SYLLABI OF B.Ed.-2Yr.

AS PER

NCTE CURRICULUM FRAMEWORK, 2014

KURUKSHETRA UNIVERSITY

KURUKSHETRA

2015-16
## INDEX

(ToTal : 92 Pages)

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<td>Students have to opt for only two school subjects.</td>
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<td>They have to opt for one school subject from each group except for Science, Commerce &amp; Shastri/ B.A.(Skt Hons)/ M.A.(Skt) students.</td>
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<td>Science students can opt. for two school subjects from Pedagogy of Sciences (Group I).</td>
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<td>Commerce students can opt. for two school subjects from Pedagogy of Social Sciences (Group II).</td>
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### Group-I Pedagogy of Sciences:

(i) Pedagogy of Science

(ii) Pedagogy of Biological Science

(iii) Pedagogy of Computer Science

(iv) Pedagogy of Home Science

(v) Pedagogy of Physical Science

### Group-II Pedagogy of Social-Sciences:

(i) Pedagogy of Social Science
(ii) Pedagogy of Commerce

(iii) Pedagogy of Economics

(iv) Pedagogy of Art

(v) Pedagogy of History

**Group-III Pedagogy of Languages:**

(i) Pedagogy of English

(ii) Pedagogy of Hindi

(iii) Pedagogy of Punjabi

(iv) Pedagogy of Sanskrit

**Group-IV Pedagogy of Mathematics**

(i) Pedagogy of Mathematics

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*Engagement with the field: Tasks and assignments for Courses 1-7.
**One period is of 45 minutes.
## Year -2

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**Course 11**  
Optional Course (Any one of the following)

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*Engagement with the field: Tasks and assignments for Courses 8-11.

**One period is of 45 minutes.
Course 1

CHILDHOOD AND GROWING UP

Max. Marks: 100

Time: 3 Hours

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Rationale:

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

Learning Outcomes

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

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

Course Contents

Unit-I

1. Child Development

- Growth & Development:- Concept, Principle, Factors, & Stages.
• Characteristics of stages of development with special reference to Childhood and Adolescence.
• Adolescents: Understanding their needs and Problems in Indian context.

Unit-II

2. **Theories of Child Development**

• Theory of Cognitive Development by Piaget: Concept, Stages and Implications with special reference to Indian Context.
• Theory of Social & Emotional Development by Erickson: Concept, Stages and Implications with special reference to Indian Context.
• Kohlberg theory of Moral Development: Concept, Stages and Implications with special reference to Indian Context.

Unit-III

3. **Social Contexts of Development**

• Agencies of Socialization: Family, School, Society and their role in Child Development.
• Social and Cultural Change and their Impact on child development.
• Economic Change :Impact of urbanization and Economic change on child development

Unit-IV

4. **Contemporary Issues**

• Marginalization & Stereotyping with special reference to Gender, Social Class, Poverty.
• Impact of marginalization & Stereotyping on child development and related outcomes.
• Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.

**Practicum/ Sessionals**

Any one of the following:

ii. Seminar/ Presentation on educational implications of One Learning theory of child development.
iii. Survey report on impact of socio-economic status of a family on child.
iv. Content Analysis of Media coverage on the following:
   a. Child labour.
   b. Gender bias.
   c. About Disability.
Suggested Readings:

Course: 2
CONTEMPORARY INDIA AND EDUCATION

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

Time: 3 Hours

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short - answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Rationale

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

Learning Outcomes

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

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

Course Contents

Unit – I

1. Indian Constitution and Status of Education:

- Education and Fundamental Rights and Duties: Article 14, 15, 16, 21-A,30 and 51A.
2. **Diversity in Society and Implications for Education:**

- Social diversities based on Castes, Languages, Religions and Regions.
- Right to Education Act 2009: right of children to free and compulsory education

Unit – II

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

- Maculay’s minutes: Its features and recommendations
- Adam’s Report: features and its recommendations.
- Woods Despatch of 1854: Recommendations Merits and demerits
- Basic Scheme of Education 1937: objective, merits and demerits.

Unit – III

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

- National policy on Education (1986): objectives and recommendations
- Revised National Policy 1992
- POA: Major features.

Unit – IV

5. **Contemporary Issues in Indian Education**

- Universalization of school Education and DPEP, SSA, MDM, SSA, RMSA and IEDSS
- Vocationalization of Secondary Education: need and implications.
- Emotional Integration and international understanding in the context of globalization.
- Modernization: Concept, merits and demerits.

**Practicum/Sessional:**

*Any one of the following:*

i. Revisiting educational policies framed for the education of different sections of the society SC/ BC/Minorities/ Women.
ii. Prepare a report on problems of secondary education.
iii. Review educational policies for vocational education.
Suggested Readings:


http://www.gandhi-manibhawan.org/gandhicomsalive/speech8.html

http://www.mkgandhi.org/speeches/speech Main.html
Course 3
LEARNING & TEACHING

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

NOTE FOR PAPER SETTER
i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

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

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

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

Course Contents

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

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

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

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

Practicum/ Sessional
Any one of the following
i. Group Projects: Observation report on Teaching-learning transaction process in School teaching practice.
ii. Seminar/ Presentation on learning theories.
iii. Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue.
iv. Case-study on Individual differences.

Suggested Readings:
Course – 4(A)

LANGUAGE ACROSS THE CURRICULUM

Max. Marks :50

Time: 1.30 Hours
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.

ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.

iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit.

Long-answer type questions will carry 16 marks each.

Rationale

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

Learning Outcomes:

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

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

UNIT-I

1. **Language**: Meaning, nature and linguistic principles
2. **Functions of language**:
   - Communicative functions of language & its basic assumptions
   - Learning language and learning through language
3. **Development of Listening skill**:
   - Characteristics of good listening material,
   - Different kind of listening materials and activities.
4. **Development of Speaking skill**:
   - Need and objectives of developing speaking skills,
   - Techniques of learning speaking skills-conversational/oral skills,
   - Importance of group work in developing oral work and role of teacher.

UNIT-II

5. **Development of Reading skill**:
   - Meaning, need and importance of developing reading skill,
   - Reading mechanics and process of reading.
   - Stages of reading, types of reading, reading problems of learners.
6. **Development of Writing skill**:
   - Types of writing skill & writing scripts
   - Importance and need of developing writing skill,
   - Characteristics of good handwriting and techniques of improving handwriting.
7. **Language in Education and Curriculum**

Practicum/Sessionals

Any one of the following:

i. Subject wise group discussion, preparation of report and presentation before the group.

ii. Prepare and present a report on Introduction of yourself to other in different situations i.e. facing interviews, in the class room etc..

Suggested Readings:


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


[www.ncert.nic.in](http://www.ncert.nic.in).

