Regulations and Syllabus for Two Years B. Ed. Programme

(Through Regular and Distance Mode)

With effect from the Academic Session 2015-16
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.
Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for B.Ed. Programme)

1. **General Objectives:**
   The curriculum is designed to achieve the following general objectives of the B. Ed. Programme:
   1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
   2) The student teacher understands the process of learning and development among students, different approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
   3) The student teacher plans learning experiences that are based on learner’s existing proficiency, interests, experiences including misconceptions and errors; and an understanding of the process of viewing, developing and making sense of subject matter contained in the learning experiences.
   4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
   5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
   6) The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
   7) The student teacher acts as an agent of modernization and social change.
   8) The student teacher promotes capabilities for inculcating national values and goals as mentioned in the Constitution of India.
   9) The student teacher promotes social cohesion, international understanding and protection of Human Rights and rights of the child.
   10) The student teacher will become adept in the use of ICT in the teaching-learning process.

2. **Eligibility and Procedure of Admission:**
2.1 **For Admission through Regular Mode:**
   (a) The candidates with at least 50% marks either in the Bachelor’s Degree (Medical / Non-medical / Commerce / Arts) and/or in the Master’s Degree in the Sciences /Social Sciences / Humanities/
Commerce, Bachelor’s in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor’s/Master’s Degree and 50% marks for Bachelor’s in Engineering or technology from a recognized University established by law in India are eligible for admission in the programme.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).

(b) Post graduation is considered only to make those candidates eligible who are not eligible on the basis of qualifying examination but the post graduation will not be the merit criteria. The Post graduation must be in one of the school subjects and the subject offered at Post Graduation level should be the same as at graduation level.

(c) The reservation of seats for SC/ST/OBC/Ex-serviceman and Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.

(d) The admission will be made strictly on the basis of the merit of entrance test conducted by Himachal Pradesh University. The minimum eligibility condition will be the attainment of 35% marks in the entrance test (Govt. of Himachal Pradesh Letter No. EDN-A-F(7)5/2013 Dated 18th March 2013). However, in case of SC/ST, 30% marks in the entrance test would be the minimum qualifying criteria (Hon’ble High Court of Himachal Pradesh CWP 4533 of 2013). The Entrance Test will consist of 150 items of one mark each on General awareness of the candidate about India, Himachal Pradesh, Freedom movement, Knowledge about various Commissions and Committees on Education, general mental ability and proficiency in the languages of Hindi and English.

2.2 Division of Seats

(a) 85% seats will be reserved for the candidates from within the state and 15% will be open to candidates of other states/UTs on All India Basis. The eligibility criteria for 85% seats will be that the candidate must be a bonafide/domicile resident of Himachal Pradesh. Each candidate would be required to submit a certificate to this effect from the SDM/Tehsildar of the area concerned.
(b) 10% out of 85% state quota seats in un-aided self-financing institutions shall be treated as management quota seats and shall be brought out of the purview of centralized counseling to be conducted by the university. The management of the institute shall fill up management quota seats on the basis of the merit of entrance test through its own counseling in a transparent manner. There shall be no reservation, whatsoever, in respect of the prescribed management quota seats. The basic eligibility criteria shall remain the same as in case of other students.

(c) 85% seats reserved for the bonafide/domicile candidates of Himachal Pradesh will be filled by applying 100 point Reservation Roster of Himachal Pradesh Government (Deprt. of Higher Education, Govt. of Himachal Pradesh Letter No. EDN-A-Ga (18)-7/06-L Dated 13th July 2009.

(d) One supernumerary seat for a ‘Single Girl Child’ is reserved to the meritorious candidate of the entrance test in the Department of Education, H.P. University, Shimla only.

2.3 For admission through Distance Education Mode:

a. The candidates with at least 50% marks either in the Bachelor's Degree (Medical/Non-medical/Commerce/Arts) and/or in the Master’s Degree in the Sciences/Social Sciences/Humanities/Commerce, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, and 45 percent marks in case of SC/ST/OBC/Physically handicapped categories in the aforesaid Bachelor's/Master’s Degree and 50% marks for Bachelor's in Engineering or technology from a recognized University established by law in India are eligible for admission to the programme.

b. In addition to above eligibility conditions, the candidate should fall under any of the following two criteria:

(i) Trained in-service teachers in elementary education;
(ii) Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode.

c. The reservation and relaxation in marks for SC/ST/OBC/Physically handicapped categories will be as per the existing rules of Himachal Pradesh Government.

d. The admissions to the B. Ed. Programme through ICDEOL will be made solely on the basis of academic merit in qualifying examination in concerned stream of study of the candidate.
2.4 Admission to the B. Ed. Course is subject based:
At the time of admission, each candidate shall opt for two teaching subjects. A candidate can opt only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the subjects of the subject combination for at least three years at Bachelor’s level and two years at Master’s level.

Honour’s students shall opt for teaching subjects (one major subject in which they have obtained honour, and the other subsidiary subject which should have been studied at least for one year/one semester).

The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.

The following will be the teaching subject for the students of different streams as under:
a. B.Com/M.Com students shall opt following teaching subjects:
i. Teaching of one of the languages i.e. English/Hindi/Sanskrit.
ii. Teaching of Commerce.

i. B.Sc. (Medical) graduates shall opt the following two teaching subjects:
i. Teaching of Life Sciences
ii. Teaching of Physical Sciences

ii. B. Sc. (Non-medical) graduates shall opt the following two teaching subjects:
i. Teaching of Mathematics
ii. Teaching of Physical Sciences

iii. Arts graduates shall opt following teaching subjects:
i) Teaching of Social Sciences: Teaching of Social Sciences shall be opted by the graduates who have taken any one of the following subjects at B.A./M.A. level:
i. History ii. Geography iii. Political Science

iv. Sociology v. Economics vi. Public Administration

OR

Teaching of Mathematics: It shall be opted by the graduates who have taken mathematics as one of the subjects at their graduation level.

ii) Teaching of any one of the languages i.e. English, Hindi and Sanskrit provided the candidate has studied the subject at the graduation level.
3. **Duration (Time Frame):**

3.1 The B.Ed. programme through regular mode shall be of a minimum period of two academic years (spread across four semesters) and a maximum of three academic years from the date of admission of the candidate. There shall be at least 100 working days in each semester exclusive of the period of examinations and admissions with 600 teaching clock hours (each working day having 6 teaching clock hours). The minimum attendance of students shall be 80% for Theory Courses and Practicum and 90% for Field Attachments / School Internship / Practice Teaching.

3.2 The B.Ed. programme through Distance Education (ICDEOL) mode shall follow annual mode and be of a minimum period of two years and a maximum of five years from the date of admission of the candidate. The personal contact programme will be compulsory for all the candidates and it shall be of 120 contact hours per year. The personal contact programme shall comprise of academic counseling sessions (72 hours per year), workshops (36 hours per year) and school-based activities (12 hours per year).

4. **Evaluation:**

The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and ESE and will be consolidated at the end of the course. The evaluation system of the students has the following two components:

i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and

ii. **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

*In case of ICDEOL, ESE refers to End Session Examinations which will be held in the month of June each year.*

4.1 **Continuous Comprehensive Assessment (CCA):**

4.1a For the students through Regular Mode

This would include the following components:

- **Classroom Attendance** – Each student will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A student having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE).

- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these
cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.

- The students having attendance between 79% and 70% attendance will apply for exemption on a prescribed form accompanied by clear reason(s) for absence to the competent authority.

- Those students getting the exemptions, except for those getting exemptions for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

- **Classroom Attendance Incentive:** Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to percent attendance) will be awarded CCA marks (in case of courses with a total of 100 marks) as follows:

  - > 80% but ≤ 83% 1 marks
  - > 84% but ≤ 87% 2 marks
  - > 88% but ≤ 91% 3 marks
  - > 92% but ≤ 95% 4 marks
  - > 96% 5 marks

The marks on the basis of attendance (in case of courses with a total of 50 marks) will be awarded as follows:

  - > 80% but ≤ 86% 1 marks
  - > 87% but ≤ 93% 2 marks
  - > 94% 3 marks

- The continuous comprehensive assessment (CCA) will have the following components:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Component</th>
<th>Courses with 100 Marks</th>
<th>Courses with 50 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Classroom Attendance</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>B.</td>
<td>Mid-term Test / Theory Assignments</td>
<td>15</td>
<td>07</td>
</tr>
<tr>
<td><strong>Total Marks (CCA)</strong></td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

b. **For the Students through Distance Mode:**

- **Attendance Reward:** Attendance in Personal Contact Programme (PCP) of B. Ed. Programme is compulsory for all the candidates and it shall be precondition for being permitted to appear in the University Examination. Provided that relaxation in attendance not exceeding 20% may be granted by the Director,
ICDEOL H.P.University in exceptional circumstances (like election, census duty etc.) to be recorded in writing in each case and not as a general rule.

- **Theory Assignments:** A total of 50% weightage is earmarked for four theory assignments per course. The assignments will be evaluated by concerned course teacher/s and the feedback on it will be provided to the learners in order to improve their performance. The assignments are to be submitted to the concerned teacher/coordi­nator of PCP.

- **Workshop Activities:** About 30% weightage will be given to one activity in each course to be performed by the students during workshop sessions. The activities may include presentation in seminars, project work, preparation of TLM etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordi­nator of PCP.

- **School-Based Activities:** About 20% weightage will be given to one activity in each course to be performed by the students in the schools. The activities may include preparing and maintaining Stock Registers, Students’ Cumulative Records, Time Table, CCE Records, Attendance Records, School Development Plans, Annual Work Budget Plans etc. The student teachers will prepare a report of the activity and submit the same to the concerned teacher/coordi­nator of PCP.

- The continuous comprehensive assessment (CCA) / Internal Assessment will have the following components:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Component</th>
<th>When</th>
<th>Weightage</th>
<th>Marks in case of Subjects with 100 Marks</th>
<th>Marks in case of Subjects with 50 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Theory assignments</td>
<td>Four theory assignments to be submitted during or within one month after PCP</td>
<td>50%</td>
<td>10</td>
<td>05</td>
</tr>
<tr>
<td>B.</td>
<td>Workshop Activity</td>
<td>One activity in each course</td>
<td>30%</td>
<td>06</td>
<td>03</td>
</tr>
<tr>
<td>C.</td>
<td>School Based Activity</td>
<td>One Activity in each course</td>
<td>20%</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td><strong>GRAND TOTAL (A+B+C)</strong></td>
<td></td>
<td>100%</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>
4. 2  End-Semester Examinations (End-Session Examinations in case of ICDEOL):

- The remaining 80% of the final marks assigned to a student in a course will be on the basis of ESE that will be for three hours and one and half hour duration depending upon the marks assigned to the course. The end-semester examinations for odd and even semesters in case of regular students will be held in the months of November / December and June each year respectively. In case of ICDEOL, the end-session examinations will be held in the month of June each year. The ESE will be covering the whole syllabus of the course.

- Question Papers for the ESE will be got set by the Controller of Examinations, H. P. University, Shimla.

- The question paper for the ESE (having 80 marks) will have following pattern:

  **Section A**
  Compulsory of 16 marks consisting of 8 short answer type questions of 2 marks each covering whole of the syllabus.

