

vide Resolution NO 14 in its meeting held on 10/8/11 ✓

CHAUDHRARY DEVI LAL University SIRSA

Timpoti College of Education Ratis
New Syllabus. 2012-13

B'Ed College

Ordinance, Syllabus and Courses

of Reading for

B.Ed. (Regular) Examination

2010-11.

W. J. Divakar
Rani 13-1

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

PART I: THEORY (PAPERS I- VI)

PAPER	NOMENCLATURE	Max. Marks		Periods per Week (Exam Hrs: Marks)
		External	Internal / Practicum / Sessionals	
I	Philosophical, Sociological, and Economic Bases of Education	80	20	6 (3 Hrs.: 100)
II	Educational Psychology	80	20	6 (3 Hrs.: 100)
III A	Vision of Secondary Education in India in the context of 21 st Century	40	10	3 (1.30 Hrs: 50)
III B Any one of the following:				
Opt. i	Yoga Education	40	10	3 (1.30 Hrs: 50))
Opt. ii	Educational and Vocational Guidance and Counselling	40	10	3 (1.30 Hrs: 50)
Opt. iii	Health and Physical Education	40	10	3 (1.30 Hrs: 50)
Opt. iv	Environmental Education	40	10	3 (1.30 Hrs: 50)
Opt. v	Distance and Open Learning	40	10	3 (1.30 Hrs: 50)
Opt. vi	Educational Measurement and Evaluation	40	10	3 (1.30 Hrs: 50)
Opt. vii	Gender Sensitization and School	40	10	3 (1.30 Hrs: 50)
Opt. viii	Human Rights Education	40	10	3 (1.30 Hrs: 50)
IV A	Curriculum and School Management	40	10	3 (1.30 Hrs: 50)
IV B	Inclusive Education	40	10	3 (1.30 Hrs: 50)
V	Information Communication and Educational Technology	80	20	6 (3 Hrs: 100)

VI & VII Teaching of School Subjects:

Note: Candidate is required to opt two 'Teaching of School Subjects' while selecting one from any group. However, the candidate who have passed Shastri examination can opt for two subjects from Group A

Group A				
Opt. i	Teaching of Hindi ✓	80	20	6 (3 Hrs.:100)
Opt. ii	Teaching of English ✓	80	20	6 (3 Hrs.:100)
Opt. iii	Teaching of Punjabi ✓	80	20	6 (3 Hrs.:100)
Opt iv	Teaching of Sanskrit ✓	80	20	6 (3 Hrs.:100)
Group B				
Opt. i	Teaching of Mathematics ✓	80	20	6 (3 Hrs.:100)
Opt. ii	Teaching of Home Science ✓	80	20	6 (3 Hrs.:100)
Opt. iii	Teaching of Commerce ✓	80	20	6 (3 Hrs.:100)
Opt iv	Teaching of Arts ✓	80	20	6 (3 Hrs.:100)
Group C				
Opt. i	Teaching of Life Science ✓	60	20+20	6 (3 Hrs.:100)
Opt ii	Teaching of Economics	80	20	6 (3 Hrs.:100)
Opt iii	Teaching of Computer Science ✓	80	20	6 (3 Hrs.:100)
Group D				
Opt i	Teaching of Physical Science ✓	60	20+20	6 (3 Hrs.:100)
Opt ii	Teaching of Social Studies ✓	80	20	6 (3 Hrs.:100)

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PART II-PRACTICALS (PAPERS VIII- XI) Max. Marks: 300

(Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) -PRACS TEAM as appointed by the University for all Practicals from paper VIII A and VIII B, IX A & IX B i.e School Education Programme)

VIII A	Work Experience: (Any one of the following) 1) Candle making 2) Gardening 3) Interior Decoration	40	10	4 (1.30 Hrs.:50)
VIII B	Community Based Projects (Any ^{two} of the following)	40	10	4 (1.30 Hrs: 50)
	1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)			
	2) Recycling of the Waste Paper			
	3) School/Classroom ambience: Interior- decoration including drawing and painting			
	4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)			
IX A	School Education Programme (SEP) Teaching Practice: School Teaching Subject I (This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and three Members (Sub-examiners) -	80	20	CBW/ Preparation of printed teaching /learning material
	A. Any Four Micro-Teaching Skills with 2 lessons 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. Mega Lesson/ Discussion-2 C. Simulated Lessons: 2 D. Real teaching :15 Lessons of Teaching Subject-I E. Observation Lessons: 10			

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1X B	School Education Programme (SEP) Teaching Practice: School Teaching Subject II (This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and three Members (Sub-examiners)	80	20	CBW/ Preparation of printed teaching /learning material
	A) Any Four Micro-Teaching Skills with 2 lessons 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. Mega Lesson/Discussion Lesson-2 C. Simulated Lessons: 2 D. Real Teaching :15 Lessons of Teaching Subject-II E. Observation Lessons: 10			
X	Participation in Co-curricular School-based Activities (Select any Four of the Following)	Grades from O, A, B, C, and D would be awarded		
	A. Communication skills and Functional use of Language Lab	Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.		
	B. Bharat Scouts and Guides			
	C. Literary Activities			
	D. Cultural Activities			
	E. International and National Days Celebrations			
	F. Sports Activities			

Grand Total =1000 marks

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the discipline of education in Philosophical and Sociological perspectives.
- (ii) Describe the role of education in desirable social change, sustainability, socio-economic development.
- (iii) Define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged.
- (iv) Delineate the goal of education in the Indian Society
- (v) Describe philosophy of Western philosophers.
- (vi) Describe the concept of knowledge economy.
- (vii) 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 it.