Course- 4(B)
UNDERSTANDING DISCIPLINES AND SUBJECTS
Max. Marks :50
Time: 1.30 Hours
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER
i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.
ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long- answer type questions will carry 16 marks each.

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

- Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis.
- Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.

Course Content
Unit-I

1. Socio-cultural perspectives of disciples and school subjects (theory of school content)
   - Evolution of socio-cultural perspectives in school level knowledge base;
   - Social history of school contents
   - Emergence of school subjects and disciplines from social, political and intellectual contexts;
   - History of emergence of methods of methods of teaching;
   - NCERT Position paper on change in curriculum, syllabus and textbooks.

Unit-II

2. Changes in theory of content in school education after independence in India
   - Needed changes in discipline-oriented school textbooks;
   - Steps needed to redesign text books for school education
     a) Focus on drawing upon the experiences of children;
     b) Focus on the diverse community background of students;
     c) Focus on natural curiosities of students Focus on learner-centred methods of teaching-constructivist approach;
   - Paradigm shift in teaching of social science in schools
   - Paradigm shift in teaching of science in schools
   - Paradigm shift in teaching of Mathematics in schools
   - Paradigm shift in teaching of Indian languages in schools

Suggested Readings:


Course-5
GENDER, SCHOOL AND SOCIETY

Max. Marks :50
Time: 1.30 Hours
(Theory: 40,Internal: 10)

NOTE FOR PAPER SETTER
i. Paper setter will set five questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

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

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

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

**Unit – I**

1. **Gender Studies: Paradigm Shift**
   - Meaning of gender equality, need & importance
   - Paradigm shift from women studies from gender studies: Some landmarks from social reform 19th to 21st studies

2. **Gender Issues**
   - Concept of gender: Issue of muscularity and familiarity
   - Equity and equality: Psychological and sociological perspective
   - Emergence of gender specific roles, cross cultural perspective

**Unit – II**

3. **Gender Inequalities and strategies for change**
   - Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction
   - Strategies for change: policy and management in the school

4. **Social construction of gender**
   - Philosophical and sociological theories of gender
   - Gender identity, family, media gender role and stereotype
   - Social construction of gender during late childhood and adolescence

**Practicum/Sessionals**

Any one of the following

i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization.
ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.

**Suggested readings:**


Course-6 & 7 Pedagogy of Teaching Subjects

Group-I: Pedagogy of Sciences

(i) PEDAGOGY OF SCIENCE

Max. Marks :100

(Time: 3 Hours)

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short -answer type Questions of 4 marks each to be selected from the entire syllabus.

iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each
Learning Outcomes:

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

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

COURSE CONTENTS

UNIT – I

1. Nature & Scope of Science
   - History of science and contribution of Indian Scientists.
   - Need & importance Science in secondary school & its values in the present context.
   - Correlation of science with other school subjects
   - Aim & objectives of Science.
   - Bloom’s Taxonomy of instructional objectives.
   - Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. Content & Its Pedagogical Analysis
   - Content –
     - Matter in our Surroundings
     - Atom & Molecules
     - Motion
     - Force
- Gravitation
- Work and Energy
- Tissues
- Diversity in Living Organism
- Life Process
- Reproduction
- Micro-organism

**Pedagogical Analysis:**
Following points should be followed for pedagogical analysis on topics covered in the syllabus

a) Identification of concept, b) Listing behavioural outcomes, c) Listing activities and experiments, d) Listing evaluation techniques

**UNIT – III**

3. **Teaching Learning Resources & Procedures**
- Meaning, Principles & Steps of Curriculum construction in Science
- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State
- Teaching Skills:-
  - Skill of Introducing the Lesson
  - Skill of Illustrate with the help of Examples
  - Skill of Explaining
  - Skill of Stimulus Variation
  - Skill of Black-Board Writing
- Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Science equipment & Records
- Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
- E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.
- Improvised Apparatus – Meaning, Importance & Steps
- Professional Growth of Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

**UNIT – IV**

4. **APPROACHES AND EVALUATION IN TEACHING**
• Methods of Teaching Science
  – Lecture-cum-Demonstration
  – Project Method
  – Laboratory Method
• Continuous & Comprehensive Evaluation (CCE) in Science
• Construction & Use of Achievement Test in Science
• Construction & Use of Diagnostic Test in Science, Preparation of Diagnostic Chart,
  Identification of Difficulties & Remedial Teaching.
• Meaning & Advantages of Task Analysis and Question Bank.

Practicum/Sessional

Any one of the following

i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level in Haryana State.
ii. Improvisation of Apparatus/Equipment
iii. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings


Group-I: Pedagogy of Sciences

(ii) PEDAGOGY OF BIOLOGICAL SCIENCE

Max. Marks :100

Time: 3 Hours (Theory: 80, Internal: 20)
NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

LEARNING OUTCOMES

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

- Understand Nature & Scope of Biological Science
- Understand objectives of Teaching biological Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing the extension activities.
- Applying e-resources in teaching biological science.
- Develop a skill of conducting experiments to demonstrate biological concepts.
- Develop a skill of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE
   - History of Biological science and contribution of Indian Biologist.
   - Need and Importance of Biological in secondary schools and its values in the present context.
   - Correlation of Biological science with other school subject.
   - Aim and Objectives of Teaching Biological science.
   - Bloom’s Taxonomy of educational objectives.
   - Formulation of specific objectives in Behavioural terms.
   - Biology in the service of human welfare-Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. CONTENT AND ITS PEDAGOGICAL ANALYSIS
   - Content
     - Tissues
– Diversity in living organism
– Diseases
– Natural Resources
– Improvement in Food
– Life Process
– Reproduction
– Heredity
– Control and Co-ordination
– Micro-organism
– Photosynthesis

- **Pedagogical Analysis**: Following points should be followed for pedagogical analysis on topics covered in the syllabus
  a) Identification of concept
  b) Listing behaviour outcomes
  c) Listing activities and experiments
  d) Listing evaluation techniques.

- Teaching Skills
  – Skill of introducing the lesson
  – Skill of illustrate with the help of examples.
  – Skill of explaining
  – Skill of stimulus variation
  – Skill of using black board

- Concept, Need and Importance of unit planning and lesson planning.

UNIT – III

3. **TEACHING LEARNING RESOURCES AND PROCESSES**

- Meaning, Principles and steps of curriculum construction in Biological Sciences.
- Biological Science Laboratory. Impotence, Planning, Designing, equipping, maintenance of biological equipment and records.
- Visual Aids: - Chart, Model, Specimen.
- Professional growth of Biological science teacher in service programme, orientation programme, refresher courses, seminar, symposium, workshop, projects, science museum, science fair and science exhibition.