  **Section B (UNIT I)**
  The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

  **Section C (UNIT II)**
  The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

  **Section D (UNIT III)**
  The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

  **Section E (UNIT IV)**
  The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

  **Total marks (A + B + C + D+E)**  
  \[ 16 + 16 + 16 +16+16 = 80 \text{ marks} \]

- The question paper for the ESE (having 40 marks) will have following pattern:

  **Section A**
  Compulsory of 8 marks consisting of 4 short answer type questions of 2 marks each
covering whole of the syllabus.

Section B (UNIT I)
The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Section C (UNIT II)
The paper setter will set two questions out of which the candidate will attempt one question. Each question will carry 16 marks. Each of these questions may contain sub parts and will be long answer type.

Total marks \( (A + B + C) = 8 + 16 + 16 = 40 \text{ marks}. \)

- It will be necessary for a candidate to pass separately in Internal and External Examinations. A candidate must obtain not less than 40% of the total number of marks in each course and 45% marks in aggregate of all the prescribed courses.
- Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force.
- If a candidate fails in not more than 50% of the courses shall be declared as reappear and shall be required to appear in only those courses to clear his/her reappear. The candidate who fails in more than 50% courses shall be declared fail and shall be required to appear in all the courses.
- Candidates who fails in practical examination or absents from the practical examination (practice of teaching) may present for re-examination as an ex-student. He/she, after getting his/her case recommended by the Chairperson Department of Education, HPU Shimla / Director, ICDEOL, as the case may be shall deposit Rs 5000/- (Rs. Five Thousands Only) fee for the same in the account of Finance Officer, H. P. University / Director, ICDEOL, HPU, Shimla as the case may be.

5. Internship in Teaching / Practice Teaching (For Regular Candidates):
- The students are required to go through a school internship for five months (20 weeks) during two years in the schools under the supervision of a teacher educator of the institution concerned in which a particular student is studying.
- The school internship of one month duration will be held in second semester. The school internship (practice teaching) of four months duration will be held in the third semester. Final examination of teaching practice / internship in teaching will take place in third semester after the completion of mandatory lessons i.e. 50 macro lessons in each of the teaching subject.
- The school internship shall be of one month (4 weeks) duration during second semester of the course. These four weeks shall include an initial phase of one week meant for orientation of student-teachers about the school, its management structure, functioning and organization of co-curricular activities. The second
week of practice teaching will include study of maintenance of various school records (eg. CCE records, admission-withdrawal registers, attendance records, stock registers etc.). The student-teachers will prepare separate reports on school management, its functioning and maintenance of different records by both the school authorities. The third and fourth weeks will include observation of senior teachers of the school by the student teachers. The candidates will prepare twenty observation lessons (10 in each teaching subject) and get them verified from the concerned senior teacher. Feedback will be provided to the candidates on his/her performance by the school teachers and teacher educator of the institution concerned in which the student is studying.

- During the third semester of the course, the practice teaching shall be of four months (16 weeks) duration. During these sixteen weeks, the candidates are required to deliver 100 lessons (50 in each teaching subject) under the supervision of the teacher educator of the institution concerned in which the student is studying. In addition, the student-teachers are required to observe 60 observation lessons (30 in each teaching subject) of their peer student-teachers in the concerned teaching subjects. If a candidate, who does not deliver mandatory number of lessons and any other activities related to teaching practice and practical work, he/she will not be allowed to appear in external assessment of practice teaching (i.e. final teaching practice examination). The macro / practice lessons will be supervised / assessed by the concerned teacher educator and feedback will be provided to the candidates on his/her performance by the school teacher and teacher educator of the institution concerned in which the student is studying.

- For Final Teaching Practice, the candidate must prepare two lessons- one related to each of the teaching subject.

- The Board of Examiners will consist of three external examiners. For this, the panel of examiners will be drawn by the Chairperson, Deptt. of Education and duly approved by the Hon’ble Vice-Chancellor of the University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.
Micro Teaching Lessons and Simulated Teaching Lessons (for Regular Students):
The students are required to deliver following number of lessons in their respective Teacher Education Colleges:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Lessons</th>
<th>Number of Lessons</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Micro Teaching Lessons (During 2\textsuperscript{nd} Semester Only)</td>
<td>20 (Four per Teaching Skill)</td>
<td>Two Micro Lessons in each Teaching Subject per Teaching Skill</td>
</tr>
<tr>
<td>2</td>
<td>Simulated Teaching Lessons (In the Beginning of 3\textsuperscript{rd} Semester)</td>
<td>20</td>
<td>10 Lessons per Teaching Subject</td>
</tr>
</tbody>
</table>

Note: The teaching skills for delivering micro lessons will be skill of chalkboard writing, stimulus variation, reinforcement, questioning and explaining.

6. Internship in Teaching / Practice Teaching (For ICDEOL Students):
- In case of ICDEOL, the students are required to go through a teaching practice for three months (12 weeks) in the schools where he/she works or in the schools of his/her choice in case of unemployed candidates) under the supervision of senior trained teachers of the concerned school.
- The practice teaching shall be of one month (4 weeks) duration during first year of the course. These four weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior teacher. During the remaining two weeks of practice teaching in first year, the candidates are required to deliver 12 macro/practice lessons (6 in each teaching subject). The macro / practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.
- During the second year of the course, the practice teaching shall be of two months (8 weeks) duration. These eight weeks shall include an initial phase of two weeks for observing regular classroom transaction process by senior trained teachers (of upper primary or secondary stage of education) of the school. The candidates will prepare twelve observation lessons (6 in each teaching subject) and get them verified from the concerned senior school teacher. During the remaining six weeks of practice teaching in second year, the candidates are required to deliver 36 macro
practice lessons (18 in each teaching subject). The macro/practice lessons will be supervised/assessed by the senior trained school teachers (of upper primary or secondary stage of education) and feedback will be provided to the candidates on his/her performance.

> The candidates are required to undergo practice teaching only after attending PCP i.e. academic counseling sessions and workshop activities.

> If a candidate, who does not deliver the required number of micro/simulated/observation/macro/practice lessons and/or any other assigned activities in the PCP/practice teaching, he/she will not be allowed to appear in final assessment of practice teaching (i.e. final teaching practice examination). At the time of practice teaching examination, the external examiners shall give due weightage to different records of micro/simulated/observation/macro/practice lessons and other activities assigned to the students.

> The final practice teaching examination will be held in the second year in the month of May/June after completion of PCP and mandatory number of lessons. For Final Teaching Practice, the candidate must prepare two lessons- one related to each method of teaching.

> The Board of Examiners will consist of three external examiners to be appointed by the university. The panel of examiners will be drawn by the Director, ICDEOL and duly approved by the Hon'ble Vice-Chancellor of H. P. University. The Board of Examiners will comprise of the experts in science and arts teaching subjects.

**Micro Teaching Lessons and Simulated Teaching Lessons (for ICDEOL Students):**

In case of ICDEOL, the students are required to deliver following number of lessons during PCP in workshop sessions in addition to other prescribed workshop activities:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Lessons during Workshops</th>
<th>Number of Lessons during 1(^{st}) Year</th>
<th>Number of Lessons during 2(^{nd}) Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Micro Teaching Lessons</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Simulated Lessons Teaching Lessons</td>
<td>05</td>
<td>05</td>
</tr>
</tbody>
</table>

7. **Medium of Instruction and Examination:**

> Medium of Instruction: The medium of instruction for the B. Ed. programme will be English or Hindi. The colleges can make arrangements and are permitted to do so by the university.

> Medium of Examination: The medium of the examination shall be English or Hindi.
SCHEME OF STUDIES:

A candidate is required to take following courses in B. Ed. Programme (through regular mode):

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Theory Marks</th>
<th>Internal Assessment</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Ed. First Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Paper I</td>
<td>Childhood and Development Years</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Paper II</td>
<td>Contemporary India and Education</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Paper III</td>
<td>Language Across the Curriculum</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Paper IV</td>
<td>Understanding Disciplines and Subjects</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Paper V</td>
<td>Text Reading and Reflections</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Marks in First Semester</strong></td>
<td><strong>280</strong></td>
<td>70</td>
<td><strong>350</strong></td>
</tr>
<tr>
<td></td>
<td>B. Ed. Second Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Paper VI</td>
<td>Learning and Teaching</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Paper VII</td>
<td>Assessment for Learning</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Paper VIII</td>
<td>Drama and Art in Education</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Marks in Second Semester</strong></td>
<td><strong>280</strong></td>
<td>70</td>
<td><strong>350</strong></td>
</tr>
<tr>
<td></td>
<td>B. Ed. Third Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Paper IX - B</td>
<td>Pedagogy of School Subjects (Part – 1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>Teaching of Physical Sciences</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>(ii)</td>
<td>Teaching of Life Sciences</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>(iii)</td>
<td>Teaching of Mathematics</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>(iv)</td>
<td>Teaching of Social Sciences</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>(v)</td>
<td>Teaching of Commerce</td>
<td>40</td>
<td>10</td>
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<td>(vi)</td>
<td>Teaching of English</td>
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<td>(vii)</td>
<td>Teaching of Hindi</td>
<td>40</td>
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<td>(viii)</td>
<td>Teaching of Sanskrit</td>
<td>40</td>
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<tr>
<td>5</td>
<td>Paper X</td>
<td>Practice Teaching (4 Weeks Duration)</td>
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<td></td>
<td><strong>Total Marks in Second Semester</strong></td>
<td><strong>280</strong></td>
<td>70</td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Candidates are required to choose any two of the following subjects in Second Semester in accordance with the subjects studied at graduation level.

| 4 | Paper IX - A | Pedagogy of School Subjects (Part – 1) |
|   | (i) | Teaching of Physical Sciences |
|   | (ii) | Teaching of Life Sciences |
|   | (iii) | Teaching of Mathematics |
|   | (iv) | Teaching of Social Sciences |
|   | (v) | Teaching of Commerce |
|   | (vi) | Teaching of English |
|   | (vii) | Teaching of Hindi |
|   | (viii) | Teaching of Sanskrit |

Candidates will continue with same two Teaching subjects in Third Semester which they have opted in the Second Semester.

| 1 | Paper IX - B | Pedagogy of School Subjects (Part – 2) |
|   | (i) | Teaching of Physical Sciences |
|   | (ii) | Teaching of Life Sciences |
|   | (iii) | Teaching of Mathematics |
|   | (iv) | Teaching of Social Sciences |
### School Internship / Practice Teaching

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<tr>
<td>(v)</td>
<td>Teaching of Commerce</td>
<td>40</td>
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<td>(vi)</td>
<td>Teaching of English</td>
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<td>(vii)</td>
<td>Teaching of Hindi</td>
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<td>Teaching of Sanskrit</td>
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#### B. Ed. Fourth Semester

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<tbody>
<tr>
<td>1</td>
<td>Paper XII</td>
<td>Knowledge and Curriculum</td>
</tr>
<tr>
<td>2</td>
<td>Paper XIII</td>
<td>Gender, School and Society</td>
</tr>
<tr>
<td>3</td>
<td>Paper XIV</td>
<td>Inclusive School</td>
</tr>
<tr>
<td>4</td>
<td>Paper XV</td>
<td>ICT in Teaching-Learning Process</td>
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<tr>
<td>5</td>
<td>Paper XVI</td>
<td>Understanding the Self</td>
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</tbody>
</table>

#### Candidates are required to choose any one of the following optional subjects in Fourth Semester

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<tbody>
<tr>
<td>6</td>
<td>Paper XVII</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>7</td>
<td>Paper XVIII</td>
<td>Vocational and Work Education</td>
</tr>
<tr>
<td>8</td>
<td>Paper XIX</td>
<td>Education for Peace</td>
</tr>
<tr>
<td>9</td>
<td>Paper XX</td>
<td>Guidance and Counseling</td>
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**Total Marks in B. Ed. Fourth Semester**

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<tr>
<td>280</td>
<td>70</td>
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**Grand Total Marks for B. Ed. Course**

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<tr>
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<tbody>
<tr>
<td>1170</td>
<td>230</td>
<td>1400</td>
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</table>
A candidate is required to take following courses in B. Ed. Programme in first and second year (through ICDEOL):

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Theory Marks</th>
<th>Internal Assessment</th>
<th>Total Marks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>B. Ed. First Year</strong></td>
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<tr>
<td>1</td>
<td>Paper I</td>
<td>Childhood and Development Years</td>
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<td>100</td>
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<tr>
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<td>Paper II</td>
<td>Contemporary India and Education</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<tr>
<td>3</td>
<td>Paper III</td>
<td>Language Across the Curriculum</td>
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<tr>
<td>4</td>
<td>Paper IV</td>
<td>Understanding Disciplines and Subjects</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Paper V</td>
<td>Text Reading and Reflections</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Paper VI</td>
<td>Learning and Teaching</td>
<td>80</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Paper VII</td>
<td>Assessment for Learning</td>
<td>80</td>
<td>20</td>
<td>100</td>
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<td>8</td>
<td>Paper VIII</td>
<td>Drama and Art in Education</td>
<td>40</td>
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Candidates are required to choose any two of the following subjects in First Year in accordance with the subjects studied at graduation level.

