

*Four Year Integrated Programme in Teacher Education  
Leading to the degree of B.A. /B.Sc./B.Com. B.Ed.*

**CURRICULUM  
AND  
SYLLABUS OUTLINES**

**Maharshi Dayanand University Rohtak**

## **Syllabus Outlines** *(Educational Studies and Practicum)*

### **1<sup>st</sup> Semester**

#### **ES 1.1 Human Development during Childhood and Adolescence**

**Time: 3 Hours    Maximum marks: 100    (External: 80,    Internal: 20)**

Note for Paper Setters:

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

#### **Objectives of the Course**

This Course aims at developing an understanding of the constructs of childhood and adolescence from a socio-cultural perspective. Several issues pertaining to development are raised and addressed, so as to encourage students to look at and appreciate pluralistic perspectives. The student-teacher is also to be equipped with a clear understanding of special needs and issues of inclusion. Social, economic and cultural differences in socialization are looked at critically, so as to enable the students to gain insights into factors influencing children. An attempt has been made to integrate the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play along with the units on physical and motor development, the problems and dilemmas of adolescence are looked at critically, so as to prepare the student-teachers to approach adolescents with understanding.

#### **Units of Study**

##### **Unit 1**

Perspectives in Development

Concept and introduction to perspectives in development, humanistic psychology and developmental theory.

Concept of growth, development and maturation.

Development as multidimensional and plural; Development as a continuing process;

Ways in which development is continuous/discontinuous; socio-cultural contexts influencing development. Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

## **Unit 2**

### **Domains of developments**

#### **(a) Physical-Motor Development**

Development of gross and fine motor development skills in infancy and among preschool children.

Role of parents and teachers in providing opportunities for physical-motor development, e.g. through play activities.

#### **(b) Social, Emotional and Moral Development**

- ✚ Basic understanding of emotions, how differential gender socialization occurs.
- ✚ Personality development: Freud; psycho-social development – Erikson; influence of early childhood experiences on later personality.
- ✚ Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- ✚ Development of emotions: functions of emotions.
- ✚ Moral development; perspective of Kohlberg and Carol Gilligan's critique, cultural variations in moral reasoning.

## **Unit 3**

### **Contexts of Socialization**

- ✚ Concept of socialization: family and adult-child relationships; parenting, child-rearing practices.
- ✚ Separation from parents, children in crèches; children in orphanages.
- ✚ Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.

- ✚ Inclusion: introduction and perspective, brief historical background, concept and notions associated with it.
- ✚ Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- ✚ Social, economic and cultural differences in socialization: implications for inclusion.

## **Unit 4**

### **Childhood and Adolescence**

- ✚ Childhood as a construct; childhood in the context of poverty, globalization and adult culture.
- ✚ Commonalities and diversities within the notion of childhood with particular reference to the Indian context.
- ✚ Adolescence as a construct, physical, social, emotional and intellectual characteristics of adolescents, problems and dilemmas of adolescents, their needs and aspirations.

### **Mode of Transaction**

- ✚ Classroom discussions for developing conceptual understanding.
- ✚ Close reading of text material/research papers.
- ✚ Individual and group presentations of issues and concerns raised in assignments.
- ✚ Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations, systematic data.
- ✚ Gathering data about children from different contexts.

### **Suggested Practicum**

Peep into the Childs' world: What and How

The students may perform one of the following three tasks. They also think of some other tasks aimed at understanding children's development.

- ✚ Students collate about ten newspaper articles that involve issues of parenting and childhood, analyze these and hold discussions.

- ✚ Hands-on experience of methods of studying children and varying contexts in Childhood:

The students may identify a child to understand 5-14 year old children in diverse contexts and use Case Profile Method to study her. The teacher educator could organize the class in such a manner that different students profile children from varied socio-economic backgrounds. This would allow for a wide range of data, which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner; first-generation learners, street children and slum children; children with special needs.

Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

- ✚ Students watch a movie (for instance: *Salaam Bombay*) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, vis- a-vis construct of childhood.

### **Suggested Readings**

*Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.*

*Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins.*

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

*Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.*

*Balagopalan, S. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. Childhood, Vol. 9.*

## **PR 1.1 Computer use in Education**

### **Objectives of the Course**

The Course aims at providing hands-on experience to students in the use of computers in different processes of education. The course will be fully practical-based.

### **Units of Study**

- + Introduction to computers.
- + Input and output devices.
- + MS Office – 2003 onwards (Word, Excel, MS Access, PowerPoint).
- + Computer care – viruses, security and maintenance.
- + Uses and applications of computer.
- + Networking.
- + Internet and its Working – WWW, educational website, E-mail.
- + E-learning and Virtual Classrooms.
- + Multimedia – meaning, concept, required software and use in education.
- + What is internet? How does it work?

## **2<sup>nd</sup> Semester**

### **ES 2.1 Contemporary Indian Society**

**Time: 3 Hours    Maximum marks: 100    (External: 80, Internal: 20)**

#### **Note for Paper Setters:**

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

## Objectives of the Course

The course aims at developing an understanding of the political, economic, historical, social and cultural issues of contemporary India. All the units are intermeshed in one another, and a meaningful understanding of the contemporary India can be developed only by keeping all these facets at the background. This course forms the basis to think critically as critical questioning outlook is required from all student-teachers. Students are expected to analyze and go beyond their own general presumptions. The understanding of the society shall equip the student-teachers to design and implement appropriate educational interventions.

## Units of Study

### Unit 1: India

#### Emergence from the Freedom Struggle

- ✚ Impact of colonialism on Indian society, economy and polity.
- ✚ Anti-colonial struggle and different visions about independent India.
- ✚ Institutional structures of the Indian nation state: Continuities and breaks with the colonial apparatus.

### Unit 2

#### Constitution of India and Education

- ✚ Constitutional vision of independent India: then and now.
- ✚ Constitution and Education: concurrent status of education.
- ✚ Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender).
- ✚ Reservation as an egalitarian policy.
- ✚ Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school.
- ✚ Right to free and compulsory Education Act 2009 and challenges in its implementation.

### Unit 3

#### Democracy in India

- ✚ Institutional Structures: The Centre and the State, the Judiciary, Legislature and Executive.

- ✚ Democracy, Party System and Electoral Politics.
- ✚ Decentralization and Panchayati Raj (specifically 73<sup>rd</sup> and 74<sup>th</sup> amendment).
- ✚ Grass root social and political movements and Indian democracy.
- ✚ Challenges to deepen Indian democracy in the context of inequities of caste, class, gender and religious and linguistic identities.

#### **Unit 4**

##### **Indian Economy**

- ✚ Issues and debates on Globalization, Liberalization and Privatization of economy.
- ✚ Meaning and politics of development and its effects.
- ✚ Development and environmental concerns.
- ✚ Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit.
- ✚ Unorganized sector and migrant labor (to be studied with the help of a project based on locally done field work).

##### **Suggested Projects on Contemporary Indian issues (any two projects)**

- ✚ Critical appraisal of constitutional values along with other values as practiced in an Educational Institution.
- ✚ Comparative study of different workplaces.
- ✚ Conflicts and Social Movements in India: Women, Dalit and tribal movements, displacement, land, Human Rights, communal mobilization.
- ✚ Educational debates and movements, displacement and development.
- ✚ First generation learner in school.
- ✚ Children with disability and inclusive education.
- ✚ Role of media in Democracy.
- ✚ Understanding childhood in India.
- ✚ Analysis of contemporary debates in media.
- ✚ Education for Peace.



- ✚ Construct of the child and school in RTE Act.
- ✚ Language within school.
- ✚ Tracing any farm/industrial product to its origin.
- ✚ Role of state and international political economy in producing and addressing marginalization.
- ✚ Linguistic and religious diversity of India.
- ✚ Significance of minority rights.
- ✚ Educational status, opportunities and experiences of Dalits, Tribals and religious minorities in India.
- ✚ Marginalization and education of children from slums and distress migration.
- ✚ Challenges of pluralist education in the context of conflict.
- ✚ Impact of electronic media on children.
- ✚ Understanding youth culture in the present times and the impact of internet and other visual mediums.

The list of projects given above is suggestive. The students are free to undertake other projects based on content of the course.

### **Mode of Transaction**

- ✚ Teachers should incorporate discussions, projects, documentaries, movies and field-based projects.
- ✚ Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed.
- ✚ In a group, student-teacher should conduct field-based projects, and be able to analytically document their findings.
- ✚ Dialogue and discussions has to be the key for the transaction of this course.
- ✚ Discussion on documentaries, movies on relevant topics.

## **Suggested Readings**

- NCERT (2006) Social and Political Life-I. Class VI Textbook.*  
*NCERT (2007) Social and Political Life-II. Class VII Textbook,*  
*NCERT (2008) Social and Political life-III. Class VIII Textbook*  
*IGNOU Indian National Movement in Block-3 Emergence of Independent India. In (FHS) Foundations Course in Humanities and Social Sciences.*  
*Right to Free and Compulsory Education Act 2009.*  
*Kashyap, Subhash C. (1992). Our Parliament. New Delhi: National Book Trust.*  
*Sadgopal, A. (2000). Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak. Delhi: Granth Shilpi.*  
*Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2009. Vimarsh, Vol. 1.*  
*Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin*  
*Jha, S. (2002). Secularism in the Constituent Assembly Debates 1946-1950. Economic and Political Weekly, 27, 3175-3180.*  
*Kapila, U. (2009). Indian Economy Since Independence, New Delhi: Academic Foundation.*

## **PR 2.1 Visual and Performing Arts**

### **Objectives of the Course**

The course aims at developing the ability to use various performing arts such as music, dance, theater, and arts, etc. as pedagogical devices at the upper primary level. In this way, students become more enthusiastic and never feel bored to learn any subject.

### **Units of Study**

#### **Unit 1**

#### **Planning and Organization of Art-Integrated Learning for Upper Primary Classes**

- ✚ Planning lessons based on Art-Integrated Learning – Integration of arts with other subjects such as; Art and Languages, Arts and Social Sciences, Arts and Sciences, Arts and Mathematics, etc.

- ✚ Organization of Space, Time and materials for art experiences.
- ✚ Institutions and Art resources for learning in different subjects – museums, galleries, historical monuments, works of great artists, films, archaeological survey, etc.
- ✚ Arts as tool of Continuous and Comprehensive Evaluation (CCE) to assess the learning and development of children in different subjects.
- ✚ Development and use of appropriate tools such as; observation schedule, projects, portfolio, check list, rating scales, anecdotal records, displays, etc.

