

B.Ed. 1st Semester

Paper – I

Childhood and Development Years

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Prof. Surender Kumar Sharma
Prof. Ajay Kumar Attri
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**Centre for Distance and Online Education
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Paper - I
Childhood and Development Years

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UNIT – 1

MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

STRUCTURE

- 1.0 Introduction
- 1.1 Learning objectives
- 1.2 Meaning and Definition of Psychology
Self- Check Exercise -1
- 1.3 Meaning and Definition of Educational Psychology
Self- Check Exercise-2
- 1.4 Nature of Educational Psychology
Self-Check Exercise-3
- 1.5 Scope of Educational Psychology
Self- Check Exercise-4
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to Self-Check Exercises
- 1.9 References/Suggested Readings
- 1.10 Terminal Questions

1.0 INTRODUCTION

Dear learner, this Unit deals with the importance and contribution of educational psychology on the theory and practice of education. The purpose of this Unit is to understand the concept, nature and scope of educational psychology in educational settings. It is felt that knowledge of psychology is essential in life. Nowadays the study of educational psychology has influenced the educative process in many ways. Educational psychology extremely influences principles of education. Harmonious development of child is the focal point of education. Therefore, while making any planning for the education of child, the attention goes to the child at first.

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PAPER II

CONTEMPORARY INDIA AND EDUCATION

DR. (MRS.) MONIKA SOOD



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16.	COMMUNITY PARTICIPATION AND EDUCATIONAL DEVELOPMENT	230

UNIT 1

INDIAN CONSTITUTION: PREAMBLE, RIGHTS AND DUTIES

Structure

- 1.1 Introduction
- 1.2 Learning objectives
- 1.3 Indian Constitution
Self- check Exercise-1
- 1.4 Preamble of the constitution
Self- check Exercise-2
- 1.5 Rights as per Indian Constitution
Self- check Exercise-3
- 1.6 Duties as per Indian Constitution
Self- check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to self- check Exercise
- 1.10 References / Suggested Readings
- 1.11 Terminal Questions

1.1 INTRODUCTION:

The 'preamble' to the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document. The hopes and aspiration of the people as well as the ideals before our nation are described in the preamble in clear cut words. It may be considered as the soul of Constitution. The preamble can be referred to as the preface which highlights the essence of the entire Constitution. It was adopted on 26 November 1949 by the Constituent and came into effect from 26th January, 1950.

1.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

- Give the meaning of Preamble to the Constitution of India:
- Describe the Fundamental Rights, Fundamental Duties of the State Policy.
- Find out the relationship between the Fundamental Rights and Fundamental Duties.

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Paper-III

Language Across the Curriculum

By: Prof. Surender Kumar Sharma



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UNIT-1

Meaning, Nature and Scope of Language

Lesson Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning and Definition of Language

Self Check Exercise-1

1.4 Characteristics of Language

Self Check Exercise-2

1.5 Nature of Language

Self Check Exercise-3

1.6 Various forms of Language

Self Check Exercise-4

1.7 Scope of Language

Self Check Exercise-5

1.8 Linguistics Principles

Self Check Exercise-6

1.9 Summary

1.10 Glossary

1.11 Answers to self check exercises

1.12 References/ Suggested Readings

1.13 Terminal Questions

“It is true that we use language to communicate with others. However, language is much more than a communication system. The most recent thinking about the nature of language suggests that language is first and foremost a representational system; a system which provides us with the symbols we need to model for ourselves, to ourselves, inside our heads, the universe around us. This modelling, carried out using

Understanding Disciplines and Subjects

Units 1-8

**Dr. Ritika Sharma
Dr. Anup Kumar**



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6	Individual Differences in Classroom	59-77
7	Sources of learning	78-97
8	Issues in Classroom Learning	98-109

Unit -1

Nature and role of Discipline Knowledge in School Curriculum

Unit Structure

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning of School Subjects

Self-Check Exercise-1

1.4 Meaning of Discipline

Self-Check Exercise-2

1.5 Meaning of Academic Disciplines

Self-Check Exercise-3

1.6 Nature and role of Discipline knowledge in School Curriculum

Self-Check Exercise-4

1.7 Summary

1.8 Glossary

1.9 Answers to Self-Check Exercises

1.10 Terminal Questions

1.11 References /Suggested Readings

1.1 Introduction

Society has assigned academia a major role for perpetuating and expanding human knowledge, therefore, it is appropriate that attention be focused upon the process by which this task is achieved. In formal school

