

B.Ed I

Course 1

CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale:

The course on “Childhood and Growing Up” offers an introduction to the study of childhood, child development and adolescence from diverse socio-economic and cultural backgrounds. The main focus in the course would be to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods within children’s lived context: family, schools and community.

Learning Outcomes

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

- Explain the concept of growth & development in relation to characteristics of various stages of growth & development.
- Become familiar with theories of child development and their educational implications.
- Understand the role of family, school, society in child development.
- Describe the role of contemporary issues (issue of marginalization: class, poverty, gender, issues of urbanization and economic change) in child development.

- Describe the role of media in deconstruction of significant events.

Existing	Corrected
<p>Unit-I</p> <p>1. Child Development</p> <ul style="list-style-type: none"> Growth & Development:- Concept, Principle, Factors, & Stages. Characteristics of stages of development with special reference to Childhood and Adolescence. Adolescents: Understanding their needs and Problems in Indian context. <p>Unit-II</p> <p>2. Theories of Child Development</p> <ul style="list-style-type: none"> Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context. Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context. <p>Unit-III</p> <p>3. Social Contexts of Development</p> <ul style="list-style-type: none"> Agencies of Socialization: Family, School, Society and their role in Child Development. Social and Cultural Change and their Impact on child development. Economic Change :Impact of urbanization and Economic change on child development <p>Unit-IV</p> <p>4. Contemporary Issues</p> <ul style="list-style-type: none"> Marginalization & Stereotyping with special reference to Gender, Social Class, Poverty. Impact of marginalization & Stereotyping on child development and related outcomes. Role of media in constructing & deconstructing perceptions & ways of dealing with above issues. 	<p>Unit-I</p> <p>1. Child Development</p> <ul style="list-style-type: none"> Growth & Development:- Concept, Principle, Factors, & Stages. Characteristics of stages of development with special reference to Childhood and Adolescence. Adolescents: Understanding their needs and Problems in Indian context. <p>Unit-II</p> <p>2. Theories of Child Development</p> <ul style="list-style-type: none"> Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context. Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context. Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context. <p>Unit-III</p> <p>3. Social Contexts of Development</p> <ul style="list-style-type: none"> Agencies of Socialization: Family, School, Community and their role in Child Development. Parenting styles: Concept and its impact on Child Development. Play: Concept, characteristics and developmental functions. Social & Cultural Change as factors influencing Child Development. <p>Unit-IV</p> <p>4. Contemporary Issues</p> <ul style="list-style-type: none"> Marginalization & Stereotyping with special reference to Gender, Social Class & Poverty. Impact of marginalization & Stereotyping on child development and related outcomes. Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

Practicum/ Sessionals

Any one of the following:

- Case-study of an adolescent: Problems and Needs.

- ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
- iii. Survey report on impact of socio-economic status of a family on child.
- iv. Content Analysis of Media coverage on the following:
 - a. Child labour.
 - b. Gender bias.
 - c. About Disability.
- v. Play/drama on value orientation & character building and preparing a report.
- vi. Protecting the culture and indigenous practices: Compilation of local folk songs, folk tales, riddles and toys.
- vii. Observation of children during their playtime in a rural school and preparing a report .

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

- Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited,
- Allport, G.W. (1961). *Pattern and Growth in Personality*:New York.
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing
- Gore, M.S.(1984). *Education and Modernization in India*. Jaipur:Rawat Publishers.
- H.Havighurst, R. et al.(1995). *Society and Education*. Baston: Allyn and Bacon
- H.P.BWheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge
- Kamat, A.R.(1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.
- Bhatia, K.K. (2008). *Basis of Educational Psychology*.Ludhiana:Kalyani Publishers.
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*.Agra:
- Woolfork, A (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

Course: 2
CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale

The course on “Contemporary India and Education” shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implication for education with analyses of significant policy debates in Indian education.

Learning Outcomes

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

- understand emerging societal issues and their implication for education
- understand various provision concerning education in Indian Constitution.
- identify the concerns related to socially disadvantaged segments of the society.
- understand the policies on education before and after independence related to secondary education programmes.
- evaluate the govt. policies in the context of Universalisation of school education.

Course Contents

Unit – I

1. Indian Constitution and Status of Education:

- Equality of opportunities in education: Article 28, 29, 350 and 351 and their issues.
- Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A, 30 and 51A.

- Directive Principles of state policies

2. Diversity in Society and Implications for Education:

- Social diversities based on Castes, Languages, Religions and Regions,.
- Status of Education of Socially disadvantaged segments namely SC, ST, OBC, Women, PWD'S and minorities.
- Right to Education Act 2009: right of children to free and compulsory education

Unit – II

3. Educational Committees and Commission before independence with special reference to:

- Maculay's minutes: Its features and recommendations
- Adam's Report: features and its recommendations.
- Woods Despatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits; **Concept & need of Nai Talim and philosophy of work education and experiential learning for rural reconstruction.**

Unit – III

4. Educational Committees and Commission after independence with special reference to:

- Secondary Education Commission (1952-53): objectives and recommendations.
- Indian Education Commission (1964-66): objectives and recommendations.
- National policy on Education (1986): objectives and recommendations
- Revised National Policy 1992
- POA: Major features.

Unit – IV

5. Contemporary Issues in Indian Education

- Universalization of school Education and DPEP, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits and demerits.
- **Concept and importance of Road Safety, Road Safety Rules and Regulations, Traffic Signs, Road Safety Measures, Legal Mandates of Road Safety.**

Practicum/Sessionals

Any one of the following:

- i. Revisiting educational policies framed for the education of different sections of the society SC/ BC/Minorities/ Women.
- ii. Prepare a report on problems of secondary education.
- iii. Review educational policies for vocational education.
- iv. Review of Policies related to universalization of school education.
- v. Case study of a school on Community Engagement, Conduct & Outcome of SMC meetings.
- vi. Panel Discussion on Gandhi's idea on Education and their relevance in present day context.
- vii. Survey on literacy levels and out of school children in any locality.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

