

**SCHEME OF EXAMINATION AND SYLLABUS FOR B. ED. COURSE**  
**PART I: THEORY (PAPERS I- VII)**  
**(To be implemented from the Session 2012-13)**

PAPER	NOMENCLATURE	Max. Marks		No. of Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment	
I	Education: Philosophical & Sociological Bases.	80	20	4 (3 HRS: 80)
II	Learner, Learning, and Cognition	80	20	4 (3 HRS: 80)
III A	Secondary Education in India	40	10	2 (1.30 HRS: 40)
<b>III B Any one of the following:</b>				
Opt. i	Yoga Education	40	10	2 (1: 30 HRS: 40)
Opt. ii	Educational Vocational Guidance and Counselling	40	10	2 (1.30 HRS: 40)
Opt. iii	Health and Physical Education	40	10	2 (1.30 HRS: 40)
Opt. iv	Environmental Education	40	10	2 (1.30 HRS: 40)
Opt. v	Distance and Open Learning	40	10	2 (1.30 HRS: 40)
Opt. vi	Educational Measurement and Evaluation	40	10	2 (1.30 HRS: 40)
Opt. vii	Gender Sensitization and School	40	10	2 (1.30 HRS: 40)
Opt. viii	Human Rights and Peace Education	40	10	2 (1.30 HRS: 40)
IV A	Curriculum and School Management	40	10	2 (1.30 HRS: 40)
IV B	Inclusive Education	40	10	2 (1.30 HRS: 40)
V	Information Communication and Educational Technology	80	20	4 (3.00 HRS: 80)
<b>VI &amp; VII</b>	<b>Teaching of School Subjects.</b> Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups. However, the candidates who have passed Shastri examination can opt for two subjects from Group-A.			

PAPER	NOMENCLATURE	Max. Marks		No. of Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment	
<b>Group A</b>				
Opt. i	Teaching of Hindi	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of English	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Punjabi	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Sanskrit	80	20	4 (3 HRS:80)
Opt. v	Teaching of Urdu	80	20	4 (3 HRS:80)
<b>Group B</b>				
Opt. i	Teaching of Mathematics	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Home Science	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Commerce	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Arts	80	20	4 (3 HRS: 80)
<b>Group C</b>				
Opt. i	Teaching of Life Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Geography	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Economics	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Music	80	20	4 (3 HRS: 80)
Opt. v	Teaching of Computer Science	80	20	4 (3 HRS: 80)
<b>Group D</b>				
Opt. i	Teaching of Physical Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Civics	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of History	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Social Studies	80	20	4 (3 HRS: 80)

<b>PART II-PRACTICALS (PAPERS VIII- XI) Max. Marks: 300</b>				
(B.Ed Practical Exam will be conducted by an External Team consisting of one Coordinator (Head Examiner should be of the parent University) and two Members (Sub-Examiners duly approved by the University) in two days. While constituting the team teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three teaching subjects i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences – <b>Practical Examinations Team</b> will conduct all practical papers from VIII A, VIII B, IX & X i.e School Experience Programme)				
VIII A	ICT enabled Practical/Projects	50		2 (1.30 HRS: 50)
VIII B	Community Based Projects and Work Experiences <b>(Any two of the following)</b>	50 (25 Marks for each)	--	2 (1.30 HRS: 50)
	1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support teaching)			
	2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)			
	3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal			
	4) Alternate School Monitoring-Support Teaching			
	5) Out Reach Programme (Marginalized children i.e Special Needs/ Economically/ SC/ST/Girls)			
	6) Organizing Parent-Teacher Meeting			
	7) AIDS Awareness			
	8) Gender Sensitization and Female Foeticide			
	9) Disaster Management			
IX	<b>School Experience 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 comprising One Coordinator (Head-Examiner) and two Members (Sub-examiners)	80		20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required

	<p><b>A. Following Five Micro-Teaching Skills with 1 lesson on each skill.</b>  <b>Use of Chalk Board including Handwriting and Use of Teaching Aids (Compulsory)</b>  1) Questioning  2) Introducing the Lesson  3) Use of Reinforcement  4) Stimulus Variation  5) Illustration with Examples  Micro Lesson-5  Mega Lesson-5  Discussion Lesson-2  Real Teaching 20 Lessons  Final Discussion-1  To be selected by the candidate out of two teaching subjects.</p>		
X	<p><b>School Experience 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 comprising One Coordinator (Head-Examiner) and two Members (Sub-examiners) –</p>	80	20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required
	<p><b>A) Following Five Micro-Teaching Skills with 1 lesson 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  Micro Lesson-5  Mega Lesson-5  Discussion Lesson-2  Real Teaching 20 Lessons</p>		

	Final Discussion-1 To be selected by the candidate out of two teaching subjects.		
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**\* Each student will attend supervised teaching for 45 days.**

XI	Participation in Co-curricular School-based Activities (Select any two 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.
U6	B. Bharat Scouts and Guides	
	C. Literary Activities	
	D. Cultural Activities	
	E. International and National Days Celebration	
	F. Sports Activities	

Criteria for the award of Internal Assessment/Internal Practical of 20% marks in theory papers may be as per the distribution given below:-

- |      |  |           |
|------|--|-----------|
| i)   | One class test/Sessional Work (In case of Practical in Theory Papers)                | 10% marks |
| ii)  | One Assignment/Performance and Demonstration (In case of Practical in Theory Papers) | 05% marks |
| iii) | Attendance   | 05% marks |
|      | Upto 75%   | 0 % marks |
|      | Upto 80%   | 2% marks  |
|      | Upto 85%   | 3% marks  |
|      | Upto 90%   | 4% marks  |
|      | Above 90%  | 5% marks  |

**Note:**

If a candidate is awarded Internal Assessment/Internal Practical of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

**Grand Total =1000 marks**

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

**Max. Marks: 50**  
(25 Marks each)

**(Any two of the Following)**

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- 3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
- 4) Alternate School Monitoring- Support teaching
- 5) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/Girls)
- 6) Organising Parent Teacher Meeting
- 7) AIDS Awareness
- 8) Gender sensitization and Female Foeticide
- 9) Disaster Management

**PAPER-IX: SCHOOL EXPERIENCE 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 be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT I**

**A) Any Five Micro-Teaching Skills with one (1) lesson on each skill**

**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. Micro Lessons-5**

**C. Mega Lessons-5**

**D. Discussion Lessons-2**

**E. Real Teaching 20 Lessons**

**F. Final Discussion-1**

(To be selected by the candidate out of two teaching subjects.)

**PAPER-X: SCHOOL EXPERIENCE 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 two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT II**

**A) Any Five Micro-Teaching Skills with one (1) lesson on each skill**

**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. Micro Lessons-5**

**C. Mega Lessons-5**

**D. Discussion Lessons-2**

**E. Real Teaching 20 Lessons**

**F. Final Discussion-1**

(To be selected by the candidate out of two teaching subjects.)



**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 Two 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

**PAPER-X: SCHOOL EXPERIENCE 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 be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT I**

**A) Any Five Micro-Teaching Skills with one (1) lesson on each skill**

**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. Micro Lessons-5**

**C. Mega Lessons-5**

**D. Discussion Lessons-2**

**E. Real Teaching 20 Lessons**

**F. Final Discussion-1**

(To be selected by the candidate out of two teaching subjects.)

**PAPER-XI: SCHOOL EXPERIENCE 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 two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

**DURING THE SESSION**

**I) SCHOOL TEACHING SUBJECT II**

**A) Any Five Micro-Teaching Skills with one (1) lesson on each skill**

**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. Micro Lessons-5**

**C. Mega Lessons-5**

**D. Discussion Lessons-2**

**E. Real Teaching 20 Lessons**

**F. Final Discussion-1**

(To be selected by the candidate out of two teaching subjects.)