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Course Code: Paper V

Text Reading And Reflection

Units: 1 to 8

Dr. Ajay Kumar Attri

Dr. Ruchi Verma



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UNIT 7	Responding to the Texts: Approach to Response Based Study (The Core of the Text, Personal Connection, Reading Beyond the Text, Revisiting the Text).	90-100
UNIT 8	Responding to the Contexts: Sharing Responses (Purpose of Sharing, Role of the Teacher and Benefits of Sharing).	101-108

UNIT-1

ANALYTICAL AND CRITICAL THINKING

Structure:

- 1.0 Learning objectives
- 1.1 Introduction
- 1.2 Analytical Thinking
- 1.3 Critical Thinking
- 1.4 Difference between Analytical Thinking and Critical Thinking
Self Check Exercise-I
- 1.5 Importance of Analytical and Critical Thinking for Reading and Writing
Self Check Exercise-II
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to Self Check Exercises
- 1.9 References
- 1.10 Terminal Questions

1.0 **LEARNING OBJECTIVES:**

After studying this lesson, you will be able to:

- Define analytical and critical thinking.
- Differentiate between analytical and critical thinking.
- Describe the importance of analytical and critical thinking for reading and writing.

1.1 **INTRODUCTION**

Critical thinking and analytical thinking are abilities which can be learned and improved. Additionally you have to do it yourself. No one is going to open up your skull, surgically enhance your brains; you are an improved version of yourself. If you do not have the attitude and self-belief to do things yourself you cannot develop yourself. In short the importance of

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Paper-VI

Learning and Teaching

Units: 1 to 20

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Unit - 1

Changing Nature of Learner, Characteristics of Effective Learner, Guiding Principles to make Teaching-Learning Effective and Productive, Characteristics of Student with Learning Disabilities

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Nature of learner, guiding principles to make teaching-learning effective
Self-Check Exercise - 1
- 1.4 Characteristics of student with learning disabilities
Self-Check Exercise- 2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to Self-Check Exercises
- 1.8 References/Suggested Readings
- 1.9 Terminal Questions

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3.	Gagne’s Types of Learning, Events of Instruction, Learning Outcome	27-30
4.	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	31-39
5.	Learning: Meaning, Types and Levels of Concept Development, Strategies for Concept Learning	40-43
6.	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	44-65
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10.	Role of teacher in the changing scenario	88-99
11.	Concept, Principles and Maxims of Teaching Meaning and Characteristics of Profession, Professional Ethics for the Teachers	100-112
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13.	Relationship between teaching and learning, Principles of effective teaching and learning, Diverse teaching strategies for diverse learners	124-146
14.	Stages/Phases of Teaching	147-154
15.	Models of Teaching	155-171
16.	Instructional Strategies (Teaching Strategies)	172-190

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PAPER VII

ASSESSMENT FOR LEARNING

**Author: DR. SHASHI KANT SHARMA
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**SYLLABUS
PAPER XIII
GENDER, SCHOOL AND SOCIETY**

Marks: 50 (40+10)

Course Objectives:

The student teachers will be able to

Paper VII

**ASSESSMENT FOR LEARNING
Marks: 100 (80 + 20)**

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.
6. Develop assessment tasks and tools to assess learners' performance.
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.

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Paper-VIII

DRAMA AND ART IN EDUCATION

Dr. Balvir Singh Jamwal

Dr. Shashi Kant Sharma



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Syllabus

Paper VIII

DRAMA AND ART IN EDUCATION

Course objectives: Marks: 50 (40 + 10)

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.

BLOCK-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.

BLOCK-II: Methods and Approaches of Teaching Creative Arts

1. Understanding Indian folk and visual and performing arts.
2. Methods of teaching creative arts: a. Lecture cum Demonstration method. b. Direct Observation method. c. Method of Imagination and Free Expression.
3. Importance of visits in art exhibitions and cultural festivals.
4. Process of preparing canvas, Types of Colours and Paints.

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.

Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor.

Creative and Mental Growth. Margaret, Marie Deneck (1976)

Indian Art. London: The Himalata Publication.

Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read,

Herbert. Education through Art [paperback].

Shelar, Sanjay. Still Life. Jyotsna Prakashan.

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.

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Paper- iX-A(i)

Teaching of Physical Sciences

Units: 1 to 8

Dr. Ajy Kumar Attri

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UNIT-1

MEANING, NATURE, SCOPE AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

STRUCTURE

- 1.0 Introduction**
- 1.1 Learning Objectives**
- 1.2 Meaning of Physical Science**
Self-Check Exercise- 1
- 1.3 Nature of Physical Science**
Self-Check Exercise- 2
- 1.4 Scope of Physical Science**
Self-Check Exercise- 3
- 1.5 Aims and Objectives of Teaching Physical Science**
Self-Check Exercise- 4
- 1.6 Summary**
- 1.7 Glossary**
- 1.8 Answers to self-check exercises**
- 1.8 References/ Suggested Readings**
- 1.10 Terminal Questions**