- Bhattacharya & Srinivas. (1977). *Society and Education*, Calcutta: Academic Publications.
- Deshpande, S.(2004). *Contemporary India: A sociological view*. New Delhi: Penguin. Dubey, S.C. (2001). *Indian Society*, New Delhi: National Book trust.
- Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD.
- Ghanta, R. & Dash, B. N. (2005). *Foundations of Education*, Hyderabad: Neelkamal Publications.
- Kashyap, S.C. (2009). *The constitution of India*, New Delhi: National Book latest edition.
- Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education*, Meerut: Surya publications.
- Ministry of Human Resource Development of India (1986). *National policy on education*. NCERT, 91964-1966). Educational and national Development: report of the education commission, New Delhi: NCERT.
- Rajput, J.S. (1994). *Universalisation of Elementary Education*, New Delhi: Vikas Publishing House.
- Right to education Act, (2009). *Gazette*. Notification of central Government.
- Sachdeva, M.S. et.al (2011). *Philosophical, Sociological and Economic bases of Education*, Patiala: Twenty First Century Publications.
- Shankar Mukharji. (2007). *Contemporary issues in modern Indian education*, Authors Press.
- Stormquist, Nelly P.(2002). *Education in a Globalised world*. New York: Rowman & Little field publishers.
- Walia, J.S.(1979). *Modern Indian Education and its Problems*, Jalandhar City: Paul Publishers, Gopal Nagar.
- Walia, J.S.(2014). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.
- <http://www.gandhi-manibhawan.org/gandhicomslive/speech8.html>
- <http://www.mkgandhi.org/speeches/speech Main.html>

Course 3
LEARNING & TEACHING

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Rationale:

Teaching & Learning will focus on aspects of social & emotional development; self & identity, cognition & learning. It offers a site for perspective teachers to reflect on and critique notions of learning & teaching

Learning Outcomes

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

- Understand the Concept of learning.
- Explain the strategies and paradigms of learning.
- To identify the individual differences among the learners.
- To describe the educational implications of different theories of learning.
- Understand the Concept of teaching.
- To differentiate the relation with the modalities & variables in the teaching Process.
- To describe the phases & models of teaching.
- To understand the Strategies of Teaching.

Course Contents

Existing	Corrected
Unit-I 1. Understanding Learning <ul style="list-style-type: none">• Learning : Concept, Nature, types of learning & Factors influencing learning,.	Unit-I 1. Understanding Learning <ul style="list-style-type: none">• Learning: Concept, Nature, types of learning & Factors influencing learning,.

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

Unit-II

2. Learning Paradigm

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

Unit-III

3. Understanding Teaching

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

Unit-IV

4. Phase & Models of Teaching

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

- Learning strategies: Co-operative learning & Collaborative learning, peer-tutoring, group learning.
- Role of Teacher & School in relation to learning strategies.
- Individual Differences: Concept, Types, Causes & Educational implications.

Unit-II

2. Learning Paradigm

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

Unit-III

3. Understanding Teaching

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

Unit-IV

4. Phase & Models of Teaching

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

Practicum/ Sessional

Any one of the following

- i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
- ii. Seminar/ Presentation on learning theories.
- iii. Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
- iv. Case-study on Individual differences.
- v. Application of participatory learning and action techniques of resource mapping and social mapping.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

Chauhan, S.S. (2014). *“Innovations in Teaching Learning Process”*, Noida: Vikas Publishing House Private Ltd.

Dececco, J.P. (1988) *“The Psychology of Learning and Instruction”*, New Delhi: Prentice Hall.

Gagne, R.M. (1977). *“The conditions of learning”*, New York, Chicago: Holt, Rinchart and Winston.

Joyce, B. & Weil, M. (1992). *“Models of Teaching”*, New Delhi, Prentice Hall.

Kulkarni, S.S. (1986). *“Introduction to Educational Technology”*, New Delhi: oxford & IBH Publishing Company.

Pandey, K.P.(1983). *“Dynamics of Teaching Behaviour”*, Ghaziabad: Amitash Parkashan.

Pandey, K.P. (1980). *“A First Course in Instructional Technology”*, Delhi: Amitash Parkashan.

Skinner, B.F.(1968). *“The Technology of teaching”*, New York: Appleton Century Crofts.

Sharma, R.A. (1991). *“Technology of Teaching”*, Meerut: R. Lall Book Depot.

Sharma, S.K. (2005). *“Learning and Teaching: Learning process”*, Delhi: Gyan Books Private Ltd.

Srivastava, D.S. and Kumari, S. (2005). *“Education: Understanding the learner”*, Delhi: Gyan Books Private Ltd.

Walia, J.S. (2011). *“Technology of Teaching”*, Jalandhar: Ahim Paul Publishers.

Walia, J.S. (2012). *“Teaching Learning Process”*, Jalandhar: Ahim Paul Publishers.

Course 4(a)

LANGUAGE ACROSS THE CURRICULUM

Max. Marks :50

(External: 35, Internal: 15)

Time: 1.30 Hours

<p>NOTE FOR PAPER SETTER</p> <p>i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.</p> <p>ii. Q.No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 marks each to be selected from the entire syllabus.</p> <p>iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.</p>
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Rationale

The course on “Language across the curriculum” will focus on the language background of the students and know how the oral and written language can be used in the classroom to ensure optimal learning of the subject area.

Learning Outcomes:

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

- Know the concept of language, multilingualism and language diversity.
- Learn about communicative approach.
- Understand the ways of integrating speaking with other skills.
- Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.
- Understand the nature of reading in different subjects.
- Familiarize with different types of writing that would be useful for learners.

Course Contents

Existing	Corrected
<p>UNIT-I</p> <p>1. Language : Meaning, nature and linguistic principles</p> <p>2. Functions of language:</p> <ul style="list-style-type: none">• Communicative functions of language & its basic assumptions	<p>UNIT-I</p> <p>1. Language</p> <ul style="list-style-type: none">• Concept of Language: Meaning & nature of language• Linguistic principles: Process of acquisition of language <p>2. Language in Curriculum</p>

<ul style="list-style-type: none"> • Learning language and learning through language <p>3. Development of Listening skill:</p> <ul style="list-style-type: none"> • Characteristics of good listening material, • Different kind of listening materials and activities. <p>4. Development of Speaking skill:</p> <ul style="list-style-type: none"> • Need and objectives of developing speaking skills, • Techniques of learning speaking skills-conversational/oral skills, • Importance of group work in developing oral work and role of teacher. <p>UNIT-II</p> <p>5. Development of Reading skill:</p> <ul style="list-style-type: none"> • Meaning, need and importance of developing reading skill, • Reading mechanics and process of reading. • Stages of reading, types of reading, reading problems of learners. <p>6. Development of Writing skill:</p> <ul style="list-style-type: none"> • Types of writing skill & writing scripts • Importance and need of developing writing skill, • Characteristics of good handwriting and techniques of improving handwriting. <p>7. Language in Education and Curriculum</p>	<ul style="list-style-type: none"> • Functions of language & its basic assumptions: Receptive & expressive functions • Multilingualism and language diversity in the classroom • Relationship of language with society <p>UNIT-II</p> <p>3. Listening & Speaking skill</p> <ul style="list-style-type: none"> • Different kinds of listening material and activities & techniques of learning • Listening & speaking skill as tool of learning: conversational/oral skill; discussion; questioning etc. <p>4. Reading & Writing skill</p> <ul style="list-style-type: none"> • Concept, need & importance of reading & writing skill • Reading & Writing skill as tool of learning: <ul style="list-style-type: none"> i. Reading mechanics and process of reading ii. Characteristics & techniques of good writing
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Practicum/Sessionals