<table>
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<tr>
<th>Sr. No.</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Theory Marks</th>
<th>Internal Assessment</th>
<th>Total Marks</th>
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<tr>
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<td>Pedagogy of School Subjects (Part – 1)</td>
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<tr>
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<td>(i)</td>
<td>Teaching of Physical Sciences</td>
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<td></td>
<td>(ii)</td>
<td>Teaching of Life Sciences</td>
<td>40</td>
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<td>(iii)</td>
<td>Teaching of Mathematics</td>
<td>40</td>
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<td>(iv)</td>
<td>Teaching of Social Sciences</td>
<td>40</td>
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<td>(v)</td>
<td>Teaching of Commerce</td>
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<td>(vi)</td>
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<td>(vii)</td>
<td>Teaching of Hindi</td>
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<td>(viii)</td>
<td>Teaching of Sanskrit</td>
<td>40</td>
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<tr>
<td>10</td>
<td>Paper X</td>
<td>Practice Teaching (4 Weeks Duration)</td>
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Total Marks in B. Ed. First Year 560 140 700

B. Ed. Second Year

Candidates will continue with same two Teaching subjects in Second Year which they have opted in the First Year

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Theory Marks</th>
<th>Internal Assessment</th>
<th>Total Marks</th>
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<tbody>
<tr>
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<td>Paper IX - B</td>
<td>Pedagogy of School Subjects (Part – 2)</td>
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<td>(i)</td>
<td>Teaching of Physical Sciences</td>
<td>40</td>
<td>10</td>
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<td>(ii)</td>
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**School Internship / Practice Teaching**

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<thead>
<tr>
<th></th>
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<th>Skill in Teaching (School Subject – 1)</th>
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<td>Skill in Teaching (School Subject – 1)</td>
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<tr>
<td>3</td>
<td>Paper XI-B</td>
<td>Skill in Teaching (School Subject – 2)</td>
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<td>4</td>
<td>Paper XII</td>
<td>Knowledge and Curriculum</td>
<td>80</td>
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<td>5</td>
<td>Paper XIII</td>
<td>Gender, School and Society</td>
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<td>6</td>
<td>Paper XIV</td>
<td>Inclusive School</td>
<td>40</td>
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<td>8</td>
<td>Paper XVI</td>
<td>Understanding the Self</td>
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Candidates are required to choose any one of the following optional subjects in Second Year

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<tr>
<th></th>
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<th>Health and Physical Education</th>
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<tbody>
<tr>
<td>8</td>
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<td>Health and Physical Education</td>
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<tr>
<td>9</td>
<td>Paper XVIII</td>
<td>Vocational and Work Education</td>
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<tr>
<td>10</td>
<td>Paper XIX</td>
<td>Education for Peace</td>
<td>40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>Paper XX</td>
<td>Guidance and Counseling</td>
<td>40</td>
<td>10</td>
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**Total Marks in B. Ed. Second Year** | 610 | 90 | 700 |

**Grand Total Marks for B. Ed. Course** | 1170 | 230 | 1400 |
COURSE CONTENTS

Paper - I
Childhood and Development Years

Course objectives: Marks: 100 (80 + 20)

The student teachers will be able to:

- Understand the meaning, nature and scope of educational psychology
- Describe the role of educational psychology in teaching and learning process
- Understand growth and development of the learner and its importance in the learning process (with special reference to childhood and adolescent stage)
- Understand the needs, problems and developmental tasks of adolescence
- Describe intra and inter individual differences
- Explain the causes of individual differences
- Identify characteristics and remedial measures for diverse learners
- Identify educational needs of various types of children
- Understand role of teacher in school to minimize individual differences
- Explain the concept of motivation, role of school and teacher to enhance motivation
- Understand concept of intelligence, theories of intelligence and their educational implications
- Describe the concept, characteristics of creativity and educational programmes for developing creativity
- Explain concept, types, theories of personality and ways of assessment of personality
- Identify factors which affect mental health and hygiene and measures used to promote mental health
- Understand factors affecting adjustment and role of teacher

UNIT 1: Child Development

- Concept of Growth, Maturation and Development.
- Principles of Growth and Development.
Unit 2: Managing Individual Differences

- Individual Differences: Meaning, Dimensions (Cognitive Abilities, Interest, aptitude, Creativity, Personality, Emotions, Values, Attitudes, Study Habits, Psycho-motor Skills, Self-concept and Gender).
- Causes of Individual Differences (Race, Sex, Heredity, Social, Economic Status, Culture, Rural-Urban Home, Language Spoken and Language of Instruction).
- Characteristics, Identification and Remedial Measures for diverse learners (Creative, Slow, Gifted Learners, Learners with Specific Learning Disabilities).
- Role of Teacher to minimize Individual Differences.

Unit 3: Social, Emotional and Moral Development

- Social Development: Meaning, Stages and Factors affecting Social Development, Characteristics of Social Development during Childhood and Adolescence.
- Moral Development: Meaning, Stages (Kohlberg), Factors affecting Moral Development, Characteristics of Moral Development during Childhood and Adolescence.
- Childhood and Adolescence: Meaning, Characteristics, Developmental Task of Adolescents, Problems of Adolescence Period.

Unit 4: Cognitive and Personality Development

- Theories of Cognitive Development (Piaget and Bruner).
- Personality Development: Meaning, Factors affecting Personality, Developmental Stages of Personality (Views of Sigmund Freud and Allport)
- Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.

Activities (Any one of the following)

- Prepare a report of administration and interpretation of any one psychological test, selecting one from: Personality/Adjustment/Mental Health.
- Visit to a school and write a report on problems being faced by the students
- Administration of an individual test and preparing a report.

Suggested Readings

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.
Course objectives:

The student teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Understand the aims of Education as per Constitutional Values.
4. Develop competencies to understand the various issues related to Education and remedial measures.
5. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE.
6. Realize the importance of Right to Education and the provision made for realizing it.
7. Understand the importance of Education for the marginalized groups.
8. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.
9. Acquaint with the emerging concerns and Educational development in India.

Unit –I: Education and the Indian Constitution


Unit –II: Inequality, Discrimination and Marginalization in Universalization of Education

1. Equality of Educational Opportunities: Meaning, Objectives and Scope
2. Discrimination: Meaning, Factors and Constitutional Safeguards

Unit –III: Policy Initiatives for Universalization of Elementary Education

1. Kothari Commission (1964-66) and NPE (1986, 1992) and Recommendations for UEE.
2. Operation Black Board: Concept and Provision
4. MDM: Objectives, Implementation and Problems

Unit –IV: Emerging Concerns and Education

2. Liberalization, Globalization and Privatization and their Impact on Indian Education
3. Social Basis of Education in the Context of Society, Culture and Modernity
4. Community Participation and Educational Development

Activities (Any One of the following)

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

REFERENCES


Websites

DPEP (india.gov.in/my.../district-primary-education-programme-dpep)
DPEP ( www.educationforallinindia.com/page81.html)
SSA (ssa.nic.in/)
SSA (mhrd.gov.in/?q=sarva)
MDM(mdm.nic.in/)
MDM(mhrd.gov.in/?q=mid)
MDM (www.archive.india.gov.in/sectors/education/index.php?id=7)
RMSA(www.rmsaindia.org/)
RMSA(mhrd.gov.in/?q=rmsa)
RMSA ( indiacode.nic.in>coiweb)
Constitution of India ( www.amagon.in>introduction_constitution)

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D & E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A is compulsory. Answer to short questions should be completed in around 100 words each.
Paper III

LANGUAGE ACROSS THE CURRICULUM

Marks: 50 (40 + 10)

Course Objectives:

The student teachers will be able to:

1). Understand the nature, importance and use of Language.

2). Acquaint with some latest methods and approaches for planning of successful language teaching.

3). Identify and be sensitive to the proficiency, interests and needs of learners.

4). Practice learner centered methods and techniques in the classroom.

5). Use technology to enrich language teaching.

6). Encourage continuous professional development.

UNIT 1 - LANGUAGE AND SOCIETY

- Meaning, Nature and Scope of Language, Role of Language in life: Intellectual, Emotional, Social, Literary and Cultural Development
- Characteristics of Language Development
- Factors affecting Language Learning: Physical, Psychological and Social

Unit 2: CURRICULAR PROVISIONS, POLICIES FOR LANGUAGE EDUCATION AND DEVELOPMENT OF LANGUAGE SKILLS:

- Position of Languages in India; Articles 343-351, 350A; of Constitution of India
- Meaning, Importance and Need for development of Language Skills.
- Approaches to Language Learning: Traditional Method, Textbook Method, Communicative Method, Grammar-cum-Translation Method, Principles and Maxims of Language Learning
Activities (Any One of the following):

Discuss ‘Multilingualism as a Resource’

Analyze advertisements aired on Radio/Television on the basis of language and gender.

Analyze few passages from Science, Social Science and Maths textbooks of Classes VI to VII and Write a Report based on Following Issues

(i) How the different registers of language have been introduced?
(ii) Does the language clearly convey the meaning of the topic being discussed?
(iii) Is the language learner-friendly?
(iv) Is the language too technical?
(v) Does it help in language learning?

SUGGESTED READINGS


Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi: Dhanpat Rai Publisher.


National Curriculum Frame Work (2005), New Delhi: NCERT.

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IV
Understanding Disciplines and Subjects
Marks: 50 (40 + 10)

Course objectives:
The student teachers will be able to:
1. Understand the nature of discipline and school subjects
2. Differentiate between school subjects and curriculum.
3. Integrate and apply concepts and theories in real classrooms.