## **PAPER-I: EDUCATION: PHILOSOPHICAL AND SOCIOLOGICAL BASES**

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- explain the discipline of education in Philosophical and Sociological perspectives
- describe the role of education in desirable social change, sustainability, socio-economic development
- define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged section of the society
- delineate the goal of education in the Indian Society
- describe philosophy of Jainism and Buddhism
- describe philosophy of Western philosophers
- describe the concept of knowledge economy
- 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.
  - Difference between Philosophy of Education and Educational 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 Knowledge.

b) Philosophical Analysis of Education, Teaching, Training and Indoctrination

## UNIT-II

4) a) Educational Implications of Western Schools of Philosophy -

- Idealism
- Naturalism
- Pragmatism
- Existentialism

b) Educational Implications of Indian Schools of Philosophy -

- Sankhya
- Vedanta
- Buddhism
- Jainism

## UNIT-III

5) Educational Goals in Indian Society

- Ancient and Modern Indian Goals: Purusharthas
- Education and Social change:
  - Factors, Barriers
  - Education as an Instrument for Social Change

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
  - Among the Nations: Rich, Poor, Developed and Developing.
- Equality of Educational Opportunity
- U.N. Declaration of Human Rights, Right to Education
- Education for National Integration and International Understanding
- Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

## UNIT IV

7) Education for Economic Development

- Education for Economic Growth and Development
- Role of Education in Technological Empowerment

8) National Knowledge Economy

- National Knowledge Commission (NKC)
- Indian Knowledge System: Elementary, Secondary & Higher Education
- NKC on Management of Education

9) Modernization

- Concept of Modernization
- Indicators of Modernization
- Education for Modernization

10) Globalization

- Concept
- Advantages and Disadvantages
- Competition, Collaboration and Partnership

## SUGGESTED READINGS

Dagar B. S. & Dhull, I. (1994). *Perspectives 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 II: LEARNER, LEARNING AND COGNITION

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- differentiate between Growth and Development and explain general principles of development
- identify the variables involved in teaching- learning process so as to infer teacher's role in making instruction effective
- explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils
- 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
- 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
- explain the need and significance of guidance and counselling and to create an awareness of the approaches and strategies concerned
- explain the concept of thinking and its process
- describe group dynamics and its process including developing group mind

### **COURSE CONTENTS**

#### **UNIT-I**

- 1) Educational Psychology and Teaching-Learning Process
  - Educational Psychology: Concept and Scope
  - Concept of Teaching and Learning
  - Variables in 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 Teaching-Learning process.
- 2) Growth and Developmental Pattern of Learners
  - Concept of Growth and Development
  - General Principles of Growth and Development
  - Factors influencing Development

- General and Environmental Aspects of Development, Physical and Motor, Cognitive (Piaget, Bruner), Social and Emotional (Ericson), Moral (Piaget, Kohlberg)
- Problems and Dilemmas of Adolescence (with Particular Reference to Indian Context)
- Guidance and Counselling-Concept, Types and Characteristics.

## **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 Adolescents in the Indian context.

### 4) Approaches to Learning

- Introduction to Learning – Concept, Nature and Importance
- Behavioral- Trial and Error, Conditioning (Classical & Operant).
- Cognitive (Insightful Learning, and Information Processing Model)
- Constructivism-
  - Concept
  - Planning & Development of Learning Experience through Constructivism.
- Co-operative Learning
  - Concept
  - Practicability
- Motivation – Concept and Theories (Maslow's Theory of Self-Actualization & Achievement Motivation by David McClelland.)

## **UNIT-III**

### 5) Nature of the Learner

- Intelligence: Meaning, Nature and Theories of Intelligence, Measurement of Intelligence and Application of Intelligence Tests.
- Multiple Intelligence: Concept, Types and Educational Implications.
- Creativity: Concept; Relationship with Intelligence; Techniques for fostering Creativity.
- Interest and Aptitude and their Assessment.
- Personality: Meaning, Nature and Assessment.

### 6) Factors affecting Learning

## **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 and Characteristics of a Social Group.
- Group Dynamics – Process and its Importance in Learning.
- Importance of developing Group Mind (Group Cohesiveness)
- Sociometry - Uses and Importance.

\* **For Internal Assessment**

- |      |  |         |
|------|--|---------|
| i)   | Administration and Interpretation of any one of the following tests on Peer Group:   |         |
|      | a. Intelligence Test   |         |
|      | b. Interest Inventory  |         |
|      | c. Aptitude Test   |         |
|      | d. Personality Test  | 5 Marks |
| ii)  | Administration and Interpretation of any one of the above mentioned tests on School Students and Preparation of Sessional Work | 5 Marks |
| iii) | One test on any topic out of the four units  | 5 Marks |
| iv)  | Attendance   | 5 Marks |

**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), Meerut: Loyal Book Depot

Chauhan, S. S. (2001 ).Advanced Educational Psychology, New Delhi: Vikas Publishing House

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

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

Sharma, H.L.(2006). Dynamics of Creativity and Interest, New Delhi: Vista International Publishing House

Sharma, S. & Sharma, P. (2011) Psychological Foundations of Education, Agra: Agrawal Publication

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

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

Woolfolk, Anita (2004), Educational Psychology, published by Darling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education In South Asia

**Paper-III (A): SECONDARY EDUCATION IN INDIA**

**Time: 1.30 Hours**

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

**NOTE FOR PAPER SETTER**

- 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 will carry 8 marks only. There will be 2 Short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the 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-**

- describe the historical background of secondary education in modern India
- 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
- demonstrate the knowledge of constitutional obligations in relation to education in India
- describe the Secondary Education System in India
- describe the problems and issues in Secondary Education
- define the concept of Examinations reforms and their importance
- explain teacher education at elementary and secondary level

**COURSE CONTENTS**

**UNIT-1**

- 1) Education in the Constitution of India
  - Important Provisions Article 29, 30, 45 & their Implications, 42<sup>nd</sup> & 72<sup>nd</sup> Amendments, and Right to Education
- 2) Problems and Issues in Elementary Education
  - Universalization of Elementary Education (UEE), Education for All (EFA), District Primary Education Programme (DPEP),
  - Important Interventions for UEE
  - National Policies on Education
    - NPE-1968
    - NPE- 1986
    - Programme of Action (1992)
    - Sarva Shiksha Abhiyan (SSA-2000) (Features, aims and Objectives)
    - National Curricular Framework -2005 (Needs and Objectives)

### 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

## UNIT-II

### 1) 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

### 2) 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)

### 3) Examination Reforms

- Concept and Importance
- Implementation of Continuous and Comprehensive Evaluation (Programme of Action 1992)
- Credit Based System- Concept, Merits and Limitations

## SUGGESTED READINGS

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

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

Mehndi, 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

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

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

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- define the philosophy of yoga
- explain the psychology of yoga
- describe the socio-moral base of yoga
- explain physiology of Yoga
- classify yoga ,yogic diet and yogic lifestyle
- 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, Nirmal 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.



## **Sessional Work**

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 Shirasasana.
2. Participation in Neti, Kapalbhathi and Tratak.
3. Participation 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.)

## **For Internal Assessment**

- **One Test – 2.5 Marks**
- **One Assignment – 2.5 Marks**
- **Sessional Work -2.5 Marks**
- **Attendance – 2.5 Marks**

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

Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-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.* Banaras Hindu University: Department of Education

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

Yogacharya, O. S. (2007). *Freedom of Body and Mind: Yogasanas, Pranayam and Meditation*, New Delhi: Rawat

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

**Time: 1.30 hours**

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

**NOTE FOR PAPER SETTER**

- i) Paper setter 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- explain the concepts of guidance and counselling
- demonstrate an understanding of educational, vocational and personal guidance
- assess the needs of an individual correctly for solving problems
- use testing devices and techniques of guidance
- describe collection and dissemination of occupational guidance
- explain problems faced by students in the contemporary world
- 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) Procedure of Guidance
  - Individual and group procedure of guidance, their nature and advantages
  - Group guidance techniques- class-talks, career-talks, career-conference, group-discussion, field-visit, career-exhibition, audio-visual techniques
  - Role of various community agencies in school guidance programme
- 3) Guidance Services and their organization in the Schools
  - Types of Guidance services
  - Role of school personnel in organizing guidance services.

## UNIT-II

- 4) Counselling
  - Concept of Counselling
  - Theories of Counselling: Theory of Self (Rogers)
  - Types of Counselling: Directive, Non-directive, and Eclectic.
- 5) Process of counselling
  - Skills in counselling (Listening, Questioning, Responding, and Communicating)
  - Role of teacher as a Counsellor and professional ethics associated with it.
- 6) Techniques used in guidance:
  - Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
  - Cumulative Record Cards

### 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

Sharma, R.A. (2008), Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.

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

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks only. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- explain the concept, aims and objectives of Health and Physical Education
- describe hygienic environment along with contributing factors and its importance
- explain various Communicable diseases and first aid
- demonstrate ability to describe balanced diet
- explain good posture
- define general medical standard of an individual.

### **COURSE CONTENTS**

#### **UNIT-I**

- 1) 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
  - Aims and objectives
  - Relation with general education.
- 3) Nutrition and Balanced Diet
  - Components of Balanced Diet
  - Functions
  - Major sources
  - Malnutrition.