Existing	Corrected
<p>Practicum/Sessionals</p> <p>Any one of the following:</p> <p>i. Subject wise group discussion, preparation of report and presentation before the group.</p> <p>ii. Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc.</p>	<p>Any one of the following:</p> <p>i. Subject wise group discussion, preparation of report and presentation before the group.</p> <p>ii. Prepare a Diagnostic test to identify reading and writing problems of the school students.</p> <p>iii. Prepare a representative sample of advocacy on rural issues / problems</p> <p>iv. Letter writing, Notice, email messages representation on local</p>

	v. issues and local challenges. Reflections on Gandhian thoughts : Panel discussion and preparation of report
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Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.

Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.

Government of India. (1986). *National Policy on Education*. GOI.

Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.

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

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

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

Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.

Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar :Punjab Book Depot.

Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.

Sullivan, M. (2008). *Lessons for Guided writing*. Scholastic. National curriculum framework. (2005).

www.ncert.nic.in.

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

Course 4(b)

UNDERSTANDING DISCIPLINES AND SUBJECTS

Max. Marks :50

Time: 1.30 Hours

(External: 35, Internal: 15)

<p>NOTE FOR PAPER SETTER</p> <p>i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.</p> <p>ii. Q.No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 marks each to be selected from the entire syllabus.</p> <p>iii. Two long answer type questions will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.</p>

Learning Outcomes

Existing	Corrected
<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none"> ▪ Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis. ▪ Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science. 	<p>After the transaction of the course, student teachers will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the characteristics and nature of discipline ▪ Understand emergence of discipline and subjects in philosophical, social and political contexts ▪ Understand theory of subject content, selection of content, curriculum, syllabus and text books ▪ Paradigm shifts in the nature of disciplines: Mathematics, science, languages and social science.

Course Content

Existing	Corrected
<p>Unit-I</p> <p>1. Socio-cultural perspectives of disciplines and school subjects (theory of school content)</p> <ul style="list-style-type: none"> • Evolution of socio –cultural perspectives in school level knowledge base; • Social history of school contents 	<p>Unit-I</p> <p>1. Emergence of Disciplinary Knowledge</p> <ul style="list-style-type: none"> • Meaning, nature and types of discipline. • Role of disciplinary knowledge in the school curriculum.

<ul style="list-style-type: none"> • Emergence of school subjects and disciplines from social, political and intellectual contexts; • History of emergence of methods of methods of teaching; • NCERT Position paper on change in curriculum, syllabus and textbooks. <p>Unit-II</p> <p>2. Changes in theory of content in school education after independence in India</p> <ul style="list-style-type: none"> • Needed changes in discipline –oriented school textbooks; • Steps needed to redesign text books for school education <ul style="list-style-type: none"> a) Focus on drawing upon the experiences of children; b) Focus on the diverse community background of students; c) Focus on natural curiosities of students Focus on learner – centred methods of teaching-constructivist approach; • Paradigm shift in teaching of social science in schools • Paradigm shift in teaching of science in schools • Paradigm shift in teaching of Mathematics in schools • Paradigm shift in teaching of Indian languages in schools 	<ul style="list-style-type: none"> • Emergence of school subjects and disciplines from philosophical, social and political contexts; • emergence of teaching methods <p>Unit-II</p> <p>2. Disciplinary Knowledge: Related Issues</p> <ul style="list-style-type: none"> • Difference and relationship between curriculum & syllabus; • A criteria for selection of textbooks, magazine & journals as source of knowledge. • Role of different agencies and their functions in shaping the syllabus and text books at national & state level. • Paradigm shifts in the nature of disciplines: Social Science, Mathematics, Science, Language
Existing	Corrected
	<p>Practicum/ Sessional</p> <p>Any one of the following:</p> <ol style="list-style-type: none"> Critical analysis of a curriculum/ syllabus of particular school subjects. Evaluate a text book of secondary classes with reference to its adequacy and in achieving expected learning outcome. Review of text book in the light of connecting knowledge to life outside the school. Readings and group discussions on NCF-2005, NCFTE-2010, RTE-2009

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

Bonrs, J.A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.

Deng, Z (2013) school subjects and academic disciplines. In A. Luke , A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.

Krishna, A. (2009). What are Academic Disciplines? University of Southampton, NCRM E Prints Respositiry *eprints,ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf*.

NCERT(2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf

NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf

NCERT(2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf

NCERT(2006). Position paper national focus group on teaching of science. New deli: Author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

Course-6 : Pedagogy of Teaching Subjects

Group-I: Pedagogy of Sciences

(i) PEDAGOGY OF SCIENCE

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q.No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3 & 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Learning Outcomes:

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

- understand the Nature & Scope of Science.
- understand Aim and objectives of Teaching Science.
- adopt suitable approaches, methods, different resources to teach Science.
- appreciate the importance of planning for Science.
- applying e-sources in Science.
- develop a skill of conducting experiments to demonstrate Science concepts.
- develop a skill of planning lesson plan based on various approaches.
- understand the concept of continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. Nature & Scope of Science

- Meaning, Nature and Scope with reference to Science & its branches.
- History of science and contribution of Indian Scientists.
- Need & importance Science in secondary school & its values in the present context.

- Correlation of science with other school subjects
- Aim & objectives of Science.
- Bloom's Taxonomy of instructional objectives.
- Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. Content & Its Pedagogical Analysis

- Content –
 - Matter in our Surroundings
 - Atom & Molecules
 - Motion
 - Force
 - Gravitation
 - Work and Energy
 - Tissues
 - Diversity in Living Organism
 - Life Process
 - Reproduction
 - Micro-organism
- **Pedagogical Analysis :**
 Following points should be followed for pedagogical analysis on topics covered in the syllabus
 - a)Identification of concept, b)Listing behavioural outcomes, c)Listing activities and experiments, d)Listing evaluation techniques
- Concept, Need & Importance of Unit Planning & Lesson Planning

UNIT – III

3. Teaching Learning Resources & Procedures

- Meaning, Principles & Steps of Curriculum construction in Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
 - Skill of Introducing the Lesson
 - Skill of Illustrate with the help of Examples
 - Skill of Explaining
 - Skill of Stimulus Variation
 - Skill of Black-Board Writing

- Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING

- Science Inductive – deductive Approach, Critical Inquiry Approach, Maier’s Problem Solving Approach.
- Methods of Teaching Science
 - Lecture-cum-Demonstration
 - Project Method
 - Laboratory Method
- Continuous & Comprehensive Evaluation (CCE) in Science
- Construction & Use of Achievement Test in Science
- Construction & Use of Diagnostic Test in Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.
- Meaning & Advantages of Task Analysis and Question Bank.

