTED FROM THE  
SESSION 2010-11**

**PART I: THEORY (PAPERS I- VII)**

PAPER	NOMENCLATURE	Max. Marks		Periods per Week (Exam Hours: Marks)
		External	Internal Practicum/ Sessionals	
I	Philosophical, Sociological, and Economic Bases of Education	80	20	6 (3 HRS: 80)
II	Learner, Learning, and Cognition	80	20	6 (3 HRS: 80)
III A	Vision of Secondary Education in India in the context of 21 <sup>st</sup> Century	40	10	3 (1.30 HRS: 40)
III B Any one of the following:				
Opt. i	Yoga Education	40	10	3 (1: 30 HRS: 40)
Opt. ii	Educational Vocational Guidance and Counselling	40	10	3 (1.30 HRS: 40)
Opt. iii	Health and Physical Education	40	10	3 (1.30 HRS: 40)
Opt. iv	Environmental Education	40	10	3 (1.30 HRS: 40)
Opt. v	Distance and Open Learning	40	10	3 (1.30 HRS: 40)
Opt. vi	Educational Measurement and Evaluation	40	10	3 (1.30 HRS: 40)
Opt. vii	Gender Sensitization and School	40	10	3 (1.30 HRS: 40)
Opt. viii	Human Rights Education	40	10	3 (1.30 HRS: 40)
IV A	Curriculum and School Management	40	10	3 (1.30 HRS: 40)
IV B	Inclusive Education	40	10	3 (1.30 HRS: 40)
V A	Information Communication and Educational Technology	40	10	3 (1.30 HRS: 40)
V B	Action Research	40	10	3 (1.30 HRS: 40)
VI & VII Teaching of School Subjects:				

Note: Candidate is required to opt two 'Teaching of School Subject' selecting one from any group.				
<b>Group A</b>				
Opt. i	Teaching of Hindi	80	20	6 (3 HRS: 80)
Opt. ii	Teaching of English	80	20	6 (3 HRS: 80)
Opt. iii	Teaching of Punjabi	80	20	6 (3 HRS: 80)
Opt. iv	Teaching of Sanskrit Only for B.A. with Sanskrit	80	20	6 (3 HRS: 80)
Opt. v	Teaching of Physical Sciences (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
<b>Group B</b>				
Opt. i	Teaching of Social Science	80	20	6 (3 HRS: 80)
Opt. ii	Teaching of Science and Technology	80	20	6 (3 HRS: 80)
Opt. iii	Teaching of Commerce	80	20	6 (3 HRS: 80)
Opt. iv	Teaching of Computer Science	80	20	6 (3 HRS: 80)
Opt. v	Teaching of Home Science	80	20	6 (3 HRS: 80)
Opt. vi	Teaching of Geography (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
Opt. vii	Teaching of Economics (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
Opt. viii	Teaching of History (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
Opt. ix	Teaching of Civics (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
<b>Group C</b>				
Opt. i	Teaching of Mathematics	80	20	6 (3 HRS: 80)
Opt. ii	Teaching of Sanskrit (Only for M.A. Sanskrit and Shastri Students) ( They can opt Teaching of Hindi only)	80	20	6 (3 HRS: 80)
Opt. iii	Teaching of Art (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
Opt. iv	Teaching of Music (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
Opt. v	Teaching of Life Sciences (Old syllabus 2008-09)	80	20	6 (3 HRS: 80)
<b>PART II-PRACTICALS (PAPERS VIII- XI) Max. Marks: 300</b>				
(Examination would be conducted by an External Team consisting of one Coordinator (Head				

Examiner) and three members (Sub-examiners) <b>-PRACS TEAM</b> as appointed by the University for all Practicals from paper VIII A and VIII B, IX & X i.e School Education Programme)				
VIII A	ICT enabled Practical/Projects	40	10	4 (1.30 HRS/40)
VIII B	<b>Community Based Projects and Work Experience</b> <b>(Any one of the following)</b>	40	10	2+2 (1.30 HRS: 40)
	1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)			
	2) Recycling of the Waste Paper (Any five items)			
	3) School/Classroom ambience: Interior-decoration(Old syllabus 2008-09)			
	4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items)			
	5) Drawing and Painting (Old syllabus 2008-09)			
	6) Alternate School Monitoring- Support teaching			
	7) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/ Girls)			
	8) Mid Day Meal-Preparation to Monitoring			
	9) Organising Parent-Teacher Meeting			
	10) Serva Shiksha Abhiyaan (SSA) Project			

IX	<p><b>School Education Programme (SEP)-Teaching Practice: School Teaching Subject I</b>          (This programme must help Pupil-teacher to learn to function as a Teacher)          One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator (Head-Examiner) and three Members (Sub-examiners) -</p>	60	20	<p><b>20</b>  <b>C.B.W./</b>  <b>Distribution of</b>  <b>Printed</b>  <b>Teaching/Learning</b>  <b>Material</b>  <b>(For Blind</b>  <b>Students)</b>  <b>(Compulsory)</b></p>
	<p><b>A. Any Four Micro-Teaching Skills with 2 lessons each skill.</b>  <b>Use of Chalk Board including Handwriting (Compulsory)</b>  <b>Use of Teaching Aids (Compulsory)</b>          1) Questioning          2) Introducing the Lesson          3) Use of Reinforcement          4) Stimulus Variation          5) Illustration with Examples  <b>B. Mega Lesson/ Discussion-1</b>  <b>C. Simulated Lessons: 5</b>  <b>E. Real teaching :15 Lessons of Teaching Subject -I</b>  <b>D. Observation Lessons: 10</b>  <b>F. Criticism Lesson: 1</b></p>			
X	<p><b>School Education Programme (SEP)-Teaching Practice: School Teaching Subject II</b>          (This programme must help Pupil-teacher to learn to function as a Teacher)          One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts consisting of One Coordinator (Head-Examiner) and three Members (Sub-examiners) -</p>	60	20	<p><b>20</b>  <b>C.B.W./</b>  <b>Distribution of</b>  <b>Printed</b>  <b>Teaching/Learning</b>  <b>Material</b>  <b>(For Blind</b>  <b>Students)</b>  <b>(Compulsory)</b></p>

	<p><b>A) Any Four Micro-Teaching Skills with 2 lessons each skill.</b>  <b>Use of Chalk Board including Handwriting (Compulsory)</b>  <b>Use of Teaching Aids (Compulsory)</b>  1) Questioning  2) Introducing the Lesson  3) Use of Reinforcement  4) Stimulus Variation  5) Illustration with examples  <b>B. Mega Lesson/ Discussion Lesson- 1</b>  <b>C. Simulated Lessons: 5</b>  <b>D. Real Teaching :15</b>  <b>Lessons of Teaching Subject –II</b>  <b>E. Observation Lessons: 10</b>  <b>F. Criticism Lesson: 1</b></p>			
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XI	Participation in Co-curricular School-based Activities (Select any Four of the Following)	Grades from O, A, B, C, and D would be awarded
	A. Communication skills and Functional use of Language Lab	Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.
	B. Bharat Scouts and Guides	
	C. Literary Activities	
	D. Cultural Activities	
	E. International and National Days Celebration	
	F. Sports Activities	

**PAPER-I: PHILOSOPHICAL, SOCIOLOGICAL, AND ECONOMIC BASES OF  
EDUCATION**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) explain the discipline of education in Philosophical and Sociological perspectives.
- (ii) describe the role of education in desirable social change, sustainability, socio-economic development.
- (iii) define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged.
- (iv) delineate the goal of education in the Indian Society
- (v) describe philosophy of Jainism and Buddhism.
- (vi) describe philosophy of Western philosophers.
- (vii) describe the concept of knowledge economy.
- (viii) explain globalization in the context of Indian education system.

**COURSE CONTENTS**

**UNIT-I**

- 1) Education: An Introduction
  - ◆ Meaning of Education
  - ◆ Agencies of Education (Family, peer groups, mass media, school, and state)
  - ◆ Types of Education (Formal, Non-Formal, Informal)
  - ◆ Role of Education in Democracy, Secularism, Socialism, Environmental Protection and Conservation
- 2) Education and Philosophy
  - ◆ Concept of Philosophy
  - ◆ Relationship between Education and Philosophy.
- 3) A) Education to focus on-

- ◆ Learning to know
- ◆ Learning to do
- ◆ Learning to be
- ◆ Learning to live together.
- ◆ Knowledge: Concept, Types, Sources and Methods of acquiring it.

B) Differentiate among the following concepts

- ◆ Education
- ◆ Instruction
- ◆ Teaching
- ◆ Training
- ◆ Indoctrination

## UNIT-II

4) A) Educational implications of Western Schools of Philosophy of-

- ◆ Idealism
- ◆ Naturalism
- ◆ Pragmatism

B) Educational thoughts of following Indian Philosophers

- ◆ Gandhi ji
- ◆ Vivkananda
- ◆ Tagore

## UNIT-III

5) Educational Goals in Indian Society

- ◆ Ancient Indian Goals: Purusharthas
- ◆ Indian Constitution and the Status of Education with reference to the following:
  - Equality of opportunities in education: Article-28,29,350,and 351
  - Education and Fundamental Rights and Duties: Article- 14,15,16,30, and 51 A (a to h), and Right to Information (RTI)

6) Education, Society and Social Justice

- ◆ Relationship between Education and Society:
  - Social equity and education
  - Within Country: Between region, social class, caste, gender and religious groups
- ◆ Equality of Educational Opportunity and National Integration
- ◆ U.N. Declaration of Human Rights and Right to Education
- ◆ Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

## UNIT IV

### 7) Education for Economic Development

- ◆ Integration between Education & New Technology
- ◆ Education for Economic Empowerment
- ◆ Technological Empowerment
- ◆ Empowerment for Social and Economic Changes
- ◆ Role of Education in Empowerment of Socio-economic Weaker Sections
- ◆ National Knowledge Commission (NKC)
- ◆ NKC on Management of Education

### 8) Globalization and Modernization

- ◆ Concept
- ◆ Advantages and disadvantages
- ◆ Competition, Collaboration and Partnership

### **Practicum/Sessionals**

**Max. Marks: 20**

#### **Any One of the following:**

- 1) Socio-economic educational survey of nearby village/urban setting
- 2) Study of Education and income patterns
- 3) Role of Education in Empowerment of weaker sections of society
- 4) Educational Pattern among rural families in relation to their caste\_in Haryana.
- 5) Educational Pattern among rural families in relation to their income.
- 6) Relevance of Indian Schools of Philosophy in Present times.
- 7) Evaluate the effect of any one source of Mass-media as agencies of education in:
  - ◆ Promoting inclusive education
  - ◆ Advocating healthy democracy
  - ◆ Sensitization against child labour.
  - ◆ Sensitization against gender bias.
- 8) Provide feedback regarding the:
  - ◆ Major obstacles in minimizing the dropouts.
  - ◆ Application of technology at school level.
- 9) A study on role of Education in modernization of community.



## SUGGESTED READINGS

Dagar B. S. & Dhull, I. (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishers

Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers

Havighurst, R. (1995). *Society and Education, Boston*: Allyn and Bacon

Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House

M. H. R. D. (1990). *Towards an Enlightened and Human Society*, New Delhi: Department of Education

Maunheim, K. (1962). *An Introduction to Sociology of Education*, London: Routledge and Kegan Paul.

Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Publishing House

Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

**Paper-III (A): VISION OF SECONDARY EDUCATION IN INDIA IN THE  
CONTEXT OF 21<sup>ST</sup> CENTURY**

**Time: 1.30 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks only. There will be 2 Short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer-type questions will carry 16 marks each.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) Describe the historical background of secondary education in modern India.
- (ii) Explain the problems of education and discuss the recommendations with reference to Secondary Education Commission, Indian Education Commission, National Policy on Education and National Curriculum Frame-work-2005
- (iii) Demonstrate the knowledge of Constitutional obligations in relation to education in India
- (iv) Describe the Secondary Education System in India.
- (v) Describe the problems and issues in Secondary Education.
- (vi) Define the concept of Examinations reforms and their importance.
- (vii) Teacher Education at elementary and secondary level.

**COURSE CONTENTS**

**UNIT-1**

- 1) Development of Education in India after 1947.
  - ◆ An overview of educational development in India between 1814 and 1947 with special reference to Adam's report, Anglo-Oriental Controversy and Macaulay's minutes, Wood's Dispatch, Basic Education Scheme and Sergeant Plan
- 2) Development of Secondary Education in India after Independence
  - ◆ Secondary Education Commission (1952-53)
  - ◆ Indian Education Commission (1964-66)
  - ◆ National Education Policy (1986)
  - ◆ Programme of Action (1992)
  - ◆ Ramamurti Report
  - ◆ Sarva Shiksha Abhiyan (SSA-Phase-1 and Rashtriya Madhyamic Shiksha Abhiyan (RMSA or SSA Phase-2)
  - ◆ National Curricular Framework -2005 (Needs and Objectives)

## UNIT-II

### 3) Problems and Issues in Secondary Education

- ◆ Evolution of 10+2+3 pattern as a National System of Education. General Aims of Secondary Education, Main Features of secondary and senior secondary curriculum.
- ◆ The study of the languages and three language formula
- ◆ Quality of Education- Concept, Parameters, Status and Prospects with focus on Objective outlined in Delor's Commission Report
- ◆ Vocationalization of secondary education

### 4) Problems and Reforms in Examination System

- ◆ Concept and importance
- ◆ Implementation of Continuous and Comprehensive evaluation (Programme of Action 1992)
- ◆ Credit based system- concept, merits and limitations

### 5) Teacher Education at Secondary Level and Elementary level

- ◆ Objectives of Teacher Education at secondary level
- ◆ Pre-service and In-service teacher education at Secondary and Elementary level
- ◆ Important Agencies- their roles and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), State Council of Education Research and Training (SCERT) & District Institute of Education and Training (DIETs)

### **Practicum/Sessionals:**

**Max. Marks: 10**

### **Select any one of the following:**

1. Visit to a Secondary school and prepare School Profile.
2. Conduct interview with teacher/students/parents and prepare a report on problems of secondary education

## **SUGGESTED READINGS**

Chopra, R. K. (1993). Status of Teachers in India, New Delhi: NCERT

Dastgir, G. (1996). Hindi Mein Bartanvi Daur Ki Taleem-Ek Mukhtasir Tarikh, New Delhi: Ajad Publishing Company.

Gupta, V. K. (2003). Development of Education System in India, Ludhiana: Vinod Publications.