## UNIT-II

- 1) Posture
  - Concept and values
  - Postural deformities and their Management.
  - Personal Hygiene
  - Environmental Hygiene
  - Pollution and Global Warming
- 2) Communicable diseases- Mode, control and prevention
- 3) Physical Fitness and First Aid.
  - Physical fitness: Meaning, elements, and importance.
  - First aid in the following – Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

### SUGGESTED READINGS

Bucher, C. A. (1964). *Foundations of Physical Education*, New 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**  
**(Theory: 40, Internal:10)**

**NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- define the concept of environmental education
- explain components of environment and healthy environment
- explain various global environmental issues
- demonstrate knowledge of impact of technology on environment
- define major eco-systems and their conservation
- explain various kinds of pollution.

**COURSE CONTENTS**

**UNIT-I**

- 1) Environmental Education
  - Concept, definition, principles
  - Need and importance
  - Goals and objectives of environmental education for sustainable development.
  - Methodologies of Environmental Education.
- 2) 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
- 3) 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

- 4) Global Environmental Issues.
  - Depletion of ozone layer.
  - Global Warming (Green House Effect)
  - The major Eco-systems and their conservation- terrestrial and aquatic Eco-system
- 5) Types of Pollution
  - Environment Pollution
  - Soil Pollution
  - Water Pollution
  - Air Pollution
  - Noise Pollution
- 6) 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.

## 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. (v): DISTANCE AND OPEN LEARNING**

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- recall and explain the concept, scope and applications of distance education
- describe history and future of distance education
- explain in own words the problems of distance learners
- name the steps for the preparation of self instructional material- (SIM) or self-learning material (SLM)
- define role of mass media in distance education

### **COURSE CONTENTS**

#### **UNIT-I**

- 1) Concept of Distance Education
  - (a) Distance Education and allied terms:
    - Non-formal Education
    - De-schooling education
    - Correspondence education
    - Open education
  - (b) 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 educator, Distance learners and Self Learning Material

- Distance educators and their types
  - Professional training in distance education
- 5) Different types of Distance Learners and their possible problems
- Student counselling services in Distance Education
  - Continuous assessment in Distance Education
- 6) Self Learning Material and its preparation
- Preparation of Self-Learning Material (SLM)
  - Self-Instructional Material (SIM) format

### **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: Prentice Hall of India Pvt. Ltd.

Gagne, R.M. & Biggis, 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). *Globalizing Education: Trends and Applications*, London: Routledge.

Panda, Santosh (2006). *Planning and Management in Distance Education*, New Delhi: Viva Books.

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

## **Paper-III B Opt. (vi): EDUCATIONAL MEASUREMENT AND EVALUATION**

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- define Evaluation, Assessment and Measurement
- explain Measurement Procedures in respect of Cognitive and Non-Cognitive Tests
- describe Norm Referenced (NRT) and Criterion Referenced Testing (CRT)
- explain Approaches of Evaluation
- classify and differentiate Tools and Techniques of Evaluation
- 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 Methods 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 Value and Discrimination Indices of Test Items; Estimation of Reliability and Validity for NRT and CRT Approaches

#### **UNIT-II**

- 4) Evaluation- Concept and Approaches
  - Definition, Need and Importance
  - Characteristics of Evaluation
  - Types of Evaluation, Advantages and Disadvantages

5) Techniques and Tools of Evaluation

- Testing- Concept and Purposes
- Observational Techniques
- Projective Techniques
- Rating Scales, Intelligence Tests, Aptitude Tests, Inventories, the Anecdotal Records

6) Continuous, Comprehensive Evaluation and Credit Based Evaluation

- Continuous Evaluation
- Comprehensive Evaluation
- Credit Based Evaluation
- Functions, Strengths and Limitations

### **SUGGESTED READINGS**

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

Asthana, B. (2010). Measurement and Evaluation in Psychology and Education, Agra: Aggarwal Publishers.

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

Kubiszyn, T. & Borich, G. (1977). Educational Testing and Measurement: Classroom Application and Practice, New York: Harper Collins College Publisher

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

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

Time: 1.30 Hours

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

### NOTE FOR PAPER SETTER

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-

- explain the concepts of sex and gender.
- demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- explain the social construction of gender with special reference to family.
- describe women education and various laws protecting them.
- list the factors contributing to gender inequalities in schooling.
- 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

- 1) Gender inequalities in schooling
  - Organisation of schooling

- Gender bias in text books
  - Curricular choices and
  - Hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 2) 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
- 3) 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

### **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 AND PEACE EDUCATION**

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- describe various human rights
- classify human rights
- illustrate human rights commissions
- list the domains of human rights
- explain constitutional and institutional safeguards
- state problems of Refugees
- define UN Principles in association with human rights
- Understand the concept, need and implementation of peace education.

### **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
  - Human Rights in India
  - United Nations and Human Rights

#### **UNIT-II**

- 3) Judicial Activism
  - Human Rights Violation and Police
  - Problem of Refugees and Internationally Displaced Persons

- 4) Custodial Justice
  - Guidelines to Police Commissioners and District Magistrates
  - Standard Rules for Treatment of Prisoners
  - UN Principles for Protection of Prisoners
- 5) Peace Education
  - Concept, Need
  - Implementation of Peace Education at various levels

### **SUGGESTED READINGS**

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.gyanbooks.com>.

Maria, A. (2002). Women Empowerment Teacher-Education Edutracks, VIII, p.11-17.

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

WWW. Youth for Human Rights. Org.



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

**Time: 1.30 Hours**

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

### **NOTE FOR PAPER SETTER**

- 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 will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-**

- develop an understanding of the concept, principles and steps of curriculum development
- develop an understanding of the concept, need, scope and functions of school management
- develop an understanding of different components of human and material resources of the school
- develop an understanding and awareness of various characteristics of a quality school
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities
- develop an understanding of the concept and principles of classroom management
- 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

### 1) 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 Plan.

### 2) Classroom Management: Concept, Principles, Problems and Solutions, factors and Role of a Teacher.

- Maintenance of School-Records: Need and Importance, Advantages, Requisites and Types of School-Records.
- 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.

## 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-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

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

### NOTE FOR PAPER SETTER

- 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 will carry 8 marks. It will be comprised of 2 short answer-type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the 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-

- develop an understanding of the concept, principles and models of inclusive Education in the context of education for all
- identify and address diverse needs of all learners
- familiarize with the trends and issues in inclusive education
- develop an attitude to foster inclusive education
- 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, Orthopaedic 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

### SUGGESTED READINGS

- Adrian A., John E. (1998). *Educating Children with Special Needs*, New Delhi: Prentice Hall
- Alur, M. and Buch, M. (2010). *The Journey for Inclusive Education in the Indian Subcontinent*. New York: Routledge.
- 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: Kagan
- 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 -V: INFORMATION, COMMUNICATION AND EDUCATIONAL  
TECHNOLOGY**

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTER**

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

**OBJECTIVES**

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

- define the concept of ICT
- understand the role of Information Communication Technology in present and future
- understand computer network and use of internet in teaching and learning
- get awareness of computer usage and its importance in education
- define the scope and importance of educational technology in contemporary society
- explain emerging technologies exhibiting proper perspective and attitudes
- acquire theoretical bases of educational technology and to develop awareness about recent development in the area of Educational Technology

**COURSE CONTENTS**

**UNIT-1**

- 1) Information and Communication Technology
  - Meaning and Concept
  - Models of Communication, Classroom Communication
  - Concept of Tele-communication and Satellite-communication- Teleconferencing, Video Conferencing
- 2) Introduction to computers
  - Input and Output devices
  - MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint)
  - Computer care- Viruses, Security and maintenance
  - Uses and Applications of computer.
- 3) Networking
  - Internet and its Working-WWW, Educational website, E-mail
  - E-learning and Virtual Classrooms

- Multimedia-Meaning, Concept, Required Software, and use in education

### **UNIT-II**

4. Educational Technology
  - Meaning and Concept
  - Scope & Significance
5. Training Strategies
  - Simulation and Micro Teaching
6. Thinking Skills
  - Concept, Types, Various strategies for developing Thinking

### **UNIT-III**

7. Innovations in Teaching-Learning
  - System Approach
  - Personalized Instructional System
  - Co-operative learning
  - Language Laboratory
8. Models of Teaching
  - Concept
  - Fundamental Elements of Models of teaching
  - Types of Teaching Model
9. Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model

### **UNIT-IV**

10. Action Research
  - Concept, Need and Importance of Action Research
  - Procedure of Action Research
  - Developing a few action Research Projects in School context.
11. Educational statistics
  - Meaning and Importance
  - Statistical data and its Organization
  - Graphical representation of data: Histogram, Bar Diagram, Frequency Polygon, Ogive
  - Measures of Central Tendency- Mean, Median and Mode

### **SUGGESTED READINGS**

Best, John W. & Kahn, J. (1995). *Research in Education*, New Delhi: Prentice Hall.  
 Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. New York. Routledge.  
 Garret, H. E. (1956), *Elementary Statistics*, Longmans, Green & Co., New York.  
 Good, C.V. & Douglas, E.S. (1954), *Methods in Social Research*, New York: McGraw Hill.