Practicum/Sessional

Any one of the following

- Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level in Haryana State.
- Improvisation of Apparatus/Equipment
- Seminar Presentation on any Topics given in the Syllabus.
- Celebration of science week in a village school and report writing
- Conducting a survey on health concerns in a village

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

Adams, G.S. (1964). Measurement & Evaluation in Education, Psychology & Guidance, New York: Halt, Rinehart & Winston.

Aggarwal, J.C. (2005). Essential of Examination System. New Delhi: Vikas Publishing House Pvt. Ltd.

Allen, D.W. and Eve, A.W. (1968). Micro Teaching in Theory to Practices. Vol. 70, pp. 181-185.

Bloom, B.S. et al. (1956). Taxonomy of Educational Objectives: The Cognitive Domain, New York: Longum's Green.

CBSE (2009). Teacher Manual on CCE. New Delhi: CBSE.

Das, R.C. (1985). Science Teaching in Schools, New Delhi. Sterling Publication Private Ltd.,

Harrow, A.J.A. (1972). Taxonomy of Motor Domain, New York: Mckay.

Kherwadkal, Anjali (2003). Teaching of Chemistry by Modern Method, New Delhi Sarup & Sons..

Kilpatrick, W.H. (1987). The Project Method, Columbia. Teachers College Record.

Krathwohl, D.R., Bloom, B.S. and Maria, B.B. (1964). Taxonomy of Educational Objectives, Hand-book II, Affective Domain, New York: David Mckay.

Mager, R.F. (1962). Preparing Instructional Objectives, California: Fearon.

Miller, David F. and Blaydes (1962). Methods & Materials for Teaching Biological Science, New York McGraw Hill Book Co.,

Sharma, R.C. (1995). Modern Science & Teaching, New Delhi.

Dhanpat Rai & Sons. Siddique and Siddique (1998), Teaching of Science, New Delhi. Doaba House,

Vishwanth, Pandey and Kisor Valicha (1984). Science Technology & Development, New Delhi: McMillan India Ltd.

Venkataih, S. (2001). Science Education in 21st Century, New Delhi Anmol Publishers,.

Wadhwa, Shalni (2001). Modern Methods of Teaching Physics. New Delhi: Saroop & Sons.

Course-6 : Pedagogy of Teaching Subjects

Group-II: Pedagogy of Social-Sciences

(i) PEDAGOGY OF SOCIAL SCIENCE

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

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 14 marks. There will be 4 short-answer type questions of 4, 4, 3, and 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 14 marks each.**

Learning Outcomes

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

- understand the foundation of teaching Social Science.
- acquaint with different strategies for teaching Social Science at secondary and higher secondary level.
- to provide familiarization with Resources for teaching/learning Social science
- to develop an understanding of methods and approaches of teaching Social Science .
- to enable students to organize co-curricular activities through the Social Science Club.
- prepare achievement test in Social Science at secondary and higher secondary level.
- prepare lesson plans in Social Science for instructional purposes.
- conduct pedagogical analysis of content for teaching in the classroom.
- acquire competence in preparing tools of evaluation Social Science learning.
- acquire skills of analyzing text book in Social Science.

COURSE CONTENTS

Existing	Corrected
UNIT 1 1. Nature & Scope of Teaching of Social Science	UNIT 1 1. Nature & Scope of Teaching of Social Science

<ul style="list-style-type: none"> • Meaning, Nature and Scope of Social Sciences as a school subject. • Aims and Objectives of teaching Social Sciences at School level. • Values of Teaching Social Sciences • Taxonomy and behavioural Objectives in Social Sciences. • Relationship of Social Science with other subjects and within the subject 	<ul style="list-style-type: none"> • Meaning, Nature and Scope of Social Sciences as a school subject. • Aims and Objectives of teaching Social Sciences at School level. • Values of Teaching Social Sciences • Taxonomy and behavioural Objectives in Social Sciences. • Relationship of Social Science with other subjects and within the subject.
<p>UNIT-2</p> <p>2. Contents and its pedagogical analysis and Lesson planning</p> <ul style="list-style-type: none"> • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> – Constitution of India – Physical features of India – Indian Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation 	<p>UNIT-2</p> <p>2. Contents and its pedagogical analysis and Lesson planning</p> <ul style="list-style-type: none"> • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Pedagogical Analysis on the following topics: <ul style="list-style-type: none"> – Constitution of India – Physical features of India – Indian Freedom Movement – Population – Democracy in the contemporary world – Disaster Management • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation
<p>UNIT 3</p> <p>3. Teaching learning resources and process</p> <ul style="list-style-type: none"> • Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological. 	<p>UNIT 3</p> <p>3. Teaching learning resources and process</p> <ul style="list-style-type: none"> • Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum-logical, concentric, spiral, chronological. • Teaching Learning Material: Textbook &

<ul style="list-style-type: none"> •Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.) • Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation <p>UNIT 4</p> <p>4. Approaches and Evaluation in Teaching</p> <ul style="list-style-type: none"> • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model. • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps. 	<p>Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.)</p> <ul style="list-style-type: none"> • Skills of teaching Social Studies: Skill of Introducing, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation <p>UNIT 4</p> <p>4. Approaches and Evaluation in Teaching</p> <ul style="list-style-type: none"> • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, and Story Telling. • Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions) • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps.
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Praticum/Sessional

Existing	Corrected
<p>Any one of the following:</p> <ol style="list-style-type: none"> Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a 	<p>Any one of the following:</p> <ol style="list-style-type: none"> Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. Make an Observation and prepare a list of places of historical interest/monument nearer to your residence and prepare a report on it. Conduct a quiz competition in the class on a day of national importance and prepare a report of the same. Prepare an action plan for social science club. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern

<p>v. Text book Material for a Particular Topic. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.</p> <p>vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test</p> <p>vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10th</p>	<p>age/prepare a plan based on any one Model of Teaching.</p> <p>vii. Prepare a sample of Different Types of Test items on different objectives or Select a concept in Social Science prepare a diagnostic test</p> <p>viii. Prepare a sample Content analysis, Prepare instructional objectives, Learning Activity, Learning Experience of a Topic from standard 6th or 10th.</p>
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Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

Agarwal, J.C. (1993). *Teaching of Social Studies- A Practical Approach, Second Revised Edition*, Vikas Publishing House.

Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage

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

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.

George, A. and Madan, A.(2009) *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi: Sage

Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba Publications.

Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi :Doaba Publications.

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

Kochhar, S.K.(1998).*Teaching of Social Studies*, New Delhi: Sterling Publishers Pvt, Ltd New Delhi.

NCERT (2006). *Position Paper National Focus Group on Teaching of Social Sciences*, New Delhi: NCERT

NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

Course-6: Pedagogy of Teaching Subjects

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**
- iv. All questions will carry equal marks.**

Learning Outcomes

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

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

COURSE CONTENT

Unit-I

1. Nature & Scope of Teaching of Mathematics

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhata and Ramanujam
- Relationship of Mathematics with other school subjects

- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

2. Pedagogical Analysis and Lesson Planning

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
 - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
 - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
 - Geometry (Congruent and Similar triangles, Constructions and Circles),
 - Trigonometry (t-ratios, Heights and Distances)
 - Statistics (Measures of Central Tendency and Graphical Representation of Data)
 - Mensuration (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-III

3. Teaching Learning Resources and Processes

- Meaning, Importance and Principles of designing a good curriculum of Mathematics.
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-IV

4. Approaches and Evaluation in Teaching of Mathematics

- **Methods of teaching Mathematics**
 - Lecture cum demonstration method
 - Analytic-Synthetic
 - Laboratory
 - Inductive-Deductive
 - Problem Solving
 - Project Method
- **Techniques of teaching Mathematics**
 - Oral work
 - Written work
 - Drill work,
 - Brain Storming,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Practicum/Sessional

Any one of the following

- i. Critical study of mathematics text book of secondary school.
- ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- iii. Prepare an achievement test of mathematics
- iv. Prepare a diagnostic tests of mathematics
- v. Prepare slides using MS Power point on any one topic of mathematics

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.

Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.

Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon

ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

- Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.
- Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.
- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.
- Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.
- Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.
- Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication
- Kapur, J. N. (2002). *Suggested experiments in school mathematics*. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- Naliker, J. V., & Narlikar, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.
- Ploker, Kim (2009), *Mathematics in India: 500 BCE–1800 CE*, Princeton, NJ: Princeton University Press,
- Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot. Publications.
- Reymond, B. (2000). *Math-tricks, puzzles and games*. New Delhi: Orient Paperbacks.
- Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharan, R., & Sharma, M. (2006). *Teaching of Mathematics*. New delhi: A.P.H. Publishing Corporation.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.
- Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.
- Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications
- Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 12: EPC-1

Reading and Reflecting on Text.

Max. Marks :50

(External: 25, Internal: 25)

Time: 3 Hours

Learning Outcomes

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

- Read and respond to a variety of texts in different ways: personal, creative & critical
- Get involved in the readings interactively-individually and in small groups and enhance capacities as active readers and writers.
- Comprehend and think reflectively on spoken or written texts.
- Read critically and analyze course readings and pedagogical experiences.

COURSE CONTENT

Existing	Corrected
<p>Unit 1</p> <ul style="list-style-type: none"> • General Orientation <ul style="list-style-type: none"> • Communication- concept and type of communication, overcoming barriers of communication. • Identifying and describe some differences in phonemic system of language spoken by learners (in first and second language). <ol style="list-style-type: none"> a. Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories. <p>Suggested Activities:</p> <ol style="list-style-type: none"> i. Exposure (native speaker) to give students by using ICT followed by discussion. ii. Narrating/describing a related account from one’s life experience (in front of a smaller group) by student -teacher. iii. Re-telling the account – in one’s own words/from different points of view (talking turns in a smaller group). iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group) v. Writing based on text, e. g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. (individual text). 	<p>Unit 1</p> <p>1. Text and Reading</p> <p>Types of Texts: General: Literary or non-literary; Narrative, expository, technical & persuasive. Education: Descriptive, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies.</p> <p>2. Text and Reflection</p> <ul style="list-style-type: none"> • Text structure, language, genre, context, socio-cultural diversity. • Reflection in Reading: Pre-reading, Post-reading. • Previews the text and make predictions, makes connections to personal experience or other texts, asks clarifying questions, identify difficult sentences or passages, restates in own words, reacts to the text by using language laboratory. <p>Unit 2</p> <p>3. Communicative Reader- Interactive reading (Individual and groups) Concept and relevance of communicative reader.</p> <p>4. Expressive Reflections</p> <ol style="list-style-type: none"> a) Concept of reflective writing b) Critical appreciation of the text: Note taking, critically reviewing the text.

<p>Unit II</p> <ul style="list-style-type: none"> Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation. The selected text could include articles, Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.) <p>Suggested Activities:</p> <ol style="list-style-type: none"> Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion). Writing a review or a summary of the text, with comments and opinion. <ul style="list-style-type: none"> Engaging with journalistic writing Student teacher will select newspaper/magazine articles on topics of contemporary issues. Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation. Articles on topics of interest for write collage magazine/wall. <p>Unit III</p> <ul style="list-style-type: none"> Engaging with subject – related reference books. Sequence of Activities <ol style="list-style-type: none"> Students teacher (in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books. Search relevant references books from library/internet source and extract relevant information. Makes notes on these ideas in some schemative from (flow diagram/mind map) Plan a presentation with display and oral comments. Make presentation to whole group. 	<p>Suggested Activities:</p> <ol style="list-style-type: none"> Ways of reading: pre-reading and post reading Read a book, a journal Article, or a chapter and write personal responses and summarize. Prepare presentations on literary TEXT – Autobiography / ethnographic text. Beyond the textbook: reading comprehension and question –answers. Preparing a Vocabulary Book (50 words), with Meanings and Usage. Writing a book review and critically analyze the Content and Language of the text. Make a list of reading books of diverse texts and classify them under headings. Conduct interactive group reading session (small groups). Narrating/describing a related account from one’s life experience (in front of a smaller group). Discussion of characters and situations – sharing interpretations and points of view (in a smaller group). Read a book and identify the text structure, language, genre, context, socio-cultural diversity. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making). Explain the gist of the text/topic to others (in the larger subject group) Discussion of the theme, sharing responses and points of view (small group discussion). Conduct debates/discussions, role-playing, dialogues on educational policies and documents on them by using language laboratory. Study and reflect on Biography of Gandhi Studying and reporting health concerns/ drainage system of school/ village. Writing expenditure account for an activity/function and house hold family budget plan.
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Course 12: EPC-3

Critical Understanding of ICT

Max. Marks :50

Time: 3 Hours

(External: 25, Internal: 25)

Learning Outcomes

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

- acquire knowledge of computers, its accessories and software.
- acquire the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.
- demonstrate the use of MS Windows
- develop skill in using MS-Word, Power points and Spread sheets.
- acquire skill in accessing world wide web and Internet and global accessing of information.
- Interact with ICT and its integration in education.
- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process.