UNIT – IV

4. **APPROACHES AND EVALUATION IN TEACHING**

- Approaches of Teaching Biological Science.
  – Inductive – deductive approach
- Critical inquiry approach
- Maier’s Problem solving approach

- Methods of Teaching Biological Science;
  - Lecture cum demonstration method
  - Project Method
  - Laboratory method

- Continuous and Comprehensive Evaluation (CCE) in Biological Science.
- Construction and use of achievement test in Biological Science.
- Construct and Use of diagnostic Test in Biological science, preparation of diagnostic chart, identification of difficulties and remedial teaching.
- Task Analysis, meaning and advantages
- Question Bank, meaning and advantages

Practicum/Sessional

Any one of the following
1. Prepare a working model on Biological secondary school standard topics.
2. Collect and preserve any five biological specimen and write a report
4. Preparation of Biological science wall magazine in every month
5. A case study of any senior secondary lab and prepare report

Suggested Readings:
Kilpatrick, W.H. (1918); the project method, Columbia: Teachers College Record.
Mager, R.F. (1962); Preparing Instructional objectives, California: Fearon.
Miller, David F. and Blaydes (1962); Methods and materials for teaching Biological Science, M.C. Grow Hill Book Co; New York.

Group-I: Pedagogy of Sciences
(iii) PEDAGOGY OF COMPUTER SCIENCE

<table>
<thead>
<tr>
<th>Time: 3 Hours</th>
<th>Max. Marks: 100</th>
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NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

Learning Outcomes

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

- emphasize the need and importance of computer science as a subject.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- perform Pedagogical Analysis of various concepts in computer science.
- underline the need and importance of lesson planning and unit planning.
- understand the principles of curriculum construction.
- discuss the importance of computer textbooks.
- teach the proper computer laboratory planning and managing
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- develop competencies and skill for effective evaluation in computer science.

COURSE CONTENT

Unit-I

1. Nature and Scope
   - Significance of Computer Science in school curriculum.
   - Place of Computer Science at different stages of school.
   - Aims and Objectives of Teaching Computer Science at different stages of school.
   - Blooms Taxonomy of educational objectives.
   - Formulation of specific objectives in behavioural terms.
Unit-II

2. **Content and Pedagogical Analysis:** Concept, need and importance of Pedagogical Analysis.

- **Content:**
  - Computer System
  - Computer Software
  - Networking
  - MS-Windows
  - MS-Office
  - Operating System

- **Pedagogical Analysis:**
  Following point should be followed for pedagogical analysis:-
  a) Identification of concept.
  b) Enlisting behavioural outcomes.
  c) Enlisting activities and experiments.
  d) Enlisting evaluation techniques.

- **Lesson Planning:** Concept, Need and Importance of unit planning and lesson planning

Unit-III

3. **Teaching Learning Resources and Processes**

- Development and designing of computer science curriculum.
- Development of text-books
- Development of self instructional material
- Designing and managing Computer Laboratory.

**Teaching Skills**

- Skill of Introducing the lesson
- Skill of Probing Questions
- Skill of illustration with examples.
- Skill of Stimulus Variations
- Skill of Explaining

Unit-IV

4. **Approaches and Evaluation**

- **Teaching Methods:**
  - Lecture-cum-Demonstration method.
  - Project method.
  - Computer Assisted Instruction method.
Laboratory Method.
Mobile learning, and Online learning

- Evaluation
  - Meaning and importance of evaluation
  - Types and techniques
  - Achievement Test
  - Characteristics of a good test in Computer Science.
  - Preparing, reporting and evaluating the results.
  - Comprehensive and Continuous Evaluation.

Practicum/ Sessional

Do Any one of the following:

i. Critical analysis of course content of Computer science of secondary school curriculum.

ii. Prepare an achievement test of course content of Computer science of secondary school curriculum.

iii. Internet based project: Form a group on internet and share educational information with at least one link to audio/video material and prepare the project using ppt.

Suggested Readings


Singh, Arjinder. Teaching of Computer Education. Jalandhar: Modern Publisher

Sinha, P.K. & Sinha, P. Computer Fundamentals, BPB

Group-I: Pedagogy of Sciences

(iv) PEDAGOGY OF HOME SCIENCE

Max. Marks :100

Time: 3 Hours
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

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

- Understand Nature & Scope of Home Science
- Understand objectives of Teaching Home Science
- Adopt suitable approaches, methods, different resources to teach biological science.
- Appreciate the importance of planning and organizing extension activities.
- Applying e-resources in teaching Home Science.
- Develop skills of lesson planning based on various approaches.
- Understand the concept of continues and comprehensive evaluation.

UNIT – I

1. Concept, Objectives and Importance
   - Meaning, Nature and Scope of Home Science
   - Need and Importance of Home science in secondary schools in the present context
   - Correlation of Home Science with other school subjects
   - Aims and objectives of teaching Home Science
   - Blooms Taxonomy of educational objectives
   - Formulation of specific objectives in Behavioural terms.

UNIT – II

2. Content, Pedagogical Analysis and Teaching Skills

   - Content
– Food, Nutrition and Health
– Child Care
– Fiber and Fabric
– Home Management
– Health and sanitation

• **Pedagogical Analysis:**
  Following points should be followed for pedagogical analysis on topics
  a) Identification of concept
  b) Listing behavioural outcomes
  c) Listing activities and experiments.
  d) Listing evaluation techniques.

• **Teaching Skills**
  – Skill of introducing the lesson
  – Skill of illustrate with the help of examples.
  – Skill of explaining
  – Skill of stimulus variation
  – Skill of using black board

• **Concept, Need and Importance of unit planning and lesson planning.**

**UNIT – III**

3. **TEACHING LEARNING RESOURCES AND PROCESSES**

• Meaning, Principles and steps of curriculum construction in Home Sciences.
• Planning of space and equipment of Home Science Laboratory
• Classification and importance of Teaching Aids, (Visual Aids :- Chart, Model, Specimen).
• Qualities of a good Home Science Teacher. Professional growth of Home Science Teacher

**UNIT – IV**

4. **APPROACHES, Methods AND EVALUATION IN TEACHING**

• **Methods of Teaching:**
  Lecture-cum-Demonstration; Project Method; Discussion Method; Practical and Individual Method

• **Activity Based Learning:**
  Learning by doing : Experimentation; observation ; games, quiz; puzzles; Field visits and excursions
• **Approaches of Teaching Home Science**: Inductive – deductive approach; Maier’s Problem solving approach
• Continuous and Comprehensive Evaluation (CCE) in Biological Science.
• Construction and use of achievement test and diagnostic test in Home Science.
• Task Analysis, meaning and advantages
• Question Bank, meaning and advantages

**PRACTICUM/SESSIONALS:**
Any one of the following:

i. A course of ten practical by the Pupil-teacher in the following:
   - Cooking
   - Stitching/Embroidery/knitting
   - Home Management

ii. Preparation of online test

iii. Preparation of objective type test, short answer type test, essay type test

iv. Organize a quiz competition in Home Science and analyze the response of students

v. Plan a field visit of Home Science students

vi. Prepare one remedial Teaching Programme for a Home Science student

vii. Writing of project report in extension education.