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3.	Importance of Physical Science as a Subject in the School Curriculum	28-34
4.	Brief History of Eminent Indian Scientists and their Contributions	35-45
5	Curriculum: Meaning, Objectives, Principles and steps of curriculum construction	46-55
6	Methods of Teaching Physical Sciences (Lecture-cum-demonstration method and Project method)	56-65
7	Problem Solving Method, Heuristic Method and Inductive-Deductive Method	66-73
8	Activity Approaches and Non-Formal Methods of Teaching Physical sciences (Science Club and Science Fair) ,Field Trips and Science Museum	74-87

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Paper - IX (A)-II

Teaching of Life Sciences

Units 1-8

Prof. Ajay Kumar Attri

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Paper IX – A (ii)

TEACHING OF LIFE SCIENCES

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4	Evaluation of Curriculum of Life Science	39-48
5	Teaching methods in Life Science	49-59
6	Approaches in Life Science	60-68
7	Visualizing, Organizing and Contextualizing Learning Situation	69-85
8	Facilitating Life Science Learning	86-95

UNIT-1

LIFE SCIENCE: SCOPE, IMPORTANCE AND HISTORICAL DEVELOPMENT

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Nature of Life Science
Self-Check Exercise-1
- 1.4 Scope and Importance of Life Science in School Curriculum
Self-Check Exercise-2
- 1.5 Historical Development of Life Sciences
Self-Check Exercise-3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to Self-Check Exercises
- 1.9 References/Suggestive Readings
- 1.10 Terminal Questions

1.1 INTRODUCTION

Dear learners, science is a systematic attempt to understand rationally what exists around us. Things have always existed around us however, there were no known principles which tells us the reality in an objective way. With development of human civilisation, we developed our knowledge about various phenomena existing in nature and other things as well. In today's world, our knowledge has dived deep into the human body and as vast as upto the universe. The human knowledge about various sciences like biology, physics, chemistry, mathematics and others have developed so much that almost every event in the world can be explained and predicted well in advance. We have solutions to almost every aspect of world problems. During covid-19, sciences have led to solve the problem by understanding the virus and then introducing vaccines to fight the pandemic. In life sciences, we get to learn about different life forms and seek to know the cause behind their existence. Here, we learn about the life, living organisms and their

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PAPER IX-A(iii)

TEACHING OF MATHEMATICS

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2.	Aims and Objectives of Teaching Mathematics: Concept and Meaning, General Aims of Teaching Mathematics, Formulation and Classification of Objectives in Behavioural terms with Reference to Cognitive, Psycho-motor and Affective Domains	16
3.	Concept of Vedic Mathematics, Contributions of Indian Mathematicians: Bhaskaracharya, Aryabhatta and Ramanujam; Contributions of Western Mathematicians: John Venn and Pythagoras	35
4.	Curriculum Construction in Mathematics, Selection and Organization, Factors affecting Change in Mathematics Curriculum, Process of Evaluation of Mathematics Curriculum at School Level	49
5.	Methods of Teaching Mathematics: Project Method, Problem Solving and Laboratory Method	61
6.	Approaches of Teaching Mathematics: Inductive-deductive, Analytic-synthetic, Heuristic	76
7.	Techniques and strategies of teaching Mathematics: Drill and Practice, Assignment, Homework, Supervised Study, Play Way Technique, and Activity Based Technique	89
8.	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	111

Unit - 1

Meaning, Nature, Importance and Place of Mathematics in Daily Life and School Curriculum

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning of Mathematics
Self-Check Exercise - 1
- 1.4 Nature of Mathematics
Self-Check Exercise- 2
- 1.5 Importance of Mathematics
Self-Check Exercise- 3
- 1.6 Place of Mathematics in School Curriculum
Self- Check Exercise - 4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self-Check Exercises
- 1.10 References/Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction

Dear Learner, Mathematics plays a crucial role in our daily lives and its importance cannot be overstated. It is a fundamental discipline that impacts various aspects of our everyday existence. Here are some key reasons why mathematics is important in our daily life.

- ❖ Mathematics is essential for performing everyday tasks such as counting money, measuring ingredients for cooking, telling time, and making basic calculations. Without arithmetic skills,
- ❖ it would be challenging to handle simple financial transactions.
- ❖ Mathematics equips us with problem-solving skills that are applicable in various situations.
- ❖ Whether you're trying to figure out the most cost-effective way to purchase groceries, solve a household issue, or make decisions at work, problem-solving abilities rooted in mathematics are invaluable.

