

ORDINANCE—BACHELOR OF EDUCATION (B.Ed.) EXAMINATION

1. The duration of the course of instruction for the Degree of Bachelor of Education (B.Ed.) shall be two years.
The examination shall be held once a year ordinarily in the month of May or on such dates as may be notified by the Controller of Examinations. A supplementary examination for compartment candidates only shall be held ordinarily in the month of December or on such dates as may be notified by the Controller of Examinations. The date fixed under this Clause shall be notified to the Department/recognised colleges.
2. The last date(s) by which the Examination forms and fees, without/with late fee must reach the Examination Branch shall be notified by the Controller of Examinations.
3. The minimum qualification for admission to the Course shall be as under :-
Candidates with at least 50% marks (minimum pass marks for SC/ST candidates and 45% marks for totally blind candidates) either in the Bachelor Degree and/or in the Master's Degree of this University or any other qualification equivalent thereto are eligible for admission to the programme.

Note: (1) In determining eligibility, fraction of 0.5 or more in percentage of marks shall be treated as 1. Fraction less than 0.5 shall be ignored. For example, a candidate who has obtained 49.5% or more marks in Graduation shall be eligible for admission, whereas a candidate who has obtained less than 49.5 (say 49.49%) marks shall not be considered for admission to B.Ed. Course.

- (2) In case a candidate has passed the Master's Degree Examination also alongwith Bachelor's Degree, the higher percentage of marks obtained in any of the two will be taken into consideration while preparing the merit.
4. No one who is in employment (whole-time, part-time, or honorary service) shall be allowed to join B.Ed. Course without taking leave from his/her institution/office etc. from the date of commencement of the Academic Session to the conclusion of his/her examination in Practical Skill in Teaching.
5. A person who possesses the qualifications laid down in Clause 3, has been on the rolls of the Department/College recognised for the Course of B.Ed. Degree during the academic year preceding the examination, and produces the following certificates, signed by the Charperson/Principal of the Department/College, shall be eligible to appear in the examination :-

(i) of good character;

- (b) The candidates shall write their answers :-
(i) in English in the subject of English;
(ii) in English, Hindi, Panjabi or Urdu in the case of other subjects.
10. The minimum number of marks required to pass the examination shall be 33% in each subject (Written and Practical separately) and 40% in the aggregate.
11. A candidate who has failed in one subject only obtaining not less than 40% marks in the total of the papers in which he/she has passed, may be admitted to a Supplementary Examination and at the next Annual Examination in that subject and if he/she passes in it, he/she shall, if he/she has also obtained the aggregate marks prescribed in Clause 11 above, be deemed to have passed the examination. If he/she fails to do so, or fails to appear in both the examinations, he/she shall have to appear in all the subjects *de novo*.
- Provided that Academic Council may extend this period in the case of member of the regular Armed Forces, who is unable, owing to defence exigencies, to avail himself of a chance within this time.
12. As soon as possible, the Controller of Examinations shall publish the result and issue Detailed Marks Certificates.
13. Successful candidates shall be classified as under :-
.. First Division.
(a) 60% marks and above
(b) 50% marks and above but below 60% marks... Second Division.
(c) Below 50% marks
... Third Division.
14. Each successful candidate shall be awarded a Degree stating the division obtained.
15. A person who has already passed the examination for the degree of Bachelor of Teaching or Bachelor of Education (Special Education) or Bachelor of Education, may offer, as an additional subject, any of the subjects or a craft, other than those in which he/she has already passed. He/She may be admitted to the examination on submission of application on the prescribed form and on payment of admission fee as prescribed by the University.

Provided that : -

- (i) in the case of a teaching subject, he/she must have already passed the degree examination in that subject;



- (ii) in addition to the Written Paper of the Teaching subject, the candidate shall undergo a practical test in the Teaching of the additional subject taken by him/her;
- (iii) in the case of Craft he/she shall join recognised college for training in the Craft for one term.
- (iv) Such candidates will be required to register themselves with any B.Ed. College of this University by paying a fee of Rs.200/- to the concerned College/Institution by 31st October of the respective session.

16. The minimum number of marks required to pass in the additional subject shall be 40 per cent.

SCHEME OF EXAMINATION FOR B. ED. TWO YEAR COURSE (To be implemented from the Session 2015-17)
Year I

Course	Nomenclature	Max. Marks			Teaching Hours (Exam Hours: Marks)	per Week
		Total	Theory	Internal Assessment		
I	Childhood and Growing up	100	80	20	4 (3 HRS: 80)	
II	Contemporary India and Education	100	80	20	4 (3 HRS: 80)	
III	Learning and Teaching	100	80	20	4 (3 HRS: 80)	
IV	Assessment for Learning	100	80	20	4 (3 HRS: 80)	
V & VI	Pedagogy of School Subject I*	100	80	20	4 (3 HRS: 80)	
V & VI	Pedagogy of School Subject II*	100	80	20	4 (3 HRS: 80)	
Enhancing Professional Capacities (EPC) Practicum						
EPC 1	Reading and Reflecting on Texts	50	40 (External Practical)	10		
EPC 3	Critical Understanding of ICT	50	40 (External Practical)	10		
	Total Marks	700				

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YEAR II

Paper	Nomenclature	Max. Marks			Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment	
VII	Knowledge and Curriculum	50	40	10	4 (3 HRS: 40)
VIII	Creating an Inclusive School	50	40	10	4 (3 HRS: 40)
IX	Language Across the Curriculum	50	40	10	4 (3HRS: 40)
X	Understanding Disciplines and Subjects	50	40	10	4 (3 HRS: 40)
XI	Gender, School & Society	50	40	10	44 (3HRS: 40)
XII	Option Course Any Two of the following: 1. Work Education 2. Health and Physical Education 3. Yoga Education 4. Peace Education 5. Guidance and Counselling 6. Environmental Education	50+50	40+40	10+10	4 (3 HRS: 40) + 4 (3 HRS: 40)
XIII	Skill in Teaching (Pedagogic Subject I)	100	External Practical Only		
XIV	Skill in Teaching (Pedagogic Subject II)	100	External Practical Only		

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XV	School Based Activities: 1. Development of CCE 2. Development of Learning Material along with instructional aids 3. Administration of various activities and functioning of the school (in which internship is done) 4. Reporting (Record) about School Internship	50	25 (External Practical)	25 (Internal Assessment)	
Enhancing Professional Capacities (EPC) Practicum					
EPC 2	Drama and Art in Education	50	40 (External Practical)	10 (Internal Assessment)	
EPC 4	Understanding the Self	50	40 (External Practical)	10 (Internal Assessment)	
	Total Marks	700			

V & VI Teaching of School Subjects:

Note: Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups. In case student is UG he/she can opt two teaching subject selecting one from any (A, B, C & D) on the basis of his/her graduation subjects and in case he/she is PG out of two teaching subjects one teaching subject can be on the basis of graduation and the other one may be on the basis of Post graduation. However, the candidates who have passed Shastrī examination can opt for two subjects from Group-A.

Group A

Opt. i	Teaching of Hindi	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of English	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Punjabi	80	20	4 (3 HRS: 80)

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Opt. iv	Teaching of Sanskrit	80	20	4 (3 HRS: 80)
Opt. v	Teaching of Physical Science	60	20+20	4 (3 HRS: 80)
Group B				
Opt. i	Teaching of Home Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Commerce	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Science and Technology	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Arts	80	20	4 (3 HRS: 80)
Group C				
Opt. i	Teaching of Economics	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Computer Science	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Music	80	20	4 (3 HRS: 80)
Group D				
Opt. i	Teaching of Life Science	60	20+20	4 (3 HRS: 80)
Opt. ii	Teaching of Social Studies	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Mathematics	80	20	4 (3 HRS: 80)

**Under the broad curricular area, Engagement with the field, 20 weeks (4+16) shall be allocated over the two years for Tasks, assignments, Teaching Practice and school internship.

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TEACHING PRACTICE

SCHOOL TEACHING SUBJECT [Pedagogic Subject I & II](Paper V & VI)

Detail of Lessons to be followed in Each Pedagogic Subject

- a) Micro lessons
- b) Mega Lessons
- c) Discussion Lessons
- d) Real Teaching

Note:

Examination would be conducted by an External Team consisting of one Coordinator (Head Examiner) and three members (Sub-examiners) -PRACS TEAM as appointed by the University for all Practicals at the end of 2nd Year. a team will cover all the three streams i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences.

Criteria for the award of Internal Assessment in Theory Papers will be as per the distribution given below (out of total marks):-

i)	One Task & Assignment in every theory paper*	10 marks
ii)	One test in every theory paper	5 marks
iii)	Attendance	5 marks
	Upto 75%	1 mark
	Upto 80%	2 marks
	Upto 85%	3 marks
	Upto 90%	4 marks
	Above 90%	5 marks

*In every theory paper, two tasks/assignments/ projects related to the community, the school, and the child in school and out-of-school of ten marks (each) as a part of field engagement must be included out of which student teachers are required to submit only one.

Note:

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

Grand Total = 1300 marks



COURSE-I:

CHILDHOOD AND GROWING UP

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

Objectives:

Pupil- teachers would be able to-

1. Differentiate between growth and development.
2. Developed an understanding about various developmental stages.
3. Develop an understanding about various aspects of growth and development.
4. Explain various features of development during adolescent years.
5. Described the relative importance of heredity and environment in the growth and development.

CHILDHOOD AND GROWING UP

Unit -1

Growth and Development

- Concept of Growth and development.
- Difference between Growth and development.
- General principles of growth and development.
- Educational implications of principles of growth and development.
- Factors affecting growth and development.

Unit -2

Heredity and Environment

- Meaning of heredity.
- Laws and Mechanisms of Heredity.
- Meaning of Environment.
- Relative importance of heredity and environment in the development of the learner.

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- Educational Implications of heredity and environment.
- Individual differences- meaning, determinants, areas and educational implications of individual differences in the organisation of educational programmes.

Unit -3

Stages of Human development

- Concept and Characteristics of Childhood stage.
- Adolescence stage-Meaning of adolescence.
- Development patterns during adolescence.
- Needs and special problems of adolescents.
- Education during Childhood and Adolescents stages.
- Guidance and counselling for adolescents, role of parents, school and teachers in guidance and counselling.

Unit -4

Aspects of development and Theories of development

- Physical development- Meaning and characteristics of physical development during childhood and adolescence.
- Factors affecting Physical development.
- Cognitive development – Meaning and Characteristics and its implications.
- Theories of cognitive development-Bruner's Theory of cognitive development and instruction, Jean Piaget theory of cognitive development.
- Social development- Concept/ meaning and Characteristics.
- Stages of social development according to Erickson.
- Factors affecting social development.
- Emotional development- Meaning and characteristics of emotions
- Methods for training of emotions, emotional maturity.
- Characteristics of emotional development during childhood and adolescence stages of development.
- Factors influencing emotional development.