COURSE CONTENTS

1. ORIENTATION TO ICT

- **ICT:** Meaning, Importance and Tools of ICT
- **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.
- **MS-Windows:** Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.
- **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- **Multimedia:** Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

2. DIGITAL SHARING AND EXCHANGE OF INFORMATION

- **Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Chatting, social networks, participate in discussion forum and blogging.

3. ICT TOOLS AND ITS INTEGRATION IN EDUCATION

- Over-head Projector
- LCD Projector
- T.V.
- Camera
- Visualizer
- Interactive Boards
- CD/DVD Player

Hands On Training:

- i. Administrative use – Letter correspondence and E-Mail
- ii. Construction of a Portfolio and Question paper of teaching subjects
- iii. Creating learning materials – handouts
- iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- vi. Students progress record – Tabulation and graphical representation of results of an academic test.
- vii. Multimedia presentation on a topic relevant to the Optional Subjects
- viii. Prepare transparencies on a topic relevant to the Optional Subjects.
- ix. Organizing science and technology based activities/services for the community and/or the locality.

A softcopy of above activities should be presented at the time of external examination.

Suggested Readings

1. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
2. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGraw Hill Publication.
3. Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
4. Leon, A. M. (2001). Computer for every one. New Delhi: Vikas Publishing house.
5. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
6. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
8. Simon, C. (1995). The way microsoft windows 95 works. USA: Microsoft Press.
9. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.

B.Ed II

Course-5

GENDER, SCHOOL AND SOCIETY

Max. Marks :50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Rationale

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

Learning Outcomes

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

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

Existing	Corrected
<p style="text-align: center;">Unit – I</p> <p>1. Gender Studies: Paradigm Shift</p> <ul style="list-style-type: none">• Meaning of gender equality, need & importance• Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st studies	<p style="text-align: center;">Unit – I</p> <p>1. Gender Studies: Paradigm Shift</p> <ul style="list-style-type: none">• Concept of gender: Issue of masculinity and femininity• Paradigm shift from women studies from gender studies: Some land marks from social reform 19th to 21st century

<p>2. Gender Issues</p> <ul style="list-style-type: none"> • Concept of gender: Issue of muscularity and familiarity • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective <p style="text-align: center;">Unit – II</p> <p>3. Gender Inequalities and strategies for change</p> <ul style="list-style-type: none"> • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school <p>4. Social construction of gender</p> <ul style="list-style-type: none"> • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence 	<p>2. Social construction of gender</p> <ul style="list-style-type: none"> • Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence <p style="text-align: center;">Unit – II</p> <p>3. Gender Issues</p> <ul style="list-style-type: none"> • Equity and equality: Psychological and sociological perspective • Emergence of gender specific roles, cross cultural perspective • Need and Importance of Gender Equality <p>4. Gender Inequalities and strategies for change</p> <ul style="list-style-type: none"> • Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Strategies for change: policy and management in the school
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Practicum/Sessionals

Any one of the following

- i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
- ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.
- iii. Survey on Gender Equality-Status of women and girls in the family and community.
- iv. Preparing sensitization material and creating awareness on Gender issues with the help of students in a village.
- v. Poster making on Gender Equality and Empowerment.
- vi. Observation of practice of inequality between male and female students in a rural school and report writing.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested readings:

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

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

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

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

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

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

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

Course-7: Pedagogy of Teaching Subjects

Group-III: Pedagogy of Languages

(i) PEDAGOGY OF ENGLISH

Max. Marks : 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 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 student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.**

LEARNING OUTCOMES

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

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

Course Content

Unit-1

1. Nature, Scope and Concept of Language

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

Unit-II

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

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

Unit-III

3. Teaching Learning Resources & Processes

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

UNIV-IV

4. Development of Professional Efficiency & Evaluation Techniques

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

Praticum/Sessional

Any one of the following:

- Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
- Preparation of Instructional Material:
 - Preparing PPT's
 - Preparation of Charts and Models
- Prepare a Remedial programme for a child having English Spelling errors.
- Collect Indian folktales and folklores and translate in English.
- Organise a workshop on improving communication skills of students in a rural school.

Note: Praticum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

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

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

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

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

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

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

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

Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi.

Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.

Mendonca, Lawrence, (2002). *Applied English Grammar and Composition*. New Delh: Nav Publications.

NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT.

Paliwal,A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication

Rai, Geeta (2009). *Teaching of English*, Meerut : Vinay Rakheja

Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English*, Jammu : Educational Publishers.

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

Sharma, R.A. (2004). *Fundamentals of Teaching English*, Meerut : R.Lall Book Depot.

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

Course-7: Pedagogy of Teaching Subjects

Group-III: Pedagogy of Languages

(ii) fgUnh f'k{k.k

Maximum Marks: - 100

(External: 70, Internal - 30)

Time: 3 Hours

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- vf/kxe lalk/kuksa dh igpku dj ldsaxsA
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Note: Practicum/ Sessionals are Assignments for Internal Assessment.

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Course-7: Pedagogy of Teaching Subjects

Group-IV: Pedagogy of Mathematics

PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- v. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.
- vi. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 3 marks each to be selected from the entire syllabus.
- vii. Two long answer type questions will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.
- viii. All questions will carry equal marks.

Learning Outcomes

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

- understand the nature of mathematics
- develop an understanding of the correlation of mathematics with external subjects
- teach the concepts and principles of mathematics.
- select appropriate methods of teaching to teach mathematics.
- develop an understanding of innovative trends in teaching of Mathematics
- develop achievement test in mathematics;
- understand preparation and use of diagnostic test and organize remedial teaching;
- understand the application of appropriate evaluation techniques in mathematics

COURSE CONTENT

Unit-I

5. Nature & Scope of Teaching of Mathematics

- Meaning, nature and scope of mathematics
- History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhata and Ramanujam

- Relationship of Mathematics with other school subjects
- Aims and objectives of Mathematics teaching
- Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).