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PAPER IX A - IV

TEACHING OF SOCIAL SCIENCE

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UNIT -1: MEANING, NATURE AND IMPORTANCE OF SOCIAL SCIENCE

Lesson Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning Social Science
- 1.4 Nature And Scope of Social Sciences
- 1.5 Importance Of Teaching Social Science
- 1.6 Relationship Of Social Science with Other Subjects
- 1.7 Self-Check Exercise
- 1.8 Summary
- 1.9 Glossary
- 1.10 Answer to Self-Check Exercise
- 1.11 References/Suggested Readings
- 1.12 Terminal Questions

1.1 Introduction

Social science is a field of study which deals with man, his relations with other men, and his environment. Its content is drawn from several social sciences but is not determined by the discipline of any one of these. Rather the content and organization of social science derive from the purpose for which it is taught. Those purposes include an understanding of human relationships, knowledge of the environment, education to the basic principles and values of the society in which it is taught and a commitment to participate in the process through characteristics of the social studies point of view. So social science is a very comprehensive and composite term which is used to include in it a number of social sciences.

“Most simply stated the social studies are the school mirror of the scholarly findings of the social sciences. Such data as social scientists may gather is integrated and simplified to appropriate levels of ‘expression for children in all the grades.”

1.2 Learning Objectives

After going through this lesson, you should be able to:

- Explain the meaning, nature and scope of social science
- Discuss the need and importance of teaching social science
- Relate the social science with other subjects
- Explain the Aims and Learning Objectives of teaching social science

1.3 MEANING OF SOCIAL SCIENCE

Social studies is a study of person in relation to the social environment, through the social environment and for the social environment. It is study of the social institutions, social skill, social standards, social problems, social changes, social customs, social heritage etc. through observation, social experience, exploration and scientific study of social phenomena and events for the purpose of preservation of what is good in our socio-economic culture and for bringing about improvement in it. Thus social studies deals with man and his interaction with other

people, with the earth and with goods and services. It deals with man's relationship with his social and physical environment. Some of the definitions of social studies are given below:

Michaelis' view: John V. Michaelis in 'Social Studies for Children in Democracy' writes, "The social studies are concerned with man and his social and physical environment; they deal with human relationships."

Hamming's view: James Hamming in 'Teaching of Social Studies in Secondary Schools' observes, "Social studies is a study of relations and inter-relations – historical, geographical and social."

Forrester's view: J.F. Forrester opines, "Social studies, as the very name suggests, is the study of society and its chief aim is to help pupils to understand the world in which they have to live and how it came to be, so that they may become responsible citizens. It aims at promoting critical thinking and a readiness for social change, at creating a disposition for acting on behalf of the general welfare, at an appreciation of other cultures and a realization of the interdependence of man and man and of nation and nation."

Martorella's view: Peter M. Martorella in 'Social Studies: Strategies, Theory and Practice' points out, "It is more accurate to think of social studies as an applied field which attempts to fuse scientific knowledge with ethical, philosophical, religious and social considerations which arise in the process of decision making as practiced by citizens."

View of the Social Studies Committee of Schools Board Victoria (U.S.A.): The Committee in its publication, 'Social Studies for Schools' states, "What we study in social studies, is the life of man in some particular places, at some particular time."

View of the Commission on Reorganization of Secondary Education Association (U.S.A.): The Commission describes, "The social studies are understood to be those whose subject – matter relates directly to the organization and development of human society and to man as a member of social groups."

View of the Secondary Education Commission in India (1952-53): "Social Studies, as a term, are comparatively new in Indian education. It is meant to cover the 3 ground traditionally associated with History, Geography, Economics, Civics etc... The whole group of studies has, therefore, to be viewed as a compact whole whose object is to adjust the students to their social environment, which includes the family, community, state and nation so that they may be able to understand how society has to come to its present form and interpret intelligently the matrix of social forces and movements in the midst of which they are living."

National Curriculum for Elementary and Secondary Education (1988) published by NCERT: Used the term 'Social studies'. It observed, "Social sciences is perhaps the singular curricular area which can prove to be the most effective tool for providing education in the context of all the core components indicating in the NPE (National Policy on Education), 1986."