Sessional

Total: 20 Marks

Suggested Readings:

- Santrock, J.W. (1999). Life Span Development: New York: Mc Graw Hill.
- Carolk. Sigelman, Elizabeth A. Rider. Life-Span Human Development.
- Elizabeth B. Hurlock (2011). Developmental Psychology- A Life-Span Approach. 5th edition.
- Barbara M. Newman, Philip R. Newman. Development Through Life. A Psychological Approach.





- Robert V. Kail, John C. Cavanaugh. Human Development, A life-Span view, fifth Edition.
- William J. Hoyer, John M. Rybash, Paul Roodin. Adult development and aging. McGraw-Hill.
- John C. Cavanaugh, Fredda Blanchard-Fields. Adult development and Aging. Fifth edition.
- Diane E. Papalia, Sally WendKos Olds, Ruth Duskin Feldman. Human development. McGraw-Hill, 1998.
- Preeti Verma and D.N. Srivastava,
- Hindi translation of E. V. Herlok (2vol.)
- Piaget, J. (1997). Development and Learning. In M. Gauvain & M. Cole (Eds.), Readings on the development of the children. New York: W.H. Freeman & Company.
- Saraswathi, T.S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: sage.
- Sharma, N. (2003). Understanding adolescence. NBT India.
- Aggarwal, J.C. Essential of Educational Psychology, Delhi: Doaba Book House.
- Chauhan, S.S. Advanced Educational Psychology.
- See more at: <http://uou.ac.in/node/5065#sthash.xGbtV1oQ.dpuf>

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Course-II
CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

Objectives

After completing this course the student teachers will be able to-

- *Explain the history, nature and process and Philosophy of education*
- *Analyse the role of educational system in the context of Modern Ethos*
- *Understand the concept of diversity*
- *Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context*

Unit -1

Understanding Diversity

- Education: Concept, definition and scope
- Agencies of Education: School, family, community and media
- Concept of Diversity
- Diversity in Indian society on the basis of individual, region, religion, caste language, tribes and economic status
- Challenges posed by social diversity
- Role of education in social diversity and inequality

Unit -2

Contemporary Issues and Concerns

- Universalisation of School Education, Right to Education and Universal Access
- Issues of a) Universal enrolment b) Universal retention c) Universal learning
- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections, minorities and disabled
- Constitutional provision in relation to aims of education i.e. Preamble, Fundamental rights, and duties of citizens, Directive Principles of state policies.
- Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice



- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems
- Role of education in fulfilling constitution promises such as freedom, justice, equality and fraternity.

Unit- 3

Education Commissions and Policy(Pre and Post Independence)

- An overview of educational development in India between 1835 and 1947 with special reference to Adam's report, Macaulay's minutes, Wood's Dispatch, Basic Education Scheme and Sargent Plan
- National Commissions and Policies: Kothari Commission (1964), NPE and POA (1986, 1992)
- SSA (2000), RMSA
- Mid- day meal programme
- National curriculum frame work (2005) Need and objectives
- District Primary Education Programme (DPEP)

Unit -4

New Trends and Issues in Education

- Challenges of education from preschool to senior secondary
- Inclusive education as a rights based model
- Language issues in education
- Credit Based System
- Implementation of CCE
- Community participation and community based education

Some Suggested Activities on contemporary issues

- Comparative study of different settings
- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates
- Home-Based Education
- Deschooling Society

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Essential Readings

- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi
- GoI (2010). Right to Education Act 2009, MHRD: New Delhi.

Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Amartya Sen, and Jean Dreze (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi. Select Chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat, B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997): The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas, A. (1992): Education in India, New Delhi: Arya Book Depot.
- Biswas, A. and Aggarwal, J.C. (1992). Education in India, New Delhi: Arya Book Depot.
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Choudhary, K.C. and Sachdeva, L. (Eds) (1995): Total literacy by 2000: New Delhi: IAE Association.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Sapra, C. L. and Ash Aggarwal, (Ed.,) (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.


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- Taneja, V. R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

Readings for Discussion

- Chandra Bipin (1997). Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter 1.
- Deaton A and Jean Dreze (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, Satish. (2004). Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast January 12, 1948. Government of India (GoI)
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Jangira, N.K 2012. NCERT mother of Inclusive education address on golden Jubilee of NCERT at RIE, Ajmer on 01 Sept.2012.
- <http://unesdoc.unesco.org/images/0023/002322/232205c.pdf>

Course-III
Teaching and Learning

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
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- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- Explain about the different steps of teaching and learning
- Define the scope and importance of educational technology in contemporary society
- Explain emerging technologies exhibiting proper perspective and attitudes.
- Formulate instructional objectives by using different approaches.
- Acquire theoretical bases of educational technology and to develop awareness about different models of teaching
- Describe various technologies of communication
- Get awareness of on – line medias and its importance in education.
- Corroborate the role of information communication Technology in present and future.
- Develops the programmed learning materials.

COURSE CONTENTS

Unit-1

Teaching and Learning:

- Concept, Characteristics, functions, factors and principals of teaching& learning
- Maxims of teaching, Variables of teaching (meaning, types and functions)
- Levels of teaching.
- Phases of teaching.

Innovative Idea in Teaching and Learning

- New method of teaching: Team leader, cooperative teaching, Peer learning, workshop, Seminar, Panel discussion, symposium.
- Relationship between teaching and learning


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Unit-2

Educational Technology and ICT

- Concept, need and Importance of ICT
- Educational Technology
- Meaning and Concept of Educational Technology
- Scope and Significance
- Hardware, Software and System approach

Concept and Meaning of Communication

- Models of Communication
- Barriers to communication
- Effective classroom communication

Unit-3

Instructional Objectives and Approaches

- Blooms taxonomy of instructional objectives (Domains or levels: Cognitive Effective and Psychomotor)
- Robert Magers Approach and Herbrtian approach

Models of Teaching

- Glasers Basic Teaching Model
- Bruners Concept Attainment Model
- Suchmans Inquiry Training Model
- Social Inquiry Training Model

Unit-4

Professional Skill Development of Teachers

- Concept need and importance of Micro teaching, Simulated Teaching and Flanders Interactional Analysis. Role of On line-Medias in professional development. Action Research .

Programmed Instruction

- Styles of programmed learning(Linear, Branching and Mathetics)
- Stages of development of a programme learning Materials preferation, writing try-out and evaluation.

Practical/Sessional

Total Marks: 20

- Development of programmed learning material (try out and validation).

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- Development of Action Research Project in any of the following areas-
 - Classroom teaching contexts
 - Classroom and school management
 - Improvement of learning levels and Cognitive learning

SUGGESTED READINGS:

- Jenkins, J. (1998). Distance Education, The Internet and the Learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.
- Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- Mehra Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (1990). Education Technology Challenging Issues, New Delhi: Sterling Publishers.
- Richmond W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sachdeva, M. S., Sharma, K. K. and Kumar, S. (2007). Educational Technology, Patiala: Twenty First Century Publications
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.



Course-IV
Assessment for Learning

Part-I

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
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- iv) All questions will carry equal marks.

Aims of the Course

The course will enable student teachers to

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- Become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

Course Outline

Unit -1:

Overview of assessment and Evaluation

- Assessment, evaluation, test, examination, measurement
- Formative and summative evaluation
- Continuous and comprehensive assessment
- Grading
- Distinction between Assessment of Learning and Assessment for Learning.
- Critical review of current evaluation practices and their assumptions about learning and development.



Unit 2:

Assessment of Subject-Based Learning

- Enlarging notions of subject-based learning in a constructivist perspective
- Assessment tools
- Kinds of tasks: projects, assignments, performances
- Kinds of tests and their constructions
- Observation of learning process by self, by peers, by teacher
- Self-assessment and peer assessment

Unit 3:

Teacher competencies in evolving appropriate assessment tools

- Evolving suitable criteria for assessment
- Visualising appropriate assessment tools for specific contexts, content, and student
- Formulating tasks and questions that engage the learner and
- Using assessment feedback for furthering learning
- Feedback as an essential component of formative assessment
- Use of assessment for feedback; for taking pedagogic decisions

Unit 4:

Data Analysis, Feedback and Reporting

- Statistical tools- percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Examination Reforms: Efforts in India with special reference to CCE (Continues and Comprehensive evaluation)
- Examination for gradation, social selection and placement.
- Credit based evaluation and choice based credit system(CBCS)
- Role of ICT in examination.

SUGGESTED READINGS

- Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.
- Anastasi, A. (1976). Psychological Testing. New York: McMillan Publishing Co., Inc.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.
- Bhargava, M. and Mathur, M. (2005). Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.
- Choube. P. S (1998). A Guide to Psychology Experiments and Statistical Formulas. Agra: Vinod Pustak Mandir.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. Tokyo:

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McGraw Hill Kogakusha Limited.

- Guilford, J.P. and Fruchter, B. (1970). Fundamental Statistics in Psychology and Education. New York: McMillan Publishing Co., Inc.
- Gupta, C.B. and Gupta, V. (1995). An Introduction to Statistical Methods. Kanpur: Vikas Publishing Pvt. House.
- Lewis, R.A. (1979). Psychological Testing and Assessment. London: Allyn and Bacon, Inc.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.



EPC 1: READING AND REFLECTING ON TEXT

Marks: 50

(External: 40, Internal: 10)

Introduction:

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course the learners will be able to:

- *Reflect upon current level of literacy skills of the self*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

Unit: 1

Reflections on Literacy:

- Literacy and Current University Graduates: Status and Concerns; Role of Literacy in Education, Career and Social Life; Literacy, Thinking and Self Esteem; Literacy of Second Language / English: Need And Strategies;

Unit: 2

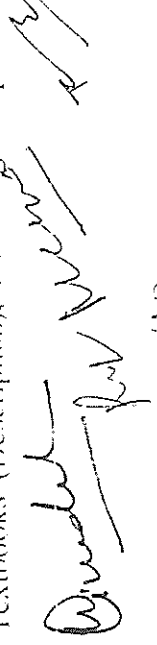
Reflections on Reading Comprehension:

- Practicing Responses to Text: Personal, Creative and Critical; Developing Good Reading Skills and Habits in Secondary Level Students: Activities And Strategies; Basic Understanding Of Reading Comprehension Of Children With Hearing Impairment And Learning Disability

Unit: 3

Skill Development in Responding To Text:

- Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing; Practicing Responding To Text (Using The Indicators) For Recreational Reading Material (Narrations) And School Textbooks (Description); Practicing Responding To Text (Using

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The Indicators) For Reports, Policy Documents And News (Expositions) And Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation); Practicing Web Search, Rapid Reading And Comprehensive Reading.