Unit-II

6. Pedagogical Analysis and Lesson Planning

Meaning and importance of Pedagogical Analysis

- **Points followed for Pedagogical Analysis:** Identification of concept, listing behavioral outcome, listing activity & experiments, listing evaluation techniques
- **Contents for Pedagogical Analysis:**
 - Arithmetic (Number Systems, Fractions, Ratio and Proportion, Profit and Loss, Simple and Compound Interest)
 - Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions)
 - Geometry (Congruent and Similar triangles, Constructions and Circles),
 - Trigonometry (t-ratios, Heights and Distances)
 - Statistics (Measures of Central Tendency and Graphical Representation of Data)
 - Mensuration (Areas, Surface areas and volumes of solid figures)
- Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation
- Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.

Unit-III

7. Teaching Learning Resources and Processes

- Meaning, Importance and Principles of designing a good curriculum of Mathematics
- Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics
- Applications of ICT in teaching of mathematics
- Meaning and importance and preparation of audio-visual aids in teaching mathematics
- Problems in teaching and learning of mathematics
- Importance and organization of Mathematics Club
- Recreational activities of Mathematics Club
 - Quiz
 - Games
 - Puzzles
 - Mathematics exhibition

Unit-IV

8. Approaches and Evaluation in Teaching of Mathematics

- **Methods of teaching Mathematics**
 - Lecture cum demonstration method
 - Analytic-Synthetic
 - Laboratory
 - Inductive-Deductive
 - Problem Solving
 - Project Method
- **Techniques of teaching Mathematics**
 - Oral work
 - Written work
 - Drill work,
 - Brain Storming,
 - Home Assignment
- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Practicum/Sessional

Any one of the following

- vi. Critical study of mathematics text book of secondary school.
- vii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school
- viii. Prepare an achievement test of mathematics
- ix. Prepare a diagnostic tests of mathematics
- x. Prepare slides using MS Power point on any one topic of mathematics

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

- Aggarwal, J. C. (2008). *Teaching of mathematics*. UP: Vikas Publishing House Pvt Ltd.
- Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Text Book Society.
- Bhatia, K. K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon
- ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.
- Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Goel, Amit. (2006). *Learn and teach mathematics*. Delhi: Authors Press.

ICFAI. (2004). *Methodology of teaching mathematics*. Hyderabad: ICFAI University Press.

James Anice (2005); *Teaching of Mathematics*, Neelkamal Publication.

Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.

Kapoor, S. K. (2006). *The teaching of vedic mathematics*. New Delhi: Lotus Press.

Kapur S. K. (2005); *Learn and Teach Vedic Mathematics*; Lotus Publication

Kapur, J. N. (2002). *Suggested experiments in school mathematics*. New delhi: Arya Book Depot.

Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Nalika, J. V., & Narlika, M. (2001). *Fun and fundamentals of mathematics*. Hyderabad: Universities Press.

Ploker, Kim (2009), *Mathematics in India: 500 BCE–1800 CE*, Princeton, NJ: Princeton University Press,

Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot. Publications.

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

Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.

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

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

Siddizui, M. H. (2005). *Teaching of mathematics*. New Delhi: A.P.H. Publishing Corporation.

Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers private ltd.

Singh, M. (2006). *Modern teaching of mathematics*. New Delhi: Anmol Publications Pvt.Ltd.

Tyagi, S.K. (2004); *Teaching of Arithmetic*; Commonwealth Publications

Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Course 8
KNOWLEDGE AND CURRICULUM

Time: 3 Hours

Max. Marks: 100
(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 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 student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.**

Rationale:

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

Learning Outcomes

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

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

Course Contents

Unit-I

1. Knowledge Basis of Education

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

Unit-II

2. Social Basis of Education

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

Unit-III

3. Curriculum Development

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

Unit-IV

4. Curriculum Practices

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

Practicum/ Sessionals

Any two of the following:

- Socio-economic educational survey of nearby village/ urban settings.
- Role of education in empowerment of weaker sections of society.
- To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.
- Filed survey on impact of present system of education on:
 - Socialization of child
 - Modernization with reference to industrialization and individual autonomy.

- v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.
- vi. **Blue Print of practice models of Gandhi ji /Tagore for rural reconstruction.**

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

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

Course -9
ASSESSMENT FOR LEARNING

Max. Marks: 100

Time: 3 Hours

(External: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.**
- ii. Q. No 1 will be compulsory and will carry 14 marks. There will be four short - answer type Questions of 4, 4, 3, and 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 student will be required to attempt one question from each unit. Long-answer type questions will carry 14 marks each.**

Rationale:

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

Learning Outcomes

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

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

Course Contents

Unit I

1. Introduction to Assessment & Evaluation

- Concept of Assessment & Evaluation and their inter relationships.
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative

Unit II

2. Assessment of Learning

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

Unit III

3. Assessment Process & tools

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

Unit IV

4. Construction Interpretation and Reporting of student's performance

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

Practicum/ Sessionals

Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- iii. Analysis of question papers (teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student's portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.
- viii. **Activities and Assessment criteria for Work education and Experiential learning, Community service.**

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
- Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
- NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Norris N.(1990) Understanding Educational Evaluation, Kogan Page Ltd.
Rao, Manjula (1998): Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
Singh H.S.(1974) Modern Educational Testing. New Delhi: Sterling Publication.
Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

Course 10

CREATING AN INCLUSIVE SCHOOL

Max. Marks: 50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q.No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Rationale

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

Learning Outcomes

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

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

Course Contents

Unit I

1. Inclusive education:

- Meaning, nature, need and philosophy of inclusive education.
 - a) Models of inclusion,

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

Unit-II

2. Inclusive practices in classrooms

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

Practicum/ Sessionals

Any one of the following:

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

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings

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

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

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

Company, Inc

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

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

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

COURSE 11 (Optional)

(i) ENVIRONMENT EDUCATION

Max. Marks: 50
(External: 35, Internal: 15)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Learning Outcomes

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

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

Course Content

Unit-I

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

Unit-II

3. Curriculum development and environmental education:

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

4. Managing environmental disasters:

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

Practicum/Sessionals

Any one of the following:

- Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
- Project report on local environmental problem.
- Conducting discussion (class level) on disaster management and prepare a report on it.
- Participating and promoting Vanamahotsav with school community participation a feast for creating awareness of trees and planting of saplings.
- On field learning: Raising a nursery/ Kitchen garden.
- Organise activities of an eco club in a rural school

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

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

Pankaj Shrivastava & D.P. Singh (2002). *Environment Education*, Anmol publication Pvt. Ltd.