## **Unit 2.**

### **Performing Arts (Practical)**

#### **Methodology: Workshop mode**

Listening/viewing and exploring dance, theatre and puppetry.

#### **Dance Drama:**

Role play: Recollecting childhood's experiments. Telling stories using mime and movement. Enacting stories/situations/events from Literature, Geography, History, Civics, etc. Creating radio play/s to focus on voice modulation and creation of various sounds. Theater games and exercises: stretching, curling, leaping, stroking, and walking on all four, forms of various movements. Creating various situations through movement, children flying kites in the sky, earth quake, thunder rain, etc. Improvising movement with music, without music.

#### **Puppetry:**

Practicing finger puppets, hand puppets, stick puppets, moppets as tool of social communication and educational transactions.

## **Unit 3**

### **Group Assignments (Practical)**

#### **Methodology: Workshop mode**

Subject- and theme-based displays on bulletin boards, wall magazines periodically in the institute, Art and Craft Exhibition, periodic visits to galleries, museums, concerts, shows, fairs, etc and Herit-

age walks; preparation and presentation of reports with their educational relevance.

Projects on developing sessions on 'Art-Integrated Learning', subject-wise.

Projects on developing video clips/movies, Power Point Presentations, scrap books on different themes/topics to simplify concepts in different subjects.

### **Mode of transaction**

#### **Arts as Pedagogy: Focus Areas**

- ✚ Visit to places like museums, Bal Bhavan, art galleries.
- ✚ Organize workshops of five days duration on Art, Craft, Dance and Drama for artistic development and aesthetic experience.
- ✚ Film shows, concerts, exhibitions, Art event/s etc. can be used as precursor for the session. The session should involve use of different art forms followed by reflections from student-teachers on their experiences and expressions.
- ✚ Use of comic strips, visuals and pictures for narratives, sound and video clips for introducing new learning or concepts.
- ✚ Low-cost and locally available materials for art activities.
- ✚ Interactions with art educators, artists and artisans.
- ✚ CCE to keep the track of learning and development.
- ✚ Ensure 100% participation of every student-teacher in group assignments.
- ✚ Ensure art-integrated learning of different subjects during SEP.
- ✚ Provide exposure to alternative cinema; develop appreciation for cinema as an art and understanding of electronic media, its impact.
- ✚ Develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: Sultanate, Mughal, colonial, Post Independence Period, etc., political dynamics of space and its changing trends; heritage walks.

Critical and reflective questioning  
Cooperation and coordination among group members

### **3<sup>rd</sup> Semester**

#### **ES 3.1 Cognition and Learning in Socio-Cultural Context**

**Time: 3 Hours    Maximum marks: 100    (External: 80, Internal: 20)**

##### **Note for Paper Setters:**

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

##### **Objectives of the Course**

The course aims at helping the student-teacher to develop a critical understanding of different approaches to children's development and learning within a socio-historical perspective: principles of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross-cultural positions. The essence of child-centred pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context. An attempt has been made to include the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play, art, storytelling etc. as implications along with the units on physical and motor development, cognitive and language development respectively.

## **Units of Study**

### **Unit 1**

#### **Learning and Cognition**

- ✚ Learner as a developing individual, role of heredity and environment.
- ✚ Cognitive process – sensation, perception, attention, memory, concept formation and problem solving.
- ✚ Language development and its role in learning.
- ✚ Individual differences in learning styles.

### **Unit 2**

#### **Theoretical perspectives of learning**

- ✚ Learning: Concept of learning; processes of children's learning, basic ideas of Behaviorism and its critique.
- ✚ Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, implications for teaching-learning.
- ✚ Vygotsky's Theory: Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- ✚ Information processing approaches: basic architecture of the mind (working memory, long-term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.
- ✚ Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact.
- ✚ Experimental learning and reflection.

### **Unit 3**

#### **Socio-cultural context of Learning**

- ✚ Self concept and self esteem, factors influencing self-esteem.
- ✚ Socialization and learning: understanding influences and factors that shape learner's identity.

- ✚ Learners in Context: Situating learner in the socio-political and cultural context.
- ✚ Social, economic and cultural differences in socialization: implications for education.

## Unit 4

### Group Learning Strategies

- ✚ Meaning and characteristics of a Social Group.
- ✚ Group dynamics and role of social groups.
- ✚ Importance of developing Group Mind (Group Cohesiveness).
- ✚ Sociometry – uses and importance.
- ✚ Co-operative Learning strategies.
- ✚ Collaborative Learning and role of ICT.

### Suggested Practicum

#### Peep into the Child's world: What and How

The students may perform one of the following four tasks to understand the process of learning. They may also think of some other tasks to make a dent to the child's inner world with reference to the process of learning.

**Task 1:** The student-teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student-teachers could also organize such simple activities for children. They conduct these activities with children and maintain records of other children's responses.

**Task 2:** The student-teacher observes children at play and maintains records – 2 hours across 4 observations; observations can be carried out in playgrounds in the neighborhood or schools. The students could identify different games that children play; individual and group behavior in play; friendships and social relationships.

The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behavior, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

**Task 3:** Student-teachers identify a movie or a cartoon that is popular among school age children. They construct an interview schedule (to interview children) and observation check list to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student-teachers.

**Task 4:** Student-teachers identify a video game that is popular among school age children. They construct an interview schedule and observation check list to "Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself".

### **Mode of Transaction**

- ✚ Classroom discussions for developing conceptual understanding.
- ✚ Close reading of text material/papers.
- ✚ Individual and group presentations of issues and concerns raised in assignments.
- ✚ Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

### **Suggested Readings**

*Elkind, D. (1976). Child Development and Education. Oxford University Press.*

*Harris, M. and Butterworth, G. (2002). Developmental Psychology: A Student's Handbook.*



*Mukunda, Kamala, V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida:*

*Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill.*

*Donaldson, M. (1986). Children's Minds. UK: Harper Collins Publishers Ltd.*

*Holt, J. (1967). How Children Learn. London: Penguin.*

*Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman. Siegler, R. and Alibali, M.W. (2005). Children's Thinking. (4th edition). New Jersey, USA:*

### **PR.3.1 Self-Understanding for Evolving an Education Vision**

#### **Objectives of the Course**

The course aims at enabling the student-teachers to develop the capacity for self-analysis leading to self-knowledge and also for developing their viewpoint on various issues and practices of education. The course organized around themes concerning self-understanding and related workshop themes. Each theme is accompanied by its objectives.

#### **Units of Study**

##### **Unit 1**

##### **Exploring the Aim of Life**

- ✚ To enable students to develop a vision of life for themselves.
- ✚ To encourage students to give conscious direction to their lives to take responsibility for their actions.
- ✚ To develop a holistic and integrated understanding of the human self and personality.

##### **Workshop Themes**

- ✚ Vision as a person: aspiration and purpose of life.
- ✚ Giving a conscious direction to life.
- ✚ Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

## **Unit 2**

### **Discovering one's True Potential and Facilitating personal growth**

- ✚ To facilitate the personal growth of the students by helping them to identify their own potential.
- ✚ To develop the power of positive attitude.
- ✚ To encourage students to develop the capacity for self-reflection and personal integration.
- ✚ To explore attitudes and methods needed for facilitating personal growth in students.
- ✚ To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

### **Workshop Themes**

- ✚ Understanding one's strengths and weaknesses through self-observation exercises.
- ✚ Taking responsibility for one's own actions.
- ✚ Developing positivity, self-esteem and emotional integration.
- ✚ Exploring fear and trust; competition and cooperation.
- ✚ Developing skills of inner self-organization and self-reflection.
- ✚ Writing a self-reflective journal.
- ✚ Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- ✚ Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.
- ✚ Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

## **Unit 3**

### **Developing Sensitivity**

- ✚ To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- ✚ To encourage students to develop the capacity for perspective taking and appreciating different points of view.

- ✚ To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

### **Workshop Themes**

- ✚ Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability, etc.) and critically examine the sources of stereotyped messages (e.g., media).
- ✚ Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- ✚ Developing the capacity for empathic listening and communication skills.
- ✚ Understanding one's own childhood and adult-child gaps in society.

### **Unit 4**

#### **Peace, Progress and Harmony**

- ✚ To develop the capacity to establish peace within oneself.
- ✚ To develop the capacity to establish harmony within a group and methods of conflict resolution.
- ✚ To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- ✚ To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

### **Workshop Themes**

- ✚ Establishing peace within oneself: exercises of concentration and meditation.
- ✚ Understanding group dynamics and communication.
- ✚ Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- ✚ Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

### **Mode of Transaction**

The student-teacher develops the format of workshops. These could be scheduled as either 7-day or 14 half-day workshops spread over the academic session from July to March. Some of the workshops may have small project/fieldwork components, which can be undertaken during the school internship programme, to be followed by presentations. To conduct the workshops, outsourcing is proposed. For this purpose, resource persons may be invited from organizations working in the area of personal development. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In order to meet the objectives, a number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, discussion of issues in pairs and groups, presentations, buzz sessions, role plays and case studies and various other activities suitable for the particular workshop.

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think afresh on issues that concern them most closely and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.

### **Suggested Audio-Visual Resources**

1. *Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com*

2. *Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation*
3. *The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)*

### **Suggested Readings**

- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.*
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India*
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.*
- Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.*
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.*
- Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust.*
- Yuva School Lifeskills Programme, (2008) Handbook for Teachers, Department of Education and SCERT, Govt. of NCT of Delhi. Draft Vols. 1, 2, 3 & 4*
- Haldar, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.*
- Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.*
- UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.*

## **4<sup>th</sup> Semester**

### **ES 4.1 Gender and Inclusive Education**

**Time: 3 Hours Maximum marks: 100 (External: 80, Internal: 20)**

#### **Note for Paper Setters:**

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- 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.
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- iv) All questions will carry equal marks.



#### **Objectives of the Course**

The course aims at developing understanding of the historical and contemporary forces and processes that have left children with no voice and no choice of their own. The course is closely linked with courses in educational studies. This course along with courses in educational studies, field work, practicum and school internship will enable the student-teachers to develop conceptual understanding of the issues relating to gender and inclusive education. The course also aims at bringing about attitudinal change among student-teachers, so as to motivate them to incorporate girl children and differently abled children into their teaching-learning process instead of seeing them as a problem and challenge.

#### **Units of Study**

##### **Unit 1**

##### **Inclusive Education**

-  Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs).
-  Meaning of Inclusive Education.