Khan, R. S. & Ahamad, I (1997). Elementary education and the Teacher, Delhi: IASE, Jamia Millia Islamia

Mehdi, Baqer, (1982) Nai Taleem Ke Masail, New Delhi: Maktaba Jamia

NCERT (1991). Elementary Teacher Education Curriculum: Guidelines and Syllabi, New Delhi: NCERT

Rajput, J. S. (1994). *Universalisation of Elementary Education, Role of Teacher Education*, New Delhi: Vikas Publishing House

Siddiqui, M. A. (1993). *In-service Education of Teachers*, New Delhi, NCERT  
Singh, L. C. (Ed.), (1990). *Teacher Education in India. A Resource Book*, New Delhi: NCERT

Singh, L. C. & Sharma, P. C. (1995) *Teacher Education and Teacher*, New Delhi: Vikas Publishing House

Snigh, R. P. (1990). *Studies in Teacher Education*, New Delhi: Bahri Publications

## PAPER II: LEARNER, LEARNING, AND COGNITION

Time: 3 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### OBJECTIVES:

Pupil-teachers would be able to-

- (i) differentiate between Growth and Development and explain general principles of development.
- (ii) identify the variables involved in teaching learning process so as to infer teacher's role in making instruction effective.
- (iii) explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils.
- (iv) explain major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able to facilitate the learning of their pupils.
- (v) describe the needs of learner as individual and as a member of class room group so as to be able to facilitate personal and social development of their pupils.
- (vi) explain the need and significance of guidance and counseling and to create an awareness of the approaches and strategies concerned.
- (vii) explain the concept of thinking and its process.
- (viii) describe group dynamics and its process including developing group mind.

## COURSE CONTENTS

### UNIT-I

- 1) Educational Psychology and the Teaching Learning Process
  - ◆ Educational Psychology: Concept and scope
  - ◆ Concepts of teaching and learning
  - ◆ Variables in the teaching process. The learning task (instructional objective), Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation, Personality, and Teaching Style etc.)
  - ◆ Role of Educational Psychology in the Teaching-learning process.
- 2) Growth and Developmental Pattern of Learners
  - ◆ Concepts of Growth and Development
  - ◆ General principles of Growth and Development
  - ◆ Factors influencing development
  - ◆ General and Environmental-aspects of development, at adolescent stage:
    - Physical and motor,

- Cognitive (Piaget, Bruner etc.),
- Social and Emotional (Ericson),
- Moral (Piaget, Kohlberg)
- ◆ Guidance and Counselling of adolescents

## UNIT-II

- 3) Heredity and Environment
- ◆ Concept
  - ◆ Relative importance of heredity and environment in learner's development.
  - ◆ Stages and aspects of development with special reference to needs and problems of adolescent in the Indian context.
- 4) Approaches to Learning
- ◆ Introduction to learning – Concept and importance
  - ◆ Learning Theories:
    - Trial and error
    - Conditioning (Classical & Operant)
    - Social learning
    - Insightful learning
  - ◆ Constructivism-
    - Concept
    - Planning & Development of learning experience.

## UNIT-III

- 5) Nature of the Learner
- ◆ Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence tests.
  - ◆ Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
  - ◆ Interest and aptitude and their assessment.
  - ◆ Personality: meaning, nature and assessment.
- 6) Factors affecting Learning
- ◆ Maturation – Concept & Educational Implications.
  - ◆ Attention – Concept Types & Educational Implications.
  - ◆ Fatigue – Concept Types & Educational Implications.
  - ◆ Motivation – Concept and Theories (Maslow's Theory of Self-Actualization & Achievement Motivation

## UNIT-IV

- 7) Mental Processes of Learning
- ◆ Thinking Process - Concept & Tools
  - ◆ Types of Thinking - Divergent, Convergent, Critical, Reflective & Lateral Thinking.
  - ◆ Mental Processes:
    - Memory – Concept, Types & Strategies to develop Memory.

- Forgetting – Nature, Causes, Factors & Strategies to minimize Forgetting.
  - Imagination – Meaning, Types and Educational Implications.
- 8) Group dynamics/Group Learning Strategies
- ◆ Meaning & Characteristics of a Social Group.
  - ◆ Group Dynamics – Process and its Importance in Learning.
  - ◆ Importance of developing Group Mind (Group Cohesiveness)
  - ◆ Sociometry - Uses and Importance.
  - ◆ Co-operative Learning and Constructivist Learning.

**Practicum/Sessionals**

**Max. Marks: 20**

- 1) Administration and interpretation of any one of the following-
  - a. Intelligence Test
  - b. Interest Inventory
  - c. Aptitude Test
  - d. Personality Test
- 2) Prepare a Case Study of two students one general and one problem student
- 3) Plan a Motivational Schedule for enhancing learning

**SUGGESTED READINGS**

Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House

Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon

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

Blair, G. M., Jones, R. S. & Simpson, R. H. (1975). Educational Psychology, New York:Macmillan, Bruner

Chauhan, S. S. ()Advanced Educational Psychology

De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall

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

Salamatullah (1975). Talim Main Nafsiyat Ki Ahmiyat, Delhi: National Book Trust

Sprinthal, R. C. & Sprienthal, N. A. (1977). A Developmental Approach, New York: Addison Wesley

## Paper-IV (A): CURRICULUM AND SCHOOL MANAGEMENT

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) develop an understanding of the concept, principles and steps of curriculum development.
- (ii) develop an understanding of the concept, need, scope and functions of school management.
- (iii) develop an understanding of different components of human and material resources of the school.
- (iv) develop an understanding of various characteristics of a quality school.
- (v) develop an awareness of various characteristics of a quality school.
- (vi) develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities.
- (vii) develop an understanding of the concept and principles of classroom management.
- (viii) develop an understanding of the role of a teacher in class-room management.

## **COURSE CONTENTS**

### **UNIT-1**

- 1) Curriculum
  - ◆ Meaning
  - ◆ Importance
  - ◆ Bases of Curriculum
- 2) Curriculum Development
  - ◆ Concept, Need and importance of curriculum development.
  - ◆ Principles of curriculum development.
  - ◆ Factors affecting curriculum development: Philosophical, Social and Psychological.
- 3) Steps of curriculum development and evaluation of curriculum.



## UNIT-II

- 4) School Management
- ◆ School Management: Concept, Need, nature, scope and functions.
  - ◆ Management of human and material resources: components of human and material resources, responsibilities and qualities of a headmaster and a teacher; relationship of a headmaster and a teacher, characteristics and maintenance of a school plant.
  - ◆ Maintenance of School-Records: need and importance, advantages, requisites and types of school-records.
- 5) School Time-Table & Organising co-curricular Activities
- ◆ Time-Table: concept, need, importance, types and Principles of construction of school time table.
  - ◆ Co-curricular Activities: meaning, importance, types and principles of organizing co-curricular activities, organization of morning assembly, field trips, school publication, NCC, Dramatics, debates and discussions, declamations and symposia.

### Practicum/ Sessionals

**Max. Marks: 10**

#### Select any one of the following-

1. Preparing a Project Report concerning any aspect of school management.
2. Compare current Five year plan with Previous plan with particular reference to elementary education with

## SUGGESTED READINGS

Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration, Meerut: R. Lall Book Depot.

Aggarwal J. C. (1967). Education Administration, School Organisation and Super vision, Delhi: Arya Book Dept

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

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

Chopra R. K. (1993). Status of Teacher in India, New Delhi: NCERT

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

- Lawten, D. (1986). School curriculum Planning, London: Holders and Stayhton
- Menon T. K. N. & Kaul G. N. (1954). Experiments in Teacher Training, New Delhi: Sterling Publishers
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen and Unwin
- 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 L. C. & Sharma P. C. (1995). Teacher Education and the Teacher, New Delhi: Vikas Publishing House
- Singh R. P. (1990). Studies in Teacher Education, New Delhi: Bahri Publication
- Taba, H. (1962). Curriculum Development: Theory and Practice, New York: Harcourt, Brace and world
- William, M. A. (1966). Planning Curriculum for Schools. New York: Rinchart and Winston

**PAPER -V (A): INFORMATION COMMUNICATION AND EDUCATIONAL TECHNOLOGY**

**Time: 1.30 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) define the scope and importance of educational technology in contemporary society
- (ii) explain emerging technologies exhibiting proper perspective and attitudes.
- (iii) acquire theoretical bases of educational technology and to develop awareness about recent development in the area of educational Technology.
- (iv) get awareness of computer usage and its importance in education.
- (v) understand computer network and use of internet in teaching.
- (vi) understand the role of information communication Technology in present and future.
- (vii) understand computer networks and use of internet in teaching and learning

**COURSE CONTENTS**

**UNIT-1**

- 1) Information & Communication Technology
  - ◆ Concept and meaning
  - ◆ Models of Communication
  - ◆ Concept of tele-communication and
  - ◆ Satellite-communication.
  - ◆ Systems approach to Education
- 2) Introduction to computers
  - ◆ Input and output devices
  - ◆ CPU, Memory, and storage units of computers
  - ◆ System and Application Software
  - ◆ Uses and applications of computer
  - ◆ LAN, MAN, WAN
  - ◆ E-school
  - ◆ E-learning
  - ◆ Multimedia
- 3) Models of Teaching
  - ◆ Different types of Models

- ◆ Steps of a Teaching Model
  - Focus
  - Syntax
  - Social System
  - Support System
  - Application Context
- ◆ Concept attainment Model
- ◆ Glazer's Basic Teaching Model

## UNIT-II

4. Educational Technology
  - ◆ Meaning and Concept
  - ◆ Scope & Significance
5. Instructional System:
  - ◆ Development of instructional System, Personalized instructional System
  - ◆ Programmed Learning, Simulation and Brain-Storming.
6. Skill developing technologies:
  - ◆ Micro-teaching-Meaning, importance, limitations and organizational Patten.
7. Thinking-
  - ◆ Concept
  - ◆ Types
  - ◆ Various strategies for developing thinking

### Practicum/Sessionals

**Max. Marks:**

**10**

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

1. Critically analyse two educational programmes of Television/Radio/Computer.
2. Write a comparative analysis of audio, audio-visual and multimedia programme.

### SUGGESTED READINGS

Jenkins, J. (1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.

Kasturiranjan, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.

Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

Mukhopadhaya, M. (ed.) (1990). Education Technology Challenging Issues, New Delhi: Sterling Publishers.

Richmond W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.

Sachdeva, M. S., Sharma, K. K. and Kumar, S. (2007). Educational Technology, Patiala: Twenty First Century Publications

Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.

Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

## Paper-V (B): ACTION RESEARCH

Time: 1.30 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### OBJECTIVES:

Pupil-teachers would be able to-

- (i) define the concept of action research
- (ii) explain the steps of action research.
- (iii) describe in detail the dynamics of action research in educational contexts.
- (iv) demonstrate development and execution of action research project.
- (v) define concepts related to central tendency and dispersion.
- (vi) compute central-tendency and dispersion measures on action research data

## COURSE CONTENTS

### UNIT-I

- 1) Fundamentals of Action Research
  - ◆ Concept, Need and Importance of Action Research
  - ◆ Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm
  - ◆ Uses and Limitations of Action Research
- 2) Dynamics of Action Research in educational contexts
  - ◆ The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
  - ◆ Developing Action Research design
  - ◆ Identifying the areas of Action Research
- 3) Tools of Action Research (Characteristics, uses and Limitations)
  - ◆ Observation
  - ◆ Questionnaire
  - ◆ Rating Scales

## UNIT-II

- 4) Developing an Action Research project in school contexts
  - ◆ The Blue-print of an Action Research Project
  - ◆ Development of Action Research Project in any of the following areas-
    - Classroom teaching contexts
    - Classroom and school management
    - Improvement of learning levels and Cognitive learning
- 5) Descriptive Statistics: Concept and computation
  - ◆ Measures of Central Tendency- Mean, Median and Mode
  - ◆ Measures of Dispersion: Quartile deviation and Standard Deviation
  - ◆ Correlation- Rank order and Product Moment method

### Practicum/Sessionals

**Max. Marks: 10**

1. Identify five Action Research problems in the school contexts and Plan a proposal on any one of the Action Research problem.

### SUGGESTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*, New Delhi: Sterling

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*, Kurukshetra: Nirmal Publishing

Best, John W. & Kahn, J. (1995). *Research in Education*, New Delhi: Prentice Hall

Good; C. V. & Douglas, E. S. (1954). *Methods in Social Research*, New York: McGraw Hill

Jon N. (1981). *A Teachers' Guide to Action Research*, London: Grant McIntyre Limited

Koul, L (1998). *Methodology of Educational Research* New Delhi: Vikas Publications

McMillan, J. H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*, New York: Harper & Collins

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*, Boston: Allyn and Bacon

Siegel, S. (1986). *Non-parametric Statistic*, New York: McGraw Hill

Urns, R. B. (1991). *Introduction to Research in Education*, New Delhi: Prentice Hall

## PAPER-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer-type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### OBJECTIVES:

#### Pupil-teachers would be able to:-

- (i) develop an understanding of the concept, principles and models of inclusive education in the context of education for all.
- (ii) identify and address diverse needs of all learners.
- (iii) familiarize with the trends and issues in inclusive education
- (iv) develop an attitude to foster inclusive education
- (v) develop an understanding of the role of facilitators in inclusive education.

## COURSE CONTENTS

### UNIT-I

- 1) Introduction to Inclusive Education
  - ◆ Concept, Meaning and Need
  - ◆ Transition from segregation to inclusion
  - ◆ Principles
  - ◆ Models
  - ◆ National Policy for Person with Disabilities 2006 with reference to inclusive education.
  - ◆ Sarva Shiksha Abhiyaan-2002 with reference to inclusive education.
- 2) Special Educational Needs (SEN) of learners in inclusive school
  - ◆ Identification of diverse needs of SEN learners and Referrals
  - ◆ Disabilities in Children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic Impairment, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
  - ◆ Types and Use of Assistive Devices for Learners with SEN
  - ◆ Barriers in Inclusive Education: Attitudinal, Social and Educational
  - ◆ Educational Concessions and Facilities.



## UNIT-II

- 3) Planning and managing inclusive curriculum in schools
  - ◆ School Readiness and School transition
  - ◆ Individualized Educational Plan (IEP): Development & Implementation.
  - ◆ Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
  - ◆ Curricular and Instructional accommodations
- 4) Facilitators for inclusive education
  - ◆ Need for Multidisciplinary Approach
  - ◆ Role and Responsibilities: General, Special and Resource Teachers
  - ◆ Role and Responsibilities: Family and Community
  - ◆ Parent- Professional Partnership: Need and Relevance

### **Practicum/ Sessionals**

**Max. Marks: 10**

**Select any one of the following-**

1. Report on the Orientation conducted in your college regarding Braille or Sign Language
2. Case Study on a child (visual or hearing impaired)

### **SUGGESTED READINGS**

Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall

Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing

Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall

Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon

Daniels, H. (1999). Inclusive Education, London: Kogan

Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company

Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing

Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications

Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing

- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications
- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon
- Karant, P. & R. , J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew, S. (2004). Education of children with hearing impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schlosss P. (1986). Instructional methods for students with learning and behavior problems, New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical approach to teachers. New Delhi: Kanishka Publishers, Distributers.