B) Philosophical analysis of: Education, Teaching, Training and Indoctrination

UNIT-II

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

- Pragmatism
- B) Educational Thinker-

- Vivekananda
- Mahatma Gandhi
- Ravindranath Tagore
- Sri Aurobindo

UNIT-III

5) Education, Society and Social Justice

- Relationship between Education and Society
- Social Change, factors affecting social change, Role of education in social change
- National Integration

UNIT IV

7) Education for Economic Development

- Education for Empowerment
- Role of education in human resource development
- Role of Education in Empowerment of Socio-economic Weaker Sections

8) National Knowledge Economy

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

9) Globalization and Modernization

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

Practical/Sessional

Total Marks: 20

- 1 Book-review
- 2 Minor report of celebrating community collaboration

SUGGESTED READINGS

- Dagar B. S. & Dhull, I. (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishers.
- Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers.
- Havighurst, R. (1995). *Society and Education*, Boston: Allyn and Bacon.
- Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
- Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing.
- 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.
- 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.

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PAPER II: EDUCATIONAL PSYCHOLOGY

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Differentiate between Growth and Development and explain general principles of development.
- (ii) Identify the variables involved in teaching learning process so as to infer teacher's role in making instruction effective.
- (iii) Explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils.
- (iv) 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.

COURSE CONTENTS

UNIT-I

1) Educational Psychology and the Teaching Learning Process

- Educational Psychology: Concept and scope
- Concepts of teaching and learning
- Variables in the teaching process
- Role of Educational Psychology in the Teaching-learning process.

UNIT II

2) Growth and Developmental Pattern of Learners

- Concepts of Growth and Development
- General principles of Growth and Development
- Factors influencing growth and development
- Heredity and environment- concept, relative importance of heredity and environment in learner's development.

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30/12/2012

- Stages and aspects of development with special reference to needs and problems of adolescents in the Indian context.
- individual differences.

UNIT-III

3) Mental processes of Learning

- Memory – Concept, types and strategies to develop memory.
- Forgetting – Nature, causes, factors and strategies to minimize forgetting.
- Imagination – Meaning, types and educational implications.

Group Dynamics/Group Learning Strategies

- Meaning and Characteristic of a social group.
- Group Dynamic- Process and its importance in learning.
- Co-operative learning and Constructive Learning.

Learning

- Meaning, factors affecting learning.
- Theories of learning- Trial and Error, Classical conditioning, Operant conditioning, Insight theory of learning.
- Motivation, Factors affecting motivation, - Maslow's theory of motivation.

UNIT-IV

4) Nature of the Learner

- Intelligence: Meaning, nature and theories of intelligence (two factor theory and Thurston's group factor theory, Measurement of intelligence and application of intelligence.
- Creativity: Concept; relationship with intelligence; techniques for fostering creativity.
- Personality: meaning, nature, determinants and assessment.

Sessional

Max. Marks: 20

Students will prepare two assignments related to the syllabus

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Ramya

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29/12/2014

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

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-1

- 1) Development of Education in India.
 - An overview of educational development in India between 1835 and 1947 with special reference to Adam's report, Macaulay's minutes, Wood's Dispatch, Basic Education Scheme and Sargent Plan.
 - Secondary Education Commission (1952-53)
 - Indian Education Commission (1964-66)
- 2) Problems and issues in Elementary Education
 - Universalization of Elementary Education (UEE), Education for All (EFA), District Primary Education Program (DPEP), and Sarva Shiksha Abhiyan (SSA)
 - National Policies on Education
 - NPE- 1986
 - Programme of Action (1992)

UNIT-II

- 3) Problems and Issues in Secondary Education
 - General Aims of Secondary Education, Main Features of secondary and senior secondary curriculum.
 - The study of the languages and three language formula
 - Vocationalization of secondary education
- 4) Examination reforms
 - Concept and importance
 - Credit based system- concept, merits and limitations

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

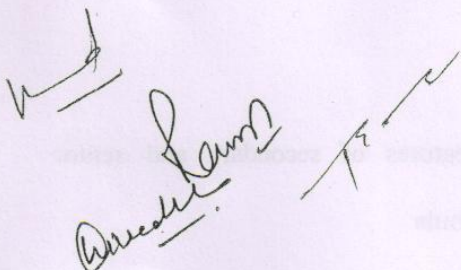
Practical/Sessional

Marks: 10

Students will prepare one assignments related with syllabus.

SUGGESTED READINGS

- Chopra, R. K. (1993). Status of Teachers in India, New Delhi: NCERT
- Dastgir, G. (1996). Hindi Mein Bartanvi Daur Ki Taleem-Ek Mukhtasir Tarikh, New Delhi: Ajad Publishing Company.
- Gupta, V. K. (2003). Development of Education System in India, Ludhiana: Vinod Publications.
- Khan, R. S. & Ahamad, I (1997). Elementary education and the Teacher, Delhi: IASE, Jamia Millia Islamia
- Mehdi, Baqer, (1982) Nai Taleem Ke Masail, New Delhi: Maktaba Jamia
- NCERT (1991). Elementary Teacher Education Curriculum: Guidelines and Syllabi, New Delhi: NCERT
- Rajput, J. S. (1994). Universalization of Elementary Education, Role of Teacher Education, New Delhi: Vikas Publishing House
- Siddiqui, M. A. (1993). In-service Education of Teachers, New Delhi, NCERT
- Singh, L. C. (Ed.), (1990). Teacher Education in India. A Resource Book, New Delhi: NCERT
- Singh, L. C. & Sharma, P. C. (1995) Teacher Education and Teacher, New Delhi: Vikas Publishing House
- Snigh, R. P. (1990). Studies in Teacher Education, New Delhi: Bahri Publications



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

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

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

OBJECTIVES

Pupil-teachers would be able to-

- (i) Explain the concept, aims and objectives of Health and Physical Education.
- (ii) Describe hygienic environment along with contributing factors and its importance
- (iii) Explain various Communication diseases and first aid.
- (iv) Demonstrate ability to describe balanced diet.
- (v) Explain good posture.
- (vi) Define general medical standard of an individual.