View of the Framers of a Draft Syllabus of Social Studies for class I to XI: "Social studies is a field of study which deals with man, his relations with other men and his environment. Its content is drawn from several social sciences but is not determined by the discipline of any one of these. Rather, the content and

B.Ed. 2nd Semester

Course Code: Paper IX – A (vi)

Teaching of English

Units: 1 to 8

Dr. Surender Kumar Sharma

Dr. Ruchi Verma



Centre for Distance and Online Education

Himachal Pradesh University

Summer Hill, Shimla, 171005

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Sr.No.	Topics	Page No.
	Syllabus	
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Unit-2	Aims and objectives of teaching English language, Writing instructional objectives in behavioural terms.	17-34
Unit-3	Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetics symbols.	35-51
Unit-4	Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level.	52-64
Unit-5	Methods of Teaching English: Various types of Methods, Dr. West Method, Substitution Method, Bilingual Method. Grammar and Translation method.	65-80
Unit-6	Approaches in Teaching English: The Situational Approach, The Structure Approaches, Linguistic, Communicative Approach, Co- Operative Learning. Critical Analysis of various Teaching Approaches.	81-95
Unit-7	Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology.	96-116
Unit-8	Techniques of Teaching English: Learning by doing, role play, brain storming, field visits, cooperative learning technique etc.	117-131

Unit-1

Nature of English Language

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Concept and Nature of English Language
Self-Check Exercise (1)
- 1.3 Functions of Language
Self – Check Exercise (2)
- 1.4 Importance of English language
Self- Check Exercise (3)
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answer to Self-Check Exercises
- 1.8 References\ Suggested Readings
- 1.9 Terminal Questions

1.0 Introduction

In today's era of globalization and information technology, English holds a significant and dominant position in global communication. It is widely taught across the world and enjoys a highly esteemed reputation. English also holds a distinct status in the field of education. Teaching any subject is inherently a social and cultural activity, and it is often more complex than it initially appears. An effective teacher must always consider the aims and objectives of the subject they are teaching. In other words, teaching becomes more impactful when the teacher is fully aware of its goals and purpose. A dedicated

B.Ed. 2nd Semester

Paper-IX –A (v)

Teaching of Commerce

Sh. Rajesh Kumar Sharma
Dr. Vivek Tripathi
Sh. Gurmeet Singh



**Centre for Distance and Online Education
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Summer Hill, Shimla, 171005**

B.Ed. First Year
Paper IX – A (v)
TEACHING OF Commerce

Content

Unit No.	Name of Unit	Page No.
1	Introduction about Teaching of Commerce	3
2	Aims and Objectives of Teaching of Commerce	15
3	Curriculum in Commerce	27
4	Approaches in Teaching of Commerce - 1	40
5	Approaches in Teaching of Commerce - 2	48
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7	Role of ICT in Teaching of Commerce	65
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Unit 1

Introduction about Teaching of Commerce

Structure

- 1.1 Introduction
 - 1.2 Learning Objectives
 - 1.3 Meaning and Nature of Commerce
Self-Check Exercise
 - 1.4 Scope and Importance of Teaching Commerce
Self-Check Exercise
 - 1.5 Commerce as a Discipline and a Subject
Self-Check Exercise
 - 1.6 Historical Development of Teaching Commerce
 - 1.7 Summary
 - 1.8 Glossary
 - 1.9 Answers to Self-Check Exercise
 - 1.10 References /Suggested Readings
 - 1.11 Terminal questions
-

1.1 Introduction

Commerce is the activity of buying and selling of goods and services, especially on a large scale or quantity. The system includes legal, economic, political, social, cultural and technological systems that are in operation in any country or internationally. Thus, commerce is a system or an environment that affects the business prospects of economies. It can also be defined as a component of business which includes all activities, functions and institutions involved in transferring goods from producers to consumers. So Commerce is concerned with financial transactions, especially the buying, the selling of goods and providing of services on a large scale.

1.2 Learning Objectives

After going through this lesson, you will be able to :

- Define the term commerce
- Write the scope and importance of teaching of commerce
- Write the meaning of commerce as a discipline
- Trace the historical development of teaching commerce.

B.Ed. 2nd Semester

Paper-IX –A (viii)

Teaching of Sanskrit

Dr. Ranjna Kumari



**Centre for Distance and Online Education
Himachal Pradesh University
Summer Hill, Shimla, 171005**

Paper IX – A (viii) - TEACHING OF SANSKRIT (LaLÑr शिक्षण) Marks: 50 (40 + 10)

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iτ<-8	lakd,r O;rdGot 7oa f`r{tor dt fofnr;τj	225 - 248
iτ<-9	lakd,r e`a Gpur f`r{tor 7o; vPprGot f`r{tor	249 - 271

B.Ed. 3rd Semester

Paper- iX-B(i)

Teaching of Physical Sciences

Units: 1 to 8

Dr. Ajy Kumar Attri

Dr. Pardeep Singh Dehal



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UNIT-1

LEARNING RESOURCES IN PHYSICAL SCIENCES

STRUCTURE

- 1.0 Introduction**
- 1.1 Learning Objectives**
- 1.2 Educational Resources**
 - Self-Check Exercise- 1**
- 1.3 Textbook: Meaning, Types & Importance**
 - Self-Check Exercise- 2**
- 1.4 Features of a good textbook of science**
 - Self-Check Exercise- 3**
- 1.5 Evaluation of a science textbook**
 - Self-Check Exercise- 4**
- 1.6 Summary**
- 1.7 Glossary**
- 1.8 Answers to self-check exercises**
- 1.9 References/ Suggested Readings**
- 1.10 Terminal Questions**