**Paper-VI & VII (Group A) Opt. iv): TEACHING OF SANSKRIT  
(Only for students who are B.A. with Sanskrit)**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) explain the nature, need & principles of Sanskrit language.
- (ii) describe different methods of teaching Sanskrit.
- (iii) demonstrate the use of various audio visual aids.
- (iv) explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- (v) define the meaning of evaluation and types of evaluating techniques.
- (vi) Explain and organise different type of co-curricular activities related to Sanskrit.  
(Shloka Recitation, Lecture, Dramatization and other creative competitions)

**COURSE CONTENTS**

**इकाई I**

1. संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन

- ◆ संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता (उद्देश्य)

2. संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र

- ◆ संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास।

**इकाई II**

### 3. संस्कृत भाषा शिक्षण की विधियाँ

- ◆ पाठशाला विधि
  - ◆ पाठ्यपुस्तक विधि
  - ◆ प्रत्यक्ष विधि
  - ◆ व्याकरण अनुवाद विधि
4. संस्कृत पाठ्य पुस्तक निर्माण
5. संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग

### इकाई III

#### 6. संस्कृत में विधाओं का शिक्षण

- ◆ संस्कृत में गद्य-शिक्षण-प्रक्रिया- उद्देश्य तथा सोपान
  - ◆ संस्कृत में पद्य-शिक्षण- प्रक्रिया- उद्देश्य तथा सोपान
  - ◆ संस्कृत में व्याकरण शिक्षण -प्रक्रिया- उद्देश्य तथा सोपान
  - ◆ संस्कृत में रचना शिक्षण - प्रक्रिया -उद्देश्य तथा सोपान
  - ◆ संस्कृत में अनुवाद शिक्षण- प्रक्रिया- उद्देश्य तथा सोपान
7. संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार  
(निबंधात्मक, वस्तुनिष्ठ, लघूत्तर, अभीष्ट)
- ◆ गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
  - ◆ संस्कृत भाषा की सहपाठ्य क्रियाएं  
(श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मक प्रतियोगिताएं)

### इकाई IV

#### 8. संस्कृत भाषायी कौशल

- ◆ संस्कृत में उच्चारण शिक्षण - अशुद्धि उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय।

- ◆ संस्कृत में अक्षर-विन्यास शिक्षण-सामान्य अशुद्धियां, कारण तथा निवारण के उपाय। सुलेख कार्य।

### 9. संस्कृत विषय वस्तु

- ◆ धातु रूप-पठ्, लिख्, अस्, भू, कृ (लट् तथा लङ् लकार)  
शब्द रूप- राम, हरि, नदी, लता
- ◆ प्रत्यय- (अनीयर्, तव्यत्) समास (बहुव्रीहि द्वन्द्व)
- ◆ शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

### Practicum / Sessionals

Max. Marks : 20

(अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य-पुस्तकों में से किन्हीं दो पाठों की विषय-सामग्री का शिक्षा-शास्त्रीय विश्लेषण।

(ब) हरियाणा राज्य शिक्षा बोर्ड एवं सैन्ट्रल बोर्ड ऑफ एजुकेशन के परीक्षा पत्रों के आधार पर माध्यमिक-स्तर के लिए प्रश्न-पत्र-निर्माण।

### SUGGESTED READINGS

1. सफाया, रघुनाथ. संस्कृत-शिक्षण, चण्डीगढ़ : हरियाणा हिन्दी ग्रन्थ एकादमी।
2. पाण्डेय राम शुक्ल. संस्कृत-शिक्षण, आगरा : विनोद पुस्तक मंदिर।
3. बोकी वी.पी. ए एपशेच टू टीचिंग, पूना : लखशानगढ़ प्रैस।
4. आप्टे डी.जी. टीचिंग ऑफ संस्कृत, बम्बई : पदमा पब्लिकेशन्स।
5. सफाया, रघुनाथ. संस्कृत शिक्षण विधि, जालंधर : पंजाब किताब घर।
6. आप्टे डी.जी. डोंगरे पी.के., टीचिंग ऑफ संस्कृत  
इन सैकेण्डरी स्कूल, बड़ौदा : आचार्य बुक डिपो।
7. हुफरेकर. द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत,  
कोल्हापुर : भारत बुक स्टॉल।

**Paper-VI & VII (Group A) Opt. (ii): TEACHING OF ENGLISH**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:****Pupil-teachers would be able to-**

1. explain the concept of English and its elements
2. define linguistic skills and process of development among pupils
3. conduct pedagogical analysis and develop teaching skills.
4. explain the concept of evaluation and methods of evaluating the performance of students.
5. critically explain various teaching methods.
6. demonstrate language competencies.

**COURSE CONTENTS****UNIT-I**

- 1) Language and distinctive features of English
  - ◆ Meaning, importance and functions of language
  - ◆ Linguistic Principles, and Aims and objectives of teaching English.
- 2) Pedagogical analysis- Objectives and Lesson Planning
  - ◆ Teaching of prose
  - ◆ Teaching of poetry
  - ◆ Teaching of composition and
  - ◆ Teaching of grammar

**UNIT-II**

- 3) Learner centered approaches and Methods of Teaching
  - ◆ Difference between 'Approach' and 'Method'.
  - ◆ Direct Method, Bi-lingual method, Communicative Approach, and Constructive Approach(co-operative Learning)
  - ◆ Teaching of the following
    - Prose
    - Poetry
    - Grammar
    - Composition
- 4) Instructional Material:
  - ◆ Concept

- ◆ Components
- ◆ Importance and their effective use.
- ◆ Tape Recorders, Television
- ◆ Films, Filmstrips, OHP
- ◆ Language Laboratory: An important Instructional aid

### UNIT-III

- 5) Developing Language Skills- Listening and Speaking
- ◆ Features of English Pronunciation, elementary knowledge of English sounds.
  - ◆ Stress, Rhythm, Juncture, intonation, patterns and their implications.
- 6) Developing Language Skills – Reading and Writing
- ◆ Teaching mechanism of Reading and writing
  - ◆ Teaching reading and writing to beginners
  - ◆ Teaching reading with comprehension.

### UNIT-IV

- 7) Co-curricular activities related to English
- ◆ Usefulness of language games, quiz, debates, group-discussions and other co-curricular activities in the teaching and learning of English.
- 8) Remedial and Enrichment content
- ◆ Meaning and significance of remedial teaching
  - ◆ Common errors in English and their removal through remedial teaching
- 9) Evaluation Procedure
- ◆ Evaluation- Comprehensive and continuous, and Objective-type and Essay-Type Questions.

#### **Practicum/Sessionals**

**Max. Marks:**

**20**

Select any one of the following:

1. Preparation of a Diagnostic Test/Achievement Test/ Reading Comprehension Test.
2. Prepare a Remedial programme for a child having English Spelling Errors.
3. Writing of Objectives based or Objective test items on different aspects of English attainment – Grammar, Composition and Vocabulary for Secondary Schools.

### SUGGESTED READINGS

Crown, G. (1977). Listening to Spoken English. London: Longman.

Christopherson, P. (1972). Second Language learning, New Delhi: Penguin.



Chaturvedi, M. G. (1973). A Contrastive Study of Hindi-English Phonology, New Delhi: National Publishing.

Dodson, C. J. (1972). Language Teaching & the Bilingual Method, Pitman Publishing.

Frisby, A. W. (1970). Teaching English: Notes and Comments in Teaching English Overseas, London: E.L.B.S.

Girad, B. (1972). Linguistics and foreign Language Teaching, London: Longman

Hayes, B. L. (ed.) (1991). Effective strategies for teaching reading, London: Allyn & Bacon

Sachdev M.S. (2007). Teaching of English, Patiala: Twenty First Century Publications.

Wilkins, D. A. (1983). Linguistics in English Teaching. London: Edward Arnold ELBS Edition

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- (ii) impart training in various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills)etc.
- (iii) enable pupil teachers to use current method of teaching Punjabi.

**COURSE CONTENTS**

**UNIT-I**

- 1) Nature of Punjabi Language, Aims and Objectives and Principles of Teaching.
  - ◆ The nature and importance of language – its origin and development
  - ◆ Origin and development of Punjabi language and its script
  - ◆ Role of mother tongue in the education of a child
  - ◆ Aims & objectives of teaching of Punjabi
  - ◆ General Principles and maxims of teaching of Punjabi
- 2) Development of Language skills
  - ◆ Listening
  - ◆ Speaking
  - ◆ Reading
  - ◆ Writing

**UNIT-II**

- 3) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.  
Role of language activities
  - ◆ Debates
  - ◆ Recitation
  - ◆ Story telling
  - ◆ Symposium
- 4) Methodology  
Modern methods of teaching language with specific references to:

- ◆ Project method
- ◆ Play way method
- ◆ Discussion method
- ◆ Correlation method
- ◆ Observation method

### UNIT-III

- 5) Methods of teaching of prose, poetry, composition and grammar
- 6) Preparation of lesson plans for each of the above aspects of language.

### UNIT-IV

- 7) Instructional Material
  - ◆ Audio-visual aids meaning, importance and their kinds Proper use of these in teaching of Punjabi
  - ◆ Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
  - ◆ Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.
- 8) Evaluation:
  - ◆ Modern concept of evaluation in Language
  - ◆ Different types of techniques and tests for evaluating different language skills.
  - ◆ Construction of
    - Oral type tests
    - Short-answer type tests
    - Objective-type tests
    - Essay-type tests
    - Diagnostic tests

### SUGGESTED READINGS

Singh, G.B. (1981). Gurumukhi Lipi Da Janam Te Vikas, Chandigarh: Punjab University Publication Bureau

Singh, G. (1971). Gurumukhi Lipi Bare, Ludhiana: Lahore Book Shop

Singh, H. (1966). Punjabi Bare, Patiala: Punjabi University

Sckhon, S. S. & Singh, P. P. (1961). Punjabi Boli Da Itihas, Punjab: Bhasha Vibhag

### Paper-VI & VII (Group A) Opt (i): TEACHING OF HINDI

**Time: 3 Hours**

**Max. Marks: 100**

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) define the nature, need & principles of Hindi language.
- (ii) explain different methods of teaching Hindi .
- (iii) demonstrate the use of various audio visual aids.
- (iv) explain objectives and steps of teaching prose, poetry & grammar of Hindi
- (v) explain the meaning of evaluation and types of evaluating techniques.

**इकाई I**

**हिन्दी-शिक्षक**

(1)

- ◆ मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य ।
- ◆ भाषाई कौशल का सामान्य ज्ञान
  - (अ) श्रवण कौशल
  - (आ) भाषण कौशल
  - (इ) पठन कौशल
  - (ई) लेखन कौशल

(2)

- ◆ हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह।
- ◆ हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

### इकाई II

(3)

- ◆ पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा।
- ◆ हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास।

(4)

- ◆ कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- ◆ गद्य-शिक्षण

### इकाई III

(5)

- ◆ व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)
- ◆ रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)

(6)

- ◆ हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।
- ◆ हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

### इकाई IV

(7) मूल्यांकन

- ◆ हिन्दी में मूल्यांकन-अर्थ,स्वरूप, विधाओं में मूल्यांकन प्रक्रिया।

(8) गृहकार्य

- ◆ हिन्दी भाषा में गृहकार्य-अर्थ व स्वरूप।
- ◆ गृहकार्य संशोधन का महत्त्व एवं आधुनिक विधियों का प्रयोग।

Practicum/Sessionals:

Max Mark: 20

**प्रयोगात्मक क्रियाएँ**

निम्नलिखित में से किन्ही दो पर Project तैयार करें।

- (क) विभिन्न प्रकार की ध्वनियों के उच्चारण की ओर ध्यान देते हुए छात्राध्यापक/छात्राध्यापिका किन्ही दस विद्यार्थियों द्वारा की जाने वाली अशुद्धियों तथा उसके निदान के उपाय का प्रस्तुतिकरण दृश्य-श्रव्य/श्रव्य साधन का भाषायी प्रयोगशाला में प्रयोग करेंगे।
- (ख) छात्राध्यापक/छात्राध्यापिका अपने अभ्यास विद्यालय के पाँच विद्यार्थियों द्वारा कविता/कहानी/निबन्ध पाठ की दृश्य-श्रव्य/श्रव्य साधन प्रयोग करते हुए प्रस्तुतीकरण करेंगे।
- (ग) पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था एवं आयोजन करना।

**संदर्भ-ग्रंथ सूची**

1. शुक्ल, भगवती प्रसाद (1974). हिन्दी उच्चारण और वर्तनी, नई दिल्ली: आर्य बुक डिपो

2. सुखिया, के.के. (1976). हिन्दी ध्वनियां और उनका शिक्षण, इलाहाबाद: रामनारायण लाल।

3. तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980). हिन्दी शिक्षण, दिल्ली: लिपि प्रकाशन,

## PAPER-VI, VII Group-A (Opt. v): TEACHING OF PHYSICAL SCIENCE

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
- (ii) develop competencies in the prospective teachers related to Physical Sciences at the lower secondary level with specific reference to Indian school conditions.
- (iii) explain specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science pedagogical analysis of contents in Physical Science at the lower secondary level, transaction contents, methods of teaching, evaluation etc.
- (iv) develop ability to perform the required role as a Physical Science teacher under Indian School Conditions.

## **COURSE CONTENTS**

### **UNIT-I**

- 1) Concept
  - ◆ Importance of Physical Science in school curriculum.
  - ◆ General aims and objectives of teaching Physical sciences at secondary school stage.
  - ◆ Bloom's Taxonomy of educational objectives
  - ◆ Formulation of specific objectives in behavioural terms.
- 2) Contents
  - ◆ Energy-types
  - ◆ Transmission of heat
  - ◆ Atomic structure
  - ◆ Magnetism



- ◆ Friction
- ◆ Water as universal solvent

## **UNIT-II**

- 3) Following points should be followed for pedagogical analysis
  - ◆ Identification of minor and major concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and experiments
  - ◆ Listing evaluation procedure
  
- 4) Transaction of contents
  - ◆ Unit planning of teaching aids.
  - ◆ Preparation of teaching aids.
  - ◆ Development of demonstration experiments
  - ◆ Co-curricular activities

## **UNIT-III**

- 5) Development of self-learning material (Linear programme)
  
- 6) Method of teaching
  - ◆ Lecture-Demonstration method
  - ◆ Project Method
  - ◆ Problem- solving method
  - ◆ Problem- solving method

## **UNIT-IV**

- 7) Skills
  - ◆ Practical demonstration – using laboratory
  - ◆ Improvisation of apparatus
  - ◆ Skill of introducing the lesson (set induction)
  - ◆ Questioning
  - ◆ Skill of Illustration with examples (visual)
  - ◆ Skill of explaining
  - ◆ Skill of sing Black board
  - ◆ Skill of stimulation variation
  
- 8) Evaluation
  - ◆ Concept-Measurement and evaluation and grading
  - ◆ Formative evaluation
  - ◆ Summative evaluation
  - ◆ Diagnostic evaluation
  - ◆ Characteristics of a good test
  - ◆ Preparation of achievement test-objective tests

**Practicum/Sessionals****Max. Marks: 20****Any Two of the following:**

- Development of five demonstration experiments on the topics covered in the syllabus or on topics from Physical Science test books at the lower secondary level in Haryana State.
- Improvisation of apparatus/equipment
- Session work
- Viva-voce

**SUGGESTED READINGS**

Anderson. R.D. (1970): *Developing Children's Thinking through Science*, Delhi: Prentice Hall

Bal-vigyanik (1981). *Science Text Book for Middle School*, M.P.: Text Book Corporation

Carian, A.A. & Sund, R.D. (1976). *Teaching Science Through Discovery*, Meril.

Deharet H., P. (1971). *New Directions in Teaching School Science*, Chicago: Rand McNally Co.