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 4) Posture
 - Concept and values
 - Postural deformities and their Management.

- Personal Hygiene
- Environmental Hygiene
- Pollution and Global Warming
- 5) Communicable diseases- Mode, control and prevention
- 6) Physical Fitness and First Aid.
 - Physical fitness: Meaning, elements, and importance.
 - First aid in the following – Haemorrhage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

Practical Sessions

Marks 10

- 1) Preparation of First aid kit

SUGGESTED READINGS

- Bucher, C. A. (1964). *Foundations of Physical Education*, New York: Mosby & Company
- Kilander, H. F. (1971). *School Health Education*, New York: MacMillan Company
- Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher

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Paper-III B Opt. (IV): ENVIRONMENTAL EDUCATION

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS.

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions
- ii) Q. No. 1 will be compulsory and carries 08 marks. It will be comprised of 2 short answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 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) Impact of Technology on Environment-
- 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

Practical session

Marks: 10

- Students will prepare one project on environmental problem.

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
- Purdom, P. W. & Aredson S. (1980). *Environmental Science*, Columbus: Charles E. Merrill Publishing Co.
- Sharma P. D. (1993). *Environmental Biology*, Meerut: Kastogi & 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

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Paper-IV (A): CURRICULUM AND SCHOOL MANAGEMENT

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 4) School Management
 - School Management: Concept, Need, nature, scope and functions.
 - Management of human and material resources: components of human and material resources, responsibilities and qualities of a headmaster and a

teacher; relationship of a headmaster and a teacher, characteristics and maintenance of a school plant.

5) 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,

Practical Session

Marks: 10

Attempt any one of the following;

- 1) School visit and preparation of school report
- 2) Time table formation

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
- 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
- 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

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PAPER-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. It will be comprised of 2 short answer-type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES: Pupil-teachers would be able to:-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 3) Planning and managing inclusive curriculum in schools
 - School Readiness and School transition
 - Individualized Educational Plan (IEP): Development & Implementation.
 - Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
 - Curricular and Instructional accommodations.

- 4) Facilitators for inclusive education
- Need for Multidisciplinary Approach
 - Role and Responsibilities: General, Special and Resource Teachers
 - Role and Responsibilities: Family and Community
 - Parent- Professional Partnership: Need and Relevance

Practical session:

Marks: 10

Students will prepare one assignment related to the syllabus

SUGGESTED READINGS

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing
- Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing
- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications
- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon
- Karant, P. & R., J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew, S. (2004). Education of children with hearing impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schloss P. (1986). Instructional methods for students with learning and behavior problems, New York: Allyn & Bacon

PAPER -V: INFORMATION COMMUNICATION AND EDUCATIONAL TECHNOLOGY

Time: 3.00 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 4 marks each to be selected from the entire syllabus.
- iii) Four 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.

OBJECTIVES: Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 1) Information & Communication Technology
 - Concept and meaning
 - Models of Communication
 - Concept of tele-communication and
 - Satellite-communication.
- 2) Introduction to computers
 - Input and output devices
 - CPU, Memory, and storage units of computers
 - System and Application Software

UNIT - II

- 3) MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint)
 - Uses and applications of computer
- 4) Computer and networking
 - WWW
 - Educational website
 - E-mail
 - E-school
 - E-learning
 - Multimedia-meaning, required Software, and use in education
 - Tele-conferencing and Video-conferencing;
 - Computer care- viruses, Security & Maintenance.

UNIT-III

5. Educational Technology
 - Meaning and Concept
 - Scope & Significance
6. Programmed Learning, Simulation and Brain-Storming.
7. Skill developing technologies:
 - Micro-teaching-Meaning, importance, limitations and organizational Patten.

UNIT-IV

8. Fundamentals of Action Research
 - Concept, Need and Importance of Action Research
 - Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm
 - Uses and Limitations of Action Research
9. Dynamics of Action Research in educational contexts
 - The Action Research process- Identifying problem in school contexts, Formulation, action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
 - Developing Action Research design
 - Identifying the areas of Action Research

Practical/Sessional

Total Marks: 20

Development of programmed learning material (try out validation)

Development of Action Research Project in any of the following areas-

- Classroom teaching contexts
- Classroom and school management
- Improvement of learning levels and Cognitive learning

SUGGESTED READINGS

- 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.
- Mehra Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (1990). Education Technology Challenging Issues, New Delhi: Sterling Publishers.
- Richmond W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sachdeva, M. S., Sharma, K. K. and Kumar, S. (2007). Educational Technology, Patiala: Twenty First Century Publications
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.