- Jenkins, J. (1998). Distance Education, the Internet and the learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.
- Jon, N. (1981). *A Teachers Guide to Action Research*, London: Grant McIntyre Limited.
- Kasturiranjana, 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.
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction*, New York: Harper & Collins.
- Mehra, Vandana (2004) *Educational Technology*, New Delhi : S S Publishers.
- Mohanty, J. (1992). *Educational Technology*, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (2005). *Education Technology Knowledge Assessment*, New Delhi: Shipra Publications.
- Richmond, W. R. (ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*, New Delhi: Gagandeep Publications
- Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*, New York: Routledge.
- Takewale, R. G. (1995). *Technologies for Educational Network*, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Urns, R.B. (1991). *Introduction to Research in Education*, New Delhi: Prentice hall.

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

**Time: 3 Hours**

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

**NOTE FOR PAPER SETTER**

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

**OBJECTIVES**

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

- define the nature, need & principles of Hindi Language
- explain different methods of teaching of Hindi
- demonstrate the use of various audio visual aids
- explain objectives and steps of teaching prose, poetry & grammar of Hindi
- explain the meaning of evaluation and types of evaluating techniques.

**इकाई 1**

**हिन्दी-शिक्षक**

(1)

- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।
- भाषाई कौशल का सामान्य ज्ञान

(अ) श्रवण कौशल

(आ) भाषण कौशल

(इ) पठन कौशल

(ई) लेखन कौशल

(2)

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

### इकाई 2

(3)

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

(4)

- इकाई योजना एवं दैनिक पाठ योजना का निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास

### इकाई 3

(5)

- कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- गद्य-शिक्षण, रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)
- व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

(6)

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

### इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य

- हिंदी में मूल्यांकन- अर्थ एवं स्वरूप
- विद्याओं में मूल्यांकन प्रक्रियां
- हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)

- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

### प्रयोगात्मक क्रियाएँ

- माध्यमिक कक्षाओं के हिंदी पाठ्यक्रम में से किन्हीं दो पाठों; गद्य, पद्य, निबन्ध, कहानी, नाटक आदि का शिक्षा शास्त्रीय विश्लेषण
- निबंधात्मक, लघुत्तर एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
- पाठशालाओं में हिंदी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

### संदर्भ ग्रंथ सूची

शुक्ल, भगवती प्रसाद (1974)	हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
सुखिया, के.के.(1976)	हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980)	हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
सिंह, निरजंन कुमार (1971)	माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ
बाहरीण, हरदेव (1972)	व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
मंगल, अमर (1991)	हिंदी शिक्षण, देहली, आर्य बुक डिपो
पाण्डे, आर.एस.(1992)	हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
सिंह सावत्री(1992)	हिंदी शिक्षण मेरठ, तायल बुक डिपो
श्रीवास्तव, राजेन्द्र प्रसाद (1973)	हिंदी शिक्षण दि मैकमिलन कम्पनी ऑपफ इंडिया लि, देहली
मैन्युक ही (1997)	हिंदी शिक्षण, दी एक्यूजीशन एंड डवलैपमैण्ड ऑफ लैगवेज प्रिंटिंग हाल
वैस्टन कैनिप (1973)	डवलैपिंग सैकिडं लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील

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

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

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

### **COURSE CONTENTS**

#### **UNIT-I**

- 1) Language and Distinctive Features of English
  - Meaning, Importance and Functions of Language
  - Linguistic Characteristics of English
  - Linguistic Principles, and Aims and Objectives of Teaching English.
- 2) Pedagogical Analysis of one lesson each from-
  - Prose
  - Poetry
  - Composition and
  - Grammar

#### **UNIT-II**

- 3) Learner centered Approaches and Methods of Teaching
  - Difference between 'Approach' and 'Method'.
  - Direct Method, Bi-lingual method, Communicative Approach, Constructive Approach and Co-operative Learning
  - Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology
  - Micro and Mega Lessons

- 4) Instructional Material:
- Importance and their effective use.
  - Television
  - Films and Audio C. Ds
  - Language Laboratory: An important Instructional aid
    - Concept and Components
  - Use of ICT for Language Competency

### **UNIT-III**

- 5) Developing Language Skills- Listening and Speaking
- Features of English Pronunciation, Elementary Knowledge of English Sounds.
  - Stress, Rhythm, Intonation, Patterns and their Implications.
- 6) Developing Language Skills – Reading and Writing
- Teaching Mechanism of Reading.
  - Teaching Reading to Beginners
  - Teaching Reading with Comprehension.
  - Meaning, Need and Importance of Writing
  - Methods of Teaching Writing
  - Writing and Handwriting- Characteristics of good Handwriting, Causes of Bad Handwriting and Measures to Improve Handwriting

### **UNIT-IV**

- 7) Co-curricular Activities related to English
- Usefulness of Language Games, Quiz, Debates, Group-Discussions and other Co-curricular Activities in 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
- Comprehensive and Continuous Evaluation
  - Formative and Summative Evaluation

### **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.
- Erben, T., Ban, Ruth and Castaneda, Martha (2009). *Teaching English Language Learners through Technology*, New York: Routledge.
- 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
- Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading and Writing*, New York: Routledge.
- Sachdeva, M.S. (2007). *Teaching of English*, Patiala: Twenty First Century Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*, Delhi: Shipra Publication.
- Wilkins, D. A. (1983). *Linguistics in English Teaching*. London: Edward Arnold ELBS Editions.

## **PAPER-VI & VII (Group A) Opt. (iii): TEACHING OF PUNJABI**

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- develop awareness about basic concepts related to teaching of Punjabi at the secondary level
- develop various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills)etc.
- 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) Content and Pedagogical Analysis\*  
\*Note: The Teacher will demonstrate pedagogical analysis of any one of the topics from prose and poetry. The students are expected to do pedagogical analysis of both the types. The examiner therefore can ask for pedagogical analysis of any one of the topics related to prose and poetry.
- 3) Development of Language skills
  - Listening
  - Speaking
  - Reading
  - Writing



## **UNIT-II**

- 4) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.  
Role of language activities
  - Debates
  - Recitation
  - Story telling
  - Symposium
- 5) Methodology  
Modern methods of teaching language with specific reference to:
  - Project method
  - Play way method
  - Discussion method
  - Correlation method
  - Observation method

## **UNIT-III**

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

## **UNIT-IV**

- 8) Instructional Material
  - Audio-visual Aids: Meaning, importance and their kinds. Proper use of these in teaching of Punjabi
  - Construction of 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.
- 9) 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**

- Jas, J.S. and Singh, M. (2012). Matri Bhasha Di Shiksha Vidhi. Jalandhar: New Book Company.
- Nandra, I.S. (2008). Panjabi Bhasha Da Adhyapan. Patiala: Twenty First Century Publication.

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

Sekhon, S.S. and Sekhon, M.K. (2009). Panjabi Bhasha Da Adhyapan. Ludhiana:  
Kalyani Publishers.

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

## Paper-VI & VII (Group A) Opt (iv): TEACHING OF SANSKRIT

Time: 3 Hours

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

### NOTE FOR PAPER SETTER

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

### OBJECTIVES

Pupil-teachers would be able to-

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

## COURSE CONTENTS

### इकाई 1

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 2

3. संस्कृत भाषा शिक्षण की विधियाँ

- पाठशाला विधि
- पाठ्यपुस्तक विधि
- प्रत्यक्ष विधि

- व्याकरण अनुवाद विधि
- 4.
- संस्कृत पाठ्य पुस्तक निर्माण
  - संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग

### इकाई 3

5. 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
6. संस्कृत विषय वस्तु
- धातु रूप-पठ्, लिख्, अस्, भू, कृ (लट् तथा लैँ लकार)  
शब्द रूप- राम, हरि, नदी, लता
  - प्रत्यय- (अनीयर्, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
  - शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

### इकाई 4

7. संस्कृत भाषायी कौशल
- संस्कृत में उच्चारण शिक्षण – अशुद्धि उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय।
  - संस्कृत में अक्षर-विन्यास, शिक्षण-सम्बन्धी अशुद्धियां, कारण तथा निवारण के उपाय।
8. संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार  
(निबंधात्मक, वस्तुनिष्ठ, लघूत्तर)
- गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
  - संस्कृत भाषा की सहपाठ्य क्रियाएं  
(श्लोकोच्चारण, भाषण, अभिनयीकरण एवं रचनात्मक प्रतियोगिताएं)

### संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें

चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ।

सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, चण्डीगढ़: हरियाणा हिंदी ग्रंथ, चण्डीगढ़।

पाण्डेय, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर,  
आगरा।

मित्तल संतोष (2008) टीचिंग ऑफ संस्कृत, आर.एल. बुक डिपो।

वत्स, वी0 एल0 (2008) संस्कृत शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।

## **PAPER-VI & VII (Group A) Option-(v) TEACHING OF URDU**

**Time: 3.00 Hrs**

**M. Marks: 100**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- explain the concept of Urdu and its elements
- define linguistic skills and development of these skills among pupils
- conduct pedagogical analysis on two lessons in Urdu and develop teaching skills.
- explain the concept of evaluation and methods of evaluating the performance of students.
- critically explain various methods for teaching Urdu.
- demonstrate language competencies.