**SUGGESTED READING**


CBSE (2009); *Teacher’s manual on CCE*. New Delhi: CBSE
Group-I: Pedagogy of Sciences

(v) PEDAGOGY OF PHYSICAL SCIENCE

Max. Marks :100

Time: 3 Hours

(Teory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes:

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

- Understand the Nature & Scope of Physical Science.
- Understand Aim and objectives of Teaching Physical Science.
- Adopt suitable approaches, methods, different resources to teach Physical Science.
- Appreciate the importance of planning for Teaching Physical Science.
- Applying e-sources in Teaching Physical Science.
- Develop a skill of conducting experiments to demonstrate Physical Science concepts.
- Develop a skill of planning lesson plan based on various approaches.
- Understand the concept of continuous and comprehensive evaluation.

COURSE CONTENTS

UNIT – I

1. NATURE AND SCOPE OF BIOLOGICAL SCIENCE
History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry.

Need & importance Physical Science in secondary school & its values in the present context.

Correlation of Physical science with other school subjects.

Aim & objectives of Physical Science.

Bloom’s Taxonomy of instructional objectives.

Physical Science in the service of human welfare – Agriculture, Medicine, Industry & Conservation of Environment.

UNIT – II

2. CONTENT AND ITS PEDAGOGICAL ANALYSIS

- Content –
  - Matter in our Surroundings
  - Atom & Molecules
  - Motion
  - Force & Law of Motion
  - Gravitation
  - Work and Energy
  - Sound
  - Acid Bases & Salt
  - Metal & Non-metal
  - Light
  - Electricity

- Pedagogical Analysis – Following points should be used for Pedagogical Analysis. Following points should be followed for pedagogical analysis on topics covered in the syllabus

- Identification of concept, b)Listing behavioural outcomes, c)Listing activities and experiments, d)Listing evaluation techniques

UNIT – III

3. TEACHING LEARNING RESOURCES AND PROCESSES

- Meaning, Principles & Steps of Curriculum construction in Physical Science

- Critical Analysis of Present Secondary School Text-Book with Reference to Haryana State

- Teaching Skills:-
  - Skill of Introducing the Lesson
  - Skill of Illustrate with the help of Examples
– Skill of Explaining
– Skill of Stimulus Variation
– Skill of Black-Board Writing
• Physical Science Laboratory – Importance, Planning, Designing, Equipping, Maintenance of Physical Science equipment & Records

• Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors.
• E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences.

• Improvised Apparatus – Meaning, Importance & Steps
• Professional Growth of Physical Science Teacher in Service Programme, Orientation Programme, Refresher Courses, Seminars, Symposium, Workshop, Science Fair, Science Exhibition, Projects.

UNIT – IV

4. APPROACHES AND EVALUATION IN TEACHING


• Methods of Teaching Physical Science
  – Lecture-cum-Demonstration
  – Project Method
  – Laboratory Method

• Continuous & Comprehensive Evaluation (CCE) in Physical Science

• Construction & Use of Achievement Test in Physical Science

• Construction & Use of Diagnostic Test in Physical Science, Preparation of Diagnostic Chart, Identification of Difficulties & Remedial Teaching.

• Meaning & Advantages of Task Analysis and Question Bank.

Praticum/Sessional

Any one of the following

i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Physical Science Test-books at the Lower Secondary Level in Haryana State.

ii. Improvisation of Apparatus/Equipment

iii. Seminar Presentation on any Topics given in the Syllabus.

Suggested Readings


Group-II: Pedagogy of Social-Sciences

(i) PEDAGOGY OF SOCIAL SCIENCE

Time: 3 Hours

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

NOTE FOR PAPER SETTER

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

ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

• understand the foundation of teaching Social Science.

• acquaint with different strategies for teaching Social Science at secondary and higher secondary level.

• to provide familiarization with Resources for teaching/learning Social science

• to develop an understanding of methods and approaches of teaching Social Science.

• to enable students to organize co-curricular activities through the Social Science Club.

• prepare achievement test in Social Science at secondary and higher secondary level.

• prepare lesson plans in Social Science for instructional purposes.

• conduct pedagogical analysis of content for teaching in the classroom.
• acquire competence in preparing tools of evaluation Social Science learning.
• acquire skills of analyzing text book in Social Science.

COURSE CONTENTS

UNIT 1

1. Nature & Scope of Teaching of Social Science
   • Meaning, Nature and Scope of Social Sciences as a school subject.
   • Aims and Objectives of teaching Social Sciences at School level.
   • Values of Teaching Social Sciences
   • Taxonomy and behavioural Objectives in Social Sciences.
   • Relationship of Social Science with other subjects and within the subject.

UNIT-2

2. Contents and its pedagogical analysis and Lesson planning
   • Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market
   • Meaning, importance and Steps of Pedagogical Analysis.
   • Pedagogical Analysis on the following topics:
     – Constitution of India
     – Physical features of India
     – Indain Freedom Movement
     – Population
     – Democracy in the contemporary world
     – Disaster Management
   • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT 3

3. Teaching learning resources and process
   • Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum- logical, concentric, spiral, chronological.
   • Skills of teaching Social Studies: Skill of Explaining, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation
UNIT 4

4. Approaches and Evaluation in Teaching

- Social Science Club- Meaning, Importance and Organization(Club activities, Exhibitions, Field Trips, Quiz Competitions)
- Meaning, Importance and Types of Evaluation in Social Sciences.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System.
- Construction of Achievement Test – Concept and Steps.

Practicum/Sessional

Any one of the following:

i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
ii. Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/ Prepare a List of Places of Cultural/Historical// Geographical/Economic/ political/scientific interest of your locality
iii. Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for social science club
iv. Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic.
v. Draw different types of maps of World, India, and locality /Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching.
v. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test
vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10th

Suggested Readings


Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi:
Harman Publishing House
NCERT Social Science Textbooks for classes VI-X, New Delhi: NCERT.

Group-II: Pedagogy of Social-Sciences

(ii) PEDAGOGY OF COMMERCE

Time: 3 Hours  Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i) Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii) Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

- understand meaning, nature and scope of commerce.
- understand aims, objectives and values of teaching commerce.
- Get familiar with the relationship of commerce with other disciplines.
- analyse the content, text-book and curriculum of commerce.
- develop the lesson plan for teaching in classroom.
- develop skills in teaching of commerce.
- acquaint with the various teaching learning resource and methods.
- develop insight into current trends of teaching commerce.
- equip themselves with practices of evaluation.
- develop a research perspective in the field of commerce.