Paper - VI C.Y.II C.S.II /
TEACHING OF HINDI

Time : 3 Hours

Max. Marks : 80
(External: 60, Internal: 20)

NOTE FOR PAPER SETTERS:

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

OBJECTIVES :

Pupil-Teachers would be able to :-

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

हिन्दी शिक्षण

प्रथम इकाई :-

- 1 (अ) भाषा- अर्थ, रूप एवं विशेषताएं । मातृभाषा शिक्षण- अर्थ, स्वरूप, महत्व एवं उद्देश्य, ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य।
(आ) भाषाई कौशल - श्रवण कौशल, भाषण कौशल, पठन कौशल, लेखन कौशल ।
- 2 (अ) हिन्दी उच्चारण शिक्षण एवं हिन्दी ध्वनियां व उनका वर्गीकरण, अक्षर विन्यास, विराम चिह्न ।
(आ) हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग ।

द्वितीय इकाई :-

- 3 (अ) हिन्दी शिक्षण के सामान्य सिद्धान्त, हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, हिन्दी भाषा शिक्षक।
(आ) पाठ योजना का अर्थ, महत्व एवं रूपरेखा ।
- 4 (अ) हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा ।
(आ) हिन्दी पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा ।

तृतीय इकाई :-

- 5 (अ) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में) ।
(आ) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में) ।
- 6 (अ) रचना शिक्षण - कहानी (औपचारिक एवं व्यावहारिक शिक्षण के रूप में), निबन्ध एवं पत्र रूप में ।
(आ) व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक व प्रयोगात्मक) ।

चतुर्थ इकाई :-

- 7 (अ) हिन्दी शिक्षण में मूल्यांकन - अर्थ, विशेषताएं, महत्व, उद्देश्य, पाठान्तर्गत मूल्यांकन, पाठोपरान्त मूल्यांकन ।
(आ) प्रश्न पत्र निर्माण, प्रश्नों के विभिन्न प्रकार एवं रचना, भाषा-प्रयोगशाला ।
- 8 (अ) हिन्दी भाषा में गृहकार्य - अर्थ, महत्व, उद्देश्य, पक्ष व विपक्ष में तर्क ।
(आ) गृहकार्य को प्रभावपूर्ण एवं सार्थक बनाने के उपाय, संशोधन का महत्व एवं आधुनिक विधियों का प्रयोग ।

- (अ) विद्यालयों में हिन्दी की पाठ्य-सहगामी क्रियाओं की व्यवस्था एवं आयोजन करना ।
- (आ) हिन्दी में उपचार शिक्षण - छात्रों के हिन्दी भाषा से सम्बन्धित किसी एक समस्या का अध्ययन एवं समस्या निदान के उपाय ।

संदर्भ ग्रंथ सूची

- 1 कौशिक जयनारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ ।
- 2 खन्ना ज्योति, हिन्दी शिक्षण, धनपतराय एंड कम्पनी, दिल्ली ।
- 3 तिवारी भोलानाथ तथा भाटिया, हिन्दी शिक्षण, दिल्ली लिपि प्रकाशन, दिल्ली ।
- 4 पांडे रामशकल, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा ।
- 5 प्रकाश राघव, व्यावहारिक सामान्य हिन्दी, पिंग सिटी पब्लिशर्स, जयपुर ।
- 6 बाहरी हरिदेव, व्यावहारिक हिन्दी व्याकरण, लोक भारती प्रकाशन, इलाहाबाद ।
- 7 मंगल उमा, हिन्दी शिक्षण, आर्य बुक डिपो, नई दिल्ली ।
- 8 लाल रमन बिहारी, हिन्दी शिक्षण, रसतोगी पब्लिकेशन, मेरठ ।
- 9 सफाया रघुनाथ, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर ।
- 10 सुखिया के.के., हिन्दी ध्वनियां और उनका शिक्षण, रामनारायण, इलाहाबाद ।

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

इकाई एक

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 दो

3. संस्कृत भाषा शिक्षण की विधियाँ
 - पाठशाला विधि
 - पाठ्यपुस्तक विधि
 - प्रत्यक्ष विधि
 - व्याकरण अनुवाद विधि
4. संस्कृत पाठ्य पुस्तक निर्माण
5. संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग

इकाई तीन

6. संस्कृत में विधाओं का शिक्षण

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

7. संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघूत्तर, अभीष्ट)

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

इकाई चार

8. संस्कृत भाषायी कौशल

- संस्कृत में उच्चारण शिक्षण - अशुद्धि उच्चारण के प्रकार एवं व्याकरण तथा सुधार के उपाय।
- संस्कृत में अक्षर-विन्यास शिक्षण-सामान्य अशुद्धियां, कारण तथा निवारण के उपाय। सुलेख कार्य।

9. संस्कृत विषय वस्तु

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

Sessional/Practical student will prepare Two assignments, marks:-20

SUGGESTED READINGS

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

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

1. Explain the concept of English and its elements
2. Define linguistic skills and process of development among pupils
3. Conduct pedagogical analysis and develop teaching skills.
4. Explain the concept of evaluation and methods of evaluating the performance of students.
5. Critically explain various teaching methods.
6. Demonstrate language competencies.

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 3) Learner centered approaches and Methods of Teaching
 - Difference between 'Approach' and 'Method'.
 - Direct Method, Bi-lingual method, Communicative Approach, and Constructive Approach (co-operative Learning)
 - Teaching of prose, poetry and grammar- objectives and methodology
- 4) Instructional Material:
 - Importance and their effective use.
 - Tape Recorders, Television
 - Films, Filmstrips, OHP
 - Language Laboratory: Concept, Components

UNIT-III

- 5) Developing Language Skills- Listening and Speaking.
- 6) Developing Language Skills – Reading and Writing

- Teaching mechanism of Reading.
- Teaching reading to beginners
- Teaching reading with comprehension.

UNIT-IV

- 7) Co-curricular activities related to English
 - Usefulness of language games, quiz, debates, group-discussions and other co-curricular activities in the teaching and learning of English.
- 8) Evaluation Procedure
 - Evaluation- Comprehensive and continuous, and Objective-type and Essay-Type Questions.