Pelling, Mark (ed.)(2003).*Natural Disasters & development in a globalizing world* . London: New York; Routledge.

Trivedi, P.R.(2000). *Encyclopedia of environmental Pollution Planning & Conservation*; New Delhi: A.P.H.Co.

Verma V.A. (1972). *Textbook of Plant Ecology*, Delhi: Euolcary Publication.

Warburton D.(ed.)(1998). *Community & Sustainable Development*, London, Earthscan.

Yogendra N.Srivastava (2012). *Environmental Pollution* . New Delhi: PPH Publishing Corporation.

COURSE 11 (Optional)

(ii) PEACE EDUCATION

Max. Marks: 50
(External: 35, Internal: 15)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.**
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.**

Learning Outcomes

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

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

Course Contents

Unit -1

1. Introduction of Peace Education

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

Unit-2

2. Peace In The Indian Context

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

Practicum/Sessionals

Any one of the following:

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

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

References

- Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*. Paris UNESCO.
- Taj.H. (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd
- Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd
- Bhargava.M. & Taj.H (2006). *Glimpses of Higher Education*. Agra-2: Rakhi Prakashan,
<http://www.un.org/cyberschoolbus/peace/content.html>.

COURSE 11 (Optional)

(iii) HEALTH, PHYSICAL AND YOGA EDUCATION

Max. Marks: 50

Time: 1.30 Hours

(External: 35, Internal: 15)

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Learning Outcomes:-

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

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

Course Contents

Unit-I

1. Health ,Yoga and Physical Education:

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

2. Food and Nutrition:

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

Unit-II

3. Safety and Security

- Communicable diseases- modes, Prevention and control.

- First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
 - Health Hazards
 - Pollution: Types, causes and prevention
 - Water conservation, management and recycling
 - Global warming
 - Personal and Environmental Hygiene
- 4. posture and Physical Fitness:**
- Postural deformities and their Management through Yogic and other exercises
 - Physical Fitness –Elements, importance.

Practicum/Sessionals

Any one of the following:

1. A) Prepare a Medical report of a school student.
B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.
3. Prepare a report on health awareness programme in school community.
4. Survey report on health status of students in a rural school
5. celebration of Yoga day/Yoga week.
6. Awareness programme to promote hygiene, sanitation in a nearby village.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

References:

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

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

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

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

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

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

COURSE 11 (Optional)

(iv) GUIDANCE AND COUNSELLING

Max. Marks: 50
(External: 35, Internal: 15)

Time: 1.30 Hours

NOTE FOR PAPER SETTER

- i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
- ii. Q. No 1 will be compulsory and will carry 7 marks. There will be two short - answer type Questions of 4 and 3 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 student will be required to attempt one question from each unit. Long- answer type questions will carry 14 marks each.

Rationale

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

Learning Outcomes

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

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

Course Content

UNIT-I

1. Introduction to guidance

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

2. Counseling

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

UNIT-II

3. Studying an individual

- Need and importance of Studying an individual
- Testing and Non-testing devices for the study of an individual

- Testing : Interest Inventories and aptitude tests
- Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

4. Guidance services and their organization in the schools:

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

Practicum/Sessionals

Any one of the following

- Make a study of a guidance centre. Prepare a report.
- Prepare a cumulative record card of a student studying at secondary level.
- Prepare a report on the guidance services organized by school personnel.
- Learning and participating in the world of work : Study of local occupations, technologies & skills and work force.
- Prepare a report on the guidance & counselling needs of Students with Disabilities in a rural school.

Note: Practicum/ Sessionals are Assignments for Internal Assessment.

Suggested Readings:

- Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana : Kalyani Publishers.
- Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.
- Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa VidyalayaPrakashan.
- Robinson (2005). *Principles and Procedures in Students counseling*, New York : Harper & Row.
- Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R LalI Book Depot.
- Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.
- Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

Course 12: EPC-2
Drama and Art in Education

Max. Marks: 50
(External: 25, Internal: 25)

Time: 3 Hours

Learning Outcomes

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

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

1. Drawing and Painting

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

2. Creative Art /Drama

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

Course 12: EPC-4
Understanding the self

Max. Marks: 50

Time: 3 Hours

(External: 25, Internal: 25)

Existing	Approved & Included
NIL	<p>Objectives</p> <ul style="list-style-type: none"> • To enable the student teacher to discover oneself. • To orient the student teacher the significance of knowing oneself. • To understand the process of identity formation. • To examine the effects of stereotyping and prejudice. • To equip student teachers with skills for empathetic listening and self expression. • To evolve as a progressive and flexible teacher. <p>Course Content</p> <p>General Orientation</p> <ul style="list-style-type: none"> • Concept of self and self identity • Exploring oneself: Self identity; Potential of self; fear; aspiration • Factors affecting self identity: Social, Cultural, Gender, Religion & Language. • Role of teacher as a facilitator in self exploration of pupil teacher. <p>Suggested Activities:-</p> <p>(i) Self expression through varied forms: Poetry, Aesthetic Representation (painting, Poster Making, sketch & Cartoon making)</p> <p>(ii) Critically evaluate oneself as a</p>

	<p>‘Prospective teacher’ (Self Appraisal Report)</p> <p>(iii) Write a self reflective accounts of significant experiences concerning gender, stereotypes and prejudices.</p> <p>(iv) Role play and Paired activity for empathetic listening.</p> <p>(v) Critically reflects on one’s teaching-learning practices.</p> <p>(vi) Yoga sessions</p> <p>(vii) Conducting workshop on following issues:</p> <ol style="list-style-type: none"> a) Self Awareness b) Self Identity c) Sharing life turning incidents d) Meditation workshop e) Gender biasness f) Stereotyping and prejudice g) Marginalization h) Role of media in dealing with above issues. <p>(viii) Case study of Happiness, Pleasure and Non-violence in school/ classrooms.</p> <p>Suggested Readings: Brooksfield, S.d.(1995). Becoming a critically refelective teacher. San Francisco. CA:Johm Wiley & Sons. Duval. T.S., & Silvia, P.J(2001). Self awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic. Phillips, A.g., & Silvia. P .J. (2002). Self-awareness, self evaluation and creativity. Personality and social psychology Bulletin, 30. 1009-1017. Gurol.A (2010). Determing the relective thinking skills of pre-service teachers in learning and teaching process. Firat University. Turkey.</p>
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