UNIT-1: Concept of Discipline
Nature and role of Discipline knowledge in School Curriculum
Paradigm shift in the nature of discipline
Emergence of School subjects and disciplines from Philosophical, Social and Political Contexts.
Needed changes in the Discipline Oriented Text Books

UNIT-2: Quality in Classroom Learning
Indicators of Quality Learning
Teaching and Learning as Interactive Process
Major issues in classroom learning: Catering individual differences, student-teacher interaction in the classroom.
Learning beyond text books- other sources of learning

Activity (Any one of the following)

1. Prepare a report mentioning the changes required in current school level text books prescribed by CBSE or HPBSE.
2. Prepare a report highlighting major issues and concerns in teaching of Mathematics or English at secondary school stage.

SUGGESTED READINGS


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper V
TEXT READING AND REFLECTIONS Marks: 50 (40 + 10)

Course objectives: The student teachers will be able to:
1). Learn to read Newspaper ,Follow Radio, TV & Internet media critically and with understanding.
2). Form and exchange viewpoints on political and social Issues.
3). Distinguish fact, fiction and opinion in Newspaper articles.
4). Develop teachers professionally and support their aspirations as teachers.

UNIT-I: Analytical and Critical Thinking

Analytical and Critical Thinking: Meaning and Importance for Reading and Writing.

Role of Critical Reading and Critical Thinking in Enhancing Writing Skills.
Ways of Developing Reading Skills: Importance of Developing Reading Skills; Reading Aloud and Silent Reading; Extensive Reading; Study Skills including using Thesauras, Dictionary, Encyclopedia.

Ways of developing Writing Skills: Formal and Informal Writing (such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech and Advertisement.

UNIT-II: Pedagogies of Reading and Writing

Models of Teaching, Models for Assessing the components of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension).

Instructional Approaches for Developing Students’ Concepts of Grammar, Punctuation, Spelling and Handwriting.

Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).

Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).

ACTIVITIES (Any one of the following):

1. Writing a review or a summary of the text with comments and opinion.
2. Student teacher will select newspaper/magazine articles on topics of contemporary issues

3. REFLECTION EXERCISES:
   • Why did this particular (event, barrier, success, accident) happen ?
   • What was the best thing I did and Why?
   • If I did this again tomorrow, what would I do differently?

SUGGESTED READINGS


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
The student teachers will be able to:

- Understand the nature, characteristics of learner and principles to make teaching-learning effective and productive
- Explain the concept, nature of learning as a process and conditions of learning
- Describe the Gagne’s types of learning
- Explain the concept, types and strategies to develop memory
- Understand nature, causes, factors and strategies to minimize forgetting
- Apply the knowledge and understanding of the learning process, principles and theories of learning with their educational implications.
- Describe the concept, importance and level of transfer of learning
- Explain higher mental processes like concept formation and mind mapping
- Explain the role of teacher in teaching-learning situations as transmitter of knowledge
- Understand concept, principles of teaching, levels and phases of teaching
- Identify different learning styles of learners and their implications for the teaching
- Understand need and types of models of teaching

Unit I  Learner and Learning
- Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive, Characteristics of Student with Learning Disabilities
- Concept and Nature of Learning as a Process, Learning Curve, Conditions of Learning - objective, subjective and methodological, Learning and Maturation. Learning as an outcome - Achievement and Performance.
- Gagne’s Types of Learning, Events of Instruction, Learning Outcome.
- Memory - Concept, Types and Strategies to develop Memory; Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure), Factors and Strategies to Minimize Forgetting

Unit II  Understanding the Learning Process
- Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning
Non-associative Learning- Habituation and Sensitization, Learning through Association –Classical Conditioning, Learning through Consequences – Operant Conditioning, Learning through Trial and Error, Learning through Observation – Modeling/Observational Learning, Learning through Insight – Discovery Learning and their Educational Implications

Social Constructivist Learning – Concept of Vygotsky, Nature and Implications.
Transfer of Learning: Concept, Types and Strategies to Maximize Transfer of Learning

Unit III: Teacher and Teaching
Teacher: Qualities and Role in the Changing Scenario -- Transmitter of Knowledge, Model, Facilitator, Negotiator and Co-learner
Concept of Teaching, Principles and Maxims of Teaching, Teaching as a Profession: Meaning of Profession, Characteristics of a Profession, Professional Ethics for the Teachers, Role of Teacher Training in Developing Professionalism in Teachers Educators
Relationship between Teaching and Learning, Principles of effective Teaching and Learning, Diverse Teaching Strategies for Diverse Learner
Learning Styles of Learners and their Implications for the Teaching

Unit IV: Phases and Models of Teaching
Phases of Teaching: Pre-active, Interactive and Post Active. Operations involved in each.
Models of Teaching: Meaning, Need, Types and Elements of Model of Teaching, Basic Teaching Models (Glaser).
Concept Attainment Model (Bruner) and Advance Organiser Model (Ausbel), Problem Solving Teaching Model.
Strategies of Teaching: Brain Storming, Simulation, Role Play and Gaming, Factors affecting the process of Learning and Teaching.

Activities (Any one of the following)
1. A study of educational, social & cultural functions of any informal agency of education.
2. Prepare a report of educational problems of learners in any school.

Suggested Readings
INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.
Course Objectives:
The student teachers will be able to:

1. Understand the nature of assessment and its role in teaching-learning process.
2. Understand the different perspectives of learning on assessment.
3. Realize the need for school based assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
7. Analyze, manage and interpret assessment data.
8. Analyze the reporting procedures of learners’ performance in schools.
9. Develop indicators to assess learners’ performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and assessment and their implementation practices.
12. Trace the technology-based assessment practices and other trends.

Unit 1: Perspectives on Assessment
- Concept of measurement, assessment, evaluation and their interrelationship.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Selection, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), nature of attribute measured (achievement, aptitude, attitude), nature of information gathered (qualitative, quantitative), mode of response (oral or written; selection or supply), nature of interpretation (norm-referenced, criterion-referenced) and assessment context (internal or external).
- Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

Unit 2: Assessment of Learning
- Dimensions of learning: cognitive, affective and performance.
Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.

Assessment of affective learning: Attitude, values, interests and procedures for their assessment.

Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.

Unit 3: Planning, Executing, Interpreting and Reporting of Assessment

Difference between instructional, learning and assessment objectives; Stating of assessment objectives in behavioural terms.

Construction/selection of test items; Guidelines for construction of test items; Guidelines for administration and scoring; Preparation of blue-print; Performing item analysis.

Processing test performance: Calculation of percentages and central tendency measures; graphical representations; Analysis and interpretation of learners' performance; Reporting learners' performance – Progress reports, Cumulative records, Portfolios.

Means of providing remedial instruction for improving learning, Using feedback for reporting to different stakeholders – learners, parents and administrators; Use of feedback for teachers’ self-improvement.

Unit 4: Issues, Concerns and Trends in Learning Assessment

Existing Practices: Unit tests, half-yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys, Use of question banks.

Issues and Problems: Marking Vs. Grading, Non-detention policy, Objectivity Vs. Subjectivity, Impact of entrance tests and public examination on teaching and learning – the menace of coaching


Activity (Any One of the Following):

1. Construct an achievement test in any subject of your interest containing a minimum of 50 items with its marking scheme and scoring procedure.

2. Visit an elementary school and prepare a report on the assessment and evaluation practices adopted by the school teachers.
3. Study the parameters / indicators followed in Continuous and Comprehensive Assessment System of CBSE and HP State Education Department. Prepare a critical report highlighting the similarities and differences in the two systems.

4. Visit a school and study how the progress reports and cumulative records of students are maintained by the teachers. Prepare a detailed report highlighting the content and format of students’ progress reports and cumulative records.

**Suggested Readings:**


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus & carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.
Course objectives: 

The student teachers will be able to:

1. Understand the concept and importance of various arts in human life.
2. Understand aims, objectives and principles of performing and visual arts.
3. Appreciate Indian folk and visual and performing arts.
4. Understand various methods and techniques of teaching creative arts.
5. Understand the importance of visits in arts exhibitions and cultural festivals.

UNIT-I: Origin and Development of Art in India

1. Meaning of Art: Concept and Scope of Art.
2. Origin & development of Arts in India with special reference to the performing and visual arts.
3. Importance of various Arts in Life and Education.
4. Aims and objective of teaching performing and visual arts, Principles of Art.

UNIT-II: Methods and Approaches of Teaching Creative Arts

1. Understanding Indian folk and visual and performing arts.
3. Importance of visits in art exhibitions and cultural festivals.

Activity (Any one of the following):

Practical work to be submitted by students during the session: Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

I. Landscapes - 1
II. Still life – 1
III. Poster – 1
Suggested Readings
Brown, Percy (1953). Indian Painting, Calcutta.
Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor .
Creative and Mental Growth. Margaret, Marie Deneck (1976)
Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read,
Herbert. Education through Art [paperback].

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (i)

TEACHING OF PHYSICAL SCIENCES

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioural terms.
3. Apply various approaches and methods of teaching physical science.
4. Select and integrate various kinds of instructional media.

UNIT-I : Foundations of Physical Science

- Aims And Objectives of Teaching Physical Science; Taxonomy of Educational Objectives; Writing Instructional Objectives in Behavioural Terms.
- Importance of Physical Sciences as a Subject of the School Curriculum.
UNIT-II : Curriculum, Methods and Approaches of Teaching Physical Sciences.

- Curriculum in Physical Science: Meaning, Objectives, Principles and Steps of Curriculum Construction.
- Process of Evaluation of Physical Science Curriculum at School Level.
- Methods of Teaching Physical Science with Reference to Lecture, Lecture-Cum-Demonstration, Project Method, Problem Solving Approach, Laboratory, Heuristic and Inductive-Deductive Approach, CAI.
- Activity Approaches and Non-Formal Methods of Teaching Physical Sciences in terms of Field Trips, Science Club, Science, Museum, Science Fairs.

Activity (Any one of the following)

1. Preparation of a low cost and no cost teaching aids and studying their effectiveness a classroom transaction.
2. Developing a unit plan of own choice.
3. Prepare a report on critical analysis of physical sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

Suggested Readings:


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
Paper IX – A (ii)

TEACHING OF LIFE SCIENCES

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand various objectives of teaching life sciences and to write the same in behavioural terms.
2. Understand and apply various methods of teaching life sciences.
3. Understand, analyze and improve present curriculum of life sciences operative at school level.
4. Understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions with reference to concepts to be taught.

Unit 1: Foundations of Teaching of Life Science

- Meaning, nature and scope of Life Science, Historical development of Life Sciences in secondary school curriculum, Importance of Life Science in school curriculum.
- Aims and Objectives of Teaching Life Sciences at secondary stage; Writing instructional Objectives in behavioural terms. Formulation and classification of Instructional Objectives for teaching of Life Sciences with reference to cognitive, affective and psychomotor domains.
- Life Sciences Curriculum at School stage: concept, scope and principles of curriculum construction, approaches of curriculum construction such as concentric approach, topical approach and unit approach.
- Process of Evaluation of Life Sciences Curriculum at School level (HPBSE and CBSE).

Unit 2: Teaching Methods, Approaches and Techniques

- Approaches in Life Science: Inductive-deductive approach, problem solving approach, computer assisted instructions and web based instructions.
- Visualizing, Organizing and contextualizing learning situations through:
  a. Field Trips
  b. Biological Associations, Science Fairs and Exhibitions
  c. Botanical Garden
  d. Museum
e. Aquarium and Vivarium
f. Biological Clubs
g. Science Excursions
h. Concept Mapping

- Facilitating Life Science Learning: issues in practice; collaborative learning, peer learning; dealing students in heterogeneous classes.