Course content

UNIT-I

1. Concept of Commerce and Instructional Objectives
   - Meaning nature and scope of Accountancy and Business studies.
   - Aims, Objectives and Values of teaching Commerce.
   - Need and Importance of Commerce in school curriculum at higher secondary level.
   - Blooms Taxonomy of Objectives (statement of objectives in behavioural terms).

UNIT-II

2. Content Analysis and lesson planning
   - Pedagogical Analysis: Identification of concept, Listing behavioural outcomes, Listing activities and experiments, Listing evaluation techniques. Content for Pedagogical Analysis:
     - Final A/Cs
     - Sources of Business finance.
     - Marketing Mix.
     - Social Responsibility of Business
     - Consumer protection
     - E-commerce
• Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan

UNIT-III

3. Teaching learning resources and Processes

• Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement

• Analysis of prescribed text- book of commerce (XI & XII)

• Teaching learning resources: Meaning, Importance and use of Teaching learning resources

• Traditional Instructional Material: Charts, Graphs and Specimens

• Mass media: Television, Newspaper, Journals

• E- resources: Blog, World wide Web, Social Networking

• Skills in Teaching
  – Skill of Introducing
  – Skill of Explaining
  – Skill of Probing Questions
  – Skills of Illustrating with examples
  – Skill of Stimulus variation

UNIT-IV

4. Approaches and Evaluation in teaching

• Methods of teaching:
  – Lecture cum Discussion Method
  – Project Method
  – E-Tutoring
  – Role playing

• Concept Attainment Model, Advanced organizer Model and Inquiry Training
Model in Teaching commerce

- Evaluation: Meaning, Importance, Types and Techniques.
- Preparation of Blueprint and construction of Achievement Test

**Practicum/ Sessionals**

Any two of the following:

i. Participation in discussion (class level) in any recent development in the area of commerce and prepare a report

ii. Make a report on activities performed by a company regarding its social responsibility

iii. Review at least two research articles on commerce

iv. Make a report of E-Commerce operations of a company

v. Field visit to any one (bank, factory, consumer forum). Prepare a report on functions performed

**Suggested Readings**


Group-II: Pedagogy of Social-Sciences

(iii) PEDAGOGY OF ECONOMICS

Time: 3 Hours  Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

- understand the foundation of teaching Economics.
apply knowledge of Economic in understanding current socio-economic-political issues for human interests and building future economics activities in the light of past.

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

COURSE CONTENT

Unit -I

1. Nature & Scope of Teaching of Economics
   - Meaning, Nature and Scope of Economics as a school subject.
   - Aims and Objectives of teaching Economics at School level
   - Values of Teaching Economics in present scenario.
   - Taxonomy and behavioural Objectives in Economics.
   - Correlation of Economics with Public Finance, Commerce, Law, Geography, Mathematics, Natural Science and Sociology.

Unit- II

2. Contents and its pedagogical analysis and Lesson planning
   - Meaning, Importance and Steps of Pedagogical Analysis. Pedagogical Analysis on the following topics:
     - Poverty as Challenge facing India
     - Indian economy
     - Globalization
     - Inflation & Deflation
     - Employment
   - lesson planning in Economics: Need & Importance, Basic Elements & its Preparation

Unit-III

3. Teaching learning resources and process

• Teaching Learning Material: Textbook & Reference Books, Documentaries, Graphs, Tables, News Papers, Library and E-resources (Blog, World Wide Web, and Social Networking.)

• Skills of teaching Economics: Skill of Explaining, Skill of Illustration with Examples, Skill of Probing Questions and Skill of Stimulus Variation

Unit-IV

4. Approaches and Evaluation in Teaching

• Teaching Economics through concept mapping, Inquiry Training model, Advance Organiser model, Project method, dramatization, Survey and field visit.

• Meaning & Importance of Co-curricular activities. Economics Club – meaning, importance and organization.

• Meaning, Importance and Types of Evaluation in Economics.

• Continuous and Comprehensive Evaluation: Meaning, importance & Process.

• Construction of Achievement Test – Concept and Steps.

Practicum/Sessional

Any one of the following:

i. Explore how cartoons, advertisements, graphs, currency, pictures can be used for teaching Economics.

ii. Content Analysis and preparation of instructional material related to any unit

iii. Prepare ten (10) slides related to economics teaching content at senior secondary level.

iv. Critical appraisal of economics text books at senior secondary level.

v. Field Visits ( Banks, Small-Scale Industries, Consumer Cells)

Suggested Readings:


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**Group-II: Pedagogy of Social-Sciences**

**(iv) PEDAGOGY OF ART**

**Time: 3 Hours**

**Max. Marks: 100**

*(Theory: 80, Internal: 20)*

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**NOTE FOR PAPER SETTER**

- Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
- Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
- Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
Learning Outcomes

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

- understand the foundation of teaching Art
- develop an awareness of various art forms and their cultural bases.
- familiarize with different strategies for teaching Art secondary and higher secondary level.
- develop skill in use of various art tools and instruments
- develop a perspective and appreciation of art, nature, human existence relationship
- develop an understanding of methods and approaches of teaching Art

Course content

Unit-I

1. **Foundation and Context of Economics**
   - Meaning, nature, and scope of Arts
   - Aims and objectives of teaching Fine Arts
   - Importance and place of Fine Arts in Education
   - Construction of syllabus of Fine Arts at Secondary Education
   - Relationship of Fine Arts with other school subjects
   - Elements of Art (Colour, Form, Space, Texture, Light and Shade)
   - Principles of Art (Balance, Rhythm, Harmony, Unity, Proportion, Dominance)
   - Social and cultural importance of Art

Unit-II

2. **Methods of Teaching, Lesson Planning and use of teaching aids**
   - Lecture-cum-demonstration Method
   - Project Method
   - Observation Method
   - Excursion Method (field trips and tours)
   - Preparation of lesson plan from 6th to 12th class
   - Use of charts, flash cards and real objects
   - Use of ICT

Unit-III

3. **Skill Development**
   - Skill of Art appreciation
   - Skill of observation
   - Skill of Imagination
   - Skill of Visual communication
   - Skill of handling the colours, brushes etc.
   - Skill of Art development in child at different stages
Unit-IV

4. Professional Efficiency, Measurement and Evaluation
   - Professional qualities of a good teacher in Art
   - Creativity in Art and Art teacher
   - Organizing Art Exhibition and decorating the classroom
   - Meaning, importance and need of measurement and evaluation
   - Types of evaluation techniques

Practicum/Sessionals

Any one of the following

i. Design  
ii. Greeting Cards  
iii. Composition  
iv. Landscape  
v. Collage  
vi. Poster

Suggested Readings


Sahi, Jane and Sahi, R(2009). Learning Through Art, Eklavya,

Group-II: Pedagogy of Social-Sciences

(v) PEDAGOGY OF HISTORY

Max. Marks :100  
Time: 3 Hours  
(Theory: 80, Internal: 20)
NOTE FOR PAPER SETTER
i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

Learning Outcomes

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

- Understand the concept and aims of history as a school subject
- Develop skills and competence to analyse content chronologically for using different methods of teaching history.
- Prepare appropriate test and evaluation techniques to measure the knowledge of history.
- Apply knowledge of history in understanding current socio-economic-political issues for human interests and building future society in the light of past.
- Deduce the logical from the facts of history to be applied for a healthy social life.