Practical /Sessional

- Observation and evaluation of linguistic skills by the pupil teacher
- Organization of various co- curricular activities related to English subject

SUGGESTED READINGS

- Crown, G. (1977). Listening to Spoken English. London: Longman.
- Christopherson, P. (1972). Second Language learning, New Delhi: Penguin.
- Chaturvedi, M. G. (1973). A Contrastive Study of Hindi-English Phonology, New Delhi: National Publishing.
- Dodson, C. J. (1972). Language Teaching & the Bilingual Method, Pitman Publishing.
- Frisby, A. W. (1970). Teaching English: Notes and Comments in Teaching English Overseas, London: E.L.B.S.
- Girad, B. (1972). Linguistics and foreign Language Teaching, London: Longman
- Hayes, B. L. (ed.) (1991). Effective strategies for teaching reading, London: Allyn & Bacon
- Sachdev M.S. (2007). Teaching of English, Patiala: Twenty First Century Publications.
- Wilkins, D. A. (1983). Linguistics in English Teaching. London: Edward Arnold ELBS Edition

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Ravi
Dhruv
T. S.

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 09 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short-answer type notes of 04 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES: Pupil –teachers would be able to-

- (i) To develop understanding of importance and Principles of Commerce.
- (ii) To acquire knowledge of present Commerce conditions in India.
- (iii) To acquire competencies necessary for a Commerce teaching.
- (iv) To develop competencies of a Commerce teacher with present needs of the environment.

COURSE CONTENTS

UNIT-I

- 1 Nature and Concept of Accountancy and Business studies
 - Meaning, nature and scope of Accountancy and Business studies
 - Values in Commerce education.
 - Aims, and objectives and importance of teaching Accountancy and Business Studies.
 - Stating objectives in behavioral terms (Bloom's taxonomy of objectives.)
- 2 Content and their Pedagogical Analysis
 - Double entry System
 - Final Accounts
 - MNCs
 - Organizational Management

UNIT-II

- 3 Following points should be followed for pedagogical analysis along with a project report after visiting an industry or Bank:
 - Identification of concept
 - Listing behavioral outcomes
 - Listing activities and experiments.
 - Listing evaluation techniques.
- 4 Development of Instructional Material.
 - Development and designing of Curriculum
 - Analysis of prescribed text book.
 - Development of self-instructional material modules.
 - Development/Utilization of Teaching aids.- Modals, Graphs, Charts, Computers with LCD, Internet.
 - Development of lesson plan.

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UNIT-III

5 Methods of Teaching

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

6 Skills of Teaching

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

UNIT-IV

7 Evaluation

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

Practical/Sessional

Marks 20

Students will prepare two assignments related with syllabus.

SUGGESTED READINGS

- Aggarwal, A.N. (1995). Business Methods & Machinery, Part I & II, Allahabad: Kitab mahal
- Aggarwal, J.C. Teaching of Commerce, Vikas Publications house Pvt. Ltd.
- Board of Secondary Education Rajasthan, Objectives of teaching Commerce, Rajasthan: Board of Secondary Education
- Gupta U.C. (2007). Teaching Commerce, ISBN No. 81-903668-5-8
- P.C. Segwalkar & Sarlekar: The structure of Commerce, (2000) Allahabad: Kitab Mahal
- Popham, Schrag & Blockhus (1975). A Teaching and Learning System for Business Education, New York: McGraw-Hill
- Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- Satlow, I.D. (1964). Teaching of Business Subjects Effectively, New York: Prentice- Hall Inc.
- Shankar T.(2007). Methods of Teaching Commerce, New Delhi: Crescent, VIII, ISBN No. 81-8342-063-X
- Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). Methods of Teaching Business Subjects, New York: McGraw-Hill book Company
- UGC. (1998). Report of the Curriculum Development Centre in Commerce New Delhi: UGC.

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PAPER-VI & VII: Group C (Option-I) TEACHING OF LIFE SCIENCE

M. Marks: 60

Time: 3 Hrs.

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 12 marks. It will be comprised of 4 short-answer type notes of 3 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives

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

UNIT-I

Importance, Aims and Objectives:

1. Importance of Life Science in School Curriculum.
2. General aims and objectives of teaching Life Science.
3. Bloom's taxonomy of educational objectives.
4. Formulation of specific objectives of Life Science in behavioral terms.

Contents and Pedagogical Analysis

1. Contents:
 - Photosynthesis
 - Human digestive system-Respiratory, Excretory, Circulatory systems.
 - Cell structure.
 - Micro-organism.
 - Food Chain
 - Ecological balance.
2. Pedagogical analysis
 - Identification of concepts.
 - Listing behavioral outcomes
 - Listing activities and experiments.
 - Listing evaluation techniques.

UNIT-II

Development of Instructional Material

1. Transaction of contents
 - Unit Planning
 - Lesson Planning
 - Preparation of teaching aids.
 - Development of aquarium, vivarium etc.
2. 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 (set induction)
 - 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

Pedagogical Analysis

Marks: 40

- 1) Preparation of Improvised apparatus
- 2) Collection and preservation of specimen
- 3) Five Practical's of school level
- 4) Development of self-learning material (Linear Programme)

Suggested Readings

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

Dastgir, Ghulam (1980) : Science ki tadris, Transiation of Sharma & Sharma Teaching Se. Tarakki Urdu Board, New Delhi.

H & elliott, R (1967) : New Trends in Biology Teaching, UNESCO, Paris.

Paper-VI, VII Group-C (Option-ii): Teaching of Economics

Time: 3 HRS.

External Marks: 80, Internal: 20

NOTE FOR PAPER SETTERS

1. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
2. Question No. 1 is Compulsory and carries 16 marks only. It will be comprised of 4 short answer type notes of 4 marks each to be selected from entire syllabus.
3. Two long answer type questions will be set from each of the 4 units, out of which the students will be attempt one question from each unit. Long answer type questions will carry 16 marks each.
4. All questions will carry equal marks.