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2.	Science Laboratory	17-33
3.	Teaching Aids	34-44
4.	E- learning Resources and Smart Classroom	45-56
5.	Unit Planning	57-60
6.	Lesson Planning, Approaches of lesson planning	61-72
7.	Evaluation, Difference between assessment and evaluation, Functions, Importance or Uses of Evaluation, Construction of Norm-referenced and Criterion –referenced tests, Diagnostic testing and Remedial Teaching	73-82
8.	Preparing different types of items in accordance with the Bloom’s taxonomy of instructional objectives	83-93

B.Ed. 3rd Semester

Paper-IX-B(ii)

TEACHING OF LIFE SCIENCES

**Dr.Ajay Kumar Attri
Dr.Vishal Sood
Dr.Shashi Kant Sharma
Dr.RitikaSharma**



**Centre for Distance and Online Education
Himachal Pradesh University
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SYLLABUS

B.Ed. 2ndYear

Paper IX-B(ii)

TEACHING OF LIFE SCIENCES

Course objectives:
+10)

Marks:50(40

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.

BLOCK-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.

BLOCK-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 (Anyone 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.

References/Suggested Readings:

Bhandula, N. Chadha, Sharma, P. C. (1989): Teaching of Science. Prakash Brothers, Ludhiana.

David, F. Millar and Glenn, W. Blaypes: Methods and Materials for Teaching the Biological Sciences.

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

Kohli, V. K. (2006): How to Teach Science. Vivek Publishers, Ambala. Rai, B. C.: Method : Teaching of Science.

Sharma and Walia. G. S.: Teaching of Life Science.

Sharma R. C. (1998): Modern Science Teaching. Dhanpat Rai Publishers, New Delhi.

Sood, J. K. (1987): Teaching of Life Science. A Book of methods. Kohli Publishers, Chandigarh.

Venkataish, S. (2002): Science Education in 21st century. Anmol Publications, New Delhi.

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

Mangal S. K. (2005): Teaching of Life Science. Arya Publication, India.

Sharma, P. (2007): Teaching of Life Science. APH Publishing Corporation, 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

B.Ed. 3rd SEMESTER

Paper IX – B(iii)

TEACHING OF MATHEMATICS

**PROF. KULDEEP SINGH KATOCH
DR. (MRS.) MONIKA SOOD**



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Unit No.	Title of Unit	Page No.
1.	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	5
2.	Importance of Various Teaching Aids in Mathematics: Developing/Preparing Low Cost improvised Teaching Aids relevant to Local Ethos, Roles of Models, Charts, Chalk board, Work Book, Geometry box, Educational CD/DVD ROMs, and Use of Smart Classroom	24
3.	Text book: Qualities of a Good Text Book in Mathematics, Evaluation of Mathematics Text Book prescribed by Himachal Pradesh Board of School education / CBSE for Elementary and Secondary Stage	41
4.	Recreational Mathematics - Riddles, Puzzles, Beautiful Number Patterns and Magic Squares.	50
5.	Unit and Lesson Planning: Meaning, Need and Importance, Principles and Steps in Lesson Planning, Essentials of a Good Lesson Plan	58
6.	Various Approaches for Development of Composite Lesson Plans with Special Reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics	73
7.	Evaluation in Mathematics: Meaning and Types: Formative, Summative and Diagnostic, Continuous and Comprehensive Evaluation: Concept and Techniques with reference to Mathematics	88
8.	Construction of Objective and Essay Type Tests, Development of Achievement Test in Mathematics, Qualities of a Good Achievement Test (Reliability, Validity, Objectivity)	103

Unit - 1

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

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Need and Importance of Mathematics Learning Resources
Self-Check Exercise - 1
- 1.4 Organization of Mathematics Club
Self-Check Exercise - 2
- 1.5 Mathematics Exhibitions and Fairs
Self-Check Exercise - 3
- 1.6 Setting Up of Mathematics Laboratory/Resource Centre
Self- Check Exercise - 4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to Self-Check Exercises
- 1.10 References/Suggested Readings
- 1.11 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with need and importance of mathematics learning resources, importance and organization of mathematics club, mathematics exhibitions and 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.

1.2 Learning Objectives

After completing this unit, you will be able to;

- explain the need and importance of mathematics learning resources.
- discuss the importance and organization of mathematics club.
- describe the importance of mathematics exhibitions and fairs.
- explain the importance and setting up of mathematics laboratory/resource centre.