John, M. (1970) *Teaching of Science in Secondary School*, Association for Science Education

Joyce B. (1994). *Models of Teaching*, New Delhi: March Weil Prentice Hall

Kuthiro, (1970). *Physics Teacher of School Physics*, Longman Group Ltd.

Romey, W.D. (1968). *Inquiry Technique for Teaching of Science*, New Jersey: Prentice Hall

Sharma, R.C. (1981). *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons Publication

Walker, J. (1977). *The Flying Circus of Physics*, John Wiley and Sons

Ya-Perclan (1977). *The Flying Circus of Physics*, John Wiley and Sons

**PAPER- VI, VII Group-B (Opt.viii): TEACHING OF HISTORY**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) understand the meaning scope and importance of History.
- (ii) develop skill and competence to translate general objectives into performance.
- (iii) describe the principles of curriculum construction in History and analyse content pedagogically.
- (iv) demonstrate the different important methods of teaching History by selecting appropriate learning contents.
- (v) prepare lesson plan using specific methods of teaching History.
- (vi) prepare appropriate tests for evaluation of some content in History
- (vii) prepare a write-up of the places of historical importance.
- (viii) use different aids in teaching of History.

**COURSE CONTENTS**

**UNIT-I**

- 1) Meaning, Nature & Concept of History
  - ◆ Place of History in Secondary School curriculum
  - ◆ Aims, objectives and values of teaching History
  - ◆ Bloom's Taxonomy of objectives
  - ◆ Formulation of objectives in behavioural terms
  
- 2) Contents and Pedagogical Analysis
  - ◆ Indus Valley civilization
  - ◆ Aryans
  - ◆ Mughal dynasty
  - ◆ Modern India

**UNIT-II**

- 3) Following points should be followed for pedagogical analysis

- ◆ Identification of concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and experiments
  - ◆ Listing evaluation techniques
- 4) Development of Instructional Material
- ◆ Development & designing of curriculum in History
  - ◆ Development of lesson plans for History
  - ◆ Development of test books
  - ◆ Development of self-learning modules
  - ◆ Development/utilization of instructional aids
    - Charts
    - Maps
    - Graphs
    - Models
    - Film strips
    - T.V.
    - Computers

### UNIT-III

- 5) Methods
- ◆ Source method
  - ◆ Discussion method
  - ◆ Dramatisation (Role Play)
  - ◆ Teaching History through monuments (Field trips)
  - ◆ Story telling method
  - ◆ Project Method
- 6) Skills
- ◆ Skill of narration
  - ◆ Skill of probing question
  - ◆ Skill stimulus variations

### UNIT-IV

- 7) Evaluation
- ◆ Meaning & importance evaluation
  - ◆ Evaluation devices
  - ◆ Written, oral assignments

**Practicum/Sessionals**  
**20**

**Max. Marks:**

**Any Two of the following:**

### **SUGGESTED READINGS**

- Chaudhary, K.P. (1975). *The Effective Teaching of History in India*, New Delhi: NCERT
- Dhamija, N. (1993). *Multimedia: Approaches in Teaching Social Studies*, New Delhi: Harman publishing House
- Dixit, U (1972). *Ithas Shikshan*, Jaipur: Hindi Granth Academy
- Durton, W.H. (1972). *Principles at History Teaching*, London: Methuen Publications
- Ghate, V.D. (1956). *Teaching of History (English & Hindi)*, Mumbai: Oxford University Press
- Gunnin, D. (1978). *The teaching of History*, London: Goom Helm Ltd.
- Khan, S.U. (1998). *History Teaching-Problems*, New Delhi: Prospective and Prospect Publications
- Kochar, S.K. (1972). *The Teaching of History*, Delhi: Sterling Publishers
- Lewis, E.M. (1960). *Teaching History in Secondary Schools*, Delhi: Sterling Publishers
- Shaida, B.D. & Singh, S. (1973). *Teaching of History*, Jalandhar: Dhanpat Rai & Sons Publishers

## Paper-VI & VII (Group B) Opt. (i): TEACHING OF SOCIAL SCIENCE

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) define the concept of Social Sciences
- (ii) explain different methods to teach social sciences.
- (iii) develop self-instructional material.
- (iv) explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.
- (v) explain use of teaching aids effectively in the class-room.
- (vi) develop lesson plan with the help of advanced technology.
- (vii) explain challenging situations in the society.

## **COURSE CONTENTS**

### **UNIT-1**

- 1) Concept, objectives and values:
  - ◆ Meaning, Scope, Importance and values of Teaching Social Science.
  - ◆ Aims and objectives of Teaching of Social Science with special reference to present Indian School.
  - ◆ Bloom's Taxonomy of objectives
  - ◆ Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.
- 2) Content & their Pedagogical analysis:
  - ◆ History of Freedom Movement.
  - ◆ Globe: General Information about Globe.
  - ◆ Indian Constitution.
  - ◆ Major issues facing Indian economy, today.

### **UNIT-II**

- 3) A) Methods and Skills of Teaching Social Science (History/Geography/Civics):

- ◆ Project Method
- ◆ Inductive and Deductive Method.
- ◆ Assignment Method
- ◆ Source Method
- ◆ Story Telling Method
- ◆ Lecture Cum Discussion Method

B) Skills

- ◆ Skill of Introducing the lesson
- ◆ Skill of explaining
- ◆ Skill of Questioning
- ◆ Skill of Illustration with Example
- ◆ Skill of Stimulus Variation

- 4) Development utilization of Instructional Material
- ◆ Development of Self-Instructional Material.
  - ◆ Use of Community Resources.
  - ◆ Designing of Social Science Lab.

### UNIT-III

- 5) Development/Utilization of instructional aids-
- ◆ Charts
  - ◆ Maps
  - ◆ Graphs
  - ◆ Models
  - ◆ Film strips
  - ◆ T. V.
  - ◆ Computers

- 6) Development and utilization of instructional aids

### UNIT-IV

- 7) Text Book: Importance and qualities of a good text book of Social Science i.e. History/Geography and Civics
- 8) Evaluation:
- ◆ Meaning, importance and Objective of Evaluation.
  - ◆ Evaluation Devices
    - Oral test
    - Written Test
    - Practical test
    - Diagnostic testing
  - ◆ Observation
  - ◆ Rating Scale

**Practicum /Sessionals**

**Max. Marks: 20**

**Submit Report on any one of the following activities-**

- 1) Organise an Exhibition on any theme in Social Science
- 2) Preparation of Teaching aids including CDs, Slides and Transparencies
- 3) Organise a Quiz competition in Social Science and analyse the responses of students

**SUGGESTED READINGS**

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

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

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

Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy

Ghate, V. D. (1956). Teaching of History (English& Hindi), Mumbai: Oxford University Press

Hashmi, M. A. A. (1975). Tarikh Kaisey Parhaen(Urdu) . New Delhi: Maktaba Jamia Ltd.

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



## PAPER-VI & VII (Group B) Opt. (ii): TEACHING OF SCIENCE AND TECHNOLOGY

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) explain and demonstrate competencies related to teaching and learning of Science and technology as a compulsory school subject.
- (ii) identify the aims and objectives of teaching major and minor concepts of Science and Technology in relation to present society.
- (iii) analyze and design curriculum in Science and Technology keeping in view the needs of target group.
- (iv) explain the development in the area of Teaching of Science at the National and International Level.
- (v) enumerate approaches and methods of teaching and explain their uses in actual classroom.
- (vi) define and demonstrate competencies related to Science at the secondary level with specific reference to Indian School Conditions.
- (vii) describe Pedagogical Analysis of contents in the Science at the secondary level.
- (viii) identify competencies of effective teachers in order to perform the required role as a Science Teacher under Indian School Conditions.
- (ix) establish Science and Technology lab using local and low cost resources.
- (x) explain types of evaluation and use tools of evaluation in actual classroom.

## **COURSE CONTENTS**

### **UNIT-I**

#### 1) Concept of Science and Technology

- ◆ Need and significance: Justification for Science and Technology as a Compulsory subject

- ◆ Emergence of the concept of Science and Technology
- ◆ Linking Science and Technology with the Society- Science-Technology-Society (STS) approach in Teaching

## 2) Aims and Objectives of Science and Technology

- ◆ Difference between aims and objectives
- ◆ Objectives: behavioral objectives and general objectives
- ◆ Writing behavioral objectives on any five-topics from the text books (6-10 )
- ◆ Bloom's-Taxonomy of Educational objectives.
- ◆ Aims and objectives of teaching Science and Technology according to the latest trends.

## UNIT-II

## 3) Curriculum Development in Science and Technology

- ◆ Current principles of curriculum development
- ◆ Analysis of anyone of the text books of science and technology being taught from 6<sup>th</sup> to 10<sup>th</sup> class.

## 4) Transaction of Curriculum.

- ◆ Instructional Planning: Unit-planning and Lesson planning.
- ◆ Pedagogical Analysis of any one unit from the current text books following constructivist approach.

## UNIT-III

## 5) Teaching Approaches

- ◆ Constructivist approach in teaching with specific reference to science and technology as a school subject.
- ◆ Activity based approach: Meaning and significance of discovery approach, project approach
- ◆ Concept approach: Concept, meaning and classification
- ◆ Integrated and disciplinarian approach to teaching Science

## 6) Methods of teaching

- ◆ Inquiry method
- ◆ Project method.
- ◆ Lecture-cum-demonstration method
- ◆ Methods of learning in tune with constructivist approach.

## UNIT-IV

## 7) Science and Technology lab and teaching aids

- ◆ Concept and need of Science Lab.
- ◆ Establishing a Science lab and its lay-out
- ◆ Text book as a teaching aid
- ◆ Audio and Audio-visual aids in teaching of Science
- ◆ CD-Rom and multimedia concept and role

## 8) Evaluation

- ◆ Concept and types of Evaluation, Difference between measurement and evaluation
- ◆ Continuous and comprehensive evaluation, need and importance of class tests, internal and external evaluation
- ◆ Terminal evaluation/ Credit vs Grading System
- ◆ Different types of tests with reference to their construction, suitability and analysis

**Practicum /Sessionals**

**Max. Marks: 20**

### **Submit Report on any Two of the following activities-**

1. Project Report: Prepare an achievement test on any unit related to any class from 6<sup>th</sup> to 10<sup>th</sup> and submit a report about the effectiveness of the prepared achievement test.
2. Write a lesson plan on any topic of your choice (class 6<sup>th</sup> to 10<sup>th</sup>) following a specific method linked with constructivist approach.
3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of Science and Technology
5. Develop any two demonstrative experiments for teaching any topic on Science & Technology.
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on Science and Technology.
7. Seminar presentation on any topic given in the syllabus.

### **SUGGESTED READINGS**

Ander, B. R. D. (1970). Developing Children Thinking Through Science, New Delhi: Prentice Hall.

Das, R. C. (1985). Science Teaching in Schools, New Delhi: Sterling Publishers

Gupta, V K. (1994). Science and Technology Education: New Thrusts and Recent Trends, Chandigarh: Arun Publishing House

Gupta, V. K. (1994). Teaching and Learning of Science and Technology, New Delhi: Vikas Publishing

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

Mangal, S. K. (1995). Teaching of Physical and Life Science, Delhi: Arya Book Depot

Sharma, R. C. (1990). Modern Science Teaching, New Delhi: Dhanpat Rai & Sons

Siddiqui, N. N. & Siddiqui, M. M. (1994). Teaching of Science Today and Tomorrow, Delhi: Doaba House.

## PAPER-VI & VII (Group B) Opt. (v): TEACHING OF HOME SCIENCE

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (v) To develop understanding of the aim of teaching of Home Science
- (vi) To develop understanding of the various methods and procedures required for teaching Home Science effectively.
- (vii) To develop basic skills and competencies required for teaching of Home Science.
- (viii) To develop practical skill to organize various activities related to Home Science.
- (ix) To develop skills and competencies required for preparing teaching-aids in teaching of Home Science.
- (x) To develop competencies and skill for effective evaluation in Home Science.

## **COURSE CONTENTS**

### **UNIT-I**

- 1) Home Science
  - ◆ The Concept, meaning and components
  - ◆ Place of Home Science in Secondary Education.
  - ◆ Aims and Objectives of teaching of Home Science.
- 2) Writing objectives in behavioural terms
  - ◆ Correlation of Home Science with other school subjects.

### **UNIT-II**

- 3) Content:
  - ◆ Foods, Nutrition & Health
  - ◆ Child Care
  - ◆ Fiber and Fabric

- 4) Pedagogical analysis:  
Following points should be followed for pedagogical analysis on any one of the content topics covered in the syllabus
- ◆ Identification of concept
  - ◆ Listing behavioral outcomes
  - ◆ Listing activities and experiments.
  - ◆ Listing evaluation techniques.
- 5) Home management
- ◆ importance of planning
  - ◆ principles of budget making
  - ◆ Hygiene and sanitation

### UNIT-III

- 6) Methods of Teaching and Micro-teaching Skills
- ◆ General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work
  - ◆ Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation.
- 7) Home Science Laboratory
- ◆ Concept and importance
  - ◆ Planning of space and equipment for Home Science Laboratory

### UNIT-IV

- 8) Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory
- ◆ Development and designing of curriculum
  - ◆ Teaching aids-classification and importance
  - ◆ Concept of lesson plan, preparation of lesson plan
  - ◆ Development of text-books
- 9) Evaluation
- ◆ Evaluation in Home Science-Meaning and importance of evaluation
  - ◆ Comprehensive and continuous evaluation
  - ◆ Evaluation devices-written, oral, observation, practical work, assignment

#### **Practicum /Sessionals**

**Max. Marks: 20**

#### **Submit Report on any one of the following activities:**

1. A course of ten practical by the Pupil-teacher in the following:
  - ◆ Cooking - Its types
  - ◆ Stitching/Embroidery/knitting
  - ◆ Home Management
2. Writing of project report in extension education.
3. Preparation of test items (50) - Objective type, short-answer type, and essay-type.

### **SUGGESTED READING**

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

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

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

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

Spafford, I. Fundamental in Teaching of Home Science, New York: John Wiley & Sons

## PAPER-VI & VII (Group-B) Opt. (iii): TEACHING OF COMMERCE

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil –teachers would be able to-**

- (iv) To develop understanding of Importance and Principles of Commerce.
- (v) To acquire knowledge of present Commerce conditions in India.
- (vi) To acquire competencies necessary for a Commerce teaching.
- (vii) To develop the competencies of a Commerce teacher with the present needs of the environment.

## **COURSE CONTENTS**

### **UNIT-I**

- 9) Nature and Concept of Accountancy and Business studies
  - ◆ Meaning, nature and scope of Accountancy and Business studies
  - ◆ Values in Commerce education.
  - ◆ Aims, and objectives and importance of teaching Accountancy and Business Studies.
  - ◆ Stating objectives in behavioural terms (Bloom's taxonomy of objectives.)
- 10) Development of Instructional Material.
  - ◆ Analysis of prescribed text book.
  - ◆ Development of self-instructional material modules.
  - ◆ Development/Utilization of Teaching aids.- Modals, Graphs, Charts, Computers with LCD, Internet.
  - ◆ Development of lesson plan.