OBJECTIVES: Pupil-teacher would be able to:-

- (i.) - Develop understanding of economics principles for growth and development of the Indian economy.
- (ii.) - Acquire knowledge of present economic conditions in India.
- (iii.) - Acquire desirable attitudes and to become effective instrument of economic change.
- (iv.) - Become an effective citizen and good consumer.
- (v.) - Acquire appropriate professional behaviour and to develop commitment to leading profession.

COURSE CONTENT

UNIT-I

- 1.) Meaning Nature & Concept of economics
 - Place of economics in secondary school curriculum
 - Aims, Objectives and values of teaching economics
 - Bloom's Taxonomy of objectives
 - Statement of objectives in behavioural terms
- 2.) Content and Pedagogical Analysis
 - Wants and their classification
 - Laws of return
 - Population- its growth pattern, problem over population, density population
 - National income- Meaning methods of measurement

UNIT-II

- 3) Following points should be followed for pedagogical analysis
 - Identification of concepts
 - Listing behavioural outcomes
 - Listing activity and experiments
 - Listing evaluation techniques
- 4) Development of Instructional Materials
 - Development and designing of curriculum

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- Development of text books
- Development of self- instructional material-modules
- Development/utilization of Instructional aids- Charts, Maps, Graphs, Tables, Models, Film Strips, Computers
- Development of Lesson Plans

UNIT-III

5) Method

- Discussion Method
- Problem Solving Method
- Project Method

6) Skills of Teaching Economics

- Skill of narration
- Skill of Probing Questions
- Skill of Stimulus variations

UNIT-IV

7) Evaluation

- Meaning & Importance of evaluation
- Evaluation devices- written, oral, observation, records
- Preparation of unit test

Practicum/sessionals

Max Marks: 20

SUGGESTED READINGS

- Arora, P. N. (1985). Evaluation in Economics, New Delhi: NCERT
- Assistant Masters Association (1974). The teaching of Secondary School Economics, New York, Harper and Row
- Bawa, M. S. (1995). Teaching Economics, New Delhi, Delhi University Press.
- Boulding, K.E. (1960). Economics Analysis (Volume-I), Micro Economics, New York, Harper and Row
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana, Parkash Brothers
- Khan, R.S. & A. (1995). Lesson Planing, New Delhi, IASE, JMI
- Siddiqui, M.H.(1993). Teaching of Economics. New Delhi, Ashish Publishing House
- Whitehead, D.J. (1979). Hand Book of Economics Teachers, London, Heinmann Educational Books

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

Time: 3 Hours

Max. Marks: 30

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

UNIT-I

- 1) Importance Aims and objectives
 - Importance of Computer Science in School Curriculum.
 - General aims and objectives of Teaching Computer Science
 - Bloom's Taxonomy of Educational objectives
 - Formulation of Specific objectives in Behavioral terms
- 2) Contents & Pedagogical Analysis
 - Computer System
 - Operating System
 - Net-Working
 - M.S. Windows
 - MS Office
 - Information Technology & Computers.

3) Pedagogical Analysis

Following points should be followed for pedagogical Analysis:-

- Identification of Concept
- Enlisting Behavioural outcomes.
- Enlisting activities and experiments
- Enlisting evaluation techniques

UNIT-II

- 4) Instructional Planning, Development, & Utilization of Instructional Material
 - Instructional Planning
 - Unit Planning
 - Lesson Planning

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

UNIT-III

- 7) Methods of Teaching and Micro Teaching Skills:-
Methods of Teaching

- Lecture -Demonstrative Method
- Inductive-Deductive Method
- Problem-Solving Method
- Project Method

- 8) Micro Teaching Skills

- Skill of Introducing the lesson
- Skill of questioning
- Skill of illustration with examples
- Skill of Explaining
- Skill of stimulus Variations

- 9) Evaluation

- Concept, need, importance and type of evaluation
- Formative Evaluation
- Summative Evaluation
- Attributes of Good Achievement Test
- Types of Tests used in Computer Science

Practical Session; Students will prepare two assignments related with the topic.

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.

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES: Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 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 behavioral 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) 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; Cooperative learning; Constructivist learning; Project based learning
 - Skills: Skill of Narration; Skill of Probing Question; Skill of Stimulus Variation; Skill of map reading.

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- 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.
- 5) Audio visual aids in the teaching of Social Studies i.e. History/Geography and Civics
 - Preparation and Use
- 6) Development/Utilization of instructional aids: Charts; Maps; Graphs; Models; Encyclopedia; T. V.; and Computers
- 7) Learning Resource:
 - Importance and Organization of Social Studies Club
 - Recreational Activities of Social Studies Club: Community Festivals; Games; Quiz; Puzzles; Visits; Talks; Brain Storming; Exhibitions and Museums; Use of Community Resources.
 - Designing of Social Studies Lab.

UNIT-III

- 8) Text Book: Importance and qualities of a good text book of Social Studies i.e. History/Geography and Civics
- 9) Curriculum development and transaction

UNIT-IV

- 10) Evaluation:
 - Meaning, importance and Objective of Evaluation.
 - Evaluation Devices: Oral test; Written Test; Practical test; Diagnostic testing and achievement test; Remedial Measures; Observation and Rating Scale

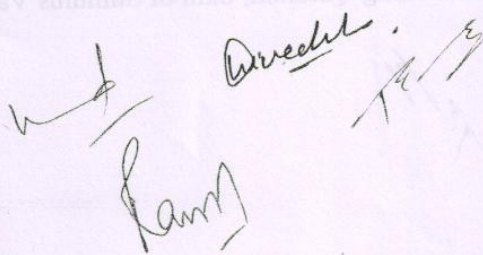
Practical / Sessional

Marks: 20

- 1) Making scrap book
- 2) Map work file
- 3) Achievement test
- 4) Model

SUGGESTED READINGS

- Burton, W. H. (1972). Principles of History Teaching, London: Methuen
- Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT
- Dhamija, N. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Harman Publishing House
- Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy
- Ghate, V. D. (1956). Teaching of History (English & Hindi), Mumbai: Oxford University Press
- Hashmi, M. A. A. (1975). Tarikh Kaisey Parhaen (Urdu) . New Delhi: Maktaba Jamia Ltd.
- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications



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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 1) Home Science: concept, meaning and components; Place of Home Science in Secondary Education. Aims and Objectives of teaching of Home Science.
- 2) Writing objectives in behavioral 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.