**Activity (Any one of the Following)**

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To prepare a temporary mount of a leaf peel to show stomata.
2. To show experimentally that carbon dioxide is given out during respiration.

Prepare a report on critical analysis of life sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.

**Suggested Readings:**


Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,..


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. understand the nature and characteristics of Mathematics.
2. know the importance and values of teaching mathematics.
3. understand the relationship of mathematics with other subjects of school curriculum.
4. understand aims and objectives of teaching mathematics at school stage.
5. state objectives in behavioural terms with reference to concepts and generalizations.
6. understand the contribution made by Indian and Western mathematician.
7. apply various methods of teaching of mathematics.
8. differentiate between methods and techniques of teaching mathematics.

Unit 1: Foundations of Mathematics Education
- Concept of Vedic Mathematics, Contributions of Indian Mathematicians: Bhaskaracharya, Aryabhatta and Ramanujam; Contributions of Western Mathematicians: John Venn and Pythagoras.

Unit 2: Teaching Methods/Approaches and Techniques
- Methods of Teaching Mathematics: Project Method, Problem Solving and Laboratory Method.
- Techniques and strategies of teaching Mathematics: Drill and Practice, Assignment, Homework, Supervised Study, Play Way Technique, and Activity Based Technique.
• Strategies for Teaching of Mathematics to CWSN (Gifted, Slow Learners, Learners with Dyscalculia). Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive measures to overcome them.

Activity (Any One of the Following)
1. Prepare any one self-made working (3-dimensional) teaching model from locally available resources for teaching of mathematics at senior secondary stage.
2. Power point presentation on any one topic of mathematics of standard VI to X.

Suggested Readings

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
TEACHING OF SOCIAL SCIENCES

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand meaning, nature and scope of social sciences.
2. Understand the need and importance of teaching social sciences and relationship of social sciences with other subjects of school curriculum.
3. Understand aims and objectives of teaching social sciences at school stage.
4. Acquaint with different approaches of teaching social sciences at school stage.
5. Select and use appropriate methods and approaches of teaching social sciences.

UNIT – I: Foundations of Social Sciences Education

1. Meaning, nature, need and scope of Social Sciences.
2. Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum.

UNIT – II: Approaches and Methods of Teaching of Social Sciences

1. Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive.
3. Techniques of Teaching Social Sciences: Learning by doing, learning by experience, supervised study, role play, brain storming, field visits and exhibition.

Activity:

Prepare a report mentioning in detail the procedure of applying project method of teaching any topic of social sciences. Explain with the help of a suitable example.

Prepare a report on critical analysis of social sciences curriculum prescribed by HPBSE / CBSE for secondary school stage.
Suggested Readings:


Verlog, Kirkpatrik, Evron (1977). Foundation of Political Science: Research, Methods and Scope, New York : The Free Press,


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Understand Importance and Principles of Commerce.
2. Acquire knowledge of present Commerce Scenario in India
3. Acquire competencies necessary for Commerce teaching.
4. Develop the competencies of Commerce teacher with the present needs of the environment.

Unit 1: Fundamentals of Commerce Teaching
Meaning, nature, scope and importance of teaching commerce; Historical development of teaching commerce. Place of commerce as a subject in the school curriculum; Relationship of commerce with other school subjects.
Aims and objectives of teaching commerce at school level and writing Instructional objectives in Behavioural terms.

Unit 2: Approaches in Teaching of Commerce
Methods of teaching Commerce: Lecture Method, lecture-cum-demonstration method, project method.
Inductive-deductive and Problem Solving approach of teaching Commerce.
Techniques of teaching Commerce: Question-answer, seminar, role playing, report-back sessions, simulation and gaming.
Role of ICT in teaching of Commerce: Need, function, techniques; E-Commerce.

Activity (Any one of the Following)-
1. Report of any MNC
2. Prepare a report on critical analysis of Commerce curriculum prescribed by HPBSE / CBSE for senior secondary school stage.

Suggested Readings:
INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper IX – A (vi)
TEACHING OF ENGLISH

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1). Understand the nature, importance and use of English language.

2). Identify the proficiency, interests and needs of learners.

3). Understand methods and approaches of Teaching English Language.

4). Develop language skills: listening, speaking, writing and reading for Communication purpose.

Unit 1: Nature of English Language

1). Concept, importance and functions of English language; Importance of English in a Multi-lingual society.

2). Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.

3) Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetics symbols.

**Unit 2: Teaching Methods, Approaches and Techniques of Teaching English**

1). **Methods of Teaching English**: Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method. Grammar and Translation method.


3). **Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.**

4). **Techniques of Teaching English**: Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.

**Activities (Any one of the following):**

1).Discussion on the Topic ‘Mother Tongue and Other Tongue’.

2).Organize language games, Quizzes, Debates, group-discussion and other co-curricular activities in the teaching and learning of English.

3). Plan language game as a media for teaching of English in classroom.


**REFERENCES:**


Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,


Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi: Dhanpat Rai Publisher.


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
पाठ्यक्रम: उदेश्य

पाठ्यक्रम के अंत में छात्र-अध्यापक निम्नलिखित में सक्षम होगा-

1. भाषा का अर्थ, प्रकृति एवं महत्व
2. भाषा की अलग अलग भूमिका को जानना
3. भाषा के विभिन्न रूपों एवं अभिव्यक्तियों को जानना
4. मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिंदी
5. हिंदी शिक्षण में गप्पे, पप्पे, रचना एवं व्याकरण के चरणों एवं उदेश्यों का ज्ञान

इकाई -1

1. भाषा का अर्थ, प्रकृति एवं महत्व
   - भाषा का अर्थ एवं भाषा परिभाषा
   - भाषा की प्रकृति
   - भाषा के विभिन्न रूप
   - भाषा का महत्व
   - मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिंदी
   - अनुदेशात्मक उदेश्यों को व्यवहारिक रूप में लिखना

2. हिंदी शिक्षण के उदेश्य
   मातृभाषा के रूप में हिंदी शिक्षण के उदेश्य
   द्विभाषा के रूप में हिंदी शिक्षण के उदेश्य
   - व्यवहारिक उदेश्य
   - सांस्कृतिक उदेश्य
   - साहित्यक उदेश्य
   - भाषिक उदेश्य

ध्वनि बिजन का स्वरूप एवं ध्वनियों का वर्गीकरण
- हिंदी में अक्षर विन्यास एवं विशेष चिन्ह
- पाठ्यक्रम का अर्थ, महत्व, सिद्धांत, एवं रूपरेखा
- हिंदी पाठ्यक्रम निर्माण एवं समृद्ध विभिन्न शिक्षा आयोगों द्वारा हिंदी पाठ्यक्रम सुधार के सुझाव
इकाई 2

भाषा शिक्षण के सिद्धांत एवम् सूत्र (Maxims)
1. विधिवत शिक्षण की आवश्यकता |
2. भाषा शिक्षण के सामान्य सिद्धांत |
3. शिक्षण सूत्र |
4. भाषा शिक्षण के मुख्य तत्त्व |

हिंदी शिक्षण पद्धतियाँ
1. प्रत्यक्ष पद्धति |
2. व्याकरण पद्धति |
3. गणक यंत्र आधारित बोधना विधि |
4. समन्वय |
5. शब्द परिवर्तन |
6. सारांशनामक विधि |

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिबद्धता तैयार करेगा
1. हिंदी के साहित्यकारों में से किसी एक साहित्यकार किसी एक विधा का आलोचनात्मक अध्ययन|
2. हिंदी शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दो अंताक्षरी, पहेलियाँ का आयोजन

सन्दर्भ पुस्तकें
1. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिन्दुस्तानी एकेडेमी इलाहाबाद।
2. उमा, मंगल (2008). हिंदी शिक्षण, नई दिल्ली: आयर्न बुक डिपो।
3. कुमार, योगेश (2004). आधुनिक हिंदी शिक्षण, नई दिल्ली: एच. एच. पब्लिकेशन कॉर्पोरेशन।
4. पारीक, ममता (2006) हिंदी शिक्षण जयपुर: कल्याण पब्लिकेशन चांदपौल बाजार।
5. गुप्ता, मनोरमा: भाषा अधिग्रह केंद्रीय हिंदी संस्थान आगरा।
6. चटुबेदी, शिक्षा: हिंदी शिक्षण सूर्या पब्लिकेशन मेरठ।
7. तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
पाठ्यक्रम: उदेश्य  
Marks: 50 (40 + 10)

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा:
1 संस्कृत भाषा का अर्थ, स्वरूप तथा महत्व।
2 संस्कृत शिक्षण में गद्य-पद्य, रचना एवं व्याकरण के चरणों एवं उदेश्यों का ज्ञान।
3 संस्कृत भाषा शिक्षण में पाई जाने वाली विभिन्न प्रविधियों के विषय में जानकर उनका प्रयोग।

ईकाई—1

संस्कृत भाषा की प्रकृति एवं अन्य भारतीय भाषाओं से संबंध; संस्कृत भाषा का आधुनिक संदर्भ में महत्त्व

संस्कृत भाषा शिक्षण के सिद्धांत तथा उनका माध्यमिक एवं उच्च माध्यमिक स्तर के शिक्षण में अनुप्रयोग

संस्कृत में भाषा विज्ञान: धातु-रूप (लट और लड़ लकार) निम्न रूप अस्, भू, कृ, नग, कथ, पट। स्वर-संधि, प्रत्यय, शब्द-कोश एवं अक्षर-विन्यास में अशुद्धियाँ एवं निवारण के उपाय।

पाठ्यक्रम का अर्थ, महत्व, सिद्धांत एवं रूपरेखा। संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा।

विभिन्न शिक्षा आयोजनों द्वारा संस्कृत पाठ्यक्रम सुधार के लिए सुझाव।

ईकाई—2

संस्कृत साहित्य की विधा: गद्य एवं पद्य के शिक्षण का महत्त्व एवं विधियाँ।

संस्कृत साहित्य की विधा: कहानी एवं नाटक आदि के शिक्षण का महत्त्व एवं उनकी विधियाँ।
INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
Paper X

School Internship / Practice Teaching

The internship in teaching / practice teaching in second semester of B. Ed. Course (first year of B. Ed. Course in case of ICDEOL) will be of four weeks duration. The student-teachers pursuing B. Ed. Course through regular mode will prepare and submit following reports / lessons which will be graded by the concerned teacher educator / institution on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. Report on school organization and management structure.
3. 20 Observation Lessons (10 per teaching Subject) of School Teachers.

The candidates pursuing B. Ed. course through ICDEOL will prepare and submit following lessons which will be graded by the concerned course teacher deputed by PCP coordinator on a four points letter grading scale i.e. A, B, C and D (excellent, very good, good and satisfactory).

1. 12 Observation Lessons (6 per Teaching Subject) of Senior School Teachers.
2. 12 Macro Lessons / Practice Lessons (6 per Teaching Subject)

Paper IX - B (i)

TEACHING OF PHYSICAL SCIENCES

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities.
3. Select appropriate text books.
4. Explain the concept of evaluation.
5. Plan lessons in physical science.

UNIT- I : Learning Resources in Physical Sciences

- Teaching Aids: Classification of Teaching Aids and Their Description. Importance of Teaching Aids in Teaching Physical Science; Preparation and Development of Low Cost Improvised Apparatus.