### **UNIT-II**

- 11) Content

- ◆ Double entry System
- ◆ Final Accounts
- ◆ MNCs
- ◆ Organisational Management
- ◆ Pedagogical Analysis

12) Pedagogical analysis:

Following points should be followed for pedagogical analysis along with a project report after visiting an industry or Bank:

- ◆ Identification of concept
- ◆ Listing behavioral outcomes
- ◆ Listing activities and experiments.
- ◆ Listing evaluation techniques.

### UNIT-III

13) Methods of Teaching

- ◆ Methods of Teaching
  - Lecture Method
  - Discussion Methods
  - Problem-Solving method
  - Project Method
  - Role Playing with its application in class room situation.

14) Skills of Teaching

- ◆ Skill of Introducing lesson
- ◆ Skill of Stimulus Variation
- ◆ Skill of Explaining
- ◆ Skill of Probing Questions
- ◆ Illustration with Example

### UNIT-IV

15) Evaluation

- ◆ Meaning and Importance
- ◆ Types of Evaluation
- ◆ Achievement test- Meaning, uses, and Preparation of Achievement test
- ◆ Item analysis

### Practicum /Sessionals

**Max. Marks: 20**

**Submit Report on any Two of the following activities-**

1. Report of any MNC
2. Critical appraisal of Commerce Syllabus at Senior Secondary Stage
3. Critical analysis of one unit of Commerce



## SUGGESTED READINGS

Aggarwal J.C. (1993). Documents on Higher Education in India – 1781-1982. Delhi: Doaba House

Aggarwal, A.N. (1995). Business Methods & Machinery, Part I & II, Allahabad: Kitab mahal

Aggarwal, J.C. Teaching of Commerce, Vikas Publications house Pvt. Ltd.

Board of Secondary Education Rajasthan, Objectives of teaching Commerce, Rajasthan: Board of Secondary Education

Gupta U.C. (2007). Teaching Commerce, ISBN No. 81-903668-5-8

P.C. Segwalkar & Sarlekar: The structure of Commerce, (2000) Allahabad: Kitab Mahal

Popham, Schrag & Blockhus (1975). A Teaching and Learning System for Business Education, New York: McGraw-Hill

Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd

Satlow, I.D. (1964). Teaching of Business Subjects Effectively, New York: Prentice-Hall Inc.

Shankar T.(2007). Methods of Teaching Commerce, New Delhi: Crescent, VIII, ISBN No. 81-8342-063-X

Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). Methods of Teaching Business Subjects, New York: McGraw-Hill book Company

UGC. (1998). Report of the Curriculum Development Centre in Commerce New Delhi: UGC

## **Paper-VI & VII (Group B) Opt (iv): TEACHING OF COMPUTER SCIENCE**

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) Explain the importance of computer science in school curriculum.
- (ii) Define the aims and objectives of teaching computer science.
- (iii) Explain Bloom's taxonomy of educational objectives.

### **UNIT-I**

- 1) Importance Aims and objectives
  - ◆ Importance of Computer Science in School Curriculum.
  - ◆ General aims and objectives of Teaching Computer Science
  - ◆ Bloom's Taxonomy of Educational objectives
  - ◆ Formulation of Specific objectives in Behaviour terms
- 2) Contents & Pedagogical Analysis
  - ◆ Computer System
  - ◆ Operating System
  - ◆ Net-Working
  - ◆ M.S. Windows
  - ◆ MS Office
  - ◆ Information Technology & Computers.
- 3) Pedagogical Analysis
  - Following points should be followed for pedagogical Analysis:-
    - ◆ Identification of Concept
    - ◆ Enlisting Behavioural outcomes.

- ◆ Enlisting activities and experiments
- ◆ Enlisting evaluation techniques

Teachers will demonstrate pedagogical analysis of any one of the topics mentioned under contents above(Unit-II , part-I). The examiner, therefore, can ask the pedagogical analysis of any of the given topics.

### **UNIT-II**

- 4) Instructional Planning, Development, & Utilization of Instructional Material  
Instructional Planning
  - ◆ Unit Planning
  - ◆ Lesson Planning
  
- 5) Development of Instructional Material
  - ◆ Development of Text Books
  - ◆ Development of Self Instructional Material
  - ◆ Development of Computer assisted instructional material
  - ◆ Utilization of TV(Vedio), Films, OHP, Computer.
  
- 6) Designing and Managing Computer Laboratory
  - ◆ Importance of Computer Laboratory and its importance
  - ◆ Physical conditions and layout of Computer Laboratory
  - ◆ Managing a Computer Laboratory

### **UNIT-III**

- 7) Methods of Teaching and Micro Teaching Skills:-  
Methods of Teaching
  - ◆ Lecture -Demonstrative Method
  - ◆ Inductive-Deductive Method
  - ◆ Problem-Solving Method
  - ◆ Project Method
  
- 8) Micro Teaching Skills
  - ◆ Skill of Introducing the lesson
  - ◆ Skill of questioning
  - ◆ Skill of illustration with examples
  - ◆ Skill of Explaining
  - ◆ Skill of stimulus Variations
  
- 9) Evaluation
  - ◆ Concept, need, importance and type of evaluation
  - ◆ Formative Evaluation
  - ◆ Summative Evaluation
  - ◆ Attributes of Good Achievement Test
  - ◆ Types of Tests used in Computer Science

**Practicum /Sessionals**

**Max. Marks: 20**

One Test of 10 Marks - 10

One Assignment/ Project work on Internet based - 10

**SUGGESTED READINGS**

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

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

Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications

Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India

Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications

Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications

Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India

Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book

**PAPER-VI, VII Group-B (Opt. ix): TEACHING OF CIVICS**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) define, discriminate and analyse the concept of civics.
- (ii) formulate aims and objectives of teaching civics at various stages of schooling.
- (iii) critically evaluate the existing schools syllabus of civics and give appropriate suggestions to improve it.
- (iv) understand and apply different methods and techniques of teaching civics by selection appropriate contents and plan a lesson accordingly.
- (v) write a review of test book of civics.
- (vi) understand the specific role and qualities of a civics teacher.
- (vii) prepare a good evaluation tool on a given topic.
- (viii) understand the fundamental rights and duties, citizenship another salient features of constitution of India.

**COURSE CONTENTS**

**UNIT-I**

- 1) Meaning and importance of civics and the place of civics in the school curriculum. Correlation with other social sciences.
- 2) Aims and objectives of teaching civics.

**UNIT-II**

- 3) Curriculum of civics at different levels. Principles of curriculum construction, preparing unit curriculum in civics.
- 4) Methods of teaching civics project method, problem solving, socialized recitation, supervised study, lecture.
- 5) Lesson planning in civics, preparing a lesson plan on a given Unit/topic.

**UNIT-III**

- 6) Audio-visual Aids in the teaching of civics: preparing Audio-visual Aids in civics.
- 7) Importance of civics text-book, qualities of a good text-book



#### UNIT-IV

- 8) Civics teacher and his qualities
- 9) Evaluation in civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.
- 10) Citizenship, fundamental right and duties and salient feature of Indian Constitution
- 11) Following points should be followed for pedagogical analysis
  - ◆ Identification of concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and experiments
  - ◆ Listing evaluation techniques

**Practicum/Sessionals**  
**20**

**Max. Marks:**

**Any Two of the following:**

#### SUGGESTED READINGS

Malvia, S.K.: Administration in Free India and Civil Life, Allahabad: Bal Bharti  
Narayan, I.: Our Constitution & Civic Life, Agra: Shiv Lal & Co. Ltd.  
Narayan, I.: Principles of Civics, Agra: Shiv Lal & Co. Ltd.  
Naroliker: Teaching of Civics  
Order  
Oxford Press: Education for Citizenship  
Practical Citizenship for Secondary Schools, Poona: The Indian Institutes for Social  
White, E.N.: The Teaching of Modern Civics

**PAPER-VI, VII Group-B (Opt. vii): TEACHING OF ECONOMICS**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (xi) Develop understanding of economic principles for growth and development of the Indian economy
- (xii) Acquire knowledge of present economic conditions in India.
- (xiii) Acquire desirable attitudes and to become effective instrument of economic change.
- (xiv) Become an effective citizen and good consumer
- (xv) Acquire appropriate professional behaviour and to develop commitment to leading profession.

**COURSE CONTENTS**

**UNIT-I**

- 1) Meaning, Nature & Concept of Economics
  - ◆ Place of Economics in Secondary School curriculum
  - ◆ Aims, objectives and values of teaching Economics
  - ◆ Bloom's Taxonomy of objectives
  - ◆ Statement of objectives in behavioural terms
- 2) Contents and Pedagogical Analysis
  - ◆ Wants and their classification
  - ◆ Laws of return
  - ◆ Population-its growth pattern, problem of over population, density population
  - ◆ National income-meaning methods of measurement



## UNIT-II

- 3) Following points should be followed for pedagogical analysis
  - ◆ Identification of concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and experiments
  - ◆ Listing evaluation techniques
  
- 4) Development of Instructional Material
  - ◆ Development and designing of curriculum
  - ◆ Development of text books
  - ◆ Development of self-instructional material-modules
  - ◆ Development/utilization of instructional aids- Charts, Maps, Graphs, Tables, Models, Film strips, T.V., Computers
  - ◆ Development of lesson plans

## UNIT-III

- 5) Method
  - ◆ Discussion method
  - ◆ Problem solving method
  - ◆ Project method
  
- 6) Skill of Teaching Economics
  - ◆ Skill of narration
  - ◆ Skill of probing question
  - ◆ Skill of Stimulus variations

## UNIT-IV

- 7) Evaluation
  - ◆ Meaning & importance evaluation
  - ◆ Evaluation devices- written, oral, observation, records
  - ◆ Preparation of unit test

**Practicum/Sessionals**

**Max. Marks: 20**

**Any Two of the following:**

### SUGGESTED READINGS

- Arora, P.N. (1985). Evaluation in Economics, New Delhi: NCERT
- Assistant Masters Association (1974). The Teaching of Secondary School Economics, London: Cambridge University Press
- Bawa, M.S. (1995). Teaching Economics, New Delhi: Delhi University Press
- Boulding, K.E. (1960). Economics Analysis (Volume-1) Micro Economics, New York: Harper and Row

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

Kanwar, B.S. (1973). *Teaching of Economics*, Ludhiana: Prakash Brothers

Khan, R.S. & A. (1995). *Lesson Planning*, New Delhi: IASE, JMI

Olvie, J.M. (1973). *The Principle of Teaching Economics*, London: Heinmann Educational Book

Siddiqi, M.H. (1993). *Teaching of Economics*, New Delhi: Ashish Publishing House

Whitehead, D.J. (1979). *Hand Book for Economic Teachers*, London: Heinemann Educational Books

## PAPER-VI, VII Group-B (Opt. vi): TEACHING OF GEOGRAPHY

Time: 3 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### OBJECTIVES:

#### Pupil-teachers would be able to-

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

## COURSE CONTENTS

### UNIT-I

- 9) Concept, objectives, values
  - ◆ Meaning, nature & scope of Geography
  - ◆ Values of teaching Geography
  - ◆ Aims of teaching Geography
  - ◆ Bloom's taxonomy of objectives
  - ◆ Formulation of specific objectives of in behavioural terms
- 10) Contents
  - ◆ Latitudes & longitudes
  - ◆ Rotation & Revolution
  - ◆ Agents of denudation
  - ◆ Physical division of India
  - ◆ Cash crops of India
- 11) Following points should be followed for pedagogical analysis
  - ◆ Identification of concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and experiments
  - ◆ Listing evaluation techniques

## UNIT-II

### 12) Development of Instructional Material

- ◆ Development and designing of curriculum
- ◆ Development of text books
- ◆ Development of self-instructional material
  - a. Self instructional modules
  - b. P.L. materials (Linear style) packages
- ◆ Development utilizing instructional aids Maps, atlas, Globes, Charts, Graphs, Models, Film strips, film shades, utilization of T.V., Video OHP, Computer
- ◆ Development of lesson plan
- ◆ Designing geography laboratory

## UNIT-III

### 13) Methods of Teaching

- ◆ Story telling
- ◆ Lecture-cum-discussion
- ◆ Observation
- ◆ Discovery
- ◆ Problem-solving
- ◆ Project method
- ◆ Laboratory method

### 14) Skills of Teaching

- ◆ Explaining
- ◆ Questioning
- ◆ Illustrating with examples
- ◆ Stimulus Variation
- ◆ Skill of Map reading (using maps)

## UNIT-IV

### 15) Evaluation

- ◆ Meaning & importance of evaluation confirmation & continuous evaluation
- ◆ Evaluation devices-written, oral, practiced, Assignment, Daily working the student

### Practicum/Sessionals

**Max. Marks: 20**

### Any Two of the following:

1. Use of meteorological instruments study of weather maps.
2. Rain gauge, thermometer, Barometer, wind wane.
3. Maps-study, scales and directions.
4. Preparation of atlas for content in unit II by Pupil Teacher

### SUGGESTED READINGS

Arora, K.L. (1976). The Teaching of Geography, Jalandhar: Prakash Brothers

David B. (1985). New Directions in Geography Education, London: Fehur Press

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

## PAPER-VI & VII (Group C) Opt. (i): TEACHING OF MATHEMATICS

Time: 3 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### OBJECTIVES:

Pupil-teachers would be able to-

- (xxii) define Meaning, Nature, aims and objectives of Mathematics
- (xxiii) explain the relationship of Mathematics with other subjects.
- (xxiv) explain Historical development and contribution of Indian Mathematics.
- (xxv) familiarize the pupil-teachers with the development of Curriculum in Mathematics.
- (xxvi) differentiate between Methods and Techniques of Teaching Mathematics.
- (xxvii) perform Pedagogical Analysis of various Concepts in Mathematics.
- (xxviii) describe instructional planning and development of relevant material for the teaching of Mathematics.
- (xxix) demonstrate uses of I.C.T. in Teaching of Mathematics.
- (xxx) describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.
- (xxxi) explain importance and uses of learning resources in Mathematics.

## COURSE CONTENTS

### UNIT-I

- 1) Concept and aims of Mathematics
  - ◆ Meaning, Nature and Historical Development of Mathematics.
  - ◆ Assumption, postulates, axiom of Mathematics, and Fundamentals of logic namely: use of if and then, and If and only If.
  - ◆ Values to be taught through teaching of Mathematics.
  - ◆ Aims and Objectives of Teaching Mathematics at Secondary stage.
  - ◆ Writing objectives in terms of behavioural outcomes of students.
- 2) Diagnostic Testing and Remedial Teaching for:
  - ◆ Gifted Learners
  - ◆ Slow Learners
  - ◆ Learners with Dyscalculia

- ◆ Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.

## UNIT-II

- 3) Methods of Teaching Mathematics
  - ◆ Lecture-cum-Demonstration
  - ◆ Inductive-Deductive
  - ◆ Analytic-Synthetic
  - ◆ Problem Solving
  - ◆ Laboratory
  - ◆ Project
- 4) Techniques of teaching Mathematics
  - ◆ Oral work
  - ◆ Written Work
  - ◆ Drill-work
  - ◆ Brain-storming
  - ◆ Home Assignment
  - ◆ Self-study
  - ◆ Supervised Study

## UNIT-III

- 5) Learning Resource
  - ◆ Importance and Organization of Mathematics Club
  - ◆ Recreational Activities of Mathematics Club:
    - Mathematics Fairs;
    - Games
    - Quiz
    - Puzzles
    - Visits
    - Talks
  - ◆ Visits, Excursions, Math Exhibitions and Mathematics Fairs.
  - ◆ Importance and Setting up of Math Laboratories.
  - ◆ Importance of Support Material:  
Reference Material – Encyclopedia, News Letters and Magazines.  
On-line and off-line Resources.