Unit: 4

Reflecting Upon Writing as a Process and Product:

- Understanding Writing As A Process: Content (Intent, Audience And Organization); Understanding Writing As A Process: Language (Grammar, Vocabulary, Spelling); Practicing Self Editing And Peer Editing Of Sample Texts; Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization And Literary Richness

Unit: 5

Practicing Independent Writing:

- Practicing Writing: Picture Description/ Expansion Of Ideas / Essays / Stories;

Practicing Daily Writing: Applications / Agenda - Minutes/ Note Taking; Practicing Converting Written Information Into Graphical Representation; Practicing Filling Up Surveys, Forms, Feedback Responses, Checklists; Reflections On The Course: From Theory To Practice To Initiating Process To Improve Self.

Course Work / Practical / Field Engagement

1. Have a peer editing of independently written essays and discuss your reflections upon this experience.
2. Prepare a feedback proformas for parents and for teachers focussing on differences in the two proform^{as} due to different intent and audience.
3. Develop a short journal of graphical representation of 3 newspaper articles on school education
4. Visit book store and libraries and suggested Readings for young children, go through the available reading material including exercise books, puzzles etc and make a list of useful material for developing early literacy skills.

Essential Reading

- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- May, Frank B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston



- Tovani.C & Keene.E.O (2000).*I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- McGregor, T(2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books
- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- McCormick, Sandra. (1999). *Instructing students who have literacy problems*.(3rd) Merrill: New Jersey
- Aulls, Mark W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Heller, Robert. (1998). *Communicate clearly*. DK Publishing: New York.
- May, Frank B. (1998). *Reading as communication*. Merrill: New Jersey
- Gallagher.K (2004).*Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Miller.D (2002).*Reading With Meaning: Teaching Comprehension in the Primary Grades*. New York: Stenhouse Publishers
- Baniel, Anat. (2012). *Kids beyond limits*. Perigee Trade: New York
- Pandit, Bansibhari, Suryavanshi, Dhyane Kute & Meena Prakash. (2007) *Communicative language teaching in English: Nityanutan Prakashan: Pune*
- Paul, Peter V. (2009). *Language and Deafness*. Jones and Bartlett: Boston
- Ezell and Justice (2005). *Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, Smith (1985). *Reading without Nonsense*. New York: Teachers College Press, 10027.
- Luetke-Stahlman and Nielsen (2003). *Early Literacy of Kindergartners with Hearing Impairment. High Beam*
- *Research The Gale Group, Inc.& GRIIN Publishing Munich Germany.*

The image shows two handwritten signatures in blue ink. The signature on the left is written in a cursive style and appears to be 'D. Anand'. The signature on the right is also in cursive and appears to be 'R. Anand'. To the right of the second signature, there are some initials 'R. A.' written in a similar cursive style.

Critical Understanding of ICT

Marks: 50

(External: 40, Internal: 10)

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS**1) MS WINDOWS**

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

2) MS OFFICE

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

Inserting Word Art, Clip Art and Pictures, Page Setting, Bullets and Numbering, Borders and Shading, Format Painter, Find and Replace, Inserting Tables.

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

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

- MS Excel

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

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

(INTEGRATION OF ICT WITH SCHOOL TEACHING SUBJECTS)

3) Making Small Presentations

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

- Multimedia
 - The Concept and Objectives
 - Hardware for Multimedia Computer
- Components of Multimedia

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- Textual Information, Images and their types
 - Animation, Digital Audio, Digital Video
 - Software for Multimedia
 - Introduction to MS-Publisher
 - Introduction to Photo draw
 - Introduction to Front Page
- 5) Internet
- Concept/Definition
 - Relationship with and Distance computer
 - The internet: the world-wide web, websites and its information super high way
 - Basic modes of use of the internet, e-mail, file exchange, discussion groups, live-conferencing (chat) and knowledge navigation
 - Classification of the modes: searching for information and exchanging information
- Ways of using the Internet in instruction: utilizing already available websites; creating and hosting websites to aid and supplement instruction.

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

6) Handling of available Equipment

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

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

Three handwritten signatures are present, corresponding to the list of equipment above. The signatures are written in black ink and are somewhat stylized.

Paper- VII
Knowledge and Curriculum Development

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

Unit: I

- Knowledge: Concept, Types and Sources.
- Theories of knowledge.
- Methods of Acquiring Scientific Knowledge:
 - Tradition
 - Authority
 - Experience
 - Reasoning

Unit: II

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

Unit: III

- Curriculum: Meaning, importance and bases of curriculum
- Curriculum Development:
 - Concept, Need and importance of curriculum development.
 - Principles of curriculum development.
 - Factors affecting curriculum development: Philosophical, Social and Psychological.
 - Steps of curriculum development.
 - Issues and trends in curriculum development.

Unit: IV

- Models of curriculum: Grassroots model, system analysis model and Administrative model.
- Curriculum evaluation: concept and importance.





- Steps of curriculum evaluation.
- Suggestion and recommendation in curriculum development as per the following Commissions:
 - Secondary Education Commission, 1952.
 - Indian Education Commission, 1964.
 - National Policy on Education, 1986.

Marks: 10

Practical Session

Attempt any one of the following;

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

SUGGESTED READINGS:

- Aggarwal, J. C. (2003). *Handbook of Curriculum and Instruction*, Delhi: Doaba Book House
- Goodland, J. (1979). *Curriculum Enquiry the study of curriculum practices*. New York: McGraw Hill
- Hass, G. (1991). *Curriculum Planning, A new Approach*, Boston: Allyn Bacon
- Hooer, R. (1971). *Curriculum: Context, Design and development* New York: Longmans
- Lawten, D. (1986). *School curriculum Planning*, London: Holders and Stayhton
- Nicholls, H. (1978). *Developing Curriculum- A Practical Guide*, London: George Aleen and Unwin
- Payne, D. A. (1973). *Curriculum Coalition: Commentaries on purpose, process and product*. Boston: D.C. Heath
- Taba, H. (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt, Brace and world
- William, M. A. (1966). *Planning Curriculum for Schools*. New York: Rinehart and Winston
- Dagar B. S. & Dhull, I. (1994). *Perspective in Moral Education*, New Delhi: Uppal Publishers
- Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers
- Havighurst, R. (1995). *Society and Education*. Boston: Allyn and Bacon
- Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

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

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

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

Paper-VIII

CREATING AN INCLUSIVE SCHOOL

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question form each unit. Long answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

COURSES OBJECTIVE

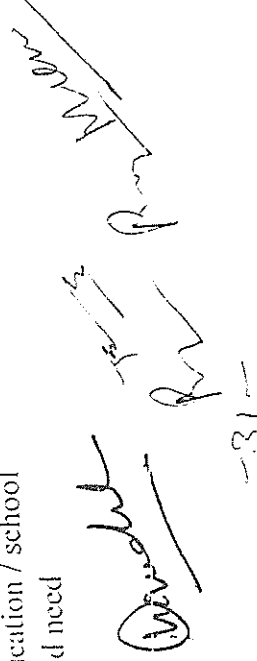
The students will be able to

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner -friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and
- Implement laws pertaining to education of children with special needs.

Unit I

Introduction to inclusive education / school

- Concept, meaning and need

The bottom right corner of the page contains several handwritten signatures and initials in black ink. One signature is clearly legible as 'D. Pandey'. To its right, there are several other initials and signatures, some of which appear to be 'R. S. Pandey' and 'K. P. Pandey'. There are also some scribbles and marks that are not clearly identifiable as text.

- Transition from segregation to inclusion
- Principles models
- National policy for person with disabilities 2006 with reference to inclusive education
- Sarva shiksha abhiyan – 2002 with reference to inclusive school

Unit II

Special education needs (SEN) of learners in inclusive school

- Identification of diverse needs of SEN learners and referrals
- Disabilities in children and their SEN : Hearing impairment, visual impairment, hearing low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities
- Types and use of assistive devices for learners with SEN
- Education concessions and facilities
- Special needs in terms of Murielle in the context of different disabilities and their learning styles

Unit III

Planning and managing inclusive curriculum in schools

- School readiness and school transition
- Individualized education plan (IEP) : development and implementation
- Practices and classroom management in inclusive education : seating arrangement, whole class teaching, collaborating teaching, activity – based learning , peer – tutoring and co-operative learning
- Curricular and instructional accommodation

Unit IV

Facilitators for Inclusive Education

- Need for multidisciplinary approach
- Role and responsibilities : general, special and resource teacher
- Role and responsibilities : family and community
- Prepare at professional partnership : need and relevance

Developing Support Networks

- Addressing social climate of the classroom
- Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers

Project work

Make a visit in resource room of nearby schools and prepare report on it.

Divya

References

- Ainscow, M., Booth, T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training: Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjmandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing
- Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing
- Giuliani, G. A. & A.. M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications
- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to special education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful inclusive teaching, Boston: Allyn & Bacon
- Karant, P. & R. , J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion strategies for secondary and middle school teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School without walls: inclusive education for all. Oxford: Heinemann.
- Mathew. S. (2004). Education of children with hearing impairment, RCI, New Delhi. Kanishka Publications



- Panda, K. C. (1997). Education of exceptional children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schloss P. (1986). Instructional methods for students with learning and behavior problems. New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical approach to teachers. New Delhi: Kanishka Publishers.

Paper-IX
Language across the Curriculum

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 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 form each unit. Long answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

Specific Objectives

To help the students understand

- The nature of language
- Interplay of language and society
- The developmental process of language acquisition
- Function of language and how children use them as a tool at different developmental stages
- Significance and acquisition of early literacy in the larger context of school curriculum.
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text.

Unit 1

Nature of language

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of Indian language classroom
- Critiquing state policies on language and education

Unit 2

Language Acquisition and Development

- Language Acquisition and Language Learning
- Development of the four language skills: the synergistic relationship


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- Developing reading and writing skills in children
- (a) Emergent literacy: Readiness for learning
- (b) Early Literacy: process of transition
- (c) Early Language education: focus on learning in primary and grades.

Unit 3

Language across the Curriculum

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning language and Learning through Language
- Children's background and School Experience Preparing schools for children the social diversity paradigm

Unit 4

The classroom practices and possibilities

- Perspectives on recording and writing
- Prevalent language teaching practices and approaches and their critique
- Connections between classroom instruction and theories
- Role of literature in language learning
- Learner's active role in understanding literature
- Using Children's literature across curriculum
- Classroom Practice in context of social justice, gender differences, individual differences and inclusive environment

Mode of Transaction

- Close and critical readings of selective texts under 'Discussion' Readings in small groups
- Participatory transaction by building them around responses of students
- Giving Students opportunities to go through experiential process for transacting some topics such as process writing

Suggested Readings:

1. Anderson, R.C. (1984) Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (ed) Learning to Read in American schools: Based Readers and content texts. Hillsdole, Lawrence Erlbaum Associates: New Jersey.
2. Armbruster, Bonnie B. (1984) The Problem of "Inconsiderate Text" In Duffy, G. G. (ed.) Comprehension Instruction Perspectives and Suggestions. Longman: New York Chapter 14.
3. Kumar Krishna (2007) The Child's Language and the Teacher National Book Trust: New Delhi.
4. Sinha, S. (2000) Acquiring Literacy in Schools. Redesigning Curricula: A symposium on working a framework for School education Seminar, 493.