UNIT-II: Planning for Teaching, Assessment and Evaluation
- Unit and Lesson Planning: Need, Advantages, Steps, Various Approaches and Strategies of Lesson Planning.
- Meaning and Difference between Assessment and Evaluation; Evaluation in Physical Sciences- Importance and Types of Evaluation viz. Formative and Summative.
- Common Difficulties in learning Physical Sciences and Remedial measures-procedures in preparation of Criterion Referenced and Norm Referenced Tests.
- Evaluating Outcomes of Science Teaching; Preparing Different Type of Test Items and Their Advantages and Limitations; Diagnostic Testing and Remedial Teaching.

Activity (Any one of the following)
- Seminar on contribution of eminent Indian Scientists to science and their implication in science advancement.
- Developing an action plan for organization of a science exhibition, framing guidelines on a selected theme and various sub-themes.

Suggested Readings:
Kumar, Amit (2002): Teaching of Physical Sciences, New Delhi: Anmol Publications,..

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Paper IX - B (ii)
TEACHING OF LIFE SCIENCES

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Relate the knowledge of life sciences with other subjects of school curriculum.
2. Develop basic teaching skills for improvement of teaching-learning process.
3. Get familiar with principles and materials for setting an ideal life science laboratory.
4. Understand the present techniques of evaluation in life sciences.

Unit 1 : Learning Resources in Life Sciences

- Learning Resources: Meaning, types, functions, preparation and utilization of learning resources in Life Sciences; Models, Blackboards, Charts, Television, Computer, Educational CD’s and use of Smart Classrooms; Effective use of Life Science Text Book as a learning resource.
- Life Science teacher: qualities and professional growth.
- Organization of Life Science Laboratory: layout of laboratory, Procuring and Maintenance of equipments for Life Science Laboratory and use of Laboratory for practical work and teaching of Life Sciences. Accident prevention and first aid requirements in Life Science Laboratory.
- Developing Teaching Skills as a base for effective teaching with special reference to Blackboard writing, demonstration, explanation, illustrating with examples, probing questions, stimulus variation and reinforcement.

Unit 2 : Planning for Teaching of Life Sciences and Evaluation techniques

- Importance of Planning for Teaching; Unit Planning and Lesson Planning: meaning, need, advantages, steps and various approaches of lesson planning.
- Evaluation in Life Sciences: purpose of evaluation, types of evaluation, different evaluation techniques with special reference to continuous and comprehensive evaluation (CCE) technique.
- Achievement Test in Life Sciences: Meaning, types of Achievement Tests (Norm Referenced and criterion referenced tests) ; various steps involved in the Construction and Standardization of Achievement Test; Types of test items: Essay type, Short answer type and Objective type.
- Assessment of Experimental Work/Project Work in Life Sciences.
**Activity (Any one of the Following)**

The student teacher will perform the following experiments and record them in the practical journal/file:

1. To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides.
2. To determine the percentage of water absorbed by raisins.

**Suggested Readings:**


Yadav, K. :Teaching of Life Science, New Delhi :Anmol Publications,.


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Identify learning difficulties in mathematics and adopt appropriate remedial measures.
2. understand the characteristics and strategies for teaching children with special needs in mathematics.
3. explain the importance and uses of learning resources in mathematics.
4. appreciate the importance of mathematics laboratory in learning mathematics.
5. understand the role of textbook, exhibitions and fairs in mathematics.
6. prepare unit and lesson plans for teaching of mathematics.
7. construct assessment tools for evaluating mathematics learning.

Unit 1: Teaching and Learning Resources in Mathematics

- Mathematics Learning Resources: Need and Importance, Importance and Organization of Mathematics Club, Mathematics Exhibitions and Mathematics Fairs, and Importance and Setting up of Mathematics Laboratory/Resource Centre.
- Importance of Various Teaching Aids in Mathematics: Developing/Preparing Low Cost improvised Teaching Aids relevant to Local Ethos, Roles of Models, Charts, Chalk board, Instruments, Work Book, Geometry box, Educational CD/DVD ROMs, and Use of Smart Classroom.
- Recreational Mathematics - Riddles, Puzzles, Beautiful Number Patterns and Magic Squares.

Unit 2: Planning for Teaching and Evaluation in Mathematics

- Unit and Lesson Planning: Meaning, Need and Importance, Principles and Steps in Lesson Planning, Essentials of a Good Lesson Plan.
- Various Approaches for Development of Composite Lesson Plans with Special Reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
- Construction of Objective and Essay Type Tests, Development of Achievement Test in Mathematics, Qualities of a Good Achievement Test (Reliability, Validity, Objectivity).

**Activity (Any One of the Following)**
- Preparation of Case Study of Slow or Gifted learner in Mathematics.
- Preparation of Enrichment program for gifted children in mathematics.
- Construction of Achievement Test.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.

**Suggested Readings**
NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Prepare achievement test in social sciences.
2. Identify the qualities and responsibilities of a social science teacher.
3. Prepare unit plans and lesson plans in social sciences.
4. Select and prepare the appropriate teaching aids for effective teaching.
5. Acquire skills of analyzing text book in social sciences.

UNIT – I: Teaching Learning Resources in Social Sciences

**Resources:** Reference books, Maps, Atlas, Globe, Teacher Handbook, Question Bank, Library, Resource Centre, e-resources, Documentaries, Museum, Community resources, newspapers and magazines.

**Teaching Aids:** Meaning, Types and Importance and their merits and demerits.


**Social Science Teacher:** Social Science Teacher qualities, ethics and social and environmental responsibilities of a social Science Teacher.

UNIT – II: Planning for Teaching and Evaluation in Social Sciences:

**Unit Planning:** Meaning and Importance of unit planning, basic elements and its preparation. Questioning and evaluating approaches of unit planning.

**Lesson Planning:** Meaning and Importance of lesson planning, basic elements and its preparation. Different approaches of lesson planning.

**Evaluation in Social Sciences:** Meaning, need, Types and Procedure; Evaluation devices – written, oral, assignment, project work, portfolio, open ended question, open book tests: strengths and limitations, Continuous and Comprehensive Evaluation.

**Identification of Difficulties** in learning Social Sciences and remedial teaching.

**Activity:**
Construction of achievement test: Standardized, administered, tabulated, scored and preparing a report for evaluation.

**Suggested Readings**

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper IX - B (v)

TEACHING OF COMMERCE

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1. Introduce student teachers with the methodology of teaching commerce
2. Make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. Encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.

Unit 1: Teaching Learning Resources in Teaching of Commerce

Learning resources and Teaching Aids: Meaning, types, functions, preparation and utilization of learning resources in commerce.
Models, Educational CDs, Diagrams, Pictures, Balance Sheets, Charts, Graphs, Power point presentation, (Multimedia presentation- preparation), Use of internet.

Textbooks: Meaning and importance of textbooks in teaching of commerce. Qualities of a good text book of commerce. Role of text books in teaching of commerce.

Commerce Teacher: Qualities, Ethics and social and environmental responsibilities of Commerce teacher,

**Unit 2 : Planning and Evaluation in Teaching of Commerce**

Unit Planning: Meaning, need and Importance.
Lesson Planning: Meaning, need, advantages, steps, various approaches of lesson planning in teaching of commerce
Evaluation: Meaning and Difference between Assessment and Evaluation, Construction and Standardization of Achievement test in commerce.
Continuous & Comprehensive Evaluation: Concept, techniques and weightage at school level (XI & XII)

**Activity (Any one of the Following)**

1. Critical analysis of one unit of Commerce
2. Prepare a Balance Sheet of any Educational Institution

**Suggested Readings:**


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Paper IX - B (vi)
TEACHING OF ENGLISH

Course objectives: Marks: 50 (40 + 10)

The student teachers will be able to:

1). Acquaint with the latest methods and techniques for planning of successful English language teaching.

2). Enable the students to use technology to enrich language teaching.

3). Make students familiar in the effective use of learning resources.

4). Prepare lesson plans in English for instructional purposes.

5). Conduct pedagogical analysis of the content in English language and develop Teaching skills.

6). Acquire competence in analyzing and evaluating the performance of the students.

Unit 1: Instructional Strategies

1). Importance of Instructional Strategies, Meaning Importance & their Effective Use.

2). Instruction Techniques: Student centered techniques, Teacher centered techniques. Lecture, Discussion, Panel discussion, team teaching, tutorials, guided discovery, Group learning/ co-operative Learning, Computer Assisted Instruction, games, Project work and field trips etc., importance and Limitations of instructional strategies in teaching.

3). Instructional Material / Aids: Types, Importance and their merits and limitations; ICT in English language teaching; It’s uses and importance in teaching Language.

4). Language Laboratory: Concept, Types and Components, Merits and Limitations.

Unit 2: Planning for Teaching and Evaluation of English

1) Unit planning: Meaning, importance, need and Steps

2). Lesson Planning: Meaning, importance, steps, Advantages and various Approaches of Lesson Planning


4). Characteristics of a good test preparation in English. Development of Language Test: Essay type, Short type and Objective type. Design and Blue print construction, Marking and grading system, Item-analysis.
Activities (Any one of the following):

1). Construction of an Achievement Test

2). Preparation of models, maps, charts flash cards, scrap book, Poster, Transparencies / Preparation of educational media software.

REFERENCES:


Mukale, JC. (1998): Approaches to English Language Teaching, New Delhi: Sterling Publishing House,


Varghese, Paul: Teaching of English in India, University of London.

Kohli, A.L: Techniques of Teaching English, New Delhi : Dhanpat Rai Publisher.


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
पाठ्यक्रम: उदेश्य

पाठ्यक्रम के अंत में छात्र-अध्यापक निम्नलिखित में सक्षम होगा-
1. हिंदी शिक्षण में गद्य, पद्य, रचना एवं व्याकरण के चरणों एवं उद्देशयों का ज्ञान
2. हिंदी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रशिक्षण पत्र का निर्माण
3. विचारधियों की सृजनात्मक क्षमता को पहचानना
4. हिंदी शिक्षण में भाषा कौशल से सम्बंधित कोशलों का विकास

इकाई -1

1. भाषा कौशल का शिक्षण (skills)
   श्रवण कौशल : महत्व, उदेश्य, विचित्रियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |
   भाषण कौशल : महत्व, उदेश्य, विचित्रियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |
   वाचन कौशल : महत्व, उदेश्य, विचित्रियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |
   लेखन कौशल : महत्व, उदेश्य, विचित्रियाँ, श्रवण कौशल में ध्यान देने योग्य बातें |
2. गद्य शिक्षण
   हिंदी शिक्षण में गद्य का स्थान, उदेश्य, गाड़ी पाठ के प्रकार, गद्य शिक्षण की प्रणालियाँ |
3. व्याकरण शिक्षण - अर्थ, आवश्यकता तथा महत्व, उदेश्य, व्याकरण के प्रकार और प्रणालियाँ,
   व्याकरण शिक्षण को प्रभावी बनाने के सुझाव |
4. कविता शिक्षण : कविता की परिभाषा एवं महत्व, उदेश्य, सोपान कविता शिक्षण की प्रणालियाँ |
5. रचना शिक्षण
   रचना का अर्थ और महत्व, विशेषतायें, भेद प्रणालियाँ, रचना संबंधी अभ्यासियों एवं सुझाव, रचना संबंधी अभ्यासियों के कारण एवं सुझाव |
6. कहानी शिक्षण: कहानी का अर्थ एवं परिभाषा, कहानी के तत्व, महत्व, उदेश्य, कहानी शिक्षण की प्रणालियाँ |
7. नाटक शिक्षण- नाटक का अर्थ एवं महत्व, उदेश्य, नाटक शिक्षण की प्रणालियाँ |
8. अनुवाद शिक्षण अर्थ महत्व, उदेश्य, प्रकार अन्य प्रणालियाँ |