## UNIT-IV

- 6) Pedagogical Analysis  
Unit Analysis:
  - ◆ Objectives Formulation.
  - ◆ Learning Experience.
  - ◆ Choosing Method and Material.
  - ◆ Evaluation.
- 7) Contents:

- ◆ Mean, Medium, Mode and Central tendency
- ◆ Congruency
- ◆ Trigonometry
- ◆ Area
- ◆ Volume
- ◆ Linear and Quadratic Equations
- ◆ Ratio and Proportion.

8) Pedagogical analysis:

Pedagogical analysis on any of the contents covered in the syllabus should be done on the following points:

- ◆ Identification of concepts
- ◆ Listing behavioural Outcomes.
- ◆ Listing Activities and experiences
- ◆ Listing Evaluation Techniques.

#### **UNIT-IV**

9) Instructional Planning & Material Development.

- ◆ Preparation of Micro Lesson Plan
- ◆ Preparation of Simulated Lesson Plan.
- ◆ Preparation of Classroom Lesson Plan.
- ◆ Preparation and use of Audio-Visual Material and equipments.
- ◆ Professional Growth of Mathematics Teacher
- ◆ Application of I.C.T in Teaching of Mathematics.

10) Evaluation.

- ◆ Comprehensive and continuous Evaluation
- ◆ Development of Test Items:
  - Short-Answer Type
  - Objective-Type
- ◆ Diagnostic Testing and Remedial Technique
- ◆ Preparation of an Achievement Test.
- ◆ Criterion and Norm Reference Test.

**Practicum/Sessionals**

**Max. Marks: 20**

**Pedagogical Skill Development one Project on any Two of the following:**

1. Preparing of Diagnostic and Achievement Test.
2. Preparing two compulsory lesson plan through PowerPoint
3. Conduct at least Two Experiments on any topic of Pedagogical Analysis.
4. Prepare Instructional Material for teaching one topic in Mathematics.



## SUGGESTED READINGS

Butler, C. H. & Wren, K. H. (1980). The teaching of Secondary Mathematics, New York: McGraw-Hill Book Comp.

Carey L.M. (1975). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.

Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Pub. Comp.

Dave, R. H. & Saxena, R. C. (1970). Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph. Delhi: NCERT

David Wood (1988). How Children Think and Learn, Oxford U.K.: Blackwell Publishers Ltd.

Davis D.R. (1951). The Teaching of Mathematics, London: Addison Wesley Press.

Intel (2003). Intel innovation in Education, Intel Tech to the Future- Students Work Book

J.N. Kapur (1991). Suggested Experiments in School Mathematics, New Delhi: Arya Book Depot

Jain, S. L. (1973). Ganit Shikshan, Jaipur: Hindi Granth Academy

Joanna O. Masingila & Frank K. Lester (1988). Mathematics via Problem Solving (Student Resource), New York: Printice Hall Inc.

Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog, New Delhi: Arya Book Depot

Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot

Mangal, S. K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot

Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT

Thomas A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers

**PAPER- VI, VII Group-C (Opt. iv): TEACHING OF MUSIC**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (ix) develop understanding of aims of teaching of Music.
- (x) develop competencies and skills for teaching of Music.
- (xi) develop understanding and awareness of the essentials of Music.
- (xii) develop undertaking of the important evaluative procedures in Music.
- (xiii) demonstrate Aesthetic sense, Time sense, Tolerance and self confidence.

**COURSE CONTENTS**

**UNIT-I**

- 8) A brief history of Indian Music.
- 9) Aims and objectives of Music as a subject in the School curriculum
- 10) Knowledge of Swaras - difference of Swaras and Sruti: Division of Swaras in measures of Sruti

**UNIT-II**

- 11) Possibilities of notation for Indian Music.
- 12) Voice culture- information about voice and culture and carynx
- 13) Knowledge of motion and Rhythm

**UNIT-III**

- 14) Methods of teaching Music
- 15) To prepare Lesson Plans
- 16) Qualities of a Music Teacher-Gayak, Vada and Vadyakar

## UNIT-IV

- 17) Aids to the teaching of Music
- 18) Importance of classical Music, Suggestions for the popularization of classical Music
- 19) Evaluation in Music

### Practicum/Sessionals

Max. Marks:

20

#### Any Two of the following:

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

### SUGGESTED READINGS

Awasthis. *Teaching of Music (Hindi)*, Extension Services, Jalandhar: Govt. Training College

Bhatnagar, S. *Teaching of Music*

Goswami, O. *Indian Music*

Khande B. *Short Historical Survey*

Khanna, J.: *Teaching of Music*

Madam, P. L. *Teaching of Music*

Masan, P.L. *Teaching of Music*, (Hindi).

Patwardhan, *Rag Vigvan*

Ranaday. *Indian Music (Its Physical and Aesthetics)*

Sambamoorthy, P. *Teaching of Music*

**PAPER-VI, VII Group-C (Opt. iii): TEACHING OF ART**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (ix) develop awareness about educational aspects related to Art Education at the national and international level
- (x) develop competencies in the prospective teacher in the light of role to be played as an art teacher under Indian school conditions at the lower secondary level.
- (xi) enable prospective teacher to apply essential educational aspects at the school level e.g. transaction of contents, methodology, evaluation, place of Art in education.
- (xii) develop an understanding of and insight into the stage of Art development in children at various age levels.

**COURSE CONTENTS**

**UNIT-I**

- 12) Concept, Value and Objectives
  - ◆ Meaning and scope of art
  - ◆ Importance of arts and crafts in education
  - ◆ General aims of teaching art in secondary schools
  - ◆ Bloom's Taxonomy of educational objectives
  - ◆ Correlation of art and craft with other school subjects
  
- 13) Content
  - ◆ Composition
  - ◆ Poster
  - ◆ Still life
  - ◆ Design
  - ◆ Collage
  - ◆ Landscape
  - ◆ Art & Crafts
  - ◆ Elements of art
  - ◆ Principle of art
  - ◆ Child art

## UNIT-II

- 14) Pedagogical analysis should be done taking into consideration following points
- ◆ Introduction of minor and major concepts
  - ◆ Listing behavioural outcomes
  - ◆ Listing activities and demonstrations evaluation techniques
- 15) Transaction of contents and Development of Instructional Material
- ◆ Unit planning and lesson planning
  - ◆ Preparation of teaching aid/s development of demonstration Development of self learning material
  - ◆ Material used in Art Study through ages

## UNIT-III

- 16) Methods of teaching
- ◆ Lecture-demonstration method
  - ◆ Assignment method
  - ◆ Excursion method
- 17) Skill
- ◆ Appreciation skill
  - ◆ Observation and critical analysis
  - ◆ Visual communication-classroom decoration
  - ◆ Creativity of Art-arranging exhibition
  - ◆ Skill of introducing the lesson questioning illustration, explaining and stimulus variation

## UNIT-IV

- 18) Evaluation
- ◆ Concept-Measurement and evaluation
  - ◆ Preparation of achievement test
  - ◆ Evaluation of skill life design, nature study and composition etc

**Practicum/Sessionals**  
**20**

**Max. Marks:**

**Any Two of the following:**

**Composition, Poster and Still Life**

1. Composition: Human figures, Birds, animals as per requirement of subject matter of the composition in any medium.
2. Poster: Poster will include writing and designing if subject matter Size of paper is half sheet i.e. 15"x 22" in poster colour.
3. Still life: Drawing & painting of a group of three/four objects with drapery in any medium, size of paper is half sheet i.e. 15"x22"

**Design, College and Landscape**

4. Design: Alpana/Rangoli, Full size of paper i.e. 22" x 30" Poster colour/ Holi powder medium.
5. Collage: Glazed paper/picture from magazine, other material suitable for collage. Size of paper i.e. half sheet 15"x 22"
6. Landscape (memory): Mountain tree, sky huts etc. Size of paper is half sheet in any medium.

### **SUGGESTED READINGS**

- Eisner, Elliot W. (1972). *Education Artistic Vision*, New Delhi
- Herbert R. (1972). *The Meaning of Arts*, London: Faber and Faber Publisher
- Jeswani, K.K. *Appreciation of Art*, Delhi-6: Atma Ram & Sons Publisher
- Jowen, F. V. *Creative and Mental Growth*, New York: Macmillan Co.
- Nathan G. (1973). *The art of Responsive Drawing*, New Jersey: Prentice Hall
- Nathan G. (1973). *The Art of Responsive Drawing*, New Jersey: Prentice Hall
- Prasad D. (1998). *Art: The Basis of Education*, New Delhi
- Read, H. *Education through Art*, London: Faber and Faber
- Tolstoy. *What is Art? An Essay on Art*, New York: Oxford University Press

**PAPER-VI, VII Group-C (Opt. v): TEACHING OF LIFE SCIENCES**  
**Time: 3 Hours** **Max. Marks: 100**  
**(External: 80, Internal: 20)**

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (xxxii) develop awareness about developments in the area of teaching and learning of life Science at the national and international level.
- (xxxiii) develop competencies in the prospective teachers related to life Science at the lower secondary level with specific reference to Indian school conditions.
- (xxxiv) orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents methods of teaching, evaluation etc.
- (xxxv) enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

**COURSE CONTENTS**

**UNIT-I**

- 1) Importance. Aims and Objectives
  - ◆ Importance of Life Science in School Curriculum
  - ◆ General aims and objectives of teaching Life Science
  - ◆ Bloom's taxonomy of educational objectives
  - ◆ Formulation of specific objective of behavioural terms
- 2) Contents
  - ◆ Photosynthesis
  - ◆ Human digestive system-Respiratory, Excretory, Circulatory
  - ◆ Cell structure
  - ◆ Micro-organism
  - ◆ Food chain
  - ◆ Ecological balance
- 3) Following points should be followed for pedagogical analysis
  - ◆ Identification of concepts
  - ◆ Listing behavioural outcomes

- ◆ Listing activities and experiments
- ◆ Listing evaluation techniques

## **UNIT-II**

- 4) Development of Instructional Material
  - ◆ Transaction of contents
  - ◆ Unit Planning
  - ◆ Lesson Planning
  - ◆ Preparation of teaching aids.
  - ◆ Development of aquarium, Vivarium etc
  - ◆ Development of demonstration experiments
  
- 5) Development of self-instructional material (Linear programme)

## **UNIT-III**

- 6) Methods of Teaching
  - ◆ Lecture-demonstration method
  - ◆ Project method
  - ◆ Problem-solving method
  
- 7) Practical skills
  - ◆ Preparation of temporary and permanent mounts
  - ◆ Collection and preservation of specimen

## **UNIT-IV**

- 8) Micro-teaching skills
  - ◆ Skill of introducing the lesson (set induction)
  - ◆ Skill of questioning
  - ◆ Skill of illustration
  - ◆ Skill of explaining
  - ◆ Skill of stimulus variation
  
- 9) Evaluation
  - ◆ Concept of measurement and evaluation
  - ◆ Formative evaluation
  - ◆ Summative evaluation
  - ◆ Different types of grading
  - ◆ Attributes of a good achievements test
  - ◆ Preparation of an objective type an achievement test



**Any Two of the following:**

- Development of five demonstration experiments on the topics covered in the syllabus or on topics from Life Science test books at the lower secondary level in Haryana State.
- Improvisation of apparatus/equipment
- Session work
- Viva-voce

**SUGGESTED READINGS**

- Bremmer, Jean (1967). *Teaching Biology*, London: Macmillan
- Dastgir, Ghulam (1980). *Science Ki Tadress*, Translation of Shama & Shama Teaching of Sc. New Delhi: Tarakki Urdu Board
- Gupta V.K. (1995): *Readings in Science and Mathematics Education*, Ambala Cantt.: Association Publishers
- Gupta V.K. (1996). *Science and Technology Education, New Thrusts and Recent Trends*, Chandigarh: Arun Publishing House
- Gupta, V.K. (1994). *Life Science Education Today*, Chandigarh: Arun Publishing House Pvt. Ltd.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, New Delhi: Vikash Publishing House
- Gupta, VKJ. (1995). *Readings in Science and Mathematics Education*, Ambala Cantt: Associated Publishers
- Husain Ahrar (2001) *Vigyan Shikshan*, New Delhi: SPD Books
- Intel (2003). *Intel Innovation in Education, Intel Teach to the Future – Students Work Book*
- NCERT (1969). *Improving Instructions in Biology Teaching*, New Delhi

## Paper-VI & VII (Group C) Opt (ii): TEACHING OF SANSKRIT

Time: 3 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

### OBJECTIVES:

Pupil-teachers would be able to-

- (vii) explain the nature, need & principles of Sanskrit language.
- (viii) describe different methods of teaching Sanskrit.
- (ix) demonstrate the use of various audio visual aids.
- (x) explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
- (xi) define the meaning of evaluation and types of evaluating techniques.
- (xii) Explain and organise different type of co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

### COURSE CONTENTS

#### इकाई I

1. संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन

- ◆ संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता (उद्देश्य)

2. संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र

- ◆ संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास।

#### इकाई II

### 3. संस्कृत भाषा शिक्षण की विधियाँ

- ◆ पाठशाला विधि
  - ◆ पाठ्यपुस्तक विधि
  - ◆ प्रत्यक्ष विधि
  - ◆ व्याकरण अनुवाद विधि
4. संस्कृत पाठ्य पुस्तक निर्माण
5. संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग

### इकाई III

#### 6. संस्कृत में विधाओं का शिक्षण

- ◆ संस्कृत में गद्य-शिक्षण-प्रक्रिया- उद्देश्य तथा सोपान
- ◆ संस्कृत में पद्य-शिक्षण- प्रक्रिया- उद्देश्य तथा सोपान
- ◆ संस्कृत में व्याकरण शिक्षण -प्रक्रिया- उद्देश्य तथा सोपान
- ◆ संस्कृत में रचना शिक्षण - प्रक्रिया -उद्देश्य तथा सोपान
- ◆ संस्कृत में अनुवाद शिक्षण- प्रक्रिया- उद्देश्य तथा सोपान

#### 7. संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार

(निबंधात्मक, वस्तुनिष्ठ, लघूत्तर, अभीष्ट)

- ◆ गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
- ◆ संस्कृत भाषा की सहपाठ्य क्रियाएं  
(श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मक प्रतियोगिताएं)

### इकाई IV

#### 8. संस्कृत भाषायी कौशल

- ◆ संस्कृत में उच्चारण शिक्षण - अशुद्धि उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय।

- ◆ संस्कृत में अक्षर-विन्यास शिक्षण-सामान्य अशुद्धियां, कारण तथा निवारण के उपाय। सुलेख कार्य।

### 9. संस्कृत विषय वस्तु

- ◆ धातु रूप-पठ्, लिख्, अस्, भू, कृ (लट् तथा लङ् लकार)  
शब्द रूप- राम, हरि, नदी, लता
- ◆ प्रत्यय- (अनीयर्, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
- ◆ शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

### Practicum / Sessionals

Max. Marks : 20

(अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य-पुस्तकों में से किन्हीं दो पाठों की विषय-सामग्री का शिक्षा-शास्त्रीय विश्लेषण।

(ब) हरियाणा राज्य शिक्षा बोर्ड एवं सैन्ट्रल बोर्ड ऑफ एजुकेशन के परीक्षा पत्रों के आधार पर माध्यमिक-स्तर के लिए प्रश्न-पत्र-निर्माण।

### SUGGESTED READINGS

1. सफाया, रघुनाथ. संस्कृत-शिक्षण, चण्डीगढ़ : हरियाणा हिन्दी ग्रन्थ एकादमी।
2. पाण्डेय राम शुक्ल. संस्कृत-शिक्षण, आगरा : विनोद पुस्तक मंदिर।
3. बोकी वी.पी. ए एपशेच टू टीचिंग, पूना : लखशानगढ़ प्रैस।
4. आष्टे डी.जी. टीचिंग ऑफ संस्कृत, बम्बई : पदमा पब्लिकेशन्स।
5. सफाया, रघुनाथ. संस्कृत शिक्षण विधि, जालंधर : पंजाब किताब घर।
6. आष्टे डी.जी. डोंगरे पी.के., टीचिंग ऑफ संस्कृत  
इन सैकेण्डरी स्कूल, बड़ौदा : आचार्य बुक डिपो।
7. हुफरेकर. द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत,  
कोल्हापुर : भारत बुक स्टॉल।

### PAPER-III (B) Opt. (v): DISTANCE AND OPEN LEARNING

Time: 1.30 Hours

Max. Marks: 50

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**OBJECTIVES**

**Pupil-teachers would be able to-**

- (i) recall and explain the concept scope and applications of Distance Education.
- (ii) describe history and future of distance education.
- (iii) explain in own words regarding the factors involving Distance Education.
- (iv) identify the steps for the preparation of self Instructional materials- SIM. Or self-learning materials (SLM).
- (v) define role of mass-media in distance education.