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5. Agnihotri, R.K. (1995) Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemomn (ed.) Multilingual education for South Africa. Heinemann: Johannesburg. Pp 3-7.
6. Rhodes, L.K. and N.L. Shanklin (1993) Windows into Literacy. Heinemann, The University of Michigan: UK. Chapter 4: Assessing Language Systems and Strategies in Readings.
7. Rothleen, L. and A. M. Meinbach (1991) The Literature Connection: Using Children's Books in Classroom Good Year Books: Tucson, USA.
8. Freedman S. W. and A.H. Dyson (2003) Writing in Flood J.et.al. Handbook of Research on Teaching English Language Arts: Lawrence Erlbaum Associates Inc: New Jersey, USA.
9. Sinha, Shobha. (2009). Rosenblatt's Theory of Reading: Exploring Literature. Contemporary Education Dialogue. 6 (2), pp 223-237.

Course X

UNDERSTANDING THE DISCIPLINE AND SUBJECTS

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question form each unit. Long answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

Unit-I

- Concept of Knowledge about the universe.
- Nature of Empirical Knowledge, Various theories of knowledge.
- Emergence of discipline/subjects along with the growth of knowledge.

Unit-II

- Education as a discipline and education as a practice
- Emergence of Education as a basic discipline based on Anthropology, Philosophy, Psychology, Psycho-biology, Sociology, Geography, History, Economic and Political Sciences etc.

Unit-III

- Logic and Philosophy of Education as a discipline.
- Logical positivism and Progressive Education
- Relevance of Indian School of Philosophy in present time

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Unit-IV

- Realism, Naturalism, Idealism and Pragmatism with special reference to Nature of Knowledge, Curriculum and Methods of Imparting Instruction.
- Educational thoughts of the following thinkers with special reference to Nature of Knowledge, Curriculum and Methods of Imparting Instruction.

SUGGESTED READINGS

- Bonrs, J. A. (2001). Cultural diversity and Education. Foundations curriculum and teaching (4th Ed) Boston: Allyn and Bacon.
- Bruner, J.S. (2006). In search of pedagogy. Vol. I and Vol. II (The selected work) Routledge.
- Bruner, J.S. (1960). The process of education. Cambridge: Harvard University Press.
- Das, M. (1999). Sri Aurobindo one Education. NCTE, New Delhi.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.
- Goodson, I.F., and Marsh, C.J. (2005). Studying school subjects: A guide. Routledge
- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
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NCRME Prints Repository

eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf

- NCERT (2005). National Curriculum Framework.
- NCERT (2006). Teacher education for curriculum renewal.
- NCERT Report (2010) National Curriculum Framework.
- NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.
- Ram, S. (1999) Current issues in teacher education, Sarup and Sons Publications, New Delhi.

Course XI: GENDER, SCHOOL AND SOCIETY

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
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- Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question form each unit. Long answer type questions will carry 08 marks each.
- All questions will carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to-

- Explain the concepts of sex and gender.



- (ii) Developed an understanding of psychological and sociological perspectives of sex and gender.
- (iii) Explain the social construction of gender with special reference to family.
- (iv) Describe women in education and various laws protecting them.
- (v) Lists the factors contributing to gender inequalities in schooling.
- (vi) Describe the concept of women empowerment and various roles of women in sustainable development.

COURSE CONTENTS

UNIT-I

Gender Equality and Gender sensitivity

1. Conceptual foundation: Sex and gender, gender equality, gender justice and gender main streaming, gender parity index.
2. Inequality of opportunity, Imbalances in educational development, economic and social consequences of gender inequality.
3. Constitutional commitment for gender equality in India, National policy on Education (1986) and POA(1992). National curriculum Framework 2005. Conventions on the Rights right of the child 1989, Global Monitoring report 2005 .

UNIT-II

Contemporary Issues in girls Education

1. Social construction of gender: Socialization, Family, Gender identity; the media, Gender roles and stereotypes; class, caste, community and gender relations.
2. Gender inequalities in schooling, Organization of schooling, Gender bias in text Books, Curricular choices and Hidden curriculum (teacher attitude, classroom Interaction and peer culture)
3. Co-Education –It's educational Implications.

UNIT-III

Status and Problems of girls Education

1. Gender and Schooling –Education for gender equity, Case studies of interventions
In school education, Reflections from the field and strategies for change, The Lok Jumbish Experience
2. Girls Education in SSA, DPEP.
3. Community participation for girl child education.

UNIT-IV

Education and empowerment of women

- Concept and importance
- Women an sustainable development

Dendul

- Special role of women as protector of environment NGO's.
- Identification of priority areas of research on girl's education.
- Evaluation of centrally sponsored schemes on girl's education
- Discussion, group work, and presentation, Visits to women right organizations,
- Waste management and women worker
- Discussion, group work and presentation, visits to women right organizations, NGO's

SUGGESTED READINGS

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- 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

Time: 3 Hours



Max. Marks: 40

NOTE FOR PAPER SETTERS:

- Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question form each unit. Long answer type questions will carry 08 marks each.
- All questions will carry equal marks.

Course Objectives :-

- To understand the Nature and concept of Philosophy of work education
- To acquire the basic skills in work education
- To understand the different areas of work experience.

 
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Unit- I

Concept of Work Education

- Meaning, aims, objective and significance of work education at secondary Level.
- Nature and Scope of work education.
- Need of Work Education .
- Relationship with other subjects in the school curriculum, place of work education in the school curriculum

Unit-II-

- Important of work education in our daily life
- Useful resources for work experience education
- Difference of work education with work experience, SLPW, Basic education and vocational educations.

Unit – III – Bases of Work Education

- Bases of work education : Historical, Philosophical, Psychological, Sociological and Economic
- Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66
- Concept of socially useful productive work (SUPW) as designed by I. V. Patel Committee.
- Utilization of community resources for audio-visual materials for teaching work education.

Unit – IV – Methods and Evaluation of Work Education

- Different methods of teaching work education :
- project method.
- Discussion method
- Demonstrations methods
- work – study method exposure and
- observation methods.
- Evaluation in work education: design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, etc

Practicum

Group – (any one)

1. Agriculture
2. Gardening
3. Tailoring and Embroidery
4. Toy Making
5. Chalk Making
6. Fruit and Vegetable products and Preservation

Agriculture

Theory

1. Crop Production its importance in economic life
2. Selection of crop the climate nature and types of soil Drainage and Water supply Marketing facilities as basis of Crops Selection
3. Selection of Right Variety Crop plant type duration fields

2

4. Seed and Seed Selection Identification of seed bed Preparation. Qualities of good seed beds observation Scientific agricultural Work
5. Sowing and Planting of Crops – the Principles and Methods
6. Manuring – the role of Manure and fertilisers in crop production nutritive needs of the crops
7. Irrigation and water management – Principles and system of irrigation, danger of excessive water
8. Plant protection – weeds insects and diseases.
9. Harvesting of Crop principles and practice of Harvesting
10. Marketing of crop principles of protection and procedure for storage of crops

PRACTICAL

1. Preparation work in growing of crops
2. Preparation of pots & use of implements
3. Keeping of records and Account
4. Visit of Govt. garden of Farm

Gardening

Theory

1. Place gardening – importance and aims
2. Site selection for garden
3. Irrigation and drainage – Methods of irrigation and importance
4. Seed and seed Selection methods of Sowing – germination vegetative propagation
5. Place of pot Culture water culture mixing of soil manure
6. Care and upkeep of garden – inter – culture, mulching and weed control insects and pests Sunglar

PRACTICAL

Care and Handling of equipment upkeep of plants, Pots, preparation of fint nursery beds. Spraying of insecticides etc. collection of seeds bulbs pests etc.

Tailoring and Embroidery

Theory

- Stitches – Various, types, basting, run, back Stitch, blanket, top sewing, buttons
- Decoration – simple embroidery stitches, chain stitch
- Straight sewing
- Making garments of different styles for children

Practical

1. Stitches- various, type, basting, run, backstitch etc.
2. Handling of machine and its care
3. Harmony of texture, shape ,design and colour
4. Decoration and embroidery-drafting of various articles
5. Learning traditional embroidery

(kashmiri, Punjabi, Phulkari, Lucknow, Bengal, Katha, Kutch, Karnataka Kashida)



Production and Creative Activities

Theory:

1. Knowledge of tools accessories used and the maintenance –Book work,stationary binding. General and miscellaneous binding.
2. Wax : Introduction of different types of wax basic requirement of candle making procedure of candle making. Making different types of candle: Layer candle, chips, ice candle.
3. Knowledge of tools accessories used and the maintenance.

Practicum

- Book/Khata binding, cover-file, various of envelopes, decorative letter rack, fancy Paper bag.
- Modelling with – clay, plasticine and plaster (any one).
- Relief-work with – clay or plaster.
- Creative work with paper and paper-pulp – Greeting cards, Badge-making, Mask-making
- Creative candle making.
- Decorative art pieces – Glass Painting, egg-cell mosaic, sara painting, decorative wall plate (Any two)

TOY MAKING

Theory:

1. Introduction to Traditional Indian Toys.
2. Traditional Puppets.
3. Preparation of Simple Toys - Clay Toys, Plaster-of-Paris Toys, Paper Mache CardboardToys.
4. Plywood-Cut Toys, soft-Wire Toys.
5. Stuffed Puppets, Simple Puppets.
6. Simple Mechanisation of Toys.

Practical:

1. Preparation of Simple toys and Puppets.
2. Handling of Plaster-vesting.
3. Decoration of Toys - Painting, Dresses of Toys.
4. Preparation of a Receipt - Book Page.

CHALK MAKING

Theory:

1. Uses and Importance of Chalk, types of Chalk, Physical and Chemical Properties of Chalk.
2. Development of knowledge for tools and raw materials together with proper and economical working habits. Also acquiring of the basic skills in handling tools.
3. Familiarisation with various processes involved in making chalks from raw materials and development of necessary skills in chalk forming then packing to marketing provision of the maximum opportunity to individual student to handle materials tools and techniques.

Practical:

1. Cleaning of tools.
2. Knowledge of raw materials.

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3. Preparation of chalk making.
 4. Packing of chalk sticks.
- Fruit and Vegetable products and Preservation

Theory

1. Importance of making Jams, Jellies and Pickles
2. Various seasons when Jams, Jellies and Pickles can be Prepared
3. Main principles of Preservation
4. Methods of Preservation
5. Utility of Preservation, Preservatives
6. Precaution to be taken while selecting item for Jam, Jelly and Pickle

Practical

1. Pickle for short-time use.
2. Pickle for long time use.
3. Fruit – processing – preparation of jams.
4. Fruit – processing – preparation of jellies.

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- Bhargav, Prabha: Udhyan Kala. Delhi: Pustak Mahal, 2005.
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- Shirivastav, S.S.: Udhyan Vigyan. Raipur: Central book House, 2003.
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- Making Soft Toys for Children. Delhi: Rohan Book Company, 2000.
- Rahul Soft Toys. Delhi: Rahul Prakashan.