इकाई -2

1. हिंदी शिक्षण में अधिग्रह संसाधन: अर्थ, वर्गीकरण एवं महत्व: शिक्षण सामग्री का निर्माण एवं प्रयोग, चार्ट, एल. सी. डी, शिक्षाधार सी. डी, हिंदी भाषा अध्यापन में आई. सी. टी का प्रयोग |
2. भाषा प्रयोगशाला: महत्व, उपकरण, एवं कार्य प्रणाली |
3. हिंदी पाठ्यपुस्तक की विशेषतायें, निमित्तण के सिद्धान्त एवं समीक्षा |
4. हिंदी भाषा अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति |
5. पाठ्य पुस्तक: अर्थ, महत्व, विशेषतायें व मूल्यांकन |
6. सूचना शिक्षण कौशल : प्रक्रिया पाठ प्रस्तावना, प्रश्न कौशल, श्रम पढ़ प्रयोग कौशल , उदाहरण कौशल, सूचना शिक्षण पाठ योजना निमित्तण |
7. हिंदी शिक्षण में पाठ योजना: अर्थ, आवश्यकता, सोपान, पाठ योजना निमित्तण के विभिन्न उपागम व्यकरण, गद्य, पद्य एवं रचनाओं में पाठ योजना |
8. हिंदी शिक्षण में मूल्यांकन: विभिन्न प्रकार का परीक्षण- वर्तमान, लघुतरतमक एवं निबंधालयक, अविरल एवं विस्तृत मूल्यांकन, अंकन एवं बटिंग प्रणाली, हिंदी विषय में उपलब्ध परीक्षा का निमित्तण |

निम्नलिखित में से छात्र अध्यापक कोई दो कार्य का चुनाव करके प्रतिवेदन तैयार करेगा |
1 किसी एक छात्र (केस स्टडी कराना जिसे पढ़ने / बोलने / लिखने की समस्या हो का व्यक्तिगत अध्ययन करना तथा उसे उपचारक शिक्षा देने के मुद्दे पर प्रतिवेदन लिखना) |
2 अभिक्रियक अनुदेश की विधा के अनुसार भावना तत्वों पर आधारित विशेष अधिगम सामग्री का निमित्तण करना |
3 निबंधालयक, लघुतर एवं वर्तमान परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निमित्तण करना |

सन्दर्भ पुस्तके |
8. आचार्य, कपिल देव: अर्थ विज्ञान और व्याकरण दर्शन हिंदुस्तानी एकेडमी इलाहाबाद |
10.कुमार, योगेश (2004). आधुनिक हिंदी शिक्षण, नई दिल्ली एच. पी. एच पब्लिशिंग कॉर्पोरेशन |
11.पांडे, मनोज (2006) हिंदी शिक्षण जयपुर: कल्पना पब्लिकेशन चांदपौँल बाजार |
12.गुप्ता, मनोरमा: भाषा अधिगम केंद्रीय हिंदी संस्थान आगरार |
13.चतुर्वेदी, शिखर: हिंदी शिक्षण सूची पब्लिकेशन मेहरा |
14.तिवारी, भोलानाथ: भाषा विज्ञान कोष किताब महल इलाहाबाद |

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES |
The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each. |

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
पाठ्यक्रम: उदेश्य

पाठ्यक्रम के अन्त में छात्र अध्यापक निम्नलिखित में सक्षम होगा

1 निदानात्मक तथा उपचारात्मक शिक्षण विधि का प्रयोग करके छात्रों की आवश्यकताओं की पूर्ति।

2 संस्कृत भाषा में मूल्यांकन सम्बन्धित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण।

3 गृहकार्य तथा संशोधन कार्य की क्षमता।

इकाई-1

संस्कृत शिक्षण में अधिगम संसाधन दृश्य श्रव्य साधन : अर्थ, महत्व, चयन एवं संस्कृत भाषा में प्रयोग।

भाषा प्रयोगशाला एवं उसका संस्कृत भाषा अधिगम की गुणवता सुधार हेतु अनुप्रयोग।

संस्कृत पाठ्य पुस्तक : अर्थ, प्रकार, विशेषताएं, चयन के आधार एवं समीक्षा।

संस्कृत भाषा अध्यापक के गुण, कर्तव्य और व्याख्यान स्थिति।

इकाई-2

संस्कृत शिक्षण में पाठ योजना : अर्थ, आवश्यकता, सोपान एवं विभिन्न उपागमों में गद्य, पद्य, कहानी एवं नाटक में पाठ योजना।
सूक्ष्म शिक्षण कौशल : प्रक्रिया, पाठ प्रस्तावना, व्याख्या, प्रश्न, श्यामपट्ट प्रयोग, उदाहरण एवं सूक्ष्म शिक्षण पाठ योजना निर्माण।

संस्कृत भाषा शिक्षण में मूल्यांकन : अक्षरपान एवं परीक्षण के प्रकार।

संस्कृत भाषा में निरंतर व्यापक मूल्यांकन अर्थ, विधियाँ, अंक विभाजन एवं ग्रेडिंग प्रणाली।

निम्नलिखित में से छात्र -अध्यापक कोई एक कार्य का चुनाव करके प्रतिवेदन तैयार करेगा।

1. संस्कृत शिक्षण में मनोरंजनात्मक क्रियाओं, शब्द अंताक्षरी, दोहा अंताक्षरी, पहेलियों का आयोजन।

2. निरबंधात्मक, लघुतर एवं वस्तुनिष्ठ परीक्षा के लिए किसी एक इकाई पर प्रश्न पत्र का निर्माण करना।

सन्दर्भ पुस्तकें:
1. चौहे, विजय नारायण (1985) संस्कृत শিক্ষণ বিধি, উত্তর প্রদেশ হিন্দী সংস্থান, লखनऊ।
2. सफाया, रघुनाथ (1990) संस्कृत-शिक्षण, हरियाणा हिन्दी ग्रंथ, चण्डीगढ़।
3. फार्मे, राम शुक्ल (2008) संस्कृत-शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर, आगरा।
4. मितल संतोष (2008) संस्कृत-शिक्षण, आरएव एलव बुक डिपो।
5. वत्स वीना एलव (2008) संस्कृत-शिक्षण, अग्रवाल प्रकरणक, आगरा।

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
Skill in Teaching (School Subject – I and Subject – II)

**Marks:** 125 in Each Teaching Subject

The internship in teaching / practice teaching in third semester of B. Ed. Course (through regular mode) will be of sixteen weeks duration. The student-teachers will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 50 Macro Lessons in Each Teaching Subject (Total 100 Lessons).
2. 30 Observation Lessons in Each Teaching Subject (Total 60 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons, reports of other activities carried out in the school and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers. The lists of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, H. P. University, Shimla immediately after the completion of teaching practice examination by the college. Each of the examiners will be paid remuneration for all the students so evaluated by three examiners. During practice teaching, the student-teachers are required to take part in morning assembly of the school, check the home task given to the students and maintain attendance registers of school students.

In case of ICDEOL, the internship in teaching / practice teaching in second year of B. Ed. Course will be of eight weeks duration. The candidates will prepare and submit following number of lessons which will be examined by the panel of external examiners to be appointed by the University.

1. 18 Macro Lessons in Each Teaching Subject (Total 36 Lessons).
2. 6 Observation Lessons in Each Teaching Subject (Total 12 Lessons).

The student-teachers will produce the files containing micro teaching lessons and simulated teaching lessons and three handwritten copies of final lesson plans in each teaching subject at the time of final teaching practice examination. The two final lessons delivered by the student teachers along with above mentioned files and reports will be examined by the panel of examiners and due weightage will be given to these records while carrying out evaluation of the student-teachers.
Paper XII

Knowledge and Curriculum

Marks : 100 (80 + 20)

Objectives:

At the end of this course, students will be able to;

- understand the meaning and principles of curriculum.
- understand and appreciate curriculum as a means of development of the individual.
- understand the foundations and evaluation of curriculum.
- comprehend the different models of curriculum.
- compare the viewpoint given by different commissions.
- develop an understanding of the concept, need, scope and functions of school management.
- develop an understanding of different components of human and material resources of the school.
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities.
- develop an understanding of the concept and principles of classroom management.

Unit I  Knowledge and Education

- Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.
- Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.
- Concept of Nationalism, Universalization, Secularism and their relationship to Education.

Unit II  Basis and Principles of Curriculum

- Curriculum Development: Stages and Principles.
- Bases of Curriculum: Philosophical, Psychological and Sociological.
- Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem-centred; Defects in Exiting School Curriculum.

**Unit III  Model, Patterns and Approaches of Curriculum Designing**

- Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).
- Patterns of Curriculum Designing.
- Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.

**Unit IV  Curriculum Evaluation**

- Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation
- NCF (2005) and Its recommendations with regard to curriculum evaluation.
- Continual Evaluation of Curriculum: Feedback from learners, teachers, community and administrators.

**Activities (Any one of the following):**
- Evaluation of textbook of secondary level class and prepare a report.
- Prepare a curriculum of any subject using Hilda Taba approach

**Suggested Readings**

INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of five sections: A, B, C, D and E. Section A will consist of 8 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 16 marks. Sections B, C, D and E will have two long answer type questions from the respective Units 1, 2, 3 and 4 of the syllabus and carry 16 marks each.

Candidates are required to attempt one question each from the sections B, C, D and E of the question paper and entire Section A. Answer to short questions should be completed in around 100 words each.
Course Objectives:
The student teachers will be able to:
1. Develop basic understanding and familiarity with key concepts: Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, matriarchy, masculinity and feminism.
2. Understand some important landmarks in connection with gender and education in the historical and contemporary perspective.
3. Learn about gender issues in school curriculum, textual materials across discipline, pedagogical processes and its interaction with class, caste, religion and region.
4. Understand relationship of gender power and sexuality to education (in terms of access, curriculum and pedagogy).

Unit – I: Gender Issues and Gender Studies:
1. Concept of Gender: Meaning of gender equality, need and importance, Gender bias, Gender stereotype.
2. Gender equity and equality in India in relation to caste, class, religion, ethnicity, disability and region.
3. Historical backdrop: Some landmarks from social reform movements of the 19th and 20th centuries with focus on women education.
4. Policy initiatives for Gender equality and women empowerment in India.

Unit – II: Gender, Education and Empowerment
1. Socialization theory of gender and educational implications.
2. Gender identities and socialization practices in: family, school, other formal and informal organizations.
3. Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion (infrastructure and hidden curriculum).
4. Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Activity:
1. Development of a project on the organizational climate of two schools single sex and co-educational school.
References:


Mathu, Anuradha (2008). Gender and Development in India. Delhi: Kalpaz Publication C-30, Satyawati Nagar,


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Paper XIV  
INCLUSIVE SCHOOL  

Course Objectives:  
*The student teachers will be able to:*  

1. Understand the concept, nature and types of disabilities  
2. Identify the characteristics and need identification of different types of disabled children.  
3. Understand the concept, nature and approaches of inclusion in education.  
4. Understand and reflect on models of inclusion in education.  
5. Acquire knowledge and understanding about the provisions made for disabled children under SSA and RTE Act, 2009.  
6. Understand different pedagogical and assessment techniques for inclusion of CWSN.  
7. Employ different pedagogical approaches for inclusion of CWSN in regular schools.  
8. Develop skills related to creation of disabled-friendly environment and inclusive culture in the schools.  
9. Apply various approaches for assessment of knowledge and skills of CWSN.  
10. Design & apply remedial instruction procedures for enhancing learning among CWSN.  