**COURSE CONTENTS**

**UNIT-I**

- 1) Concept of Distance Education
  - ◆ Related terms with Distance Education
  - ◆ Non-formal Education
  - ◆ De-schooling education
  - ◆ Correspondence education
  - ◆ Open education
  - ◆ Scope of Distance education.
- 2) History, importance and future of Distance Education in India:
  - ◆ Present Status
  - ◆ History of Distance Education.
  - ◆ Need and importance of Distance Education.
  - ◆ Future of Distance Education in India.
- 3) Mass media in Distance Education:
  - ◆ Print and Non-Print Media.
  - ◆ Audio-Visual-Computer based media.
  - ◆ Learning through media.

**UNIT-II**

- 4) Distance-learners & Self Learning Materials.
  - ◆ Characteristics of distance learners
  - ◆ Salient features of self learning material
  - ◆ Professional training to teacher educator linked with Distance Education.
- 5) Different types of Distance Learners and their possible problems
  - ◆ Student counseling services in Distance Education.

- ◆ Continuous assessment in Distance Education
- 6) Self Learning materials and its preparation
- ◆ Preparation of Self-Learning Materials. (SLM)
  - ◆ Self-instructional Material (SIM) format
  - ◆ Distance Education as investment for Learners.

**Practicum/Sessionals**  
**10**

**Max. Marks:**

1. Prepare a project on the Present Position of Distance Education in India.
2. Prepare a self learning material on any topic of your choice related to any one of you teaching subject.

### **SUGGESTED READINGS**

Bates, A. W. (1995). *Technology, Open Learning and Distance Education*, London: Routledge.

Bates, T. (1993). *Theory and Practice in the use of Technology in Distance Education*, London: Routledge.

Dececco, John P. & Crawford, W. (1997). *The Psychology of Learning and Instruction*, New Delhi: Prinice Hall of India Pvt. Ltd.

Dececco, J. P. & Crawford, N. (1997). *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of India Pvt. Ltd.

Gagne, R.M. & Briggs, L.J. (1974). *Principles of Instructional Design*, New York: Rinehart & Winston.

Koul, B.N. & Creed, C. (1990). *Study of Language Needs of Commonwealth Students Studying at a Distance through the Medium of English*, Report prepared for the British Council.

Masonh, R. (1998). *Globalising Education: Trends and Applications*, London: Routledge.

Ramanujam, A. R. (1995). *Reflections on Distance Education for India*, New Delhi: Manak Publications Pvt. Ltd.

**Paper-III (B) Opt. (ii): EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELLING**

**Time: 1.30 hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**OBJECTIVES:**

**Pupil teachers would be able to-**

- (vi) explain the concepts of guidance and counseling
- (vii) demonstrate an understanding of educational, vocational and personal guidance
- (viii) assessing the needs of an individual correctly for solving problems.
- (ix) use testing devices and techniques of guidance
- (x) describe collection and dissemination of occupational guidance
- (xi) explain problems faced by students in the contemporary world.
- (xii) describe the working of guidance centers

**COURSE CONTENTS**

**UNIT-I**

- 1) Introduction to guidance
  - ◆ Meaning , Nature, Scope & Functions of guidance
  - ◆ Principles of guidance
  - ◆ Need of guidance at various stages of life
  - ◆ Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).
- 2) Procedures of Guidance
  - ◆ Individual and group procedures of guidance, their nature and advantages
  - ◆ Group guidance techniques, class-talks, career-talks, career-conference, group-discussion, field-visits, career-exhibition, audio-visual techniques
  - ◆ Role of various community agencies in school guidance programme
- 3) Counselling
  - ◆ Concept of Counselling
  - ◆ Theories of Counselling: Theory of Self (Rogers)
  - ◆ Types of Counselling: Directive, Non-directive, and Eclectic.
  - ◆ Process of counselling (Initial disclosure, in depth exploration and Commitment to action)
  - ◆ Skills in counselling (Listening, Questioning, Responding, and Communicating)
  - ◆ Role of teacher as a Counsellor and professional ethics associated with it.

**UNIT-II**

- 4) Understanding the individual
  - ◆ Studying and appraising an individual- its need and importance in EVG
  - ◆ Testing and non- Testing devices for the study of an Individual
  - ◆ Tests: Intelligence, Aptitude, Attitude, Interest, Achievement, and Personality.
  - ◆ Techniques used in guidance: Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
  - ◆ Cumulative Record Cards
  
- 5) Job analysis and occupational information
  - ◆ Job analysis: Concept and need
  - ◆ Job satisfaction: Concept and factors affecting Job satisfaction
  - ◆ Relation between job analysis and job satisfaction
  - ◆ Concept of Occupational Information & Sources of Collection
  - ◆ Career-Counselling and Dissemination of Occupational Information
  
- 6) Guidance Services and their organization in the Schools
  - ◆ Types of Guidance services
  - ◆ Role of school personnels in organising

**Practicum/Sessionals (Any Two of the following) Max. Marks: 10**

1. Group guidance – One career talk
2. Make a study of the guidance services available in any one school. Prepare a report.
3. Make a study of a guidance centre. Prepare a report.
4. Interview a school counselor to find the problems faced by students in the present context.
5. Role play exercises to develop skills in rapport building

### **SUGGESTED READINGS**

Aggarwal, J. C. (2004). Educational vocational guidance and counseling, Delhi: Doaba House

Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.

Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications

Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill

Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling

Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.



NCERT (2008). Counselling process and strategies (Module 2). New Delhi: NCERT

NCERT (2008). Guidance for human development and adjustment (Module 3). New Delhi: NCERT.

NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT

Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: VishwaVidyalaya Prakashan

Rathus, S. A. & Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston

Robinson (2005). Principles and Procedures in Student Counselling, New York: Harper & Row

Strang, R. (2005). Counselling Techniques in Colleges and Secondary Schools, New York: Harper

**Time: 1.30 Hours**  
**50**

**Max. Marks:**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long -answer type questions will carry 16 marks each.

**OBJECTIVES:**

**Pupil-teachers would be able to-**

- (ix) define evaluation, assessment and measurement.
- (x) explain measurement procedures in respect of cognitive and non-cognitive tests.
- (xi) describe Norm Referenced and Criterion References Testing (CRT).
- (xii) explain approaches of evaluation
- (xiii) classify and differentiate tools and techniques of evaluation.
- (xiv) explain continuous and comprehensive evaluation.

**COURSE CONTENTS**

**UNIT-I**

- 1) Evaluation, assessment and Measurement
  - ◆ Fundamental assumptions underlying the concepts of evaluation, assessment and measurement: Similarities and differences
  - ◆ Types of scales: Nominal, Ordinal, Interval and Ratio scales
  - ◆ Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation
- 2) Measurement procedures in respect of cognitive and non-cognitive tests
  - ◆ Ability testing procedures
  - ◆ Disability testing procedures
  - ◆ Uses of cognitive and non-cognitive tests
- 3) Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)
  - ◆ Concept of NRT and CRT and difference between NRT and CRT
  - ◆ Developing tests under NRT and CRT approaches
  - ◆ Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

**UNIT-II**

- 4) 4) Approaches of Evaluation
  - ◆ Formative and Summative evaluation
  - ◆ External and Internal evaluation, advantages and disadvantages
- 5) Techniques and tools of evaluation
  - ◆ Testing- concept and purposes

- ◆ Observational techniques
  - ◆ Projective techniques
  - ◆ Types of evaluation tools
  - ◆ Rating scales, Intelligence Tests, Aptitude tests, Inventories, the anecdotal records
- 6) Continuous and Comprehensive Evaluation and Credit Based Evaluation
- ◆ Continuous evaluation
  - ◆ Comprehensive evaluation
  - ◆ Credit based evaluation
  - ◆ Functions, strength, and limitation

**Practicum/Sessionals**

**Max. Marks: 10**

**Any one of the following:**

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

**SUGGESTED READINGS**

Agarwal, S. N. (1976). *Educational and Psychological Measurement*, Agra: Vinod Pustak Bhandar

Aggrawal, Y. P. (1990). *Statistical Methods-Concepts, Applications and Composition*, New Delhi: Sterling Publishers

Balls, S. & Aderson, S. (1976). *Encyclopedia of Educational Evaluation in Teaching* New York: McMillan

Kubiszyn, T. & Borich, G. *Educational Testing and Measurement: Classroom application and practice*, New York: Harper Collins College Publisher

Popham, W. I. (1977). *Educational Evaluation*, Englewood: Prentice Hall

Sinha, H. S. (1974). *Modern Educational Testing* New Delhi: Sterling

Thorndike R. L. & Hagen, E. (1969). *Measurement and Evaluation in Psychology and Education*, New Delhi: John Wiley.

Wittrock, M. C. & Wiley, D. E. (ed.) (1970). *The evaluation of Instruction*, New York: Holt Rinehart

**Paper-III B Opt. (iii): HEALTH AND PHYSICAL EDUCATION**

**Time: 1.30 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks only. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**OBJECTIVES**

**Pupil-teachers would be able to-**

- (xiii) explain the concept, aims and objectives of Health and Physical Education.
- (xiv) describe hygienic environment along with contributing factors and its importance
- (xv) explain various Communication diseases and first aid.
- (xvi) demonstrate ability to describe balanced diet.
- (xvii) explain good posture..
- (xviii) define general medical standard of an individual.

**COURSE CONTENTS**

**UNIT-I**

- 1) Health and Health Education
  - ◆ Concept
  - ◆ Aims and objectives of health education
  - ◆ Factors influencing health
  - ◆ School health programmes
  - ◆ School health services
  - ◆ Role of the teacher in School Health programme
- 2) Physical Education
  - ◆ Concept
  - ◆ Misconception
  - ◆ Aim and objectives
  - ◆ Relation with general education.
- 3) Nutrition and Balanced Diet
  - ◆ Components of Balanced Diet
  - ◆ Functions
  - ◆ Major sources
  - ◆ Malnutrition.

**UNIT-II**

- 4) Posture
  - ◆ Concept and values
  - ◆ Postural deformities and their Management.
  - ◆ Personal Hygiene
  - ◆ Environmental Hygiene
  - ◆ Pollution and Global Warming
- 5) Communicable diseases- Mode, control and prevention
- 6) Physical Fitness and First Aid.
  - ◆ Physical fitness: Meaning, elements, and importance.
  - ◆ First aid in the following – Wounds, Cuts, Hammaerage, Laceration, Contution, dislocation, fracture, bites of insects, sprain and strain.

**Practicum/Sessionals**  
**10**

**Max. Marks:**

1. Prepare a report of medical examinations of school student as conducted by a doctor
2. Prepare a report of mongering any two postural deformities.

**SUGGESTED READINGS**

Bucher, C. A. (1964). *Foundations of Physical Education*, Ney York: Mosby & Company

Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company

Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher

**Paper-III B Opt. (iv): ENVIRONMENTAL EDUCATION**

**Time: 1.30 Hours**

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

**NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**OBJECTIVES**

**Pupil-teachers would be able to-**

- (i) define the concept of environmental education.
- (ii) explain components of environment and healthy environment
- (iii) explain various global environmental issues
- (iv) demonstrate knowledge of impact of technology on environment.
- (v) define major eco-systems and their conservation.
- (vi) explain various kinds of pollution.

**COURSE CONTENTS**

**UNIT-I**

- 7) Environmental Education
  - ◆ Concept, definition, principles
  - ◆ Need and importance
  - ◆ Goals and objectives of environmental education for sustainable development.
  - ◆ Methodologies of Environmental Education.
- 8) Teaching Environmental Education
  - ◆ Various methods (survey, project and field Trip)
  - ◆ Role of school and teacher- various activities and associated skills
  - ◆ Eco magazine
  - ◆ Exhibition and plantation
  - ◆ Eco-Club – meaning, objectives, structure, and activities
- 9) Environment
  - ◆ Meaning and definition of Environment and its Components
  - ◆ Principles of environment
  - ◆ Major environmental problems
  - ◆ Concept of healthy environment & efforts in this direction
  - ◆ Conservation of environment: Government commitment in national and international fields.

**UNIT-II**

- 10) Global Environmental Issues.

- ◆ Depletion of ozone layer.
  - ◆ Global Warming (Green House Effect)
  - ◆ The major Eco-systems and their conservation- terrestrial and aquatic Eco-system
- 11) Impact of Technology on Environment-
- ◆ Environment Pollution
  - ◆ Soil Pollution
  - ◆ Water Pollution
  - ◆ Air Pollution
  - ◆ Noise Pollution
- 12) Miscellaneous Environmental Issues.
- ◆ Forests and their conservation.
  - ◆ Wildlife and its conservation.
  - ◆ Conservation of energy resources.
  - ◆ Alternate source of energy.
  - ◆ Waste management.
  - ◆ Population and environment- Human population growth and its problems
  - ◆ Indoor environment.

**Practicum/Sessionals**

**Max. Marks: 10**

Project report based on any local Environmental problem with suggested remedial measure.