### **COURSE CONTENTS**

#### **Unit-I Objectives of Teaching, Remedial and Enrichment Content**

- i) Objectives of teaching Urdu at secondary and senior secondary level
  - Statement of objectives in behavioural terms
  - Trilingual formula
- i) Nature, development, forms, functions and significant movements in mode of Urdu Literature.
  - Urdu language, its phonetic structure, morphological structure and syntactic structure
  - Children literature

## **Unit-II Pedagogical Analysis**

- Unit planning in Urdu
- Pedagogical Analysis of six lessons in Urdu
- Identification of linguistic and ideational content of the lesson

## **Unit-III: Approaches Methods of Teaching Urdu and Text Book**

- i) Prose: Objectives and methodology teaching of story and drama, lesson planning.  
Poetry: Objectives and methodology, lesson planning
- Grammar: Objectives and methodology
- Speech development: speech defects, causes and remedies
- Writing: composition, objectives and methodology, spelling errors, causes and corrections
- Reading: loud reading, silent reading, intensive and extensive reading, self reading, Reading Habits.
- i) Urdu Text book and its evaluation
- Supplementary Readers
- Use of A.V. Aids in Urdu teaching

## **Unit-IV: Activities Related to Urdu, Evaluation and Action Research**

- Activities to develop listening and speaking competencies, reading competencies and writing competencies
- Evaluation
  - Continuous and comprehensive evaluation
  - Development of Test items, Essay , Short Answer and objective types
  - Preparation of achievement test, administration, analysis and reporting
  - Diagnostic Testing and remedial Teaching
- Action Research in Urdu
  - Concept and Importance of Action Research
  - Planning for Action Research





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

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- explain the meaning, nature, aims and objectives of mathematics
- differentiate between methods and techniques of teaching mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- demonstrate uses of I.C.T. in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics

### **COURSE CONTENTS**

#### **UNIT-I**

- 1) Concept and aims of Teaching of Mathematics
  - Meaning and Nature of Mathematics
  - 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 Teachers 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
  - Home Assignment
  - Self-study
  - Supervised Study

## **UNIT-III**

- 5) Learning Resource
  - Importance and Organization of Mathematics Club
  - Visits, Excursions, Math Exhibitions and Mathematics Fairs
  - Importance and Setting up of Math Laboratory.
- 6) Instructional Planning and 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
  - Application of I.C.T in Teaching of Mathematics.

## **UNIT-IV**

- 7) Unit Analysis
  - Formulation of objectives
  - Learning Experience
  - Choosing Method and Material
  - Evaluation.
- 8) Pedagogical Analysis of any one of the following-
  - Central tendencies Mean, Median, Mode
  - Congruency
  - Trigonometry
  - Area
  - Volume
  - Linear and Quadratic Equations
  - Ratio and Proportion

Following points should be followed while performing Pedagogical analysis

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

9) Evaluation.

- Continuous and Comprehensive Evaluation
- Development of Test Items
  - Short-Answer Type
  - Objective-Type
- Diagnostic Testing and Remedial Teaching
- Preparation of an Achievement Test
- Criterion and Norm Referenced Test.

### **SUGGESTED READINGS**

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

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

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

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.

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

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

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 B) Opt. (ii): TEACHING OF HOME SCIENCE**

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- develop understanding of the aim of teaching of Home Science
- develop understanding of the various methods and procedures required for teaching Home Science effectively
- develop basic skills and competencies required for teaching of Home Science
- develop practical skill to organize various activities related to Home Science
- develop skills and competencies required for preparing teaching-aids in teaching of Home Science
- 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 and Pedagogical Analysis
  - Foods, Nutrition & Health
  - Child Care
  - Fiber and Fabric
- 4) Home management
  - Importance of Planning
  - Principles of Budget Making

- Hygiene and Sanitation

### **UNIT-III**

- 5) 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.
- 6) Home Science Laboratory
  - Concept and importance
  - Planning of Space and Equipment for Home Science Laboratory

### **UNIT-IV**

- 7) 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
- 8) Evaluation
  - Evaluation in Home Science-Meaning and Importance of Evaluation
  - Comprehensive and Continuous Evaluation
  - Evaluation Devices-Written, Oral, Observation, Practical Work, Assignment

### **Sessional Work**

#### **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.

### **For Internal Assessment**

- **One Test - 5 Marks**
- **One Assignment - 5 Marks**
- **Sessional Work -5 Marks**
- **Attendance - 5 Marks**

## **SUGGESTED READING**

- Dass & Ray. (1983) Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd
- Sheri, G. P. & Saran, D. P. (2008). Teaching of Home Science, Delhi: Vinod Pustak Mandir.
- Sukhia, S. P. & Malhotra, P. V. (1976). Teaching of Home Science, Chandigarh: Haryana Hindi Garanth Academy, Yadav, Seema. (2001). Teaching of Home Science, New Delhi: Anmol Publications.

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

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- develop understanding of Importance and Principles of Commerce
- acquire knowledge of present Commerce conditions in India
- acquire competencies necessary for a Commerce teaching
- develop the competencies of a Commerce teacher with the present needs of the environment.

### **COURSE CONTENTS**

#### **UNIT-I**

Nature and Concept of Accountancy and Business Studies

- Meaning, Nature and Scope of Accountancy and Business Studies
- Values in Commerce Education.
- Aims, Objectives and Importance of Teaching Accountancy and Business Studies.
- Stating Objectives in Behavioural Terms (Bloom's Taxonomy of Objectives.)

#### **UNIT-II**

Content and their Pedagogical Analysis

1) Content

- Double entry System
- Final Accounts
- MNCs
- Organisational Management

Note: Teacher will demonstrate pedagogical analysis of any of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner therefore can ask for pedagogical analysis of any one of the given topics.



- 2) Following points should be followed for pedagogical analysis:
- Identification of Concept
  - Listing Behavioral Outcomes
  - Listing Activities and Experiments.
  - Listing Evaluation Techniques.

### **UNIT-III**

#### Development of Instructional Material

- Development and Designing of Curriculum
- Development of Text Book.
- Development of Self-Instructional Material-Modules
- Development/Utilization of Teaching aids- Models, Graphs, Charts, Computers, Internet.
- Development of lesson plan.

### **UNIT-IV**

- Methods of Teaching
  - Lecture Method
  - Discussion Method
  - Problem-Solving method
  - Project Method
  
- Skills of Teaching
  - Skill of Introducing lesson
  - Skill of Stimulus Variation
  - Skill of Explaining
  - Skill of Probing Questions
  - Illustration with Examples
  
- Evaluation
  - Meaning, Need and Importance
  - Types of Evaluation, their Advantages and Limitations
  - Achievement Test- Meaning, Uses, and Preparation of Achievement Test

### **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

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

Jain. K.C. (1982). Vanijya Shikshan, Jaipur: Rajasthan Hindi Granth Academy.

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

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 ARTS

Time: 3 Hours

M.M. 100  
(Theory:80, Internal: 20)

### NOTE FOR PAPER SETTER

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

### OBJECTIVES

#### Pupil teachers would be able to-

- develop an understanding of the place of Art in Education of the child.
- develop competencies and skills for teaching of Art.
- develop an understanding and insight into the stages of 'Art' development in children at various age levels.
- develop competencies and skills of the methods and techniques, in teaching of 'Art' of different kinds.
- develop competencies in evaluating some products of Art.

### COURSE CONTENT

#### Unit I

- (i) Art and meaning of Visual Communication
- (ii) Appreciation of Art
- (iii) Art in daily Life
- (iv) Art in Education

#### Unit II

- (i) Methods and Material of Art through the ages-encaustic, oil, tempera, Fresco etc.
- (ii) Modern Art movements- Abstraction, Cubism, Expressionism, Realism, Impressionism, Romanticism.