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- 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

Practicum /Sessional (to be evaluated by the Internal Examiner) Max. Marks: 20

Submit Report on any one of the following activities:

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

SUGGESTED READING

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

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

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

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

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

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES: Pupil-teachers would be able to-

- (i) Define Meaning, Nature, aims and objectives of Mathematics
- (ii) Explain the relationship of Mathematics with other subjects.
- (iii) Explain Historical development and contribution of Indian Mathematics.
- (iv) Familiarize the pupil-teachers with the development of Curriculum in Mathematics.
- (v) Differentiate between Methods and Techniques of Teaching Mathematics.
- (vi) Perform Pedagogical Analysis of various Concepts in Mathematics.
- (vii) Describe instructional planning and development of relevant material for the teaching of Mathematics.
- (viii) Demonstrate uses of I.C.T. in Teaching of Mathematics.
- (ix) Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.
- (x) Explain importance and uses of learning resources in Mathematics.

COURSE CONTENTS

UNIT-I

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

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UNIT-II

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

UNIT-III

- 4) Learning Resource
 - Importance and Organization of Mathematics Club
 - Recreational Activities of Mathematics Club:
 - Mathematics Fairs
 - Games
 - Quiz
 - Puzzles
 - Visits
 - Talks
 - Importance and Setting up of Math Laboratories.
- 5) Pedagogical Analysis of the following-
 - Control tendencies Mean, Medium, Mode.
 - Congruency
 - Trigonometry
 - Area
 - Volume
 - Linear and Quadratic Equations
 - Ratio and Proportion.
- 6) Identification of concepts.
 - Listing behavioral Outcomes.
 - Listing Activities and experiences
 - Listing Evaluation Techniques.

UNIT-IV

- 7) Instructional Planning & Material Development.
 - Preparation of Micro Lesson Plan
 - Preparation of Simulated Lesson Plan.
 - Preparation of Classroom Lesson Plan.
 - Preparation and use of Audio-Visual Material and equipments.

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- Professional Growth of Mathematics Teacher
 - Application of I.C.T in Teaching of Mathematics
- 8) Evaluation.
- Comprehensive and continuous Evaluation
 - Development of Test Items:
 - Diagnostic Testing and Remedial Technique
 - Preparation of an Achievement Test.
 - Criterion and Norm Reference Test.

Practical/Sessional

Max. Marks: 20

- Pedagogical analysis/Assignments/Internal Exam

SUGGESTED READINGS

- Butler, C. H. & Wren, K. H. (1980). The teaching of Secondary Mathematics, New York: McGraw-Hill Book Comp.
- Carey L.M. (1975). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.
- Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Pub.
- Dave, R. H. & Saxena, R. C. (1970). Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph. Delhi: NCERT
- Davis D.R. (1951). The Teaching of Mathematics, London: Addison Wesclyh Press.
- Intel (2003). Intel innovation in Education, Intel Tech to the Future- Students Work Book
- J.N. Kapur (1991). Suggested Experiments in School Mathematics, New Delhi: Arya Book Depot
- Jain, S. L. (1973). Ganit Shikshan, Jaipur: Hindi Granth Academy
- Joanna O. Masingila & Frank K. Lester (1988). Mathematics via Problem Solving (Student Resource), New York: Printice Hall Inc.
- Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog, New Delhi: Arya Book Depot
- Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot
- Mangal, S. K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT
- Thomas A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers

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

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 3) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.
 - Role of language activities
 - Debates
 - Recitation
 - Story telling
 - Symposium
- 4) Methodology

Modern methods of teaching language with specific references to:

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

UNIT-III

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

UNIT-IV

7) Instructional Material

- Audio-visual aids meaning, importance and their kinds Proper use of these in teaching of Punjabi
- Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
- Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.

8) Evaluation:

- Modern concept of evaluation in Language
- Different types of techniques and tests for evaluating different language skills.
- Construction of
 - Oral type tests
 - Short-answer type tests
 - Objective-type tests
 - Essay-type tests
 - Diagnostic test

Practical Session

Marks: 20

Students will prepare assignments related with syllabus.

SUGGESTED READINGS

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

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TEACHING OF PHYSICAL SCIENCES

PAPER-VI & VII

Group D (Option-i)

Time: 3 Hours

M.Marks :60

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 12 marks. It will be comprised of 4 short-answer type notes of 3 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives

1. To develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
2. To develop competencies in the prospective teachers related to physical Science at the lower Secondary level with specific reference to Indian School Conditions.
3. To 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.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a physical Science teacher under Indian school conditions.

UNIT-1

Importance. Aims and Objectives:

1. Importance of Physical Science in School curriculum.
2. General aims and objectives of teaching Physical Sciences at Secondary School
3. Bloom's Taxonomy of educational objectives.
4. Formulation of specific objectives in behavioural terms

h b *Ram Kumar* *Arundh*

Contents and Pedagogical analysis.