B.Ed. 3rd Semester

PAPER IX B - IV

TEACHING OF SOCIAL SCIENCE

Author: MR. RAJESH KUMAR SHARMA



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UNIT – I: RESOURCES

Lesson structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Learning resources
- 1.4 Maps
- 1.5 Atlas
- 1.6 Globe
- 1.7 Teacherhandbook
- 1.8 Questionbank
- 1.9 Library
- 1.10 E-resources
- 1.11 Museum
- 1.12 Communityresources
- 1.13 Newspapers
- 1.14 Magazines
- Self-Check Exercise
- 1.15 Summary
- 1.16 Glossary
- 1.17 Answers to Self-Check Exercise
- 1.18 References/Suggested Readings
- 1.19 Terminal Questions

1.1 Introduction

The teacher has to make use of devices in order to facilitate the learning process and to economic efforts. **Raymont** defines as “certain external forms or modes which his instructions any from time to time”.

Social science may be used as a means for integrating various school activities and experiences. Social science provides situations in which school children can use related learning in functional setting. Social studies can give a natural setting for the application and use of knowledge and basic skills in solving human problems. In this way audio visual aids are those devices or procedures that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective.

Mcknown and Roverts: “These aids are supplementary devices by which the teacher, through the utilization of more than one sensory channels, tries to clarify, establish and correlate concepts, interpretations and appreciations.”

1.2 Objectives

After going through this Lesson, you should be able to:

- Explain the terms maps, atlas and globe
- Explain the teacher handbook
- Discuss the community resource
- Explain the term question bank
- Explain the museum
- Explain newspapers and magazines

1.3 Learning resources

Learning resources are texts, videos, software, and other **materials** that teachers use to assist students to meet the expectations for **learning** defined by provincial or local curricula. Before a **learning resource** is used in a classroom, it must be evaluated and approved at either the provincial or local level.

1.4 Maps

Maps constitute an indispensable aid in teaching many subjects like geography, history, economics and social studies. The learning of these subjects becomes unreal, inadequate and incomplete without map media. A resourceful teacher will turn the fear of map into the genuine love by motivating the students. This, however, presupposes the invariable uses of maps at every possible opportunity by the teacher in the classroom, and the possession of individual atlases by the students. Maps are called as "Encyclopedia of Man's Existence." The map as a record of spatial concepts tells a story as nothing else can. A map is an accurate representation plane surface in the form of a diagram drawn to scale, the details of boundaries of whole of earth's surface, continents, countries etc. Geographical details like location of mountains, rivers, altitude of a place, contours of the earth's surface and important locations can also be represented, taught and learnt accurately. Maps depict the climate conditions, natural conditions, location etc. of certain countries and continents.

Use of Maps in Social Studies:

1. **Attention and interest:** Maps are helpful in attracting attention and creating interest of students in studies. The subject no longer remains boring, dull and unreal one. With the help of maps knowledge becomes solid, effective and realistic.
2. **Knowledge of earth's surface:** Maps are helpful in depicting geographical features of earth's surface and in understanding the positions of earth in the universe.
3. **Knowledge of place:** Maps are useful in showing relationship between places.
4. **Knowledge of abstract concepts:** Maps reduce the scale of areas and distances and thus bring the abstract concept of size, distance and directions into the region of reality.
5. **Knowledge of descriptive materials:** Maps are useful in clarifying descriptive materials.
6. **Knowledge of colours and symbols:** Maps are useful in understanding the colours, tints, shadow, symbols in a map or globe.
7. **Knowledge of relationship:** Maps show various relationships beyond those of location, shape and area. The waterfalls along the course of a river show why industries grew up in those places.
8. **Knowledge about climate and vegetation:** the knowledge of climate and vegetation can be easily gained with the help of the maps.
9. **Knowledge of changes:** Maps are useful in presenting geographical, social, economic and political changes. By means of maps the growth in different decades can be attractively presented on maps.

B.Ed. 3rd Semester

Paper-IX - B (v)

Teaching of Commerce

Sh. Rajesh Kumar Sharma
Dr. Vivek Tripathi
Sh. Gurmeet Singh



Teaching of Commerce
Centre for Distance and Online Education
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Summer Hill, Shimla, 171005

B.Ed. Second Year
Paper IX – B (v)
TEACHING OF Commerce

Content

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2.	Text book in Teaching Commerce	14
3.	Commerce Teacher: Quality and Ethics	22
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6.	Evaluation and Assessment	54