#### Unit III Methods of Teaching Art

- (i) Qualities of an Art Teacher and his role in Education
- (ii) How to prepare lesson notes for Art classes?
- (iii) How to prepare Art Syllabus for Art classes?
- (iv) How to teach Still life, Designs, Nature-Study and Painting-Composition.
- (v) Class room Decoration

## Unit IV

- (i) Stages of development in Children's Art
- (ii) How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?
- (iii) Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

### Sessional Work

- (a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.
- (b) Decoration designs: Pictorial composition in water or tempera.
- (c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
- (d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
- (e) Collage making
- (f) Presentation of Art-Work

### For Internal Assessment

- **One Test - 5 Marks**
- **One Assignment - 5 Marks**
- **Sessional Work -5 Marks**
- **Attendance - 5 Marks**

## SUGGESTED READINGS

- Abbate, F. (1972), Indian Art. London: Octopus Books.
- Arya, Jaidev (1972), Kala ka Adhyapan. Agra: Laxmi Narayan Aggarwal.
- Birdwood, G.C.M. (1988), Arts of India. Delhi: Rupa & Co.
- Jeswani, K.K. (1965), Appreciation of Art, Delhi: Atma Ram and sons.
- Jeswani, K.K. (1965), Art in Education, Delhi: Atma Ram and sons.
- Jeswani, K.K. (1951), Teaching and Appreciation of Art in Schools, Delhi: Atma Ram and sons.
- Lal, Manohar (1974), Premier of Art, Allahabad: Ram Narayan Lal.
- Singh, Chikralkha (2008), Kala Shikshan. Agra: Aggrwal Pub.
- Sharma, Kusum (1997), Kala Shikshan. Agra: Vinod Pustak Mandir.
- Srivastava, B.N. (1953) Chitrakala, Pathan tatha Rango ke Sidhanta. Banaras: Nand Kishore & Bros.



## **PAPER-VI & VII (Group C) Option-(i): TEACHING OF LIFE SCIENCES**

**Time: 3.00 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- develop awareness about development in the area of teaching and learning of Life Science at the national and international level
- develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian School Conditions
- orient prospective teachers in specific educational aspects of Science 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.
- 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**

#### **I. 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 objectives of Life Science in Behavioural terms.

#### **II. Contents and Pedagogical Analysis**

##### **(i) Contents**

- Photosynthesis
- Human systems- Digestive, Respiratory, Excretory, Circulatory systems.
- Cell structure.
- Micro-organism.
- Food Chain
- Ecological balance.

(ii) Pedagogical analysis

Following points should be followed for pedagogical analysis:

- Identification of concepts.
- Listing behavioural outcomes
- Listing activities and experiments.
- Listing evaluation techniques.

Teacher will demonstrate pedagogical analysis of any one of the topics mentioned under contents above-II (i) The examiner therefore can ask for pedagogical analysis of any of the given topics.

### **Unit-II**

1. Development of Instructional Material

- Transaction of contents
- Unit Planning
- Lesson Planning
- Preparation of teaching aids.
- Development of aquarium, vivarium
- Development of self-instructional material (Linear programme)

### **Unit-III**

Methods of Teaching and Skills (Practical and Micro-teaching)

1. Methods of teaching

- Lecture-demonstration method
- Project method
- Problem-solving method

2. Practical skills

- Preparation of temporary and permanent mounts
- Collection and preservation of specimen

3. Micro-teaching skills

- Skill of Introducing the lesson
- Skill of Questioning
- Skill of Illustration
- Skill of Explaining
- Skill of Stimulus variation

### **Unit-IV**

Evaluation

- Concept of measurement and evaluation
- Formative evaluation
- Summative evaluation
- Different types of grading
- Attributes of a good achievement test
- Preparation of an objective type achievement test

### **Suggested Readings**

Adams, (1964): Measurement and Evaluation in Education, Psychology and Guidance, New York: Holt, Rinechart and Winston

Bloom, B.S. et al (1956) Taxonomy of Educational objectives: The cognitive domain, New York: Longman's Green

Bremmer, Jean, (1967): Teaching Biology, Macmillan, London.

Chhikara, M.S.(1982): Teaching of Biology (Life Science); Ludhiana, Praakash Brothers.

Green, T.C. (1967): The Teaching and learning Biology, Allman & Sons, London.

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

Jangira, N.K. and Singh, Ajit (1983): Core Teaching Skills: The Micro Teaching Approach, New Delhi: NCERT.

Kilpatrick, W.H. (1918): The Project Method, Columbia, Teachers College Record.

Mangal, S.K. (2005): Teaching of Life Sciences, New Delhi, Arya Book Depot.

Miller, David, F. (1963): Methods and Materials for Teaching the Biological Science, Mc Graw Hill, New York.

NCERT (1969): Improving Instructions in Biology, New Delhi.

*Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, New Delhi, Dhanpat Rai & Sons.*

Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern Schools, John Murry, London.

Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.

Thurber, Walter (1964): Teaching of Science in Today's Secondary Schools, Prentice Hall, New Delhi.

Vaidya, N. (1971): The Impact of Science Teaching, New Delhi; Oxford and IB+I Publication.

Waston, N.S. (1967): Teaching Science Creativity in Secondary School, U.B. Saunders Company, London.



## PAPER-VI & VII (Group C) Option-(ii): TEACHING OF GEOGRAPHY

**Time: 3.00 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **Objectives**

#### **The students will be able to:**

- understand the important concepts used in Geography.
- prepare lesson plans for different classes.
- critically evaluate existing school syllabus and text-books.
- prepare/handle suitable teaching aids and use them effectively in the classroom.
- prepare diagnostic achievement test, administer them, analyse the results for providing feedback.
- pedagogical analysis of contents in Geography.

## **COURSE CONTENT**

### **Unit-I**

#### **Concept, Objectives and Values**

- Meaning, nature, scope of Geography.
- Values of teaching Geography.
- Aims of teaching Geography.
- Bloom's taxonomy of objectives.
- Formulation of specific objectives of Geography in Behavioural terms.

### **Unit-II**

#### **Contents and their Pedagogical Analysis**

##### **1. Contents**

- Latitudes & Longitudes
- Rotation & Revolution
- Agents of denudation
- Physical division of India
- Cash crops of India

##### **2. Pedagogical analysis of above units.**

### **Unit-III**

#### **Development of Instructional Material**

- Development and designing of curriculum
- Development of text-books.
- Development of self instructional material
- Self Instructional Modules
- P.L. Material (Linear style) packages.
- Development utilizing instructional aids.
- Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, Slides, utilization of T.V. Video OHP, Computer.
- Development of lesson plan.
- Designing geography laboratory.

### **Unit-IV**

#### **Methods of Teaching & Skills involved in teaching**

##### 1. Methods of teaching

- Story telling
- Lecture-cum-discussion.
- Observation
- Discovery
- Problem-solving
- Project Method
- Laboratory

##### 2. Skill in teaching

- Explaining
- Questioning
- Illustrating with examples.
- Stimulus variation
- Skill of Map reading (using maps).

##### 3. Evaluation

- Meaning and importance of evaluation confirmation & continuous evaluation.
- Evaluation devices-written, oral, practice Assignment, Daily working of the student.

#### **Suggested Readings**

Arora K.L. (1976) : The teaching of Geography Parakash Brothers, Jalandhar.

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

Ch. orely, R.J. (1970) : Frontiers in Geography Teaching Mathews and Co. Ltd. London.

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

Graves, N.G. (1982) : New Source Books for Geography Teaching.  
Longman, the UNESCO Press

Hall David (1976): Geography Teacher, Unwin Education Books, London.

Huckle, J. (1983) : Geographical Educational Reflection and Action  
Oxford University Press, London.

Leong, Goh Chey (1976) : Certificate of Human and Physical Geography,  
Oxford University Press, London.

Morrey, D.C. (1972) : Basic Geography. Hien Manns Education Books Ltd., London.

Mohd. Z.U. Alvi (1984) : UNESCO Tadress Jugrafia, Taraggi Urdu Board, New Source  
Books of Teaching of Geography, UNESCO.

Verma, J.P. (1960) : Bhugol Adhyan, Vinod Pustak Mandir, Agra

Verma, O.P. (1984) : Geography Teaching, Sterling Publication Ltd., New Delhi.

Walford, Rex (1981) : Signposts for Geography Teaching, Longman, London.

UNESCO (1965) : Source Book for Geography Teaching, Longman, London.

## PAPER-VI & VII (Group C) Option-(iii) TEACHING OF ECONOMICS

**Time: 3.00 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

Pupil Teacher would be able to:

- develop understanding of Economic Principles for Growth and Development of the Indian Economy
- acquire knowledge of Present Economic Conditions in India
- acquire desirable attitudes and to become effective instrument of Economic Change
- become an effective Citizen and good Consumer
- acquire appropriate Professional Behaviour and to develop commitment to leading profession.