- ✚ Addressing Inequality and Diversity in Indian classroom: pedagogical and curriculum concerns.
- ✚ Understanding and exploring the nature of assessment for inclusive education.

## **Unit 2**

### **Children with Special Needs**

- ✚ Historical and contemporary perspectives to disability and inclusion.
- ✚ Range of learning difficulties.
- ✚ Disability identification, assessment and interaction.
- ✚ Approaches and skills for teaching children with learning difficulties.

## **Unit 3**

### **Gender, School and Society**

- ✚ Gender: psychological and sociological perspectives (Radical Feminist, Socialist- Feminist, Psychoanalytic and other Perspectives) and recent debates.
- ✚ Social construction of gender: socialization, family and gender identity.
- ✚ The media, gender roles and stereotypes; caste, class, community and gender relation.
- ✚ Gender inequalities in schooling: organization of schooling; gender bias in textbooks, curricular choices and the hidden curriculum (teacher attitudes, classroom interactions and peer culture).
- ✚ Gender and schooling: case studies of interventions in school education; reflections from the field and strategies for change.

## **Unit 4**

### **Special Educational Needs (SEN) of Learners in Inclusive School**

- ✚ Identification of diverse needs of SEN learners and referrals.
- ✚ Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedics, Intellectual

Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities.

- ✚ Types and use of Assistive Devices for learners with SEN Adaptations & Accommodations: Physical & Curricular.

### **Mode of Transaction**

- ✚ Dialogue and discussions has to be the key for the transaction of this course.
- ✚ Project for the implementation of inclusion in schools.
- ✚ Visit to institutions engaged in the education of differently abled children. Preparation and presentation of report on field visits followed by discussion, analysis and reflection. .

### **Suggested Readings**

- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. Responses. Can Pub.*
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.*
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.*
- Blackurst & Berdine (1981), Introduction to Special Education.*
- Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon*
- Daniels, Harry (1999). Inclusive Education, London: Kogan.*
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.*
- Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida*
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.*
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont.*
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.*
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi*



- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub*
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education, Prentice Hall.*
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub*
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba*
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.*
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub*
- M. C.Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.*
- Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford*
- Mangal,S.K., Education of Exceptional Children, PHI, New Delhi*
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi*
- National Policy on Education (1986, 1992), MHRD, GOI, Delhi*
- Bhasin, Kamla and Nighat Sayad Khan. 1983. Feminism and its Relevance in South Asia, Kali for Women: New Delhi*
- Nambissan, Geetha B. 1995 Gender and Education: The Social Context of Schooling Girl Children in India. Perspectives in Education, New Delhi.*

#### **PR4.1 Environmental Awareness**

##### **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.

Methodologies of Environmental Education.

Teaching Environmental Education Various methods (survey, project and field Trip)

Role of school and teacher- various activities and associated skills

Eco magazine

Exhibition and plantation

Eco-Club – meaning, objectives, structure, and activities Environment

Meaning and definition of Environment and its Components

Principles of environment

Major environmental problems

Concept of healthy environment & efforts in this direction

Conservation of environment: Government commitment in national and international fields.

### **Unit-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

Impact of Technology on Environment-

Environment Pollution

Soil Pollution

Water Pollution

Air Pollution

Noise Pollution

Miscellaneous Environmental Issues.

Forests and their conservation.

Wildlife and its conservation.

Conservation of energy resources.

Alternate source of energy.

Waste management.

Population and environment- Human population growth and its problems

Indoor environment.

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

### **Suggested Readings**

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

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

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

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

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

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

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

## **5<sup>th</sup> Semester**

### **ES 5.1 Education and Society**

**Time: 3 Hours    Maximum marks: 100 External: 80,    Internal: 20)**

#### **Note for Paper Setters:**

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

#### **Objectives of the Course**

The course aims at developing an understanding of the sociological and philosophical bases of education in historical perspective. This

base will help the students to understand the basic assumptions about human nature, learning and knowledge which will vary as the course presents diverse points of view. The critical understanding of these facets will also emerge as the course presents the linkage between education, knowledge and power. All these units would enable a learner to develop an informed understanding of various significant aspects of Indian education.

## **Units of Study**

### **Unit 1**

#### **Philosophical Understanding of Education**

- ✚ Nature and need of education in human societies.
- ✚ Relationship between schooling and education, various educative processes in human societies.
- ✚ Basic assumptions about human nature, society, learning, and aims of education.

### **Unit 2: Educational thoughts of Eminent Thinkers**

Schooling and Education as visualized by different Western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurthy, Gijubhai, Aurobindo.

### **Unit 3**

#### **Education, Politics and Society**

- ✚ Prominent characteristics of education in India during colonial .
- ✚ India's Contemporary Education: continuity with and shift from colonial legacy.
- ✚ Role of education in reproducing dominance and challenging marginalization with reference to class caste, gender and religion.
- ✚ Political nature of education.

## Unit 4

### Education and Social Change

- + Concept of social change.
- + Education as an instrument of social change.
- + Education and modernization.
- + Role of education in societal change in India during post-independence period.
- + Value education and social change, role of value education in the modernisation of society.

### Mode of Transaction

- + Critical thought and questioning should be the basis for the transaction.
- + Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- + Teachers should incorporate seminars, discussions, movie appraisals, group work, field works, projects and the close reading of articles, policy, documents.
- + The connections between all the four units must be explored.
- + The units are to be studied by keeping the socio-historical-political context in mind.

### Suggested Readings

*Badheka, G. (2001). Baal Shikshan aur Shikshak. Bikaner: Vaagdevi Prakashan.*

*Sursheshchandra Shukla and Krishna Kumar (Eds.) Shiksha ka Samajshastriye Sandarbh. Delhi: Granthshipli (also available in English S. Shukla and K. Kumar (Eds.) Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.)*

*Kumar, K. (1988). What is Worth Teaching. New Delhi: Orient Longman.*

*Palmer, Joy A. et. al (2001). Jean-Jacques Rousseau, John Dewey, Rabindranath*

*Dewey, J. (2009). School aur Samaj. Delhi: Aakar. (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).*

*Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students:*

*Krishna Kumar and Joachim Oesterheld (Eds.) Education and Social Change in South Asia. New Delhi: Orient Longman.*

*Rekha Wazir (Ed.) The Gender Gap in Basic Education: NGOs as Change Agents. New Delhi: Sage*

*Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) Child Labour and the Right to Education in South Asia, New Delhi: Sage.*

*Deepak Kumar Behera (Ed.) Childhoods in South Asia. New Delhi: Pearson.*

## **PR 5.1 Health & Physical Education**

### **Objectives of the Course**

The course aims at developing understanding of major concepts of Health Education and enabling them to take care of health needs of school students. The course shall equip the student-teachers to design and implement appropriate physical education activities so as to realize the goals of age-appropriate motor and physical development.

### **Units of Study**

#### **Unit 1**

##### **Health Education**

- + Concept of Health Education.
- + Aims and objectives of health education.
- + Factors influencing health.
- + School health programmes.
- + School health services.
- + Role of the teacher in School Health programme.

#### **Unit 2**

##### **Health: Nutrition and Hygiene**

- + Concept of Nutrition and Balanced Diet.
- + Components of Balanced Diet.
- + Malnutrition, in Indian context.

- + Personal hygiene.
- + Environmental hygiene.
- + Pollution and Global Warming.
- + Communicable diseases – mode, control and prevention.

### **Unit 3**

#### **Physical Education: Organization and Administration**

- + Meaning, objectives of Physical Education.
- + Scope and importance of Physical Education.
- + Physical Fitness – meaning, components and benefits.
- + Methods of organizing physical activities.
- + Lesson Plan, preparation of General Lessons.
- + Organization of intramural and extramural competitions, tournaments, preparation of fixtures, Single Knock-out and Single League.

### **Unit 4**

#### **Basic Skills, Rules and Regulations of a few Games and Yoga**

- + Basic Skills, Rules and regulations of Basket Ball, Badminton, Volley Ball, Kho-Kho, Hockey and Kabaddi.
- + Meaning, Definition of Yoga, eight limbs of yoga, need and importance, Practice of Yoga and Physical Exercises.
- + Exercise types: 1. Aerobic, 2. Anaerobic.
- + Effects of Exercise on various body systems – circulatory, muscular, digestive & respiratory systems, difference between Physical Exercises and Yoga.

#### **Mode of Transaction**

- + The student should be encouraged to study available literature.
- + Conduct simple activities and exercises, record observation, discussion with peers and teachers reflect on how they arrived at questions.
- + Why they choose certain ways of conducting inquiry, etc.
- + This exercise needs to be facilitated by their teacher or experts.
- + Many issues may be taken up for literature survey, discussions, campaigning through posters, public hearing talks of concerned people like coaches and instructors.

### **Suggested Readings**

- Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khel Sahitya Kendra.*
- Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.*
- Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.*
- Sachdeva, M. S. (2006). School organisation, administration and management Ludhiana: Tandon Publication.*
- Chandra, S., Sothi, & Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.*
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.*
- Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.*
- Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.*
- Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyan Publishers.*
- Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.*
- Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd.*
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. New Delhi: Vikas Publishers Ltd.*
- Charles, B. A. (1992). Foundation of physical education and sport. New Delhi:BI Publication.*



## 6<sup>th</sup> Semester

### ES. 6.1 Educational Administration and School Leadership

**Time: 3 Hours Maximum marks: 100 (External: 80, Internal: 20)**

#### **Note for Paper Setters:**

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

#### **Objectives of the Course**

The course aims at developing the understanding among student-teachers as to how education system is administrated in India and how it impacts educational and curriculum policies and also management of schools. This is likely to provide insight into the constraints of the system and the specific role and space that teachers and school leadership can claim to initiate change.

#### **Units of Study**

##### **Unit 1**

##### **Structures and Processes of the Indian Education System**

- ✚ Pattern of school education.
- ✚ Educational administration at the central level, role of MHRD and CIBE.
- ✚ Education administration at the state level, role of Directorate of Education, District Officers and Local Bodies.
- ✚ Support organizations at the National and State level like NCERT, NCTE, NUEPA, SCERTs, Board of School Education.

## **Unit 2**

### **School Effectiveness and School Standards**

- + What is school effectiveness and how it is measured?
- + What is school culture?
- + Understanding and developing standards in education.
- + Classroom management and the teacher.
- + Lesson plans, preparation for transaction and inclusive education.
- + Communication in the classroom and multiple learning levels in the classroom.