Paper XII (Option-2)

Health and Physical Education

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 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 08 marks each.
- iv) All questions will carry equal marks.

Course Objectives:

- Explain the concept, aims and objectives of Health and physical Education.
- Describe hygienic environment along with contributing factors and its importance.
- Explain various Communicable diseases and first aid.
- Demonstrate ability to describe balanced diet.
- Explain good posture.
- Define general medical standard of an individual.
- Aware about communicable diseases.

Course contents:

Unit-1

Physical Education

- A brief historical survey of physical education in India during Aryans, Epic Buddhist, Muslim and British period.
- Meaning, aims & Objectives of Physical education.
- Necessity of health education.
- Foundation of Physical education.
- Concept of Physical fitness.

Unit-2

Health Education

- Meaning and Definition.
- Aims & Objectives.
- Elementary structure of teeth, eye, ear, skin, respiratory system digestive system heart, blood, kidney.
- Postures and utility of Yogic Exercises (Asans)
- School Health Programmes.

Unit-3

Health Hazards

- Drugs, Alcohol and smoking.
- Personal cleanliness and care of hair, eyes, ears, teeth, skin and clothing.
- Infection, carriers of infection; its prevention and control disinfection- disinfectants, classification of disinfectants.
- Nutrition and Balanced Diet: Components and Balanced Diet, Functions, Major Sources.



Unit-4

Common Diseases and Prevention

- Communicable diseases and national diseases control / eradication program.
- Common diseases: malaria, typhoid, influenza, diarrhea, dysentery, diphtheria, chicken pox (variously), measles (Measles), small pox, mumps (Infection Parotites), the common cold, tuberculosis, rabies, tetanus, leprosy, venereal diseases and intestinal worms.
- Medical inspection of school and First Aid- healthy environment- its role and necessity; mid-day-meals in schools, food and nutrition, balanced diet,

References:

- Bucher. C.A. (1964). Foundations of Physical Education, New York: Mosby & Company
- Kilander, H.F. (1971). School Health Education, New York: Mac Millan Company
- Manjul. J.U.S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Yadav, Y.P.& Yadav. R. (2003). Art of Yoga, New Delhi: Friends

Paper XII (Option-3)

YOGA EDUCATION

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- 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 form each unit. Long answer type questions will carry 08 marks each.
- All questions will carry equal marks.

Course Objectives:

Pupil-teachers would be able to-

- define the philosophy of yoga.
- explain the psychology of yoga
- describe the socio-moral base of yoga.
- explain physiology of Yoga
- classify yoga ,yogic diet and yogic lifestyle.
- explain medical aspects of yoga in terms of improving mental health and reducing stress

Course Contents

Unit-1

Philosophy, Psychology and Kinds of Yoga

- Philosophy of Yoga, goals of life and yoga, fundamental concepts common to all schools of Indian Philosophy; the Trigma, the concept of Prakrit, Purusha-Vishesha (Ishwar) and their relation with each other; its meaning and kinds of smadhi.



- Psychology of yoga: Chitta (mind) and the methods of Chitta control; Vritti, Pratyahara, Dharna and Dhyana.

Unit-2

- Physiology of Socio-moral bases Kinds of Dhyana: Sthuula, Jyotiry and sukshama, niraml Chitta and the final Goal.
- Socio-moral base of yoga: The five YAMAS and the five NIYAMAS, the universal code of socio-moral restraints and personal observances leading to ideal adjustments in social and personal life.
- Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Mantra-Yoga.
- Yogic diet & its application in modern context.

Unit-3

Unit-4

Practicum/Sessionals:

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

REFERENCES:-

- Bawara, B. V. (1993). *Aapki apni Baat*, Haryana: Divine Radiance Publications.
- Besant, A. (2005). *An Introduction to Yoga.*, New Delhi: Cosmo
- Iyenger, B.K.S. (1996). *Lighter on Yoga*. New Delhi: Harper Collins Publishers India Private Limited
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- Lata, P. (1996). *Intelligence, Creativity, Self-concept and Personality characteristics of delinquents and noe-delinquents*. Chandigarh: Panjab University.
- Lzmailovich, A. V. (1990). *Sahaj Yoga as a cure for epilepsy, Sochi Physiotherapy Hospital*. U.S.S.R: Department of Curatology
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- Rai, V.C. (1989). *Effect of Sahaj Yoga Meditation on cardiac disorders*. Delhi Medical College: Department of Physiology
- Rao, P. V. K. (1995). *Scientific and Psychological significance of Yoga*. Benaras Hindu University: Department of Education
- Yadava, Y. P. & Yadav, R. (2003). *Art of Yoga*, New Delhi: Friends
- Yogacharya, Omkareshwarananda, S. (2007). *Freedom of body and mind*. Yogasanas, Pramayam and Meditation, New Delhi: Rawat



Paper XII (Option-4)
Peace Education

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 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 08 marks each.
iv) All questions will carry equal marks.

Course Objectives

On Completion of the course the student teacher will be able to :

- Understand the importance of Peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarise themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life.

Course Content

Unit – 1

Importance of peace

- Aims, objectives and importance of peace Education
- Barnes – Psychological, culture, Political.
- Factors responsible for disturbing Peace: Unemployment, Terrorism.
- Exploitation suppression of individuality, Complexes.
- Characteristic of good textbook, evaluation of textbook, analysis of text book from Peace Education and environmental education Perspectives.

Unit – 2

Empowerment for peace

- Justice – Social economic cultural and religious
- Equality – Egalitarianism education for all equal opportunity.

A Understanding Peace as a dynamic social reality Development – perspective :

Adolescence

- Awareness of Relevance of Peace.
- Cognitive, Moral, Social, reasoning and Wisdom.
- Highlight of various Philosophies of peace of Gandhi, Krishanmurthy, Aurobirdo, Vivekananda, Rabindranath Tagore, Gjubhai The Dalali lama initiatives at national and international level.

Unit – 3

Pedagogy of peace

- Conflict resolution
- Brain Storming

Signature
Signature

- Problem Solving
- Activity Performance

Unit-4

Strategies for Peace

- Emotional integration : Rapprochement Story telling.
- Understanding background : Survey action researches
- Violence in School Home and Society
- Negotiation, Persuasion, Reapproachment, Co-existence.

Practicum: Any one of the following:
(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units)

1. Preparation of a report on school programmes for promoting of peace.
2. Case study of a child suffering from bad habit.
3. Observation of Classroom situation and identification of factors promoting peace.
4. Identification of situations where conflict resolution has been successfully practiced.
5. List out the resources for effective implementation of peace Education Programme.

References :-

1. Delors, Jacques (1996). Learning the treasure within. Report of International Commission on Education for the 21st century. Paris : London.
2. Dhan, H. (2000). Teaching Human Rights. A Handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal.
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4. Government of India (1948-49). Report of the University Education Commission, New Delhi, Ministry of Education.
5. Government of India (1966). Report of the Education Commission 1964-66 on educational National development, New Delhi, Ministry of Education.
6. Government of India (1986). Report of the National Policy on Education (1986), New Delhi, Ministry of Human Resource Development.
7. Government of India (1993). Learning without Burden, New Delhi: Ministry of Human Resource Development, Department of Education, Govt. Of India.

Paper XII (Option-5)

GUIDANCE AND COUNSELING

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 08 marks each.
- iv) All questions will carry equal marks.

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Dhanraj
W. S. K.

Course Objectives:

To enable the teacher trainees:

- To understand the concept of Guidance and Counselling.
- To assess the strength and learning difficulties of students.
- To help students in selecting their subjects for future study.
- To collect data using various tools like case study, achievement test etc.
- To understand and apply the techniques of Guidance and Counselling.

Contents

Unit-1

Guidance and Counseling

- Introduction to guidance: Meaning, nature, scope and functions of guidance,
- Principles of guidance, Need of guidance at various stages of life,
- Types of guidance : educational, vocational, personal guidance (their meaning, objectives, needs and importance)
- Procedure of guidance, Individual and group procedures of guidance, their nature and advantage, Group guidance techniques – class tasks, career – task, career – conference – group, discussion field – visits, career – exhibition, audio – visual techniques

Unit-2

- Role of various community agencies in school guidance program
- Concept of counseling: theories of counseling; theory of self (rogers)
- Types of counseling: directive, non-directive and eclectic
- Process of counseling (initial disclosure in depth exploration and commitment to action) Skills in counseling (listening, questioning, responding and communicating) Role of teacher as a counselor and professional ethics associated with it

Unit-3

Understanding the individual

- Studying and appraising and individual –its need and importance in EVG
- Testing and non – testing devices for the study of an individual
- Testing: intelligence, aptitude, attitude , interest, achievement and personality
- Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative – record cards

Unit-4

Job analysis : occupation at information instructional

- Job analysis: concept and need
- Job satisfaction: concept an factor affecting job satisfaction
- Concept of occupational information and sources of collection
- Career counseling and discrimination of occupational information

Guidance services and the organization in schools

- Types of guidance services
- role of school personnel's in organizing guidance services

PRACTICUM/ASSIGNMENTS (Any two of the following.)

1. Visit to different Guidance Centre

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2. Preparation of Cumulative Record
3. Case Study of Problem Child
4. Administration, Scoring & interpretation of at least two tests
5. Job Analysis of a Counsellor
6. Establishing Career Centre
7. Preparation of scrap-book for career Counselling

REFERENCE

- 1. Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
- 2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
- 3. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
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- 5. Geldard, K. and Geldard, D.: Counselling Children: A Practical Introduction. New Delhi: Sage Publications, 1997.
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- 13. Nayak, A.K.: Guidance and Counselling. New Delhi: API Publishing Corporation, 1997.
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- 16. Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
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- 23. Vashist, S.R.: Vocational Guidance and Elementary School. New Delhi: Anmol Prakashan, 2002.

Paper XII (Option-6)

PAPER – IV - ENVIRONMENTAL EDUCATION

Time: 3 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. There will be 4 short answer type questions of 2 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 08 marks each.
- iv) All questions will carry equal marks.

COURSE OBJECTIVES

Pupil-teachers would be able to-

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

COURSE CONTENTS

Unit-1

Environmental Education

- Concept, definition, principles
- Need and importance
- Goals and objectives of environmental education for sustainable development.
- Various methods (survey, project and field Trip)
- Role of school and teacher- various activities and associated skills

Unit-2

Global Environmental Issues.

- Depletion of ozone layer.
- Global Warming (Green House Effect)
- The major Eco-systems and their conservation- terrestrial and aquatic Eco- system
- Environment Pollution

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- Soil Pollution
- Water Pollution
- Air Pollution
- Noise Pollution

Unit-3

Other Environmental Issues.

- Forests and their conservation.
- Wildlife and its conservation.
- Conservation of energy resources.
- Alternate source of energy.
- Waste Management.
- Population and environment- Human population growth and its problems
- Indoor Environment.