1. Contents
 - Energy-types
 - Transmission of heat
 - Atomic Structure
 - Magnetism
 - Friction
 - Water as universal solvent
2. Pedagogical analysis of any one of the above topics

Following points should be followed for pedagogical analysis

- Identification of minor and major concepts
- Listing behavioural outcomes.
- Listing activities and experiments
- Listing evaluation procedure.

UNIT-11

Development of Instructional Material.

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

UNIT-111

Methods of teaching and Skills involved in teaching

1. Methods of teaching
 - Lecture cum Demonstration method
 - Project Method
 - Problem-solving method

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2. Micro-teaching skills

- Practical demonstration-using Laboratory
- Improvisation of apparatus
- Skill of introducing the lesson (set induction)
- Questioning
- Skill of illustration with examples (visual)
- Skill of explaining
- Skill of using Black Board
- Skill of stimulus variation

UNIT-1V

Evaluation

- Concept-Measurement and evaluation and grading
- Formative evaluation
- Summative evaluation
- Diagnostic evaluation
- Characteristics of a good test
- Preparation of achievement test-objective tests.

Pedagogical Analysis

Marks 40

- 1) Preparations of Improvised Apparatus
- 2) Five practical of school level
- 3) Development of self-learning material (Linear Programme)
- 4) Report of any place of scientific interest

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.

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PAPER VIII A- WORK EXPERIENCE

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

Optional Paper

CANNDE MAKING

M MARKS: 40

THEORY

1. Material in making candles, molds and Threads, Colour, Oil etc.
2. Origin of Wax
3. Types of wax
4. Types of Candles
5. Uses of candle
6. Making of candles
7. Precautions while making Candles.
8. Preservation of Candles

SESSIONAL AND PRACTICAL WORK

M MARKS: 10

Making of different kinds of candles

Simple candles

Decorative candles with different shapes

Scented candles.

Mosquito repellent candle

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Paper VIII A (optional)

GARDENING

MARKS: 40

THEORY

1. Plant life, Parts of a flowering plant, transpiration, Photosynthesis and respiration.
2. Soil diffraction, compounds of soil, types of soil.
3. Fertilizers and manures. Prophetic, Potosi Fertilizers, their effects on plants. Types of manures and fertilizers, manorial and fertilizers requirement for growing specific vegetables.
4. Irrigation: Importance of water to plants, Methods of irrigation, loss of water and its control.
5. Tillage: Importance of tillage, Tools and Implements for Tillage, Seed bed property, inter-tillage.
6. Weeds and diseases Harmful effect of weeds on crop plants, characteristics of weeds, common diseases and pests and their control.

SESSIONAL AND PRACTICAL WORK

MARKS: 10

1. Maintenance of garden.
2. Preparation of Nursery bed.
3. Transplantation of plants.
4. Potting of plants, Preparation of bores.
5. Growing of at least two vegetables, two flowering plants and raising one garden.

PAPER VIII B

INTERIOR DECORATION

MARKS: 40

THEORY

1. Importance of interior decoration
2. Principles of interior Decoration.
3. Factors to be considered while selecting furniture & furnishing of a house.
4. Colour combination and colour scheme.
5. Importance and types of flower arrangement.

SESSIONAL & PRACTICAL WORK

MARKS: 10

1. Preparation of an article from waste material.
2. Flower arrangement.
3. Floor decoration.

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PAPER-VIII A: ICT ENABLED PRACTICE/PROJECTS

Time: 1.30 Hours

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT I

(ORIENTATION TO ICT)

1) MS WINDOWS

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

2) MS OFFICE

• MS WORD

Introduction to a Word Processor: Creating, Saving, Editing and Formatting a Document; Text Style (B, I.U.), Font Type Size, changing color, alignment of text; Formatting paragraphs with line or paragraph spacing; adding headers and footers numbering pages, using grammar and spell check utilities, using subscript and superscript, inserting Symbols, Print Preview, printing a document.

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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



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- Background and Text colors
- Marking your own slide format
- Footnotes and slide numbering
- Slide Manipulation and Slide Show Presentation of the Slides
 - Using the Slide Show
 - Printing the Slides and Handouts
 - Slide Sorter
 - Title Sorter

4) Introduction to Multimedia and its Applications

- Multimedia
 - The Concept and Objectives
 - Hardware for Multimedia Computer
- Components of Multimedia
 - Textual Information, Images and their types
 - Animation, Digital Audio, Digital Video
- Software for Multimedia
 - Introduction to MS-Publisher
 - Introduction to Photo draw
 - Introduction to Front Page

5) Internet

- Concept/Definition
- Relationship with and Distance computer
- The internet: the world-wide web, websites and its information super highway
- Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
- Classification of the modes: searching for information and exchanging information

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

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

UNIT III

6) Handling of available Equipment

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

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

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PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES

Max. Marks: 50

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

(Any Two of the Following)

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Recycling of the Waste Paper
- 3) School/Classroom ambience: Interior decoration including drawing and painting
- 4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)

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

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

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

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT I

- A) Any Four Micro-Teaching Skills with 2 lessons each skills**
Use of Chalk Board including Handwriting (Compulsory)
Use of Teaching Aids (Compulsory)
- 1) Questioning
 - 2) Introducing the Lesson
 - 3) Use of Reinforcement
 - 4) Stimulus Variation
 - 5) Illustration with Examples
- B. Mega lesson/ Discussion- One**
C. Simulated Lessons: 5
E. Real Teaching: 15 Lessons each
D. Observation Lessons: 10

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(School Teaching Subject II)

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

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

DURING THE SESSION

1) SCHOOL TEACHING SUBJECT II

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

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

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

B. Mega lesson/ Discussion- One

C. Simulated Lessons: 5

E. Real Teaching: 15 Lessons each

D. Observation Lessons: 10

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

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

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

Note: Select any Four of the Following.

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

V-
Anish Kumar