## **Unit 3**

### **School Leadership and Management**

- + Administrative leadership.
- + Team leadership.
- + Pedagogical leadership.
- + Leadership for change and for enriching academic ethos in schools.
- + Change management.

## **Unit 4**

### **Change facilitation in Education**

- + Sarva Shiksha Abhiyan (SSA) experiences.
- + Equity in education.
- + Incentives and schemes for girl children.
- + Incentives and schemes for disadvantaged children.
- + Issues in educational and school reform.
- + Preparing for and facilitating change in education.
- + Abolition of corporal punishment.
- + Observance of code of Professional Ethics.

### **Project Work:**

The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.

### **Suggested Topics**

1. Managing the classroom.
2. The role of the School Head.
3. Interactions with support organizations.
4. School improvement plan.
5. Change facilitation processes.

### **Mode of Transaction**

- + Close reading of specific texts.
- + Observation and documentation of school organizational processes.
- + Field visits: centers of innovation, different school types.

### **Suggested Readings**

*Sood, N. (ed), 2003 Management of School Education in India. New Delhi: NIEPA.*

*Early, P. and Weindling, D. (eds) 2004 Understanding School Leadership, UK: Paul Chapman Publications,*

*Govinda, R (2001) Capacity Building for Educational Governance at Local Levels.*

*Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.*

*M. Mukhopadhyay and Madhu Parihar, (1990) Indian Education: development since independence. New Delhi: Vikas Publications.*

### **PR 6.1 Youth Red Cross, first aid awareness programme**

### **7<sup>th</sup> Semester**

### **ES 7.1 Research and Innovations in Education**

**Time: 3 Hours Maximum marks: 100 (External: 80, Internal: 20)**

### **Note for Paper Setters:**

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

ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

### **Objectives of the Courses**

The aim of this course is to demystify the notion of research and prepare every teacher as a researcher. The course seeks to make student-teachers familiar with the concept and methods of action research and equip them to undertake research leading to decision making, improvement in classroom practices and innovations.

### **Units of Study**

#### **Unit 1**

##### **Introduction to Action Research**

- + What is Educational Research?
- + Types of Research.
- + What is Action Research?
- + Why undertake Action Research?
- + Difference between Action Research and Basic Research.
- + Advantages and limitations of Action Research.

#### **Unit 2**

##### **Planning for Action Research**

- + Identification of research problems and selection of a topic.
- + Formulation of research question(s).
- + Library research – analysis of books, various documents, films, etc.
- + Formulation of hypotheses.
- + Quantitative and qualitative data.

### **Unit 3**

#### **Doing Action Research**

- ✚ Methods and tools of data collection, questionnaire, group interview, personal interview, case studies, observation, field diaries and notes.
- ✚ Analysis/reflection and interpretation of data.
- ✚ Drawing conclusions.
- ✚ Preparation of project report.

### **Unit 4**

#### **Innovation in Education**

- ✚ Concept and importance of innovation.
- ✚ Basis of innovation-observation, research experimentation, reflection.
- ✚ Major innovations in school education in Independent India.
- ✚ Broad areas of innovation, curriculum designing, preparation of teaching learning material, teaching methods, school organization and classroom management, student assessment.
- ✚ Teacher as an innovator.

#### **Practicum**

One Action Research (Project) has to be conducted in the 8<sup>th</sup> Semester as a Project Based Cooperative Learning effort. Student-teachers shall work in a small group. Student-teachers should be attached to a Teacher Educator for individual/group guidance for the finalization of research topics, preparation of research design, construction of tools of data collection, analysis and interpretation of data and finally for preparation of report. The final report is to be submitted at the end of 8<sup>th</sup> Semester. The student-teacher may choose a research topic from any aspect of education and schooling such as content of education, process of curriculum transaction teaching learning material, classroom management, pupil assessment, learning and behavioral difficulties, etc.

#### **Suggested Readings**

*Action Research (a document.), Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA), IGNOU-MHRD, Govt. of India Project*

*Henning, J.E., Stone, J.M., & Kelly, J.L.( 2009). Using Action Research to Improve Instruction. An interactive guide for teachers.New York: Routledge.*

*Koshi, V (2005). Action Research for improving practice. A practical guide. New Delhi: Paul Chapman Publishing.*

*Mills, Geoffrey.E. (2007). Action Research: A Guide for the Teacher Researcher. University of Michigan: Prentice Hall.*

## **ES. 7.2. Information, Communication and Educational Technology**

**Time: 3 Hours    Maximum marks: 100    (External: 80, Internal: 20)**

### **Note for Paper Setters:**

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




### **Objectives of the course**

The course aims at developing understanding of the role of Information and Communication Technology as an instrument of improving the delivery of educational practices. The course further seeks to equip the teachers to make their classroom delivery more lively, interesting and challenging.

### **Units of Study**

#### **Unit 1**

#### **Information and Communication Technology**

-  Meaning and Concept.
-  Models of Communication, Classroom Communication.
-  Concept of Tele-communication and Satellite-communication.

- ✚ Teleconferencing, Video Conferencing.

## **Unit 2**

### **Internet and its working**

- ✚ E-learning and virtual classrooms.
- ✚ Virtual universities.
- ✚ Role of ICT in distance education.
- ✚ Role of ICT in pre-service and in-service education of teachers.

## **Unit 3**

### **Educational Technology**

- ✚ Meaning and Concept.
- ✚ Scope & Significance.
- ✚ Training Strategies.
- ✚ Demonstration, Programmed Learning, Interaction Analysis, Simulation and Micro teaching.
- ✚ System Approach.
- ✚ Personalized Instructional System.
- ✚ Co-operative Learning.

## **Unit 4**

### **ICT Resources in School**

- ✚ ICT Laboratory in schools.
- ✚ Essential resources in ICT laboratory in school.
- ✚ Organization of ICT laboratory.

### **Mode of Transaction**

The course which is practice-oriented should be conducted through demonstration and observation and by providing maximum hands-on experience.

### **Suggested Readings**

*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.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.*

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

*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.*

*Sutherland, R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.*

### **PS. 7.2.1 Teaching of Hindi**

**Time: 1:30 Hours    Maximum marks: 50    (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- define the nature, need & principles of Hindi language. Explain different methods of teaching Hindi. Demonstrate the use of various audio visual aids. Explain objectives and steps of teaching prose, poetry & grammar of Hindi explain the meaning of evaluation and types of evaluating techniques.



इकाई 1

हिन्दी—शिक्षक

(1)

मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य ।

भाषाई कौशल का सामान्य ज्ञान

(अ) श्रवण कौशल

(आ) भाषण कौशल

(इ) पठन कौशल

(ई) लेखन कौशल

(2)

हिन्दी में उच्चारण शिक्षण, अक्षर—विन्यास एवं विराम—चिन्ह ।

हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग ।

इकाई 2

(3)

पाठ योजना का अर्थ, महत्त्व एवं रूप—रेखा ।

हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास ।

(4)

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

### Practicum/Sessionals:

#### प्रयोगात्मक क्रियाएँ

निम्नलिखित में से किन्हीं एक पर **Project** तैयार करें ।

(क) विभिन्न प्रकार की ध्वनियों के उच्चारण की ओर ध्यान देते हुए छात्राध्यापक/छात्राध्यापिका किन्हीं दस विद्यार्थियों द्वारा की जाने वाली अशुद्धियों तथा उसके निदान के उपाय का प्रस्तुतिकरण दृश्य—श्रव्य/ श्रव्य साधन का भाषायी प्रयोगशाला में प्रयोग करेंगे ।

(ख) छात्राध्यापक/छात्राध्यापिका अपने अभ्यास विद्यालय के पाँच विद्यार्थियों द्वारा कविता/कहानी/निबन्ध पाठ की दृश्य—श्रव्य/श्रव्य साधन प्रयोग करते हुए प्रस्तुतीकरण करेंगे ।

(ग) पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था एवं आयोजन करना ।

#### संदर्भ—ग्रंथ सूची

1. शुक्ल, भगवती प्रसाद ;1974). हिन्दी उच्चारण और वर्तनी, नई दिल्लीरु आर्य बुक डिपो

2. सुखिया, के.के. ;1976). हिन्दी ध्वनियां और उनका शिक्षण, इलाहाबाद: रामनारायण लाल।
3. तिवारीए भोलानाथ तथा भाटिया, कैलाश चन्द ;1980). हिन्दी शिक्षण, दिल्ली: लिपि प्रकाशन,

### **PS 7.2.1 Teaching of English**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- explain the concept of English and its elements

Define linguistic skills and process of development among pupils conduct pedagogical analysis and develop teaching skills. Explain the concept of evaluation and methods of evaluating the performance of students. Critically explain various teaching methods. Demonstrate language competencies.

#### **Course Contents**

##### **Unit-1**

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

##### **Unit-2**

3) Learner centered approaches and Methods of Teaching

Difference between 'Approach' and 'Method'.

Direct Method, Bi-lingual method, Communicative Approach, and Constructive Approach (co-operative Learning)

Teaching of the following

Prose

Poetry

Grammar

Composition

4) Instructional Material:

Concept

Components

Importance and their effective use.

Tape Recorders, Television

Films, Filmstrips, OHP

Language Laboratory: An important Instructional aid

**Practicum/Sessional**

Select any one of the following:

Preparation of a Diagnostic Test/Achievement Test/ Reading Comprehension Test.

Prepare a Remedial programme for a child having English Spelling Errors.

Writing of Objectives based or Objective test items on different aspects of English attainment – Grammar, Composition and Vocabulary for Secondary Schools.

**Suggested Readings**

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

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

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

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

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

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

- Hayes, B. L. (ed.) (1991). Effective strategies for teaching reading, London: Allyn & Bacon
- Sachdev M.S. (2007). Teaching of English, Patiala: Twenty First Century Publications.
- Wilkins, D. A. (1983). Linguistics in English Teaching. London: Edward Arnold ELBS Edition

### **PS 7.2.3 Teaching of Sanskrit**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

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

#### **Course Contents**

##### **इकाई 1**

- 1.संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन  
संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता (उद्देश्य)
- 2.संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र संस्कृत भाषा शिक्षण में  
श्रवण तथा पठन का अभ्यास।

## इकाई 2

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

### Practicum / Sessionals

(अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य-पुस्तकों में से किसी एक पाठ की

विषय-सामग्री का शिक्षा-शास्त्रीय विश्लेषण।

(ब) हरियाणा राज्य शिक्षा बोर्ड एवं सैन्ट्रल बोर्ड ऑफ एजुकेशन के परीक्षा पत्रों

के आधार पर माध्यमिक-स्तर के लिए प्रश्न-पत्र-निर्माण।

### Suggested Readings

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

### PS. 7.2.4 Teaching of Mathematics

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### Note for Paper Setters:

i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### **Objectives:**

Pupil-teachers would be able to-define Meaning, Nature, aims and objectives of Mathematics

Explain the relationship of Mathematics with other subjects. Explain Historical development and contribution of Indian Mathematics.