### **COURSE CONTENTS**

#### **Unit-I**

Meaning, Nature and Concept of Economics

- Meaning, Nature and Scope of Economics
- Place of Economics in Secondary Schools Curriculum.
- Aims, Objectives and Values of Teaching Economics.
- Bloom's Taxonomy of Objectives.
- Statement of Objectives in Behavioural Terms.

#### **Unit-II**

Contents and their Pedagogical Analysis

##### **I. Content**

- Wants and their Classification
- Laws of Return
- Population-its Growth Pattern, Problems of over Population, Density of Population.
- National Income-Meaning, Methods of Measurement.

Note: Teacher will demonstrate pedagogical analysis of any of the above topics. The students are expected to do pedagogical analysis of all the above topics. The

examiner therefore can ask for pedagogical analysis of any one of the given topics.

**II.** Following points should be followed for Pedagogical Analysis :

- Identification of Concepts.
- Listing Behavioural Outcomes.
- Listing Activities and Experiments.
- Listing Evaluation Techniques.

**Unit-III**

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., Computer, Internet
- Development of Lesson Plan

**Unit-IV**

1. Methods of Teaching

- Lecture Method
- Discussion Method
- Problem Solving Method
- Project Method

2. Skills of Teaching

- Skill of Explaining
- Skill of Probing Questions
- Skills of Stimulus Variation
- Skill of Illustration with Examples

3. Evaluation

- Meaning & Importance of Evaluation
- Evaluation Devices-Written, Oral, Observation, Records.
- Achievement Test- Meaning, Uses, and Preparation of Achievement Test

**SUGGESTED READINGS**

Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.

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

Lee N (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.

Robinson, K. & Wulson, R(ed) (1977). Extending Economics within the Curriculum. London: Routledge and Kegan Paul.

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

Daughterly, A.S. (1965). *Methods of Basic Business and Economic Education*. Cincinnati: South Western Publishing Co.

Lemden, K.G. and Attiyeh, R. (1968). *Recent Researches in Economics Education*. New York: Prentice Hall.

Olve J.M. (1973). *The trends in economics*. London: Heinmann Educational Books.

## PAPER-VI & VII (Group C) Option-(iv) TEACHING OF MUSIC

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

#### **Pupil Teachers would be able to:**

- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of music
- develop understanding and awareness of the essential of music
- develop understanding of the importance of evaluative procedures in music
- promote among the student-teachers Aesthetic sense, Time sense, tolerance and self-confidence

### **COURSE CONTENTS**

#### **UNIT-I**

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

#### **UNIT-II**

- Possibilities of notation for Indian Music II
- Voice-culture-information about Voice and Culture and Earynx.
- Knowledge of Motion and Rythm.

#### **UNIT-III**

- Method of teaching Music.
- To prepare Lesson Plans.
- Qualities of Music Teacher-Gayak, Vadak and Avadyakar.

#### **UNIT-IV**

- Aids of the teaching of Music.
- Importance of Classical Music, Suggestions for the popularization of classical Music.
- Evaluation in Music.

### **Sessional Work**

I. Every candidate should be able to sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in each of the following Rages :

Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.

Every candidate should be able to sing or play a slow Khyal (Vitambit Bara Khyal) or Masti Khayal Gat in Asawan and Malkauns Rag.

2. The following Tals are required to be practised in Tha's and Dvignun

Laya on Table :

1. Teen Tal

2. Dadra

3. Jhaptal

4. Dharva

5. Ektal

3. Tuning of the instrumental 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 Bhatkande or Vishnu Digamber Pulskar.

### **For Internal Assessment**

- **One Test - 5 Marks**
- **One Assignment - 5 Marks**
- **Sessional Work -5 Marks**
- **Attendance - 5 Marks**

### **Suggested Readings**

Elliott (2012), Fundamental of Music, New Delhi: Prentice Hall of India.

Khanna, Jyoti (2003), Teaching of Music, Ludhiana: Tondon Publications.

Leeder, J. A and Haynie, William S. (1958), Music Education in High School. Prentice Hall of Inc. New Jersey

Myers, Louis K. (1953), Teaching Children Music in Elementary Schools. New Jersey: Prentice Hall of Inc. New York



Rainbow, Bernerr (Gen.Ed.) (1968), Handbook for Music Teachers.: Novelto and Co. Ltd., London.

Shah Shobhna (2006), Sangeet Shikshan, Vinod Pustak Mandir, Agra

Wilson, M. Emett. (1951), How to Help your Child with Music, Henry Schuman, New Jersey

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

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- explain the importance of Computer Science in School Curriculum.
- define the aims and objectives of Teaching Computer Science.
- explain Bloom's Taxonomy of Educational Objectives.

### **COURSE CONTENTS**

#### **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 Behavioural Terms

##### **2) (i) Contents & Pedagogical Analysis**

- Computer System
- Operating System
- Net-Working
- M.S. Windows
- MS Office
- Information Technology & Computers.

##### **(ii) Pedagogical Analysis**

Following points should be followed for Pedagogical Analysis:-

- Identification of Concept
- Enlisting Behavioural Outcomes.
- Enlisting Activities and Experiments
- Enlisting Evaluation Techniques

Note: Teacher will demonstrate pedagogical analysis of any one of the topics mentioned under contents above. The examiner, therefore, can ask the pedagogical analysis of any of the given topics.

## **UNIT-II**

- 3) Instructional Planning
  - Unit Planning
  - Lesson Planning
- 4) Development and Utilization of Instructional Material
  - Development of Text Books
  - Development of Self Instructional Material
  - Development of Computer Assisted Instructional Material
  - Utilization of TV(Video), Films, OHP, Computer.

## **UNIT-III**

- 5) Designing and Managing Computer Laboratory
  - Importance of Computer Laboratory and its importance
  - Physical conditions and layout of Computer Laboratory
  - Managing a Computer Laboratory
- 6) Methods of Teaching
  - Lecture -Demonstrative Method
  - Inductive-Deductive Method
  - Problem-Solving Method
  - Project Method

## **UNIT-IV**

- 7) Micro-Teaching Skills
  - Skill of Introducing the lesson
  - Skill of Questioning
  - Skill of Illustration with examples
  - Skill of Explaining
  - Skills of Stimulus Variations
- 8) Evaluation
  - Concept, Need and Importance
  - Types of Evaluation
  - Attributes of Good Achievement Test
  - Types of Tests used in Computer Science

### **For Internal Assessment**

- **One Test - 5 Marks**
- **One Assignment - 5 Marks**
- **Sessional Work -5 Marks**
- **Attendance - 5 Marks**

### **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 D (Option-i) TEACHING OF PHYSICAL SCIENCES

**Time: 3 Hrs**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level
- develop competencies in the prospective teachers related to Physical Science at the lower Secondary level with specific reference to Indian School Conditions
- orient prospective teachers in 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 of contents, methods of teaching, evaluation etc.
- enable prospective teachers to be effective teachers in order to perform the required role as a Physical Science teacher under Indian school conditions.
- develop scientific attitude among prospective teachers

## **COURSE CONTENTS**

### **UNIT-I**

#### **I. Concept**

1. Importance of Physical Science in School Curriculum.
2. General Aims and Objectives of Teaching Physical Sciences at Secondary School Stage.
3. Bloom's Taxonomy of Educational Objectives.
4. Formulation of Specific Objectives in Behavioural Terms.

#### **II. Contents and Pedagogical Analysis.**

##### **1. Contents**

1. Energy-types
2. Transmission of heat
3. Atomic Structure
4. Magnetism

5. Friction
  6. Water as universal solvent
  2. Pedagogical Analysis of any one of the above topics
- Following points should be followed for pedagogical analysis:
1. Identification of minor and major concepts
  2. Listing behavioural outcomes.
  3. Listing activities and experiments.
  4. Listing evaluation procedure.

#### **UNIT-II**

### III. Transaction of contents and Development of Instructional Material.

1. Transaction of contents
  1. Unit planning and lesson planning
  2. Preparation of teaching aids
  3. Development of demonstration experiments.
  4. Co-curricular activities.
2. Development of self-learning material (Linear programme)

#### **UNIT-III**

### IV. Methods of Teaching and Skills involved in teaching

1. Methods of teaching
  1. Lec-Demonstration method
  2. Project Method
  3. Problem-solving method
  4. Inductive and Deductive Method
  5. Heuristic Method
2. Skills
  1. Practical demonstration-using Laboratory
  2. Improvisation of Apparatus
  3. Skill of Introducing the Lesson (set induction)
  4. Questioning
  5. Skill of Illustration with Examples (visual)
  6. Skill of Explaining
  7. Skill of using Black Board
  8. Skill of Stimulus Variation

#### **UNIT-IV**

### V. Evaluation

1. Concept-Measurement, Evaluation and Grading
2. Formative Evaluation
3. Summative Evaluation
4. Diagnostic Evaluation
5. Characteristics of a Good test
6. Preparation of Achievement test-objective tests.
7. Types of Examination

### Suggested Readings

Anderson, R.D. (1970). Developing Children's Thinking Through Science. Prentice Hall, New Delhi.