Unit-4

Environment and Sustainable Development

- Eco magazine
- Exhibition and plantation
- Eco-Club – meaning, objectives, structure, and activities

Practicum/Sessionals

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

References

- Gupta V. K. (1998). *Environmental Education*, Jaalandhar: New Academic Publishing House
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Paper-V & VI (Group-A) (Optional-I)
Teaching of Hindi

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

Objectives:

Pupil- teachers would be able to:-

1. Define the nature, need & principles of Hindi Language.
2. Explain different methods of teaching Hindi.
3. Demonstrate the use of various audio visual aids.
4. Explain objectives and steps of teaching prose, poetry & grammar of Hindi.
5. Explain the meaning of evaluation and types of evaluating techniques.

शिक्षण शिक्षण

प्रथम इकाई:

(अ) भाषा- अर्थ, रूप एवं विशेषताएं। मातृभाषा शिषण- अर्थ, स्वरूप, महत्व एवं उद्देश्य, ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।

(आ) भाषाई कौशल- श्रवण कौशल, भाषण कौशल, पठन कौशल, लेखन कौशल।

(अ) हिन्दी उच्चारण शिक्षण एवं हिन्दी ध्वनियां व उनका वर्गीकरण, अक्षर विन्यास, किराम चिह्नन।

(आ) हिन्दी शिक्षण में सूचना तकनी की की उपयोगिता एवं प्रयोग।

द्वितीय इकाई:

(अ) हिन्दी शिक्षण के सामान्य सिद्धान्त, हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, हिन्दी भाषा शिक्षक।

(आ) पाठ योजना का अर्थ, महत्व एवं रूपरेखा।

(अ) हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।

(आ) हिन्दी पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा।

तृतीय इकाई:

(अ) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में)।

(आ) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)।

(अ) रचना शिक्षण- कहानी (औपचारिक एवं व्यावहारिक शिक्षण के रूप में), निबंध एवं पत्र रूप में।

(आ) व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक व प्रयोगात्मक)।

चतुर्थ इकाई:

(अ) हिन्दी शिक्षण में मूल्यांकन- अर्थ, विशेषताएं, महत्व, उद्देश्य, पाठान्तर्गत मूल्यांकन, पाठोपान्त मूल्यांकन।

(आ) प्रश्न पत्र निर्माण, प्रश्नों के विभिन्न प्रकार एवं रचना, भाषा-प्रयोगशाला।

(अ) हिन्दी भाषा में गृहकार्य-अर्थ, महत्व, उद्देश्य, पक्ष व विपक्ष में तर्क।

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(आ) गृहकार्य को प्रभावपूर्ण एवं सार्थक बनाने के उपाय, संशोधन का महत्त्व एवं आधुनिक विधियों का प्रयोग ।

अधिकतम

प्रयोगात्मक क्रियाएं:

अंक: 20

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

संदर्भ ग्रंथ सूची:

- कौशिक जयनारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ ।
- खन्ना ज्योति, हिन्दी शिक्षण, धनपतराय एंड कम्पनी, दिल्ली ।
- तिवारी भोलानाथ तथा भाटिया, हिन्दी शिक्षण, दिल्ली लिपि प्रकाशन, दिल्ली ।
- पांडे रामशकल, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा ।
- प्रकाश राघव, व्यावहारिक सामान्य हिन्दी, पिक सिटी पब्लिशर्स, जयपुर ।
- बाहरी हरिदेव, व्यावहारिक हिन्दी व्याकरण, लोक भारती प्रकाशन, इलाहाबाद ।
- मंगल उमा, हिन्दी शिक्षण, आर्य बुक डिपो, नई दिल्ली ।
- लाल रमन विहारी, हिन्दी शिक्षण, रसतोगी पब्लिकेशन, मेरठ ।
- सफाया रघुनाथ, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर ।
- सुखिया के०के०, हिन्दी ध्वनियां और उनका शिक्षण, रामनारायण, इलाहाबाद ।



Paper- V & VI, Group-A (Opt. ii): TEACHING OF ENGLISH
Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

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

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Veeru
Ranjit
Dinesh

- Language Laboratory: Concept , Components

UNIT-III

- 5) Developing Language Skills- Listening and Speaking
- 6) Developing Language Skills – Reading and Writing
 - Teaching mechanism of Reading.
 - Teaching reading to beginners
 - Teaching reading with comprehension.

UNIT-IV

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

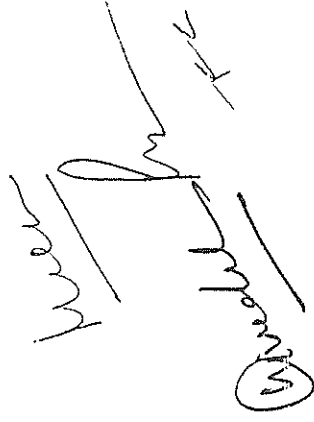
Practical/ Sessional

Max. Marks: 20

- Observation and evaluation of linguistics skills by the pupil teacher.
- Organisation of various co- curricular activities related to English subject.

SUGGESTED READINGS

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



Paper- V & VI, Group-A (Opt. iii): TEACHING OF PUNJABI

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

- 2) Development of Language skills

- Listening
- Speaking
- Reading
- Writing

UNIT-II

- 3) Development of Micro lessons based on skills of questioning, explaining, illustration and stimulus variation.

Role of language activities

- Debates
- Recitation
- Story telling
- Symposium

- 4) Methodology

Modern methods of teaching language with specific references to:


-57-

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

UNIT-III

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

UNIT-IV

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

8) Evaluation:

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

Marks: 20

Practical Session

Students will prepare assignments related with syllabus.

SUGGESTED READINGS

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

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Paper- V & VI, Group-A (Opt. iv): TEACHING OF SANSKRIT

Time: 3 Hours

Max. Marks: 80

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

इकाई एक

1. संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन

- संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता (उद्देश्य)

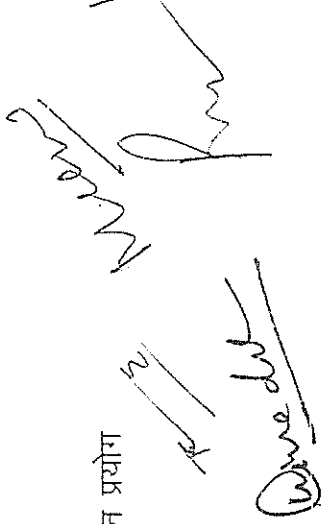
2. संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र

- संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास।

इकाई दो

3. संस्कृत भाषा शिक्षण की विधियाँ

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



इकाई तीन

6. संस्कृत में विधाओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया. उष्य तथा सोपान
- संस्कृत में पद्य-शिक्षण- प्रक्रिया. उष्य तथा सोपान
- संस्कृत में व्याकरण शिक्षण -प्रक्रिया. उष्य तथा सोपान
- संस्कृत में रचना शिक्षण - प्रक्रिया .उष्य तथा सोपान
- संस्कृत में अनुवाद शिक्षण- प्रक्रिया. उष्य तथा सोपान
- संस्कृत भाषा ज्ञान का मूल्यांकन, अर्थ, परीक्षाओं के प्रकार

(निबंधात्मक, वस्तुनिष्ठ, लघूत्तर, अभीष्ट)

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

इकाई चार

8. संस्कृत भाषायी कौशल

- संस्कृत में उच्चारण शिक्षण - अशुद्धि उच्चारण के प्रकार व्याकरण तथा सुधार के उपाय।
- संस्कृत में अक्षर-विन्यास शिक्षे षष्ठ्य-उच्चारण-सामान्य अशुद्धियां, कारण तथा निवारण के उपाय। सुलेख कार्य।
- 9. संस्कृत विषय वस्तु
- धातु रूप-पठ, लिख, अस्, भू, कृ (लट तथा लृ लकार)
शब्द रूप- राम, हरि, नदी, लता
- प्रत्यय- (अनीयर, तव्यत्) समास (बहुव्रीहि द्वन्द्व)
- शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

'SUGGESTED READINGS

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

Paper- V & VI, Group-A (Opt. v): TEACHING OF PHYSICAL SCIENCES

Max. Marks: 60

Time: 3 Hours

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 09 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 12 marks. It will be comprised of 4 short-answer type notes of 3 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 12 marks each.
- iv) All questions will carry equal marks.

Objectives:

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

COURSE CONTENTS

UNIT-I

Concept

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

Contents and Pedagogical analysis.

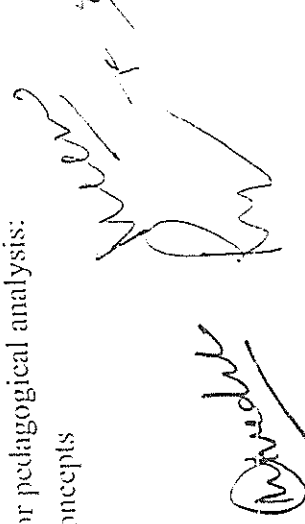
A. Contents

1. Energy-types
2. Transmission of heat
3. Atomic Structure
4. Magnetism
5. Friction
6. Water as universal solvent

B. Pedagogical analysis of any one of the above topics

Following points should be followed for pedagogical analysis:

1. Identification of minor and major concepts
2. Listing behavioral outcomes.
3. Listing activities and experiments.



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4. Listing evaluation procedure.

UNIT-II

Transaction of contents and Development of Instructional Material.

A. Transaction of contents

1. Unit planning and lesson planning
2. Preparation of teaching aids
3. Development of demonstration experiments.
4. Co-curricular activities.

B. Development of self-learning material (Linear programme)

UNIT-III

Methods of teaching and Skills involved in teaching

A. Methods of teaching

1. Lec-Demonstration method
2. Project Method
3. Problem-solving method

B. Skills

1. Practical demonstration-using Laboratory
2. Improvisation of apparatus
3. Skill of introducing the lesson (set induction)
4. Skill of Questioning
5. Skill of illustration with examples (visual)
6. Skill of explaining
7. Skill of using Black Board
8. Skill of stimulus variation

UNIT-IV

Evaluation

1. Concept-Measurement and evaluation and grading
2. Formative evaluation
3. Summative evaluation
4. Diagnostic evaluation
5. Characteristics of a good test
6. Preparation of achievement test-objective tests.

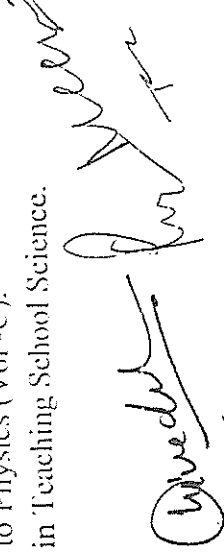
Pedagogical Analysis

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

Marks 40

Suggested Readings

- Anderson, R.D. (1970) : Developing Children's Thinking Through Science, Prentice Hall, New Delhi.
- Carin, A.A. & Sund, R.D. (1976) : Teaching Science Through Discovery, Merit, Harvard project Physics, (1968) An Introduction to Physics (Vol -C).
- Hurd Deart, P. (1971) : New Directions in Teaching School Science.