Familiarize the pupil-teachers with the development of Curriculum in Mathematics. Differentiate between Methods and Techniques of Teaching Mathematics. Perform Pedagogical Analysis of various Concepts in Mathematics.

Describe instructional planning and development of relevant material for the teaching of Mathematics. Demonstrate uses of I.C.T. in Teaching of Mathematics. Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics. Explain importance and uses of learning resources in Mathematics.

### **Course Contents**

#### **Unit-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 behavioral outcomes of students.

Instructional Planning & Material Development.

Preparation of Micro Lesson Plan

Preparation of Simulated Lesson Plan.

Preparation of Classroom Lesson Plan.

Preparation and use of Audio-Visual Material and equipments.

Professional Growth of Mathematics Teacher

## **Unit-2**

Methods of Teaching Mathematics

Lecture-cum-Demonstration

Inductive-Deductive

Analytic-Synthetic

Problem Solving

Laboratory

Project

Techniques of teaching Mathematics

Oral work

Written Work

Drill-work

Brain-storming

Home Assignment

Self-study

Supervised Study

## **Practicum/Sessionals**

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

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

## **Suggested Readings**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **PS 7.2.5 Teaching of commerce**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil –teachers would be able to-

To develop understanding of Importance and Principles of Commerce.

To acquire knowledge of present Commerce conditions in India.

To acquire competencies necessary for a Commerce teaching.

To develop the competencies of a Commerce teacher with the present needs of the environment.

#### **Course Contents**



### **Unit-1**

Nature and Concept of Accountancy and Business studies

Meaning, nature and scope of Accountancy and Business studies

Values in Commerce education.

Aims, and objectives and importance of teaching Accountancy and Business Studies.

Stating objectives in behavioral terms (Bloom's taxonomy of objectives.)

Development of Instructional Material.

Analysis of prescribed text book.

Development of self-instructional material modules.

Development/Utilization of Teaching aids.- Modals, Graphs, Charts, Computers with LCD, Internet.

Development of lesson plan.

### **Unit-2**

Methods of Teaching

Lecture Method

Discussion Methods

Problem-Solving method

Project Method

Role Playing with its application in class room situation.

Skills of Teaching

Skill of Introducing lesson

Skill of Stimulus Variation

Skill of Explaining

Skill of Probing Questions

Illustration with Example

### **Practicum /Sessionals**

Submit Report on any one of the following activities-

Report of any MNC

Critical appraisal of Commerce Syllabus at Senior Secondary Stage

Critical analysis of one unit of Commerce

### **Suggested Readings**

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

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

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

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

### **PS. 7.2.6 Teaching of life Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to-  
Develop awareness about developments in the area of teaching and learning of life Science at the national and international level.  
Develop competencies in the prospective teachers related to life Science at the lower secondary level with specific reference to Indian school conditions.

Orient prospective teachers in specific educational aspects of Science 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.

Enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

### **Course Contents**

#### **Unit-1**

Importance. Aims and Objectives

Importance of Life Science in School Curriculum

General aims and objectives of teaching Life Science

Bloom's taxonomy of educational objectives

Formulation of specific objective of behavioral terms

#### **Contents**

Photosynthesis

Human digestive system-Respiratory, Excretory, Circulatory

Cell structure

Micro-organism

Food chain

Ecological balance

Following points should be followed for pedagogical analysis

Identification of concepts

Listing behavioral outcomes

Listing activities and experiments

Listing evaluation techniques

#### **Unit-2**

Development of Instructional Material

Transaction of contents

Unit Planning

Lesson Planning

Preparation of teaching aids.

Development of aquarium, Vivarium etc.

Development of demonstration experiments

Development of self-instructional material (Linear programme)

### **Practicum/Sessionals**

Any one of the following:

Development of five demonstration experiments on the topics covered in the syllabus or on topics from Life Science text books at the lower secondary level in Haryana State.

Improvisation of apparatus/equipment Session work Viva-voce

### **Suggested Readings**

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

Dastgir, Ghulam (1980). *Science Ki Tadress*, Translation of Shama & Shama Teaching of Sc. New Delhi: Tarakki Urdu Board

Gupta V.K. (1995): *Readings in Science and Mathematics Education*, Ambala Cantt.: Association Publishers

Gupta V.K. (1996). *Science and Technology Education, New Thrusts and Recent Trends*, Chandigarh: Arun Publishing House

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

Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, New Delhi: Vikash Publishing House

Gupta, VKJ. (1995). *Readings in Science and Mathematics Education*, Ambala Cantt: Associated Publishers

Husain Ahrar (2001) *Vigyan Shikshan*, New Delhi: SPD Books

Intel (2003). *Intel Innovation in Education, Intel Teach to the Future – Students Work Book*

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

### **PS. 7.2.7 Teaching of Geography**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

**Objectives:**

Pupil-teachers would be able to-

Understand the important concepts used in Geography.

Prepare lesson plan for different classes.

Critically evaluate existing school syllabus and text-books.

Prepare/handle suitable teaching aids and use them effectively in the classroom.

Prepare diagnostic & achievement test-administer them analyse the results for providing feedback.

Pedagogical analysis of contents in Geography.

**Course Contents**

**Unit-1**

Concept, objectives, values

Meaning, nature & scope of Geography

Values of teaching Geography

Aims of teaching Geography

Bloom's taxonomy of objectives

Formulation of specific objectives of in behavioral terms

Contents

Latitudes & longitudes

Rotation & Revolution

Agents of denudation

Physical division of India

Cash crops of India

Following points should be followed for pedagogical analysis

Identification of concepts

Listing behavioral outcomes

Listing activities and experiments

Listing evaluation techniques

**Unit-2 Methods of Teaching**

Story telling

Lecture-cum-discussion

Observation

Discovery

Problem-solving

Project method

Laboratory method

Skills of Teaching

Explaining

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

**Practicum/Sessionals**

Any one of the following :  
Use of meteorological instruments study of weather maps.  
Rain gauge, thermometer, Barometer, wind wane.  
Maps-study, scales and directions.

**Suggested Readings**

Arora, K.L. (1976). The Teaching of Geography, Jalandhar: Prakash Brothers  
David B. (1985). New Directions in Geography Education, London: Fehur Press  
David, H. (1976). Geography and Geography Teacher, London: Unwin Education Books  
Graves, N.G. (1982). New Source book for Geography Teaching, Longman: UNESCO Press  
Huckle, J. (1983). Geographical Education Reflection and Action, London: Oxford University Press  
Mohd. Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO  
Morrey, D.C. (1972). Basic Geography, London: Hien Manns Education Book Ltd.  
Neelam D. (1993). Multimedia, Approaches in Teaching Social Studies, New Delhi: Human Publishing House  
Verma, J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir  
Verma, O.P. (1984). Geography Teaching, New Delhi: Sterling Publication Ltd.  
Walford R. (1981). Signposts for Geography Teaching, London: Longman

**PS. 7.2.8 Teaching of Economics**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

**Note for Paper Setters:**

i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

### **Objectives:**

Pupil-teachers would be able to-

Develop understanding of economic principles for growth and development of the Indian economy Acquire knowledge of present economic conditions in India.

Acquire desirable attitudes and to become effective instrument of economic change.

Become an effective citizen and good consumer Acquire appropriate professional behavior and to develop commitment to leading profession.

### **Course Contents**

#### **Unit-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 behavioral terms

Contents and Pedagogical Analysis

Wants and their classification

Laws of return

Population-its growth pattern, problem of over population, density population

National income-meaning methods of measurement

#### **Unit-2**

Method

Discussion method

Problem solving method

Project method

Skill of Teaching Economics

Skill of narration

Skill of probing question

Skill of Stimulus variations

### **Suggested Readings**

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

### **PS. 7.2.9 Teaching of Computer Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

- Pupil-teachers would be able to-
- Explain the importance of computer science in school curriculum.
  - Define the aims and objectives of teaching computer science.
  - Explain Bloom's taxonomy of educational objectives.



### **Unit-1**

Importance Aims and objectives

Importance of Computer Science in School Curriculum.

General aims and objectives of Teaching Computer Science

Bloom's Taxonomy of Educational objectives

Formulation of Specific objectives in Behavior terms

Contents & Pedagogical Analysis

Computer System

Operating System

Net-Working

M.S. Windows

MS Office

Information Technology & Computers.

### **Unit-2**

Instructional Planning, Development, & Utilization of Instructional Material  
Instructional Planning

Unit Planning

Lesson Planning

Development of Instructional Material

Development of Text Books

Development of Self Instructional Material

Development of Computer assisted instructional material

Utilization of TV(Vedio), Films, OHP, Computer.

Designing and Managing Computer Laboratory

Importance of Computer Laboratory and its importance

Physical conditions and layout of Computer Laboratory

Managing a Computer Laboratory

### **Suggested Readings**

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

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

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

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

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

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

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

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

### **PS. 7.2.10 Teaching of Physical Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.

Develop competencies in the prospective teachers related to Physical Sciences at the lower secondary level with specific reference to Indian school conditions. Explain specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science pedagogical analysis of contents in Physical Science at the lower secondary level, transaction contents, methods of teaching, evaluation etc. develop ability to perform the required role as a Physical Science teacher under Indian School Conditions.

#### **Course Contents**

##### **Unit-1**

Concept

Importance of Physical Science in school curriculum.

General aims and objectives of teaching Physical sciences at secondary school stage.

Bloom's Taxonomy of educational objectives

Formulation of specific objectives in behavioral terms.

Contents

Energy-types  
Transmission of heat  
Atomic structure  
Magnetism  
Friction  
Water as universal solvent

### **Unit-2**

Following points should be followed for pedagogical analysis

Identification of minor and major concepts

Listing behavioral outcomes

Listing activities and experiments

Listing evaluation procedure

Transaction of contents

Unit planning of teaching aids.