Carin, A.A. & Sund, R.D. (1976). Teaching Science Through Discovery. Merit, Harvard project Physics, (1968) An Introduction to Physics (Vol -C).

Hurd Deart, P. (1971). New Directions in Teaching School Science. Rand McNally Co., Chicago.

Kuthiro, (1970). Physics Teacher Guide. Parker Publishing Co., New York.

Lewis, J.L. (1971). Teaching of School Physics. Longman Group Let. London.

Sharma R.C. (1981). Modern Science Teaching. Dhanpat Rai and Sons. Delhi

Weber, (1965). Physics of Teachers: A Modern Review. MacGraw Hill, New York,

Anderson R.D. (1970). Developing Children's thinking through Science. Prentice Hall New Delhi.

Cartin, A.A. & Sund, R.D. (1972). Teaching Science Through Discovery. Merrill London.

Gerrise, L. & Madsfield; D (1970). Chemistry by Experiment and Understanding. New York.

Hurd Dilhurt, P. (1971). New Directions in Teaching School Science. Rand MacMally Co. Chicago.

Murry John. 1970. Teaching of Science in Secondary School. Association Science Education NCERT. Position of science teaching in india Schools. NCERT Strategies in Science Education (RCE) Ajmer.

Asimov, I. (1965). Guide to science. Vol - I, Pelicen Books.

Bal Vigyanik (1981). Science Text Books for Middle School. M.P. Text book Corporation,

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

Walker, J (1977). The flying circus of Physics. John Wiley and Sons.

## PAPER-VI & VII (Group D) Option-(ii): TEACHING OF CIVICS

**Time: 3.00 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **Objectives**

#### **Pupil Teachers would be able to-**

- enable the student teacher to define, discriminate and analyse the concept of civics
- enable the student teacher to formulate aims and objectives of teaching civics at various stages of schooling
- enable the student teacher to critically evaluate the existing schools syllabus of civics and give appropriate suggestions to improve it
- enable the student teacher to understand and apply different methods and techniques of teaching civics and give appropriate suggestions to improve it
- enable him/her to understand the specific role and qualities of a civics teacher
- enable the student teacher to write a review of text book of civics
- enable the student teacher to prepare a good evaluation tool on a given topic
- enable the student teacher to understand the fundamental rights and duties, citizenship and other salient features of constitution of India

### **COURSE CONTENTS**

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

- Meaning and importance of civics and the place of civics in the school curriculum. Correlation with other social sciences.
- Aims and objectives of teaching civics.
- Citizenship, fundamental rights and duties and salient features of Indian constitution.

#### **Unit-II**

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



### **Unit-III**

- Audio-visual aids in the teaching of civics, preparing Audiovisual Aids in civics.
- Importance of civics text-book, qualities of a good text book.

### **Unit-IV**

- Civics teacher and his qualities.
- Evaluation in civics tools and techniques. Preparing a good tool to evaluate some concepts in civics.

### **Suggested Readings**

Dr. Iqbal Narayan. Principles of Civics, Shiv Lal & Co. Ltd. Agra- 3.

Dr. Iqbal Narayan. Our constitution & Civics Life (Shiv Lal and Co. Ltd. Agra -3).

Shyam Kishore Malvia. Administration in Free India and Civil Life Bal Bharti, Allahabad.

Niramal Yadav, Teaching of Civics and Political Science, Anmol Publisher (2003)

Syed M.H., Modern Teaching of Civics/Political Science, Anmol Publication Pvt. Ltd. (Dec.1, 2005)

## **PAPER-VI & VII (Group D) Option-(III): TEACHING OF HISTORY**

**Time: 3.00 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

**The students will be able to-**

- understand the meaning, scope and importance of History
- develop skill and competence to translate general objectives into performance
- describe the principles of curriculum construction in History and analysis content pedagogically
- demonstrate the different important methods of teaching History by selecting appropriate learning contents
- prepare lesson plan using specific methods of teaching History
- prepare appropriate tests for evaluation of some content in History
- prepare a Write-up of the places of historical importance
- use different aids in teaching of History

### **COURSE CONTENTS**

#### **Unit-I**

- Meaning, nature & scope of History
- Place of History in secondary school curriculum
- Aims, objectives and values of teaching History.
- Bloom's Taxonomy of objectives.

#### **Unit-II**

**Contents and Pedagogical analysis.**

- Indus Valley Civilization.
- Aryans
- Mughal dynasty
- Modern India

#### **Unit-III**

**Development of Instructional Material**

- Development & Designing of curriculum in History.

- Development of lesson plans for History
- Development of text-books.
- Development of self-learning modules.
- Development/utilization of instructional aids :-
  - Charts
  - Maps
  - Graphs
  - Models
  - Film strips
  - T.V.
  - Computers

### **Unit-IV**

#### **Methods & Skills of Teaching History**

##### 1. Methods

- Source method
- Discussion method
- Dramatisation (Role Play)
- Teaching History through monuments (Field trips)
- Story telling method.
- Project Method

##### 2. Skills

- Skill of narration
- Skill of probing question
- Skills stimulus variations.

##### 3. Evaluation

- Meaning & Importance of evaluation
- Evaluation devices
- Written, oral, assignments

#### **Suggested Readings**

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

Dixit U. & Bughcla (1972) : Itihas Shikshan, Hindi Granth.

Academic, Jaipur, Ghatge, V.D. (1956), Teaching of History (English & Hindi), Oxford University Press, Bombay,

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

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

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

Gunnin, Dennis (1978) : The Teaching of History, Goom Helm Ltd. London.

Kochar, S.K. (1972): The Teaching of History, Sterling Publishers, Delhi.

Lewis, E.M. 1960: Teaching History in Secondary Schools, Sterling Publishers, Delhi-I.  
Mujee, M. (1960): World History in Secondary Schools, Sterling Publishers, Delhi.  
Shaida, B.D. & Singh, S. (1973): Teaching of History, Dhanpat Rai & Sons ,Jalandhar.  
Tara Chand, A History of Indian People: P.C. Dwadesh & Co., Aligarh.  
Weech. S.K.L. (1951): History of the World Odhas Press Ltd., London.

## **Paper-VI & VII (Group D) Opt. (iv): TEACHING OF SOCIAL STUDIES**

**Time: 3 Hours**

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

### **NOTE FOR PAPER SETTER**

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

### **OBJECTIVES**

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

- define the concept of Social Studies
- explain different methods to teaching Social Studies
- develop self-instructional material
- explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology
- explain challenging situations in the society

### **COURSE CONTENTS**

#### **UNIT-1**

- 1) Concept, objectives and values:
  - Meaning, Scope, Importance and values of Teaching Social Studies.
  - Aims and objectives of Teaching of Social Studies 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 (From Elementary to Secondary Level)
  - 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 Studies(History/Geography/Civics):
  - Project Method
  - Inductive and Deductive Method.

- Assignment Method
- Source Method
- Story Telling Method
- Lecture Cum Discussion Method

B) Skills

- Skill of Narration
- Skill of Probing Question
- Skill of Stimulus Variation

4) Development utilization of Instructional Material

- Presentation of Lesson Plan with the help of Power Point.
- Development of Self-Instructional Modules excluding Programme Learning.
- Development of Self-Instructional Material.
- Bulletin Board, Maps, Scrap Books, Computer.
- 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) Curriculum Development and Transaction

### 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 and
  - Remedial Measures
- Observation
- Rating Scale
- Grading and Credit System

## **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 Parhhaen(Urdu) . New Delhi: Maktaba Jamia Ltd.

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

**PAPER-VIII A: ICT ENABLED PRACTICAL/PROJECTS**  
(To be evaluated by the External Examiner)

**Time: 1.30 Hours**

**Max. Marks: 50**

**Distribution of 50 Marks will be**

- |  |
|--|
| <p><b>I. Sessional Work = 20 Marks</b></p> <p><b>II. Practical Work at the time of exam = 20 Marks</b></p> <p><b>III. Viva-voce = 10 Marks</b></p> |
|--|

**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, Minimize, Restore and *Maximize* 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

### **UNIT III**

#### 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, Ways of using the Internet in instruction: utilizing already available websites
- 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