*Unit – 1 Disabilities and Inclusion in Education*  
Disability: Concept and Nature; Disabled Children: Types, Characteristics and their Identification.  
Inclusion in Education: Meaning, Need, Scope and Advantages.  
Constitutional Provisions for Inclusion in Education: Sarva Shiksha Abhiyan and Right to Education Act, 2009; Infrastructural Facilities required for Inclusion in Schools; Resource Room: Concept and Material Required.  
Approaches to Inclusion: Full Inclusion and Partial Inclusion; Models of Inclusion: Consultant Model, 3 Dimensional (3D) Model of Inclusion; Ways of Ensuring Community / Parents’ Participation in Creating Inclusive Schools.  

*Unit – 2: Pedagogical and Assessment Approaches for Creating Inclusive Schools*  
Pedagogical Approaches for CWSN: Curriculum Adaptation, Activity-based Learning, Developing/Using Specially Designed Resource Materials, Collaborative and Cooperative Learning, Team Teaching; Means of Creating Disabled-Friendly Environment in Schools.
Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.

- Identifying Barriers to Learning and Participation of CWSN.
- Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.

**Activity (Any one of the following):**
1. Visit a primary school in your locality and identify the pedagogical practices employed by the teachers for inclusion of CWSN. Prepare a detailed report highlighting pedagogical practices, their relevance and difficulties faced by teachers.
2. Visit a School where resource room has been established by the State Govt. Interact with the incharge of resource room and prepare a report highlighting its layout, types of equipments and their usage by the teachers for imparting education in inclusive settings.
3. On the basis of interaction with school teachers and parents of disabled children, explain the major social and psychological barriers in the way of educational inclusion of CWSN. Prepare a detailed report by suggesting certain measures for improvement.

**Suggested Readings:**
INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XV

ICT IN TEACHING-LEARNING PROCESS

Marks : 50 (40 + 10)

Course objectives:

The student teachers will be able to:

1. Understand the concept and role of ICT in construction of Knowledge.
2. Acquire knowledge and understanding about National Policy on ICT in School Education.
3. Identify the challenges in integration of ICT in school education.
4. Understand computer fundamentals.
5. Employ hands-on-experience on computer.
6. Apply different Hardware Technologies in Modern Educational Practices.
7. Familiarize with the new trends in ICT.
8. Apply different e-resources for educational purposes.

UNIT I: Introduction to ICT and Computer Fundamentals

Concept of ICT: Meaning & Characteristics; Role of Information Technology in Construction of Knowledge.

National Policy on ICT in School Education; Challenges in Integrating ICT in School Education;

Computer Fundamentals: Meaning, Components & Types of Computer; Functions of Operating System; Application Softwares.

Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor); Excel (Spread Sheets) and PowerPoint (Slide Preparation & Presentation).
UNIT II: ICT in Teaching – Learning Process

Hardware Technologies and their Applications: Overhead Projector (OHP); Preparing Transparencies, Slide Projector, Audio-Video Recording Instruments.

Hardware Technologies and their applications: DLP Projector; Movie Projector; Close Circuit Television (CCTV).

New Trends in ICT: Concept, Elements and Advantages of Smart Classroom; EDUSAT.

Internet & Online Learning Resources (e-Library, Websites; Web 2.0 Technology and Open Educational Resources) in learning.

Activities (Any one of the following):

1. Prepare your Curriculum Vitae using computer and obtain its printout.
2. Visit an institution having interactive white board and learn its features and functioning and prepare a report.
3. Prepare a Powerpoint presentation for secondary school students.

Suggested Readings


Department of School Education and Literacy , MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi


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INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

Paper XVI
UNDERSTANDING THE SELF

Course objectives:  
To enable the learners to;
- understand self concept and its importance in human life
- understand self confidence and its importance in human life
- understand the nature, classification, sources, and methods of inculcation of human values
- understand the role of different agencies in promotion of human values
- define philosophy of yoga.
- explain the psychological and physiological basis of yoga.
- understand the scientific basis and therapeutic values of Yoga.
- classify yoga and list its instruments.

Unit 1:  
The Self and Human Values

- Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life
• Classification of Values.
• Role of Family, Educational Institutions, Community and NGO’s in Promotion of Human Values

UNIT 2: Philosophy and Psychology of Yoga

• Yoga: meaning, nature and importance.
• Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy.
• Ashtanga Yoga of Patanjali
• Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health

Activity (Any one of the Following)

1. Preparation of Scrap Book on any six major Yoga Asanas with their benefits.
2. Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.

Suggested Readings:


Goyal, B.R.(1979), Document on Social, Moral and Spiritual Values in Education. New Delhi: NCERT.


INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.

Paper XVII
HEALTH AND PHYSICAL EDUCATION

Course objectives: Marks: 50 (40 + 10)

1. Understand concept of health, hygiene and health education.
2. Differentiate between communicable and non-communicable diseases.
3. Understand the objectives of school health services.
4. Understand the concept and importance of physical education.
5. Develop skills in marking grounds for different games.
6. Organize sports events in schools in future.

Unit-I Health Education

- Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objectives and Principles of Health Education
- Health Services and guidance instruction in personal hygiene
- Communicable and Non-Communicable Diseases; Obesity, Malnutrition, Adulteration in food, Environmental sanitation; Personal and Environmental Hygiene for schools
- Objective of school health services, Role of health education in schools; Health Services- Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthy school environment, first - aid and emergency care

**Unit- II  Physical Education**

- Meaning, Definition and Scope of Physical Education, Importance of Physical Education in present era, Misconception about Physical Education.
- Aims and objectives of Physical Education
- Importance of Tournament, Types of Tournament and its organization: structure- knock -out Tournaments, league of Round Robin Tournaments, Combinations Tournament and challenge Tournament
- Organization structure of Athletic Meet.

**Activity (Any one of the following):**

Mark a Sports ground and Prepare a report mentioning dimensions, rules, regulations and specification of any one of the following games:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Volley Ball</td>
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<tr>
<td>2</td>
<td>Badminton</td>
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<td>3</td>
<td>Kabaddi</td>
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<td>Table Tennis</td>
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<td>Kho-Kho</td>
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<td>6</td>
<td>Basket ball</td>
</tr>
<tr>
<td>7</td>
<td>Wrestling</td>
</tr>
<tr>
<td>8</td>
<td>Hockey</td>
</tr>
</tbody>
</table>

**References:**


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 60-65 words each.
Course objectives: Marks: 50 (40 + 10)

To enable the pupil-teachers to:

- understand the need and importance of work experience in education.
- illustrate the concept of work experience and understand the objectives of introducing work experience as an integral part of education.
- compare the views of Indian and philosophers on work experience.
- understand the criteria for selecting work experience for school and organizing work experience programmes.

UNIT-I: Fundamentals of Vocational Education and Work Education

- Meaning, Need, Scope and Importance of Vocational Education in Secondary Schools, Current scenario of Vocational Education in India.
- Quality of Vocational Education in Secondary Schools, Efforts to improve the Quality of Vocational Education
- Methods of Teaching Work Experience: Lecture - Demonstration Method, Assignment Method, Excursion Method and Exhibition Method

UNIT-II: Components of Work Education

Preparation of Teaching Aids – Meaning, concept, need and significance of Teaching Aids; Classification of Teaching Aids, Material required for preparing Teaching Aids

Campus Beautification - Identification of the campus, Maintenance of campus Fence, Raising of lawns and playgrounds, Raising of flower beds, Maintenance of potted plants, Cleaning of classrooms /corridors and identification of places for display of slogans and posters

Library organization – organization and administration of school library, Classification and cataloguing; Readers services: Issue work, Reference work, Periodicals and their selection and use

Medical first Aid – Definition of first aid and its types, Components of First Aid Box, Providing first aid in case of drowning, burning, vomiting, diarrhea, bites and wounds.

Activity (Any one of the following):
1. Preparation of pickles / jam Jellies and other yield with regard to locality available fruits and vegetables.
2. Performance of basic asanas
3. Organization of literacy drive, Environmental awareness

**Suggested Readings:**

**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.

**Paper XIX**

**EDUCATION FOR PEACE**

**Course objectives:**

The learners will be able to:

- Understand the concept of peace education.
- Understand the dynamics of transformation of violence into peace.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.
• Understand the contributions of different philosophers in Promoting Peace Education
• Understand different Strategies and Methods of Teaching Peace Education.

UNIT I: Education for Peace and Role of Social agencies

• Meaning, Concept and Need of Education for Peace;
• Practical Steps to build Culture of Peace in Schools and Values for Developing Peace; Teacher as Peace Builder
• Role of Social Agencies (Family, School, Mass Media and NGOs) in Promoting Education for Peace.
• Pedagogical skills and strategies in promoting education for peace.

UNIT II: Methods of Teaching Education for Peace

• Integrating peace concerns in classroom interaction.
• Strategies and Methods of inculcating Peace Values.
• Living together in harmony: The Treasure within.
• Contributions of various thinkers i.e. Gandhiji, Vivekananda and Tagore towards propagating peace.

Activity (Any One of the Following)

1. Prepare a role play of great personalities who worked/ contributed towards Peace.
2. Organize an activity in college to promote peace.
3. Prepare an album of Indian Philosophers and write their thoughts on Peace.

SUGGESTED READINGS


**INSTRUCTIONS FOR THE PAPER-SETTER AND CANDIDATES**

The question paper will consist of three sections: A, B and C. Section A will consist of 4 short answer type questions (2 marks each) which will cover the entire syllabus uniformly and carry 8 marks. Sections B and C will have two long answer type questions from the respective units 1 and 2 of the syllabus and will carry 16 marks each.

Candidates are required to attempt one question each from the sections B and C of the question paper and entire Section A. Answer to short question should be completed in around 100 words each.
Course objectives:  

The student teachers will be able to:

1. Understand the meaning, objectives, need, scope and principles of guidance.
2. Acquaint with various types of guidance.
3. Develop skills in administering and interpreting, testing and non-testing tools of data collection.
4. Develop counseling skills.
5. Organize guidance programme in the secondary schools.
6. Develop the skills to prepare case study, to diagnose and identify problems, prepare report and provide guidance accordingly.

Unit –I: Concept of Guidance

1. Guidance: Meaning, need and scope; Role of school and Teacher in Guidance program.
2. Objectives, principles, procedures, issues and problems of Guidance.
3. Types of Guidance: Educational, Vocational and Personal.
4. Testing Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) and Non-testing Techniques (Observation, Interview, Case Study and Cumulative Record)

Unit –II: Counseling

1. Meaning, Objectives, Principles and Types of Counseling.
3. Techniques of Counseling.
4. Organization of Counseling in Schools and Role of Counselor.

Activities (any one of the following)

1. Interview of a school counsellor.
2. Visit to a guidance or counselling centre and write a report.
3. Administration of individual test and preparing a report.
4. To prepare a case study.
5. Conduct a survey of the problems that are most prevalent in school which need immediate attention of a guidance counsellor and prepare a brief report.
SUGGESTED READINGS

Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.

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