Preparation of teaching aids.

Development of demonstration experiments

Co-curricular activities

Any one of the following:

Development of five demonstration experiments on the topics covered in the syllabus or on topics from Physical Science test books at the lower secondary level in Haryana State.

Improvisation of apparatus/equipment

Session work and Viva-voce

### **Suggested Readings**

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

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

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

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

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

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

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

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

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

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

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

### **PS. 7.2.11 Teaching of History**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- understand the meaning scope and importance of History. Develop skill and competence to translate general objectives into performance.

Describe the principles of curriculum construction in History and analyse content pedagogically. Demonstrate the different important methods of teaching History by selecting appropriate learning contents. Prepare lesson plan using specific methods of teaching History.

Prepare appropriate tests for evaluation of some content in History prepare a write-up of the places of historical importance.

Use different aids in teaching of History.

#### **Course Contents**

##### **Unit-1**

Meaning, Nature & Concept of History

Place of History in Secondary School curriculum

Aims, objectives and values of teaching History

Bloom's Taxonomy of objectives

Formulation of objectives in behavioral terms

Contents and Pedagogical Analysis

Indus Valley civilization

Aryans

Mughal dynasty

Modern India

**Unit-2**

Following points should be followed for pedagogical analysis

Identification of concepts

Listing behavioral outcomes

Listing activities and experiments

Listing evaluation techniques

Development of Instructional Material

Development & designing of curriculum in History

Development of lesson plans for History

Development of test books

Development of self-learning modules

Development/utilization of instructional aids

Charts

Maps

Graphs

Models

Film strips

T.V.

Computers

**Suggested Readings**

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

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

Durton, W.H. (1972). *Principles at History Teaching*, London: Methuen Publications

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

Gunnin, D. (1978). *The teaching of History*, London: Goom Helm Ltd.

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

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

Lewis, E.M. (1960). Teaching History in Secondary Schools, Delhi: Sterling Publishers

Shaida, B.D. & Singh, S. (1973). Teaching of History, Jalandhar: Dhanpat Rai & Sons Publishers

### **PS. 7.2.4 Teaching of Social Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

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

Define the concept of Social Sciences explain different methods to teach social sciences. Develop self-instructional material.

Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.

Explain use of teaching aids effectively in the class-room. Develop lesson plan with the help of advanced technology. Explain challenging situations in the society.

#### **Course Contents**

##### **Unit-1**

Concept, objectives and values:

Meaning, Scope, Importance and values of Teaching Social Science. Aims and objectives of Teaching of Social Science with special reference to present Indian School.

Bloom's Taxonomy of objectives

Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.

Content & their Pedagogical analysis:

History of Freedom Movement.

Globe: General Information about Globe.

Indian Constitution.

Major issues facing Indian economy, today.

## **Unit-2**

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

Project Method

Inductive and Deductive Method.

Assignment Method

Source Method

Story Telling Method

Lecture Cum Discussion Method

B) Skills

Skill of Introducing the lesson

Skill of explaining

Skill of Questioning

Skill of Illustration with Example

Skill of Stimulus Variation

Development utilization of Instructional Material

Development of Self-Instructional Material.

Use of Community Resources.

Designing of Social Science Lab.

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

Organize an Exhibition on any theme in Social Science

Preparation of Teaching aids including CDs, Slides and Transparencies

Organize a Quiz competition in Social Science and analyses the responses of students

### **Suggested Readings**

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

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

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

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

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

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

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

### **PR 7.1 School Internship (Class VI to VIII)**

#### **Objectives of the Course**

The course aims at providing to the student-teachers an intense and focused school experience structured as a process in partnership between the school and the student-teacher. The programme seeks to provide physical and psychological space for evolving innovations in teaching. While functioning as a regular teacher, the student-teacher gets the opportunity to translate her knowledge base, pedagogic theory, and understanding of children and her repertoire of skills into reflective classroom practice. The school benefits from this alliance in terms of witnessing possibilities of unconventional pedagogies.

The student-teacher will teach two subjects of their choice in classes VI to VIII.

The course, which carries a weightage of 100 marks, shall be organized in such a way that the student-teacher gets an opportunity to teach two subjects in classes VI to VIII. Besides, they shall actively participate in all activities of the school. The student-teachers teaching proficiency shall be assessed jointly by the mentor teacher and faculty supervisor. Out of 100 marks, ten marks each shall be allocated for peer observation and report writing and 40 marks each for lesson planning and teaching in two subjects. The students shall spend 5 weeks in schools.

### **PR 7.2 Project on SSA/ Midday meal**

#### **8<sup>th</sup> Semester**

#### **ES 8.1 Measurement, Assessment and Evaluation**

**Time: 3 Hours    Maximum marks: 100    (External: 80, Internal: 20)**

#### **Note for Paper Setters:**

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



iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

### **Objectives of the Course**

The course aims at helping student-teachers to appreciate the philosophical understanding that underpins the emergent viewpoint of assessment in education. The students learn to align assessment with the teaching-learning activities that shall enable them to establish linkages between this course and the pedagogy courses. Planning for classroom assessment requires not only integrating with teaching-learning but also involves multiple ways of assessment that are need-based as well as multisensory. The student-teacher shall also explore the nature and purpose of feedback and learn to interpret learners' responses in various scholastic and co-scholastic areas.

### **Units of Study:**

#### **Unit 1:**

Assessment and Evaluation: Challenges and Scope

Meaning and Scope of Measurement, Testing, Assessment and Evaluation.

Purposes of Assessment: why and what needs to be assessed, criterion-based assessment, who determines the criteria?

Academic and psycho-social implications of assessment: underachievement and failure.

Emergent view of Assessment: need for continuity and comprehensiveness, dynamic and authentic assessment; the process of examination reform and need for alternate assessment.

Assessment in multicultural classrooms and inclusive set-ups.

#### **Unit 2:**

Planning for Classroom Assessment

Formative and summative Assessment.

Diagnostic Assessment and remedial teaching.

Continuous and Comprehensive Assessment.

Integrating teaching-learning and Assessment in elementary classrooms.

**Unit 3:**

Methods of Assessment: Individual Assessment, Group Assessment, Self-Assessment and Peer-Assessment.

Alternatives to paper-pencil test-based Assessment: Anecdotal records, rubrics, rating scales, oral and written questionnaires, reflective journals, concept maps, divergent and convergent questions, portfolios, diary entries, field trips, interviews.

**Unit 4:**

Feedback and Reporting

Purpose of feedback in elementary/secondary classrooms.

Learning from students' ideas and errors.

Criterion-referenced, norm-referenced and child-referenced assessment.

Standards vs. standardization: Deciding indicators of learning; critical analysis of term-end test scores, averages such as the mean and percentile ranks as indicators of learners' performance.

Quantitative vs. qualitative feedback: marks, grades, comments and Teachers' Reflection Logs.

Communicating with children, parents and administrators.

**Mode of Transaction:**

It is envisaged that the course will be transacted through discussions, brainstorming sessions and a reflective analysis of existing practices of assessment. The tasks specified for each unit are so designed as to help student-teachers gain a practical viewpoint of assessment.

**Suggested Practicum**

Students review NCF- 2005 on evaluation reforms.

Students visit a school and study the assessment procedures.

Student-teachers critically analyze two or three report cards of various schools in terms of types of grading/reporting systems used.

Student-teachers undertake a critical study of the guidelines of CBSE and Board of School Education Haryana for Continuous and Comprehensive Evaluation (CCE) and present a review in groups.

Students choose any topic at the elementary/secondary level and design and implement at least four alternate assessment strategies and report their learning. Students develop rubrics to analyze the assessment tasks.

**Suggested Readings:**

*NCERT (2008) Source Book on Assessment for class I –V Environmental studies.*

*Batra, P. (2008) Learning and Assessment: Bridging Divides in Dimensions of Evaluation*

*Linn, R. (2003) 'Educational Testing and Assessment: Context, Issues and Trends, Measurement and Assessment in Teaching 8<sup>th</sup>, Ed Pearson*

*NCERT (2006) Position Paper on Examination reforms, New Delhi*

*NCERT (2005), National Curriculum Framework, New Delhi*

*Earl L (2003) Assessment as Learning: Using classroom assessment to maximize student learning, New Delhi: Sage Publications.*

**ES 8.2 Guidance and Counseling**

**Time: 3 Hours Maximum marks: 100 (External: 80, Internal: 20)**

**Note for Paper Setters:**

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

**Objectives of the Course**

The course aims at developing the understanding of the basic philosophy of guidance and counseling and necessary skills for helping the students to analyze and solve their problems. The student-teachers shall be equipped to carry out guidance functions in schools.

**Units of Study**

**Unit 1:**

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 and personal.

Need and importance of different types of guidance.

## **Unit 2:**

Guidance: Procedures and Organization of services

Individual and group procedures of guidance, their nature and advantages.

Group guidance techniques – class talks, career talks, career conference, group discussion, field visits, career exhibition, audio-visual techniques.

Role of various community agencies in school guidance programme.

Types of Guidance Services.

Role of school personnel in organizing Guidance Services.

## **Unit 3:**

### **Counseling Techniques**

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 ethics associated with it.

### **Unit 4: Job Analysis and Occupational Information**

Job analysis: concept and need.

Job satisfaction: concept and factors affecting job satisfaction.

Relation between job analysis and job satisfaction.

Concept of Occupational Information & Sources of Collection.

Career Counseling and Dissemination of Occupational Information.

### **Suggested Practicum**

Administration and interpretation of the following tests.

1. Group test of intelligence.
2. Aptitude test (DAT Test).
3. Personality inventory.
4. Organizing career talks.

### **Suggested Readings**

*NCERT (2008). Introduction to Guidance New Delhi: NCERT*  
*Sharma, R.A. (2008), Fundamentals of Guidance & Counseling,*  
*Meerut: R Loyal Book Depot.*

### PS 8.3.1 Teaching of Hindi

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- define the nature, need & principles of Hindi language. Explain different methods of teaching Hindi. Demonstrate the use of various audio visual aids. Explain objectives and steps of teaching prose, poetry & grammar of Hindi explain the meaning of evaluation and types of evaluating techniques.