**SUGGESTED READINGS**

Gupta V. K. (1998). *Environmental Education*, Jalandhar: New Academic Publishing House

Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India

Palmer, J. & Philips, N. (1994). *The Handbook of Environmental Education*, New York: Routledge

Purdum, P. W. & Aredson S. (1980). *Environmental Science*, Columbus: Charles E. Merrill Publishing Co.

Sharma P. D. (1993). *Environmental Biology*, Meerut: Rastogi & Co.

Sharma, R. C. & Tan, M. C. (eds) (1990). *Source Books of Environmental Education for Secondary School Teachers*. Bangkok: UNESCO

Ship, S A. B. (1996). *Education for the Environmental Concerns, Implications and Predices*. New Delhi: Radha Publication

## Paper-III (B) Opt (i): YOGA EDUCATION

Time: 1.30 Hours

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

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### OBJECTIVES:

Pupil-teachers would be able to-

- (xv) define the philosophy of yoga.
- (xvi) explain the psychology of yoga
- (xvii) describe the socio-moral base of yoga.
- (xviii) explain physiology of Yoga
- (xix) classify yoga ,yogic diet and yogic lifestyle.
- (xx) explain medical aspects of yoga in terms of improving mental health and reducing stress

## COURSE CONTENTS

### UNIT-1

- 1) Philosophy, Psychology and Kinds of Yoga
  - ◆ Philosophy of Yoga, goals of life and yoga, fundamental concepts common to all schools of Indian Philosophy; the Trignna, the concept of Prakrit, Purusha-Vishesha (Ishwar) and their relation with each other; its meaning and kinds of smadhi.
  - ◆ Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.
- 2) Physiology of Socio-moral bases Kinds of Dhyana: Sthuula, Jyotiry and sukshama, niramal Chitta and the final Goal.

### UNIT-II

- 3) Socio-moral base of yoga: The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- 4) Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Matra-Yoga.
- 5) Yogic diet & its application in modern context.

Practicum/Sessionals:

Max. Marks: 10



1. Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- shirasana, Ardhamatsyendrasana, Padmasana and Shirasana.
2. Participatin in Neti, Kapalbhathi and Tratak.
3. Participatin in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
4. Preparing a workbook (project reports of the selected five asanas, their physiological, psychological and anatomical effects on human body, mind, senses and intellect.)

### SUGGESTED READINGS

Bawara, B. V. (1993). *Aapki apni Baat*, Haryana: Divine Radiance Publications.

Besant, A. (2005). *An Introduction to Yoga.*, New Delhi: Cosmo

Iyenger, B.K.S. (1996). *Lighter on Yoga*. New Delhi: Harper Collins Publishers India Private Limited

Larson, James, G. & Bhattacharya, R. S. (2007). *Encyclopedia of Indian Philosophies, Vol. XII. Yoga*: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Pub

Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality characteristics of delinquents and noe-delinquents*. Chandigarh: Panjab University.

Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology

Omand, S. (1960). *Patanjali Yoga Pradeep*. Gorakhpur: Gita Press

Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology

Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education

Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends

Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat

## Paper-III B Opt. (vii): GENDER SENSITIZATION AND SCHOOL

Time: 1.30 Hours

Max. Marks: 50  
(External: 40, Internal:

10)

### NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### OBJECTIVES:

Pupil-teachers would be able to-

- (xix) explain the concepts of sex and gender.
- (xx) demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- (xxi) explain the social construction of gender with special reference to family.
- (xxii) describe women in education and various laws protecting them.
- (xxiii) list the factors contributing to gender inequalities in schooling.
- (xxiv) describe the concept of women empowerment and various roles of women in sustainable development.

## COURSE CONTENTS

### UNIT-I

- 1) Sex and Gender
  - ◆ Psychological and Sociological perspectives
    - Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood
    - Socialist – Feminis;-class, gender and division
    - Indian Women- Family, caste, class, culture, religion and social system.
- 2) Social construction of gender
  - ◆ Socialization
  - ◆ Family
  - ◆ Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations
- 3) Women Education and Law
  - Women access to and participation in formal education
  - Women and non-formal education
  - Media and women
  - National effort to protect women's rights

### UNIT-II

- 4) Gender inequalities in schooling

- ◆ Organisation of schooling
  - ◆ Gender bias in text books
  - ◆ Curricular choices and
  - ◆ Hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 5) Gender and Schooling –Education for gender equity
- ◆ Case studies of interventions in school education
  - ◆ Reflections from the field and strategies for change
  - ◆ The Lok Jumbish Experience
- 6) Education and Empowerment of Women
- ◆ Concept and importance
  - ◆ Women and sustainable development
  - ◆ Special role of women as protector of environment
  - ◆ Waste management and women
  - ◆ Women as workers

**Practicum/Sessionals**

**Max. Marks:**

**10**

**Attempt any One of the following:**

1. Project report based on any local problem of women.
2. Write a Report on any women related latest issue.
3. Prepare a plan for empowering the women

### **SUGGESTED READINGS**

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

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

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

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

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

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

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

## PAPER-III (B) Opt. (viii): HUMAN RIGHTS EDUCATION

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTERS:**

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- (i) describe various human rights.
- (ii) classify human rights.
- (iii) illustrate human rights commissions.
- (iv) list the domains of human rights.
- (v) explain constitutional and institutional safeguards.
- (vi) state problems of Refugees.
- (vii) define UN Principles in association with human rights.

## **COURSE CONTENTS**

### **UNIT-I**

- 1) Human Rights Education
  - ◆ Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
  - ◆ Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.
- 2) Vital Domains of Human Rights
  - ◆ Right to information, Poverty, Child Labour, and Environment
  - ◆ Human rights in relation to women, Terrorism, and Disabled

### **UNIT-II**

- 3) Enlightenment and Human Rights
  - ◆ Human Rights in India,
  - ◆ United Nations and Human Rights
- 4) Judicial Activism
  - ◆ Human Rights violation and Police
  - ◆ Problem of Refugees and internationally Displaced Persons

- 5) Custodial Justice
- ◆ Guidelines to Police Commissioners and District magistrates
  - ◆ Standard Rules for Treatment of Prisoners
  - ◆ UN Principles for Protection of Prisoners

**Practicum/Sessionals**

**Max. Marks:**

**10**

**Write a Report on any one of the following-**

3. Prepare a project on the human rights with particular reference to marginalized section of the Society.
4. Prepare a report on rights of child labour and their problems.
5. Write a report on use of RTI with at least two cases related to educational institutions.
6. Role of Police in protections of Human Rights.

**SUGGESTED READINGS**

Barwal, K. (2005). Political Rights conferred on Women in Kuwait, Competition Success Review, p.

Devine, C., & Wilde, C. R. H. R. (1999). Human Rights: Essential Reference Book,

Donnelly, J. (2003). Universal Human Rights in Theory and practice, New Delhi: Sterling.

Kaarthikeyan D.R (2005). Human Rights:Problems and Solutions. New Delhi: Gyan Publishing House <http://www.gyanbookscom>.

Maria, A. (2002). Women Empowerment Teacher-Education Edutracks, VIII, p.11-17. Sharma,B.L.and B.K Maheswari Education for Value Environment of Human Rights

Smith, R. (2008). Essentials of Human Rights. New Delhi: Sterling Publications.

Sridevi, C. & Vijayawada, Socio Historical Context, Social Diversities and Commonalities, New Delhi: Indira Gandhi National Open University, Press.

WWW. Youth for Human Rights. Org.

## PAPER-VIII A: ICT ENABLED PRACTICAL/PROJECTS

**Time: 1.30 Hours**

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

### **OBJECTIVES:**

**Pupil-teachers would be able to-**

- ◆ Demonstrate the use of ICT in Education.
- ◆ Demonstrate the use of MS Windows and MS Office
- ◆ Demonstrate the use of ICT and its integration in education.
- ◆ Demonstrate the use of internet for teaching.
- ◆ Use ICTs to develop digital portfolios in their teaching subjects
- ◆ use effectively the ICTs and the pedagogies associated with them

### **COURSE CONTENTS**

#### **UNIT I**

#### **(ORIENTATION TO ICT)**

##### **1) MS WINDOWS**

- ◆ Basic concept of an Operating System and its functions.
- ◆ Introduction of Windows: Using Mouse and moving icons on the screen, My Computer, Recycle Bin, Task Bar, Start-menu and menu selection, running an application, Setting system date and time; Windows Explorer to view files, folders and directories, creating and renaming of files and folder, Opening and Closing of Windows, Minimise, Restore and Maximise forms of windows
- ◆ Basic components of a Window: Desktop, Frame, Title Bar, Menu Bar, Status Bar, Scroll Bars (Horizontal and Vertical), Using right button of the Mouse, Creation Shortcut, Basic Windows Accessories: Notepad, Paint, Calculator, WordPad, using Clipboard;

##### **2) MS OFFICE**

###### **◆ MS WORD**

Introduction to a Word Processor: Creating, Saving, Editing and Formatting a Document; Text Style (B, I.U.), Font Type Size, changing color, alignment of text; Formatting paragraphs with line or paragraph spacing; adding headers and footers numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting Symbols, Print Preview, printing a document. Inserting Word Art, Clip Art and Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter, Find and Replace, Inserting Tables.

###### **◆ MS POWER POINT**

Introduction to Presentation Graphics, Understanding the concept of Slide Shows, Basic element of a slide, Different types of Slide Layouts, Creating and saving a Presentation, Different views of a slide: Normal view, Slide Sorter view and Slide Show, Editing and Formatting a Slide: Adding Titles, Subtitles, Text Background, Watermark; Header and Footers, Numbering Slides;

Inserting Pictures from files, Animating pictures and Text with Sound Effects, Timing Text box, Pictures and Slides, Rehearse Timings, ungrouping and Grouping pictures from Clipart.

◆ MS Excel

Introduction to Spreadsheets, Concept of Worksheets and workbooks, Creating and Saving a worksheet, Working with a spreadsheet: entering numbers, text, date/time, series using Auto fill, Editing and formatting a worksheet including changing colour, size, font, alignment of text, Inserting of Deleting cells, rows and columns, Formula-Entering a formula in a cell, using operators (+,-,\*) (In formulae, Relative referencing, Absolute referencing and mixed referencing, Printing a worksheet.

Use Simple Statistical functions: SUM ( ), AVERAGE ( ), MAX ( ), MIN ( ), IF ( ), (without compound statements); inserting tables in worksheet, Embedding Charts of various types: Line, Pie, Scatter, Bar and Area in a worksheet.

## UNIT-II

### (INTEGRATION OF ICT WITH SCHOOL TEACHING SUBJECTS)

#### 3) Making Small Presentations

- ◆ Basics of a presentation
  - Difference between presentation and document
  - Using Power Point
  - Opening a Power Point Presentation
- ◆ Creation of Presentation
  - Title
  - Text Creation
  - Fonts and Sizes
  - Bullets and indenting
  - Moving to Next Slide
- ◆ Preparation of Slides
  - Selection of type of Slides
  - Importing text from word documents
  - Moving to Next Slide
  - The slide Manger
- ◆ Providing Aesthetics
  - Slide Designs
  - Background and Text colors
  - Marking your own slide format
  - Footnotes and slide numbering
- ◆ Slide Manipulation and Slide Show Presentation of the Slides
  - Using the Slide Show
  - Printing the Slides and Handouts
  - Slide Sorter
  - Title Sorter

#### 4) Introduction to Multimedia and its Applications

- ◆ Multimedia

- The Concept and Objectives
  - Hardware for Multimedia Computer
  - ◆ Components of Multimedia
    - Textual Information, Images and their types
    - Animation, Digital Audio, Digital Video
  - ◆ Software for Multimedia
    - Introduction to MS-Publisher
    - Introduction to Photo draw
    - Introduction to Front Page
- 5) Internet
- ◆ Concept/Definition
  - ◆ Relationship with and Distance computer
  - ◆ The internet: the world-wide web, websites and its information super high way
  - ◆ Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
  - ◆ Classification of the modes: searching for information and exchanging information

Ways of using the Internet in instruction: utilizing already available websites; creating and hosting websites to aid and supplement instruction.

Searching the Web-factors contributions to productive search – use of concept maps, clues for productive search – URS Downloading of Search Services, Search Engines, Subject Gate Ways and Web Directories.

### UNIT III

#### 6) Handling of available Equipment

Each Teacher Education Institution will make available the following equipments for use of the Pupil-teachers-

- ◆ Over-head Projector
- ◆ Slide-Projector
- ◆ Tape-Recorder
- ◆ Epidiascope
- ◆ T.V. and Video-Cassette-Recorder
- ◆ Camera



## **PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES**

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

Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners)- **PRACS TEAM** as appointed by the University for all Practical Paper VIII A, VIII B, IX and X (School Education Programme -SEP).

### **(Any Two of the Following)**

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Recycling of the Waste Paper (Any five items)
- 3) School/Classroom ambience: Interior decoration (Old syllabus 2008-09)
- 4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- 5) Drawing and painting (Old syllabus 2008-09)
- 6) Alternate School Monitoring- Support teaching
- 7) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/ Girls)
- 8) Mid Day Meal- Preparation to Monitoring
- 9) Organising Parent Teacher Meeting
- 10) Serva Shiksha Abhiyaan (SSA) Project

**PAPER-IX: SCHOOL EDUCATION PROGRAMME (SEP) –  
TEACHING PRACTICE  
(School Teaching Subject I)**

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in school teaching subject I be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session to be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and three members (Sub-Examiners) - **PRACS TEAM**. Use of Chalk Board including Handwriting and Use of Teaching Aids would be given proper weightage i.e. 20 marks each.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT I**

**A) Any Four Micro-Teaching Skills with 2 lessons each skills**

**Use of Chalk Board including Handwriting (Compulsory)**

**Use of Teaching Aids (Compulsory)**

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples

**B. Mega lesson/ Discussion- One**

**C. Simulated Lessons: 5**

**E. Real Teaching: 15 Lessons each**

**D. Observation Lessons: 10**

**F. Criticism Lesson: One**

**PAPER-X: SCHOOL EDUCATION PROGRAMME (SEP) –  
TEACHING PRACTICE  
(School Teaching Subject II)**

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in school teaching subject II be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and three members (Sub-Examiners) - **PRACS TEAM**. Use of Chalk Board including Handwriting and Use of Teaching Aids would be given proper weightage i.e. 20 marks each.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT II**

**A) Any Four Micro-Teaching Skills with 2 lessons each skills**

**Use of Chalk Board including Handwriting (Compulsory)**

**Use of Teaching Aids (Compulsory)**

1) Questioning

2) Introducing the Lesson

3) Use of Reinforcement

4) Stimulus Variation

5) Illustration with Examples

**B. Mega lesson/ Discussion- One**

**C. Simulated Lessons: 5**

**E. Real Teaching: 15 Lessons each**

**D. Observation Lessons: 10**

**F. Criticism Lesson: One**

**PAPER- XI: PARTICIPATION IN CO-CURRICULAR SCHOOL-BASED  
ACTIVITIES**

**Grades from O, A, B, C, D would be awarded.**

**Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.**

Note: Select any Four of the Following.

- A. Communication skills and Functional use of Language Lab
- B. Bharat Scouts and Guides
- C. Literary Activities
- D. Cultural Activities
- E. International and National Days Celebration
- F. Sports Activities

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