Rand McNally Co., Chicago, Kuthiro, (1970) : Physics Teacher Guide, Parker Publishing Co., New York.

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

Sharma R.C. (1981) : Modern Science Teaching Dhanpat Rai and Sons. Delhi Weber, Physics of Teachers, A Modern Review (1965), MacGraw Hill, New York, Anderson R.D. (1970) Developing Children's thinking through Science, Prentice Hall New Delhi.

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

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

Hurd Dilhurt, P. (1971) New Directions in Teaching School Science.

Rand MacMally Co. Chicago. Murry John. 1970 : Teaching of Science in Secondary School. Association Science Education NCERT. Position of science teaching in india Schools, NCERT Strategies in Science Education (RCE) Ajmer.

Neffield, (1968) : The Basic Course, Longman, London. Sharma R.C. & Sharma, Teaching of Science, New Delhi-I

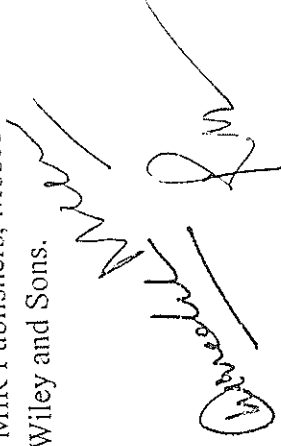
Siddiqui, N.N. & Siddiqui, N. Teaching of Science, New Delhi.

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

Bal Vignyanik (1981) : Science Text Books for Middle School, M.P. Text book Corporation, Boulding, H.F. Teaching Physics in elementary Schools. Oxford University Press, Esler Innovations in Science Teacher Education, Penguin Books Rogers, E.M. Physics for the inquiring Mind. Princeton University Press.

Romey, W.D. (1968) : Inquiry Teachnique for Teaching of Science, Prentice Hall, New Jersey, Jenkin, E & Whitefield , R. Readings in Science Education. A source Book, McGraw Hill, London. Ya- Perelan. Physics for Entertainment. MIR Publishers, Moscow.

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



Paper- V & VI, Group-B (Opt. i): TEACHING OF HOME SCIENCE
Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 3) Content and Pedagogical Analysis
 - Foods, Nutrition & Health
 - Child Care
 - Fiber and Fabric

4) Home management

- importance of planning
- principles of budget making
- Hygiene and sanitation

UNIT-III

- 5) Methods of Teaching and Micro-teaching Skills
 - General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work

W. S. S. S.
W. S. S. S.

- Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation.

6) Home Science Laboratory

- Concept and importance
- Planning of space and equipment for Home Science Laboratory

UNIT-IV

7) Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory

- Development and designing of curriculum
- Teaching aids-classification and importance
- Concept of lesson plan, preparation of lesson plan
- Development of text-books

8) Evaluation

- Evaluation in Home Science-Meaning and importance of evaluation
- Comprehensive and continuous evaluation
- Evaluation devices-written, oral, observation, practical work, assignment

Max. Marks: 20


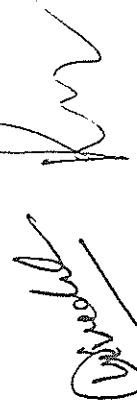

Practicum /Sessionals

Submit Report on any one of the following activities:

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

SUGGESTED READING

Chandra, Shah & Joshi. Fundamental of Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd
Dass & Ray. Teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd
Devdass, R. P. Method of Teaching of Home Science, New Delhi: NCERT.
Devdass, R. P. Teaching of Home Science in Secondary School. A handbook of Suggestion for Teachers, New Delhi: NCERT
Spafford, I. Fundamental in Teaching of Home Science, New York: John Wiley & Sons

Paper- V & VI, Group-B (Opt. ii): TEACHING OF COMMERCE

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil –teachers would be able to-

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

COURSE CONTENTS

UNIT-I

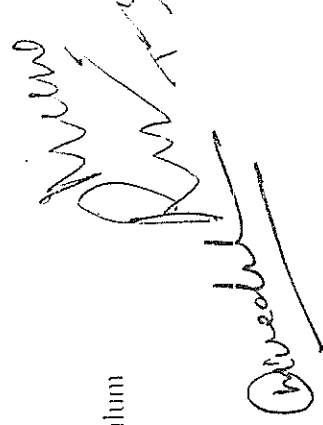
- 9) Nature and Concept of Accountancy and Business studies
 - Meaning, nature and scope of Accountancy and Business studies
 - Values in Commerce education.
 - Aims, and objectives and importance of teaching Accountancy and Business Studies.
 - Stating objectives in behavioural terms (Bloom's taxonomy of objectives.)

10) Content and their Pedagogical Analysis

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

UNIT-II

- 11) Following points should be followed for pedagogical analysis along with a project report after visiting an industry or Bank:
 - Identification of concept
 - Listing behavioral outcomes
 - Listing activities and experiments.
 - Listing evaluation techniques.
- 12) Development of Instructional Material.
 - Development and designing of Curriculum
 - Analysis of prescribed text book.



- Development of self-instructional material modules.
- Development/Utilization of Teaching aids.- Models, Graphs, Charts, Computers with LCD, Internet.
- Development of lesson plan.

UNIT-III

- 13) Methods of Teaching
- Methods of Teaching
 - Lecture Method
 - Discussion Methods
 - Problem-Solving method
 - Project Method
 - Role Playing with its application in class room situation.
- 14) Skills of Teaching
- Skill of Introducing lesson
 - Skill of Stimulus Variation
 - Skill of Explaining
 - Skill of Probing Questions
 - Illustration with Example

UNIT-IV

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

Marks 20

Practical/Sessional

Students will prepare two assignments related with syllabus.

SUGGESTED READINGS

- Aggarwal J.C. (1993). Documents on Higher Education in India – 1781-1982. Delhi: Doaba House
- Aggarwal, A.N. (1995). Business Methods & Machinery, Part I & II, Allahabad: Kitab mahal
- Aggarwal, J.C. Teaching of Commerce, Vikas Publications house Pvt. Ltd.
- Board of Secondary Education Rajasthan, Objectives of teaching Commerce, Rajasthan: Board of Secondary Education
- Gupta U.C. (2007). Teaching Commerce, ISBN No. 81-903668-5-8
- P.C. Segwalkar & Sarlekar: The structure of Commerce, (2000) Allahabad: Kitab Mahal
- Popham, Schrag & Blockhus (1975). A Teaching and Learning System for Business Education, New York: McGraw-Hill
- Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- Satlow, I.D. (1964). Teaching of Business Subjects Effectively, New York: Prentice- Hall Inc.
- Shankar T.(2007). Methods of Teaching Commerce, New Delhi: Crescent, VIII. ISBN No. 81-8342-063-X
- Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). Methods of Teaching Business Subjects, New York: McGraw-Hill book Company

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

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for Credit

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Paper- V & VI, Group-B (Opt. iii): TEACHING OF SCIENCE AND TECHNOLOGY
Max. Marks: 80
Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 1) Concept of Science and Technology
 - Need and significance: Justification for Science and Technology as a Compulsory subject
 - Emergence of the concept of Science and Technology
 - Linking Science and Technology with the Society- Science-Technology-Society (STS) approach in Teaching
- 2) Aims and Objectives of Science and Technology
 - Difference between aims and objectives
 - Objectives: behavioral objectives and general objectives
 - Writing behavioral objectives on any five-topics from the text books (6-10)

Arundhathi
Arundhathi

- Bloom's-Taxonomy of Educational Objectives.
- Aims and objectives of teaching Science and Technology according to the latest trends.

UNIT-II

- 3) Curriculum Development in Science and Technology
- Current principles of curriculum development
 - Analysis of anyone of the text books of science and technology being taught from 6th to 10th class.
- 4) Transaction of Curriculum.
- Instructional Planning: Unit-planning and Lesson planning.
 - Pedagogical Analysis of any one unit from the current text books following constructivist approach.

UNIT-III

- 5) Teaching Approaches
- Constructivist approach in teaching with specific reference to science and technology as a school subject.
 - Activity based approach: Meaning and significance of discovery approach, project approach
 - Concept approach: Concept, meaning and classification
 - Integrated and disciplinarian approach to teaching Science
- 6) Methods of teaching
- Inquiry method
 - Project method.
 - Lecture-cum-demonstration method
 - Methods of learning in tune with constructivist approach.

UNIT-IV

- 7) Science and Technology lab and teaching aids
- Concept and need of Science Lab.
 - Establishing a Science lab and its lay-out
 - Text book as a teaching aid
 - Audio and Audio-visual aids in teaching of Science
 - CD-Rom and multimedia concept and role
- 8) Evaluation
- Concept and types of Evaluation, Difference between measurement and evaluation
 - Continuous and comprehensive evaluation, need and importance of class tests, internal and external evaluation
 - Terminal evaluation/ Credit vs Grading System
 - Different types of tests with reference to their construction, suitability and analysis

Practicum /Sessionals

Submit Report on any Two of the following activities-

1. Project Report: Prepare an achievement test on any unit related to any class from 6th to 10th and submit a report about the effectiveness of the prepared achievement test.
2. Write a lesson plan on any topic of your choice (class 6th to 10th) following a specific method linked with constructivist approach.

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3. Prepare two teaching aids on any topic of your choice and write its application for teaching a topic, following the constructivist approach.
4. Prepare an analytical report on any of text books (6-10) of Science and Technology &
5. Develop any two demonstrative experiments for teaching any topic on Science & Technology.
6. ICT based or power-point presentation on any topic of your choice (class VI to X) on Science and Technology.
7. Seminar presentation on any topic given in the syllabus.