इकाई 1

(5)

व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)

(6)

हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।

हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई 2

(7) मूल्यांकन

हिन्दी में मूल्यांकन—अर्थ,स्वरूप, विधाओं में मूल्यांकन प्रक्रिया।

(8) गृहकार्य

हिन्दी भाषा में गृहकार्य—अर्थ व स्वरूप।

गृहकार्य संशोधन का महत्त्व एवं आधुनिक विधियों का प्रयोग।

## Practicum/Sessionals:

### प्रयोगात्मक क्रियाएँ

निम्नलिखित में से कोई एक चतुर्वर्षीय तैयार कर जो सेमेस्टर सात से अलग हो ।

(क) विभिन्न प्रकार की ध्वनियों के उच्चारण की ओर ध्यान देते हुए छात्राध्यापक/छात्राध्यापिका किन्हीं दस विद्यार्थियों द्वारा की जाने वाली अशुद्धियों तथा उसके निदान के उपाय का प्रस्तुतिकरण दृश्य-श्रव्य/ श्रव्य साधन का भाषायी प्रयोगशाला में प्रयोग करेंगे।

(ख) छात्राध्यापक/छात्राध्यापिका अपने अभ्यास विद्यालय के पाँच विद्यार्थियों द्वारा कविता/कहानी/निबन्ध पाठ की दृश्य-श्रव्य/श्रव्य साधन प्रयोग करते हुए प्रस्तुतिकरण करेंगे।

(ग) पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था एवं आयोजन करना।

### संदर्भ-ग्रंथ सूची

3. शुक्ल, भगवती प्रसाद ;1974). हिन्दी उच्चारण और वर्तनी, नई दिल्लीरु आर्य बुक डिपो
4. सुखिया, के.के. ;1976). हिन्दी ध्वनियां और उनका शिक्षण, इलाहाबाद: रामनारायण लाल।
3. तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द ;1980). हिन्दी शिक्षण, दिल्ली: लिपि प्रकाशन,

## PS 8.3.2 Teaching of English

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

### Note for Paper Setters:

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

question from each unit. Long-answer type questions will carry 16 marks each.

**Objectives:**

Pupil-teachers would be able to- explain the concept of English and its elements

Define linguistic skills and process of development among pupils conduct pedagogical analysis and develop teaching skills. Explain the concept of evaluation and methods of evaluating the performance of students. Critically explain various teaching methods. Demonstrate language competencies.

**Course Contents**

**Unit-1**

5) Developing Language Skills- Listening and Speaking

Features of English Pronunciation, elementary knowledge of English sounds.

Stress, Rhythm, Juncture, intonation, patterns and their implications.

6) Developing Language Skills – Reading and Writing Teaching mechanism of Reading and writing teaching reading and writing to beginners teaching reading with comprehension.

**Unit-2**

7) Co-curricular activities related to English

Usefulness of language games, quiz, debates, group-discussions and other co-curricular activities in the teaching and learning of English.

8) Remedial and Enrichment content

Meaning and significance of remedial teaching Common errors in English and their removal through remedial teaching

9) Evaluation Procedure

Evaluation- Comprehensive and continuous, and Objective-type and Essay-Type Questions.

Practicum/Sessional

Select any one of the following which is different from 7<sup>th</sup> semester:

Preparation of a Diagnostic Test/Achievement Test/ Reading Comprehension Test.

Prepare a Remedial programme for a child having English Spelling Errors.

Writing of Objectives based or Objective test items on different aspects of English attainment – Grammar, Composition and Vocabulary for Secondary Schools.

### **Suggested Readings**

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

### **PS 8.3.3 Teaching of Sanskrit**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- explain the nature, need & principles of Sanskrit language. describe different methods of teaching Sanskrit. demonstrate the use of various audio visual aids. explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit. define the meaning of evaluation and types of evaluating techniques. Explain and organize different type of co-



curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

### Course Contents

#### इकाई 1

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

#### इकाई 2

8. संस्कृत भाषायी कौशल  
संस्कृत में उच्चारण शिक्षण – अशुद्धि उच्चारण के प्रकारए व्याकरण तथा  
सुधार के उपाय।  
संस्कृत में अक्षर-विन्यास शिक्षण-सामान्य अशुद्धियां, कारण तथा  
निवारण के  
उपाय। सुलेख कार्य।  
9. संस्कृत विषय वस्तु  
धातु रूप-पठ्, लिख्, अस्, भू, कृ (लट् तथा लैँ लकार)  
शब्द रूप- राम, हरि, नदी, लता  
प्रत्यय- (अनीयर्, तव्यत्) समास (बहुब्रीहि द्वन्द्व)  
शब्दार्थ तथा अनुवाद (8वीं तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

### Practicum / Sessionals

- (अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य-पुस्तकों में से किन्हीं एक पाठ की  
विषय-सामग्री का शिक्षा-शास्त्रीय विश्लेषण करे जो सेमेस्टर सात से  
अलग  
हो ।

(ब) हरियाणा राज्य शिक्षा बोर्ड एवं सैन्ट्रल बोर्ड ऑफ एजुकेशन के परीक्षा पत्रों

के आधार पर माध्यमिक-स्तर के लिए प्रश्न-पत्र-निर्माण।

### **Suggested Readings**

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

### **PS. 8.3.4 Teaching of Mathematics**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to-define Meaning, Nature, aims and objectives of Mathematics

Explain the relationship of Mathematics with other subjects. Explain Historical development and contribution of Indian Mathematics.

Familiarize the pupil-teachers with the development of Curriculum in Mathematics. Differentiate between Methods and Techniques of

Teaching Mathematics. Perform Pedagogical Analysis of various Concepts in Mathematics.

Describe instructional planning and development of relevant material for the teaching of Mathematics. Demonstrate uses of I.C.T. in Teaching of Mathematics. Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics. Explain importance and uses of learning resources in Mathematics.

### **Course Contents**

#### **Unit-1**

Learning Resource

Importance and Organization of Mathematics Club

Recreational Activities of Mathematics Club:

Mathematics Fairs;

Games

Quiz

Puzzles

Visits

Talks

Visits, Excursions, Math Exhibitions and Mathematics Fairs.

Importance and Setting up of Math Laboratories.

Importance of Support Material: Reference Material – Encyclopedia, News Letters and Magazines. On-line and off-line Resources.

#### **Unit-2**

Pedagogical analysis and Unit Analysis: Objectives Formulation, Learning Experience, Choosing Method and Material and Evaluation.

Contents:

Mean, Median, Mode and Central tendency

Congruency

Trigonometry

Area

Volume

Linear and Quadratic Equations

Ratio and Proportion.

Pedagogical analysis:

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

Identification of concepts

Listing behavioral Outcomes.

Listing Activities and experiences  
Listing Evaluation Techniques.  
Application of I.C.T in Teaching of Mathematics.  
Evaluation.  
Comprehensive and continuous Evaluation  
Development of Test Items:  
Short-Answer Type  
Objective-Type  
Diagnostic Testing and Remedial Technique and teaching:  
Gifted Learners  
Slow Learners  
Learners with Dyscalculia  
Difficulties Faced by the Teacher in Teaching of Mathematics and  
Suggestive Measures to overcome them.

Preparation of an Achievement Test.  
Criterion and Norm Reference Test.

Practicum/Sessional  
Pedagogical Skill Development one Project on any Two of the following:  
Preparing of Diagnostic and Achievement Test. Preparing two compulsory lesson plan through PowerPoint Conduct at least Two Experiments on any topic of Pedagogical Analysis. Prepare Instructional Material for teaching one topic in Mathematics.

### **Suggested Readings**

Butler, C. H. & Wren, K. H. (1980). The teaching of Secondary Mathematics, New York: McGraw-Hill Book Comp.  
Carey L.M. (1975). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.  
Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Pub. Comp.  
Dave, R. H. & Saxena, R. C. (1970). Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph. Delhi: NCERT  
David Wood (1988). How Children Think and Learn, Oxford U.K.: Blackwell Publishers Ltd.  
Davis D.R. (1951). The Teaching of Mathematics, London: Addison Wesclyh Press.  
Intel (2003). Intel innovation in Education, Intel Tech to the Future-Students Work Book

- J.N. Kapur (1991). Suggested Experiments in School Mathematics, New Delhi: Arya Book Depot
- Jain, S. L. (1973). Ganit Shikshan, Jaipur: Hindi Granth Academy
- Joanna O. Masingila & Frank K. Lester (1988). Mathematics via Problem Solving (Student Resource), New York: Printice Hall Inc.
- Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog, New Delhi: Arya Book Depot
- Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot
- Mangal, S. K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT
- Thomas A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers

### **PS 8.3.5 Teaching of commerce**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

- Pupil –teachers would be able to-
- To develop understanding of Importance and Principles of Commerce.
- To acquire knowledge of present Commerce conditions in India.
- To acquire competencies necessary for a Commerce teaching.
- To develop the competencies of a Commerce teacher with the present needs of the environment.

## **Course Contents**

### **Unit-1**

Content

Double entry System

Final Accounts

MNCs

Organizational Management

Pedagogical Analysis

Pedagogical analysis:

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

Identification of concept

Listing behavioral outcomes

Listing activities and experiments.

Listing evaluation techniques.

### **Unit-2**

Evaluation

Meaning and Importance

Types of Evaluation

Achievement test- Meaning, uses, and Preparation of Achievement test Item analysis

## **Practicum /Sessionals**

Submit Report on any one of the following activities- which is different from semester 7<sup>th</sup>

Report of any MNC

Critical appraisal of Commerce Syllabus at Senior Secondary Stage

Critical analysis of one unit of Commerce

## **Suggested Readings**

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

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

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

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

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

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

### **PS. 8.3.6 Teaching of life Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to-

Develop awareness about developments in the area of teaching and learning of life Science at the national and international level.

Develop competencies in the prospective teachers related to life Science at the lower secondary level with specific reference to Indian school conditions.

Orient prospective teachers in specific educational aspects of Science 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.

Enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

### **Course Contents**

#### **Unit-1**

Methods of Teaching

Lecture-demonstration method

Project method

Problem-solving method

Practical skills

Preparation of temporary and permanent mounts

Collection and preservation of specimen

#### **Unit-2**

Micro-teaching skills

Skill of introducing the lesson (set induction)

Skill of questioning

Skill of illustration

Skill of explaining

Skill of stimulus variation

Evaluation

Concept of measurement and evaluation

Formative evaluation

Summative evaluation

Different types of grading

Attributes of a good achievements test

Preparation of an objective type an achievement test

#### **Practicum/Sessionals**

Any one of the following which is different from 7<sup>th</sup> semester:

Development of five demonstration experiments on the topics covered in the syllabus or on topics from Life Science text books at the lower secondary level in Haryana State.