COURSE CONTENT

UNIT – I

1. NATURE, SCOPE, AIMS, AND OBJECTIVES OF HISTORY
   - Meaning, Nature, Scope of history. Importance of time & space in history
   - Place of history in secondary and senior secondary level school curriculum
   - Aims, objectives and values of teaching history
   - Bloom’s taxonomy to formulate objectives in behavioural terms
   - Co-relation of history with other school subjects. Relation of history with present.
   - Classification of history according to geographical boundaries, period and circumstances.

UNIT – II

2. PEDAGOGICAL ANALYSIS OF CONTENT AND LESSON PLANNING
   - Meaning and importance of pedagogical analysis
Points followed for pedagogical analysis: (i) Identification of concept (ii) Listing behavioural outcomes (iii) Listing activities & Experiments (iv) Listing evaluation techniques.

Some content for pedagogical analysis:

a) Indus valley civilization  
b) Ashoka The Great  
c) Mughal dynasty  
d) First war of independence (1857 A.D.)  
e) Freedom movement and modern India

Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson planning.

Development of self-instructional material (SIM) for secondary and senior secondary level students.

UNIT – III

3. TEACHING-LEARNING RESOURCES AND HELPING MATERIALS

- Curriculum and instructional material: Need for development and designing curriculum in history.
- Principles of curriculum construction, organization of content in history curriculum according to stages of education.
- Identifying controversial points of history, analytical teaching of such points.
- Meaning, importance and use of helping material, types of helping material
- Selection of helping material: Maps, time lines, flow charts, battle plans, pictures, film-strips, models, computer & internet, radio, T.V. etc.

UNIT – IV

4. APPROACHES AND EVALUATION

- Approaches, methods and techniques of teaching history – need and importance, selection of method to teach specific content.
- Various methods of teaching history: source method, discussion method, lecture-cum-story telling method, dramatization, project method, teaching through field trips and excursions.
- Use of various techniques, tactics and maxims of teaching
- Meaning, objectives and importance of evaluation
- Evaluation techniques and devices, characteristics of a good test in history.
- Preparing, reporting and evaluating the results.

Practicum/ Sessionals
Any one of the following

i. Preparation of time line, flow chart, battle plan, map showing boundaries of any specific dynasty or king or specific period (Individual activity)

ii. Organize trip to historical place/monuments.

iii. Prepare skit/drama from history-events (Group-activity)

Suggested Readings:


Group-III: Pedagogy of Languages

(i) PEDAGOGY OF ENGLISH

Max. Marks : 100
Time: 3 Hours (Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

LEARNING OUTCOMES

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

- Familiarize with the elements of English language.
- Develop linguistic skills among their pupils.
- Conduct pedagogical analysis of the content in English language and develop teaching skills.
- Make effective use of introduction aids in teaching of English.
- Evaluate the performance of the students.
- Explain various teaching methods of English.

Course Content

Unit-I

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

Unit-II

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

Unit-III

3. Teaching Learning Resources & Processes
• Features of English Pronunciation: Stress, juncture and intonation.
• Co-curricular activities in English classroom: Language games, quiz, debates, group discussions.

UNIV-IV

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

Praticum/Sessional

Any one of the following:
i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
ii. Preparation of Instructional Material:
   a. Preparing PPT’s
   b. Preparation of Charts and Models
iii. Prepare a Remedial programme for a child having English Spelling errors.

Suggested Readings


Group-III: Pedagogy of Languages

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Maximum Marks :- 100

Time: 3 Hours  (Theory: 80, Internal- 20)

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Group-III: Pedagogy of Languages

(iii) PEDAGOGY OF PUNJABI

Time: 3 Hours  Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

- Explain the need and principles of Punjabi Language.
Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
 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.
 Demonstrate language competencies.

Course content

Unit -1
1. Nature & Scope of Teaching of Punjabi
   - Language & its development
     - Meaning
     - importance
     - Nature
   - Formulation of Instructional objectives in teaching of Punjabi
     - Meaning of Instructional objectives
     - Taxonomy of Instructional objectives
     - writing objectives in behavioral terms
   - Correlation
     - Inter correlation of Punjabi language with other languages(Hindi, English, Sanskrit)
     - Intra correlation of Punjabi language (Prose, Poetry, Grammar, Composition)

Unit- 2
2. Contents and its pedagogical analysis
   - Pedagogical Analysis- Objectives and lesson planning
     - Teaching of Prose
     - Teaching of Poetry
     - Teaching of Grammar
     - Teaching of Composition
   - Development of Language skills
     - Listening
     - speaking
     - Reading
     - Writing
   - Teaching skills
     - Skill of Questioning
     - Skill of Explaining
     - Skill of Technology enthusiast
     - Skill of chalk board writing

Unit-3
3. Teaching learning resources and process
   - Instructional Material
     - Concept
     - components
     - Importance / use
Unit-IV
4. Approaches and Evaluation on Teaching
   • Remedial Teaching
     - Meaning and significance of remedial teaching
     - Common errors in Punjabi language and their removal
   • Evaluation
     - Concept of test measurement and evaluation
     - Place of Evaluation in the process of teaching learning

Practicum/Sessionals
Select anyone of the following:
   i. Preparation of a Diagnostic /Achievement Test.
   ii. Organize a quiz competition in Punjabi and analyze the responses of students.
   iii. ICT Based presentation on any topic of your choice.
   iv. Seminar presentation on any topic given in the syllabus.

Suggested Readings
Singh, H.(1966), Punjabi Bare, Patiala: Punjabi University

Group-III: Pedagogy of Languages

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Syllabi/ B.Ed.-2Yr/KUK

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PEDAGOGY OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

i. Paper setters will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be four short-answer type questions of 4 marks each to be selected from the entire syllabus.

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

iv. All questions will carry equal marks.

Learning Outcomes

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

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

COURSE CONTENT

Unit-I

1. Nature & Scope of Teaching of Mathematics
   - Meaning, nature and scope of mathematics
   - History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam
   - Relationship of Mathematics with other school subjects
   - Aims and objectives of Mathematics teaching
   - Behavioural objectives: meaning and importance of behavioural objectives, writing instructional objectives for teaching of mathematics (Bloom’s Taxonomy of Instructional Objectives).