SUGGESTED READINGS

- Ander, B. R. D. (1970). Developing Children Thinking Through Science, New Delhi: Prentice Hall.
- Das, R. C. (1985). Science Teaching in Schools, New Delhi: Sterling Publishers
- Gupta, V K. (1994). Science and Technology Education: New Thrusts and Recent Trends, Chandigarh: Arun Publishing House
- Gupta, V. K. (1994). Teaching and Learning of Science and Technology, New Delhi: Vikas Publishing
- Gupta, V. K. (1994). Life Science Education Today, Chandigarh: Arun Publishing House
- Mangal, S. K. (1995). Teaching of Physical and Life Science, Delhi: Arya Book Depot
- Sharma, R. C. (1990). Modern Science Teaching, New Delhi: Dhanpat Rai & Sons
- Siddiqui, N. N. & Siddiqui, M. M. (1994). Teaching of Science Today and Tomorrow, Delhi: Doaba House

M. N. Siddiqui
M. M. Siddiqui

Paper- V & VI, Group-B (Opt. iv): TEACHING OF ARTS

M. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

Objectives:

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

Unit I

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

Unit II

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

Unit III: Methods of Teaching Art

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

Unit IV

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

W. S. S.
W. S. S.

Practical/Sessional

20 marks

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

Recommended Books

1. Jeswani, K.K. Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6
2. Road, H. Education through Art, Faber and Faber London
3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York
4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Percy Brown Indian Paintings.
7. Ian Chilvers The Oxford Dictionary of Art.
8. Bhup Singh Gulia The Traditions of Northern India (A study of Art, Architecture and Craft in Haryana) Subhi Publications, City Centre, Gurgaon (HR).
9. Lois Fichner -- Rathus - Understanding Art, Prentice-Hall International (U.K.) Ltd. London

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Paper- V & VI, Group-C (Opt. i): TEACHING OF ECONOMICS

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

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



- Development of self-instructional material-modules
- Development/utilization of instructional aids- Charts, Maps, Graphs, Tables, Models, Film strips, T.V., Computers
- Development of lesson plans

UNIT-III

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

UNIT-IV

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

Practicum/Sessionals

Max. Marks: 20

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

SUGGESTED READINGS

- Arora, P.N. (1985). Evaluation in Economics, New Delhi: NCERT
 Assistant Masters Association (1974). The Teaching of Secondary School Economics, London: Cambridge University Press
 Bawa, M.S. (1995). Teaching Economics, New Delhi: Delhi University Press
 Goulding, K.E. (1960). Economics Analysis (Volume-1) Micro Economics, New York: Harper and Row
 Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House
 Kanwar, B.S. (1973). Teaching of Economics, Ludhiana: Prakash Brothers
 Khan, R.S. & A. (1995). Lesson Planning, New Delhi: IASFI, JMI
 Olvie, J.M. (1973). The Principle of Teaching Economics, London: Heinmann Educational Book
 Siddiqi, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House
 Whitehead, D.J. (1979). Hand Book for Economic Teachers, London: Heinemann Educational Books

Paper- V & VI, Group-C (Opt. ii): TEACHING OF COMPUTER SCIENCE

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

- (i) Explain the importance of computer science in school curriculum.
 - (ii) Define the aims and objectives of teaching computer science.
 - (iii) Explain Bloom's taxonomy of educational objectives.
- UNIT-I**
- 1) Concept of Computer Science
 - Need and significance: Justification for Computer Science as a Compulsory subject
 - Emergence of the concept of Computer Science
 - Linking Computer Science with the Society and approach in Teaching

2) Importance, Aims and objectives

- Importance of Computer Science in School Curriculum.
- General aims and objectives of Teaching Computer Science
- Bloom's Taxonomy of Educational objectives
- Formulation of Specific objectives in Behavioral terms

UNIT-II

1) Methods of Teaching Computer Science

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

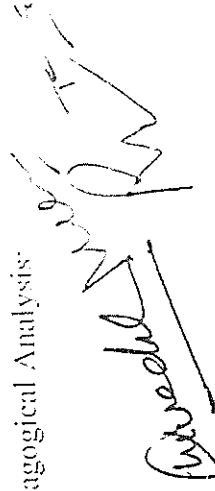
3) Contents & Pedagogical Analysis

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

Pedagogical Analysis

Following points should be followed for pedagogical Analysis:

- Identification of Concept
- Enlisting Behavioural outcomes.



- Enlisting activities and experiments
- Enlisting evaluation techniques

UNIT-III

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

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

UNIT-IV

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

Micro Teaching Skills

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

8) Evaluation

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

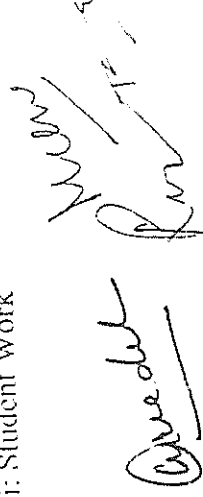
Max. Marks: 20

Practicum/Sessionals

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

SUGGESTED READINGS:

- Burton, W. H. (1972). Principles of History Teaching, London: Methuen
- Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT
- Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgoita publications
- Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India
- Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications
- Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications
- Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India
- Intel (2003). Intel Innovation in Education, New Delhi: Student Work



Paper- V & VI, Group-C (Opt. iii): TEACHING OF MUSIC

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

- (i) develop understanding of aims of teaching of Music.
- (ii) develop competencies and skills for teaching of Music.
- (iii) develop understanding and awareness of the essentials of Music.
- (iv) develop undertaking of the important evaluative procedures in Music.
- (v) demonstrate Aesthetic sense, Time sense, Tolerance and self confidence.

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 4) Possibilities of notation for Indian Music.
- 5) Voice culture- information about voice and culture and carynx
- 6) Knowledge of motion and Rhythm

UNIT-III

- 7) Methods of teaching Music
- 8) To prepare Lesson Plans
- 9) Qualities of a Music Teacher-Gayak, Vadaak and Vadyakar

UNIT-IV

- 10) Aids to the teaching of Music
- 11) Importance of classical Music, Suggestions for the popularization of classical Music
- 12) Evaluation in Music



Practicum/Sessionals

Max. Marks: 20

Any Two of the following:

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

SUGGESTED READINGS

- Awasthis. *Teaching of Music (Hindi)*, Extension Services, Jalandhar: Govt. Training College
Bhatnagar, S. *Teaching of Music*
Goswami, O. *Indian Music*
Khande B. *Short Historical Survey*
Khanna, J.: *Teaching of Music*
Madam, P. L. *Teaching of Music*
Masan, P.L. *Teaching of Music, (Hindi)*.
Patwardhan, Rag Vigvan
Ranaday. *Indian Music (Its Physical and Aesthetics)*
Sambamoorthy, P. *Teaching of Music*



Paper- V & VI, Group-D (Opt. i): TEACHING OF LIFE SCIENCE

Max. Marks: 60

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

Objectives

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

UNIT-I

Importance, Aims and Objectives:

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

Contents and Pedagogical Analysis

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



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

UNIT-II

Development of Instructional Material

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

UNIT-III

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

1. Methods of teaching
 1. Lecture-demonstration method
 2. Project method
 3. Problem-solving method
2. Practical skills
 1. Preparation of temporary and permanent mounts
 2. Collection and preservation of specimen
3. Micro-teaching skills
 1. Skill of introducing the lesson (set induction)
 2. Skill of Questioning
 3. Skill of illustration
 4. Skill of explaining
 5. Skill of stimulus variation

UNIT-IV

Evaluation

1. Concept of measurement and evaluation
2. Formative evaluation
3. Summative evaluation
4. Different types of grading
5. Attributes of a good achievement test
6. Preparation of an objective type achievement test

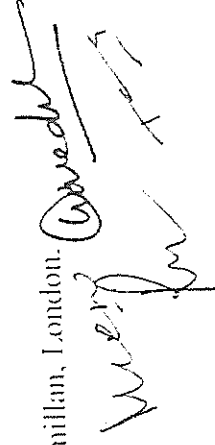
Padagogical Analysis

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

Marks: -40

Suggested Readings

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



Dastgir, Ghulam (1980) : Science kit address, Transition of Sharma & Sharma Teaching Se.
Tarakki Urdu Board, New Delhi.
H & eller. R (1967) : New Trends in Biology Teaching, UNESCO, Paris.
NCERT (1969) : Improving Instructions in Biology, New Delhi.
Novak J.D. (1970) : The Improvement of Biology Teaching.
Sharma, R.C. (1975) : Modern Science Teaching Dhanpat Rai & Sons, New Delhi.
Waston, N.S. (1967) : Teaching Science Creativity in Secondary School U.B. Saunders
Company, London.
Green, T.C. (1967) : The Teaching and learning Biology, Allman & Sons, London.
Miller, David, F. (1963) : Methods and Materials for Teaching the Biological Science, Mc
Graw Hill, New York.
Nunn, Gordon (1951) : Handbook for Science Teachers in Secondary Modern Schools, John
Murry, London.
Thurber, Walter (1964) : Teaching of Science in Todays Secondary Schools, Prentice Hall,
New Delhi.
Vaidya, N. (1971) : The Impact of Science Teaching Oxford and IB+I Publication Co., New
Delhi-I
Voss. Burton F.A. & Bren, S.B. Biology as Inquiry : A Book of Teaching Methods.
Gupta, VKJ (1995) : Readings in Science and Mathematics Education, Associated Publishers,
Ambala Cantt.
Gupta, V.K. (1994) : Life Science Education Today. Arun Publishing House Pvt. Ltd. SCO
49-51, Sector, 17-C Chandigarh.
Gupta, V.K. (1996) Science and Technology Education : New Thrusts and Recent Trends,
Arun Publishing House, Chandigarh.
Gupta V.K. (1995) : Teaching and Learning of Science and Technology, Vikash Publishing
House, New Delhi.
Gupta V.K. (1995) : Readings in Science and Mathematics Education, Association
Publishers, Ambala Cantt.

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Paper- V & VI, Group-D (Opt. ii): TEACHING OF SOCIAL STUDIES
Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

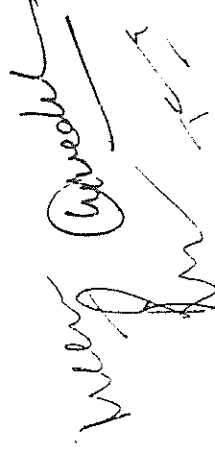
UNIT-I Concept, objectives and values:

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

UNIT-II

2) A) Methods and Skills of Teaching Social Studies (History/Geography/Civics):

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



- o Practical test
- o Diagnostic testing and achievement test
- o Remedial Measures
- Observation
- Rating Scale

Practical / Sessional

Marks: 20

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

SUGGESTED READINGS:

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

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 1. A signature that appears to read "M. A. A." with a flourish.
 2. A signature that appears to read "S. U." with a flourish.
 3. Initials "S. U." followed by a checkmark.

Paper- V & VI, Group-D (Opt. iii): TEACHING OF MATHEMATICS

Max. Marks: 80

Time: 3 Hours

NOTE FOR PAPER SETTERS:

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

OBJECTIVES:

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 1) Concept and aims of Mathematics
 - Meaning, Nature and Historical Development of Mathematics.
 - Assumption, postulates, axiom of Mathematics, and Fundamentals of logic namely: use of if and then, and if and only if.
 - Values to be taught through teaching of Mathematics.
 - Aims and Objectives of Teaching Mathematics at Secondary stage.
 - Writing objectives in terms of behavioural outcomes of students.

- 2) Diagnostic Testing and Remedial Teaching for:

- Gifted Learners
- Slow Learners
- Learners with Dyscalculia
- Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.

UNIT-II

- 3) Methods of Teaching Mathematics



- Development of Test Items:
- Diagnostic Testing and Remedial Technique
- Preparation of an Achievement Test.
- Criterion and Norm Reference Test.

Max. Marks: 20

Practical/Sessional

- pedagogical analysis/Assignments/Internal Exam

SUGGESTED READINGS

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

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 2. A signature that appears to be "Rajeev".