Improvisation of apparatus/equipment Session work Viva-voce

#### **Suggested Readings**

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



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

### **PS. 8.3.7 Teaching of Geography**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to-

Understand the important concepts used in Geography.

Prepare lesson plan for different classes.

Critically evaluate existing school syllabus and text-books.

Prepare/handle suitable teaching aids and use them effectively in the classroom.

Prepare diagnostic & achievement test-administer them analyse the results for providing feedback.

Pedagogical analysis of contents in Geography.

## **Course Contents**

### **Unit-1**

Development of Instructional Material

Development and designing of curriculum

Development of text books

Development of self-instructional material

Self-instructional modules

P.L. materials (Linear style) packages

Development utilizing instructional aids Maps, atlas, Globes, Charts, Graphs, Models, Film strips, film shades, utilization of T.V., Video OHP, Computer

Development of lesson plan

Designing geography laboratory

### **Unit-2**

Evaluation

Meaning & importance of evaluation confirmation & continuous evaluation

Evaluation devices-written, oral, practiced, Assignment, Daily working the student

### **Practicum/Sessionals**

Any one of the following which is different from 7<sup>th</sup> semester:

Use of meteorological instruments study of weather maps.

Rain gauge, thermometer, Barometer, wind wane.

Maps-study, scales and directions.

### **Suggested Readings**

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

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

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

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

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

Mohd. Z.U. (1984). Tadress Jugratia, Taraqqi Urdu Board New Source Book for Teaching of Geography UNESCO

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

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

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

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

Welford R. (1981). Signposts for Geography Teaching, London: Longman

### **PS. 8.3.8 Teaching of Economics**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.

ii) Q. No. 1 will be compulsory and carries 8 marks. It will be comprised of 2 short- answer type notes of 4 marks each to be selected from the entire syllabus.

iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

#### **Objectives:**

Pupil-teachers would be able to-

Develop understanding of economic principles for growth and development of the Indian economy Acquire knowledge of present economic conditions in India.

Acquire desirable attitudes and to become effective instrument of economic change.

Become an effective citizen and good consumer Acquire appropriate professional behavior and to develop commitment to leading profession.

#### **Course Contents**

##### **Unit-1**

Following points should be followed for pedagogical analysis

Identification of concepts

Listing behavioral outcomes

Listing activities and experiments

Listing evaluation techniques

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-2**

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

### **Suggested Readings**

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

### **PS. 8.3.9 Teaching of Computer Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

one question from each unit. Long-answer type questions will carry 16 marks each.

**Objectives:**

Pupil-teachers would be able to-

Explain the importance of computer science in school curriculum.

Define the aims and objectives of teaching computer science.

Explain Bloom's taxonomy of educational objectives.

**Unit-1**

Pedagogical Analysis

Following points should be followed for pedagogical Analysis:-

Identification of Concept

Enlisting Behavioral outcomes.

Enlisting activities and experiments

Enlisting evaluation techniques

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

**Unit-2**

Methods of Teaching and Micro Teaching Skills:-

Methods of Teaching

Lecture -Demonstrative Method

Inductive-Deductive Method

Problem-Solving Method

Project Method

Micro Teaching Skills

Skill of introducing the lesson

Skill of questioning

Skill of illustration with examples

Skill of Explaining

Skill of stimulus Variations

Evaluation

Concept, need, importance and type of evaluation

Formative Evaluation

Summative Evaluation

Attributes of Good Achievement Test

Types of Tests used in Computer Science

### **Suggested Readings**

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

### **PS. 7.2.10 Teaching of Physical Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.

Develop competencies in the prospective teachers related to Physical Sciences at the lower secondary level with specific reference to Indian school conditions. Explain specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science pedagogical analysis of contents in Physical Science at the lower secondary level, transaction

contents, methods of teaching, evaluation etc. develop ability to perform the required role as a Physical Science teacher under Indian School Conditions.

### **Course Contents**

#### **Unit-1**

Development of self-learning material (Linear programme)

Method of teaching

Lecture-Demonstration method

Project Method

Problem- solving method

Problem- solving method

#### **Unit-2**

Skills

Practical demonstration – using laboratory

Improvisation of apparatus

Skill of introducing the lesson (set induction)

Questioning

Skill of Illustration with examples (visual)

Skill of explaining

Skill of sing Black board

Skill of stimulation variation

Evaluation

Concept-Measurement and evaluation and grading

Formative evaluation

Summative evaluation

Diagnostic evaluation

Characteristics of a good test

Preparation of achievement test-objective tests

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

Development of five demonstration experiments on the topics covered in the syllabus or on topics from Physical Science test books at the lower secondary level in Haryana State.

Improvisation of apparatus/equipment

Session work and Viva-voce

#### **Suggested Readings**

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

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

- Carian, A.A. & Sund, R.D. (1976). *Teaching Science Through Discovery*, Meril.
- Deharet H., P. (1971). *New Directions in Teaching School Science*, Chicago: Rand McNally Co.
- John, M. (1970) *Teaching of Science in Secondary School*, Association for Science Education
- Joyce B. (1994). *Models of Teaching*, New Delhi: March Weil Prentice Hall
- Kuthiro, (1970). *Physics Teacher of School Physics*, Longman Group Ltd.
- Romey, W.D. (1968). *Inquiry Technique for Teaching of Science*, New Jersey: Prentice Hall
- Sharma, R.C. (1981). *Modern Science Teaching*, Delhi: Dhanpat Rai and Sons Publication
- Walker, J. (1977). *The Flying Circus of Physics*, John Wiley and Sons
- Ya-Perclan (1977). *The Flying Circus of Physics*, John Wiley and Sons

### **PS. 7.2.11 Teaching of History**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

Pupil-teachers would be able to- understand the meaning scope and importance of History. Develop skill and competence to translate general objectives into performance.

Describe the principles of curriculum construction in History and analyse content pedagogically. Demonstrate the different important methods of teaching History by selecting appropriate learning contents. Prepare lesson plan using specific methods of teaching History.



Prepare appropriate tests for evaluation of some content in History  
prepare a write-up of the places of historical importance.  
Use different aids in teaching of History.

### **Course Contents**

#### **Unit-1**

Methods

Source method

Discussion method

Dramatisation (Role Play)

Teaching History through monuments (Field trips)

Story telling method

Project Method

Skills

Skill of narration

Skill of probing question

Skill stimulus variations

#### **Unit-2**

Evaluation

Meaning & importance evaluation

Evaluation devices

Written, oral assignments

#### **Suggested Readings**

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

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

Durton, W.H. (1972). *Principles at History Teaching*, London: Methuen Publications

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

Gunnin, D. (1978). *The teaching of History*, London: Goom Helm Ltd.

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

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

Lewis, E.M. (1960). *Teaching History in Secondary Schools*, Delhi: Sterling Publishers

Shaida, B.D. & Singh, S. (1973). Teaching of History, Jalandhar:  
Dhanpat Rai & Sons Publishers

### **PS. 7.2.4 Teaching of Social Science**

**Time: 1:30 Hours Maximum marks: 50 (External: 40, Internal: 10)**

#### **Note for Paper Setters:**

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

#### **Objectives:**

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

Define the concept of Social Sciences explain different methods to teach social sciences. Develop self-instructional material.

Explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively.

Explain use of teaching aids effectively in the class-room. Develop lesson plan with the help of advanced technology. Explain challenging situations in the society.

#### **Course Contents**

##### **Unit-1**

Development/Utilization of instructional aids-

Charts

Maps

Graphs

Models

Film strips

T. V.

Computers

Development and utilization of instructional aids

##### **Unit-2**

Text Book: Importance and qualities of a good text book of Social Science i.e. History/Geography and Civics

Evaluation:

Meaning, importance and Objective of Evaluation.

Evaluation Devices

Oral test

Written Test

Practical test

Diagnostic testing

Observation

Rating Scale

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

Organize an Exhibition on any theme in Social Science

Preparation of Teaching aids including CDs, Slides and Transparencies

Organize a Quiz competition in Social Science and analyses the responses of students

**Suggested Readings**

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

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

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

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

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

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

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

**PR 8.1 School Internship (Classes IX to X)**

The objectives, content organizational and implementation strategy shall be the same as that of the course PR. 7.1 in the previous semester.

The course carries a weightage of 100 marks. The classroom observation and group discussion on the basis of classroom observation shall carry a weightage of 10 marks. Preparation of reflective journal incorporating student-teacher's reflection on various aspects of school functioning shall also carry a weightage of 10 marks. The teaching of two subjects including lesson planning, preparation of teaching learning material and assessment shall carry a weightage of

40 marks each for two subjects. The students shall spend 5 weeks in schools.

### **PR 8.2 Action Research Project**

#### **Objectives:**

Pupil-teachers would be able to- define the concept of action research

Explain the steps of action research. Describe in detail the dynamics of action research in educational contexts. Demonstrate development and execution of action research project.

Define concepts related to central tendency and dispersion. Compute central-tendency and dispersion measures on action research data

#### **Course Contents**

##### **Unit-1**

Fundamentals of Action Research

Concept, Need and Importance of Action Research

Difference between Action Research and Traditional research i.e.

Fundamental and Applied research Paradigm

Uses and Limitations of Action Research

Dynamics of Action Research in educational contexts

The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation

Developing Action Research design

Identifying the areas of Action Research

Tools of Action Research (Characteristics, uses and Limitations)

Observation

Questionnaire

Rating Scales

##### **Unit-2**

Developing an Action Research project in school contexts

The Blue-print of an Action Research Project

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

Classroom teaching contexts

Classroom and school management

Improvement of learning levels and Cognitive learning

Descriptive Statistics: Concept and computation

Measures of Central Tendency- Mean, Median and Mode  
Measures of Dispersion: Quartile deviation and Standard Deviation  
Correlation- Rank order and Product Moment method

**Practicum/Sessionals**

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

**SUGGESTED READINGS**

- Aggarwal, Y. P. (1998). *Statistical Methods*, New Delhi: Sterling  
Aggarwal, Y. P. (1998). *The Science of Educational Research: A  
Source Book*, Kurukshetra:  
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Jon N. (1981). *A Teachers' Guide to Action Research*, London:  
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Delhi: Prentice Hall