Unit-II

2. Pedagogical Analysis and Lesson Planning
   Meaning and importance of Pedagogical Analysis

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

Unit-III
3. Teaching Learning Resources and Processes

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

Unit-IV

4. Approaches and Evaluation in Teaching of Mathematics

- Methods of teaching Mathematics
  - Lecture cum demonstration method
  - Analytic-Synthetic
  - Laboratory
  - Inductive-Deductive
  - Problem Solving
  - Project Method

- Techniques of teaching Mathematics
  - Oral work
  - Written work
  - Drill work,
  - Brain Storming,
  - Home Assignment

- Evaluation: Meaning, importance and types of evaluation.
- Preparation of diagnostic and achievement test.

Praticum/Sessional

Any one of the following

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

**Suggested Readings:**


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


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


Corporation.


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


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**Course EPC-1**

**Reading And Reflecting On Text.**

Max. Marks :50

Time: 3 Hours (External: 40,Internal: 10)

**Learning Outcomes**

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

- Engage with the readings inter-actively individually and in small groups.
- Read and response to a variety of texts in different ways.
- Learn to think together, depending on the text and the purpose of reading.
- Enables to effective communication skills.
- Develop an insight into the exposing reading, writing, thinking and communication in the language of instruction.

**COURSE CONTENT**
Unit 1

- **General Orientation**
  - Communication- concept and type of communication, overcoming barriers of communication.
  - Identifying and describe some differences in phonemic system of language spoken by learners (in first and second language).
  a. Engaging with narrative and descriptive accounts. The selected text could include stories or chapter from fiction, dramatic incidence, vivid descriptive accounts, or even well produced trip stories.

**Suggested Activities:**

i. Exposure (native speaker) to give students by using ICT followed by discussion.
ii. Narrating/describing a related account from one’s life experience (in front of a smaller group) by student - teacher.
iii. Re-telling the account – in one’s own words/from different points of view (talking turns in a smaller group).
iv. Discussion of chapter character and situation sharing interpretation and points of view (in a small group)
v. Writing based on text, e.g. summary of scene, extrapolation of a story, converting a situation into a dialogue, etc. (individual text).

Unit II

- Engaging with popular subject- based expository writing (educational and writing) Spelling and punctuation.

- The selected text could include articles, Essays and biographical writing with themes that are drawn from the subject area of the students, teachers (various sciences, Mathematics, social sciences, language.)

**Suggested Activities:**

i. Attending the writing style, subject specific, vocabulary and perspective or reference frame in which different topic are presented- (group discussion).
ii. Writing a review or a summary of the text, with comments and opinion.
  - **Engaging with journalistic writing**
    - Student teacher will select newspaper/magazine articles on topics of contemporary issues.
• Analyze the structure use of articles by identifying sub-heading, keywords, sequencing of ideas, use of concrete details and statistical representation.
• Articles on topics of interest for write collage magazine/wall.

Unit III

• Engaging with subject – related reference books.
  • Sequence of Activities
    i. Students teacher (in small group) will make a choice of a specific topic in their subject area which they could research from a set of available references books.
    ii. Search relevant references books from library/internet source and extract relevant information.
    iii. Makes notes on these ideas in some schematic from (flow diagram/mind map)
    iv. Plan a presentation with display and oral comments.
    v. Make presentation to whole group.

EPC-2
Drama and Art in Education

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

Time: 3 Hours

Learning Outcomes

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

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

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

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

Course 8
KNOWLEDGE AND CURRICULUM

Max. Marks :100
(Time: 80,Internal: 20)
NOTE FOR PAPER SETTER

i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.

ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Rationale:

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

Learning Outcomes

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

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

Course Contents

Unit-I

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

Unit-II

2. Social Basis of Education
   - Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy.
The role of culture, economy and historical forces in shaping the aims of education.

Individual opportunity, social justice and dignity in context of democratic education.

A study of Secularism, Nationalism and Universalism and their interrelationship with education.

Unit-III

3. Curriculum Development

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

Unit-IV

4. Curriculum Practices

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

Practicum/Sessionals

Any two of the following:

i. Socio-economic educational survey of near by village/ urban settings.
ii. Role of education in empowerment of weaker sections of society.
iii. To analyze and prepare a report on the present curriculum of Haryana School Education Board/ CBSE in the light of various determinates of curriculum development.
iv. Filed survey on impact of present system of education on:
   a) Socialization of child
   b) Modernization with reference to industrialization and individual autonomy.
v. To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.

Suggested Readings


**Course -9**

**ASSESSMENT FOR LEARNING**

Max. Marks :100
NOTE FOR PAPER SETTER
i. Paper setter will set nine questions in all, out of which students will be required to attempt five questions.
ii. Q.No 1 will be compulsory and will carry 16 marks. There will be four short-answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the four units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

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

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

Course Contents
Unit I
1. Introduction to Assessment & Evaluation
   - Concept of Assessment & Evaluation and their inter relationships.
   - Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
   - Critical review of current evaluation practices:
     a) Formative and summative evaluation
     b) Prognostic and diagnostic
     c) Norm referenced test and Criterion referenced test
     d) Quantitative and Qualitative

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

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

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

Practicum/ Sessionals
   Any one of the following:
   i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
   ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
   iii. Analysis of question papers ( teacher made)
   iv. Writing self appraisal/ create portfolio.
   v. Planning and organizing student’s portfolio.
   vi. Writing a report on the evaluation and learner practice of school education.
vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

**Suggested Readings**


Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.
Course 10

CREATING AN INCLUSIVE SCHOOL

Max. Marks :50
Time: 1.30 Hours
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.

ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Rationale

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

Learning Outcomes

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

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

Course Contents

Unit I

1. Inclusive education:
   - Meaning, nature, need and philosophy of inclusive education.
     a) Models of inclusion,
     b) Barriers to learning and participation.
     c) Implementation and strategies for inclusion in society and school.
   - Constitutional provisions-Govt. policies and practices:
     a) National Policy of Persons with Disabilities Act 2006,
b) Sarva Shiksha Abhiyan in terms of Inclusive Education.

- Psycho-social and educational characteristics, functional limitations, role of family and community participation with reference to Loco motor Impairment, Hearing Impairment, Visual Impairment, Learning Impairment and Mental retardation

Unit-II

2. Inclusive practices in classrooms

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

Practicum/ Sessionals

Any one of the following:

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

Suggested Readings

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

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


COURSE 11 (Optional)

(i) ENVIRONMENT EDUCATION

Max. Marks : 50

Time: 1.30 Hours

(Teory: 40, Internal: 10)

NOTE FOR PAPER SETTER

i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.

ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

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

Course Content

Unit-I

1. Concept of Environmental Education:
   - Meaning, need and scope of environmental education.
   - Evolution and development of environmental education.
   - Stock Holm conference, Thelisi conference and Earth Summit.
   - Objective of environmental education.

2. Environmental problems and policies:
   - Acid rain, Ozone depletion, effect of urbanization, industrialization and deforestation.
   - Global warming and Kyoto Conference.
   - Pollution and its types.
   - Policies related with environmental problems.
   - Sustainable development
   - Environmental legislation in India.
• Concept of healthy environment
• Eco club: Meaning, Characteristics & Importance.

Unit-II

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

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

Practicum/Sessionals

Any one of the following:

1. Prepare a scrap file along with suggestion of pupil-teacher related to environmental articles and news.
2. Project report on local environmental problem.
3. Conducting discussion (class level) on disaster management and prepare a report on it.

Suggested Readings:


Course-11 (optional)
(ii) PEACE EDUCATION

Max. Marks :50

Time: 1.30 Hours (Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

iv. Paper setter will set five questions in all, out of which students will be required to attempt three questions.

v. Q.No 1 will be compulsory and will carry 8 marks. There will be two short - answer type Questions of 4 marks each to be selected from the entire syllabus.

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

Learning Outcomes

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

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

Course Contents

Unit -1

1. Introduction of Peace Education
   - Meaning, Concept and need of Peace Education.
   - As a universal value
   - Aims and Objectives of Peace Education.
   - Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO’s, Government Agencies in promoting peace education.
   - Current Status of Peace Education at Global Scenario.
Unit-2

2. **Peace In The Indian Context**
   - Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
   - Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.
   - Democracy and Peace, Secularism and Peace, Culture and Peace.

**Practicum/Sessionals**

**Any one of the following:**

i. Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.

ii. Organize an activity in schools to promote Peace.

iii. Write a report on Gandhi and Peace.

iv. Write about the contribution of any two Noble prize winners for Peace.

v. Prepare an album of Indian Philosophers and write their thoughts on peace.

**References**


Paris UNESCO.


### Course-11 (optional)

(iii) HEALTH, PHYSICAL AND YOGA EDUCATION

Max. Marks :50

Time: 1.30 Hours (Theory: 40, Internal: 10)

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<th>NOTE FOR PAPER SETTER</th>
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<tr>
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</tr>
<tr>
<td>iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.</td>
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### Learning Outcomes:

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

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

### Course Contents

**Unit-I**

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

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

Unit-II
3. Safety and Security
• Communicable diseases- modes, Prevention and control.
• First Aid in case of Wounds, Hammerages, Fracture, Dislocations, Sprain, Strain and Bites
• Health Hazards
• Pollution: causes and prevention
• Water conservation, management and recycling
• Global warming
• Personal and Environmental Hygiene

4. posture and Physical Fitness:
• Postural deformities and their Management through Yogic and other exercises
• Physical Fitness –Elements, importance.

Practicum/Sessionals
Any one of the following:
1. A) Prepare a Medical report of a school student.
    B) Report of common first aid emergencies in school.
2. Performing & Reporting any five advance yoga asana.

References:
Anderson, C.R. *Your guide to health.*
Holmes, A.C. *Health in developing countries.*
COURSE 11 (Optional)

(iv) GUIDANCE AND COUNSELLING

Max. Marks :50
Time: 1.30 Hours
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER
i. Paper setter will set five questions in all, out of which students will be required to attempt three questions.
ii. Q.No 1 will be compulsory and will carry 8 marks. There will be two short-answer type Questions of 4 marks each to be selected from the entire syllabus.
iii. Two long answer type question will be set from each of the two units, out of which the student will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

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

Learning Outcomes
After transaction of the course, student teachers will be able to:
- explain the concepts of guidance and counseling.
- describe educational, vocational and personal guidance.
- understand the need of assessing an individual.
- familiarize with testing and non-testing devices of guidance.
- get aware of the organization of guidance services in the schools.

Course Content
UNIT-I
1. INTRODUCTION TO GUIDANCE
   - Meaning, Nature and Scope
   - Principles of Guidance
   - Types of Guidance : Educational, Vocational and Personal Guidance
     (Meaning, Need and Importance, Objectives)
2. COUNSELING
• Concept of Counselling, Need & Importance of Counselling
• Types of Counselling : Directive, Non-Directive and Eclectic
• Meaning and Characteristics
• Process of Counselling

UNIT-II

3. STUDYING AN INDIVIDUAL
• Need and importance of Studying an individual
• Testing and Non-testing devices for the study of an individual
• Testing : Interest Inventories and aptitude tests
• Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale

4. GUIDANCE SERVICES AND THEIR ORGANIZATION IN THE SCHOOLS:
• Types of Guidance services
• Role of School personnel in organizing guidance services
• Role of Teacher as a counselor.

Practicum/Sessionals
Any one of the following
i. Make a study of a guidance centre. Prepare a report.
ii. Prepare a cumulative record card of a student studying at secondary level.
iii. Prepare a report on the guidance services organized by school personnel.

Suggested Readings:
Course EPC 3

Critical Understanding of ICT

Max. Marks : 50
Time: 3 Hours
(External: 40, Internal: 10)

Learning Outcomes

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

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

COURSE CONTENTS

1. ORIENTATION TO ICT

- ICT: Meaning, Importance and Tools of ICT
- MS-Windows: Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- MS Word: Concept of word processing, Entering Text, Selecting and Inserting text, editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents,
Manipulation of tables and footnotes, table of contents and index, sorting, formatting sections and documents.

- **MS Excel**: Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.

- **MS Power point**: Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.

- **Multimedia**: Components of Multimedia, Textual Information, Animation, Digital Audio, Digital Video, MS-Publisher, Photo Draw.

2. **DIGITAL SHARING AND EXCHANGE OF INFORMATION**

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

3. **ICT TOOLS AND ITS INTEGRATION IN EDUCATION**

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

**Hands On Training:**

i. Administrative use – Letter correspondence and E-Mail
ii. Construction of a Portfolio and Question paper of teaching subjects
iii. Creating learning materials – handouts
iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

vi. Students progress record – Tabulation and graphical representation of results of an academic test.

vii. Multimedia presentation on a topic relevant to the Optional Subjects

viii. Prepare transparencies on a topic relevant to the Optional Subjects

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

**Suggested Readings**


List of Contributors
Development of Draft Syllabi - B.Ed -2 year course as per NCTE curriculum frame work 2014
K.U.K

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<td>1.</td>
<td>Prof. Puran Singh, Chairman, Department of Education, KUK.</td>
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<td>18.</td>
<td>Dr. Saroj Sobti, Assistant Prof., Dr. G.D.D.A.V.College of Edu. for Women, Karnal.</td>
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### List of Participants

Consultative Meeting regarding development of Draft Syllabi of B.Ed -2 year course as per NCTE curriculum framework 2014 held on 22.04.2015 at University College of Education, K.U.K

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<td>Dr. Ram Niwas, Dy. Dean, Dept. Of Education, G.K. University, Talwandi Sabo, Bathinda (Pb)</td>
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