Unit 1

Learning Resources and Teaching Aid

Structure

- 1.1 Introduction
 - 1.2 Learning Objectives
 - 1.3 Meaning of Learning Resources
 - 1.4 Types of Learning Resources
 - 1.4.1 Models
 - 1.4.2 Educational CDs
 - 1.4.3 Diagrams
 - 1.4.4 Pictures
 - 1.4.5 Balance Sheet
 - 1.4.6 Charts, Graphs and Power point presentations
 - Self- Check Exercise
 - 1.5 Functions of Learning Resources
 - 1.6 Preparation and Utilization of learning Resources
 - Self-Check Exercise
 - 1.7 Use of Internet
 - 1.8 Summary
 - 1.9 Glossary
 - 1.10 Answer to Self- Check Exercise
 - 1.11 References/ Suggested Reading
 - 1.12 Terminal questions
-

1.1 Introduction

In the sphere of education, the value of learning resources cannot be overstated. These materials make it feasible for instructors and students to receive direction on how to approach a certain subject. Teachers view learning resources as sources of information that they can utilise to instruct their students. It is seen as a crucial component of ongoing professional development and student support. It's also critical to emphasise that maintaining productivity correctly depends on making appropriate use of learning materials. One of the main reasons is that it helps to guarantee that pupils are able to absorb the material and are not overloaded with information.

B.Ed. 3rd Semester

Course Code: Paper IX – B (vi)

Teaching of English

Units: 1 to 8

Dr. Surender Kumar Sharma

Dr. Ruchi Verma



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CONTENT

Sr. No.	Topics	Page .No.
	(Syllabus)	
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Unit-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.	9-31
Unit-3	Instructional Material / Aids: Types, Importance and their merits and limitations; ICT in English language teaching; its uses and importance in teaching Language.	32-50
Unit-4	Language Laboratory: Concept, Types and Components, Merits and Limitations.	51-61
Unit -5	Unit planning: Meaning, importance, need and Steps	62-76
Unit-6	Lesson Planning: Meaning, importance, steps, Advantages and various Approaches of Lesson Planning	77-89
Unit-7	Meaning of Measurement & Evaluation: Purpose & Functions of Evaluation in English, Continuous and Comprehensive Evaluation, Formative and Summative Evaluation, Strengths and limitation	90-108
Unit-8	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.	109-124

Unit-1

Instructional Strategies

Structure

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Instructional Strategies
Self- Check Exercise(1)
- 1.3 Importance of instructional strategies; Uses of instructional strategies
Self- Check Exercise(2)
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answer to Self- Check Exercises
- 1.7 References/ Suggested Readings
- 1.8 Terminal Questions

1.0 Introduction

Dear learner, this unit deals with concept, need importance and types of instructional strategies. This unit also deals with different type of instructional techniques and instructional methods.

1.1 Learning objective

- To understand about Instructional Strategies.
- Importance of instructional strategies.
- Uses of instructional strategies.

1.2 Instructional Strategies

As a student you may have noticed that you do different activities in different classes. Sometimes you get into group to work on an assignment. Sometimes the teacher reads something aloud to the class then assigns them a project. Other times you read quietly to yourself or aloud in class and then discuss with your classmates.

You may then present your work to the teacher as a group or write answers down in an essay as homework. In order for teachers to accomplish this, there are different teaching methods and plans. These are collectively known as instructional

B.Ed. 4th Semester

Paper-XII

Knowledge and Curriculum

By : Prof. Surender Kumar Sharma

Dr. Chaman Lal Banga

Dr. Ritika Sharma



**Centre for Distance and Online Education
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Summer Hill, Shimla-171005**

CONTENTS

Unit	Title	Page No.
BLOCK 1	Knowledge and Education	CREDIT 1
Unit-1	Knowledge: Concept, Types and Sources of Knowledge. Distinction between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and Belief.	7-20
Unit-2	Bases of Modern Child-centred Education: Concept of Activity, Discovery and Dialogue with reference to Gandhi, Sri Aurobindo, Gijju Bhai and Paulo Freire.	21-32
Unit-3	Education in Relation to Modern Values: Equity, Equality, Individual Opportunity, Social Justice and Dignity with reference to the Indian Constitution.	33-41
Unit-4	Concept of Nationalism, Universalization, Secularism and their relationship to Education.	42-50
BLOCK 2	Bases and Principles of Curriculum	CREDIT 1
Unit-5	Curriculum: Meaning, Nature, Need and Characteristics of a Curriculum.	51-58
Unit-6	Curriculum Development: Stages and Principles.	59-69
Unit-7	Bases of Curriculum: Philosophical, Psychological and Sociological.	70-79
Unit-8	Approaches to Curriculum Development: Subject-centred, Learner-centred and Problem Centred; Defects in Existing School Curriculum.	80-87
BLOCK 3	Model, Patterns and Approaches of Curriculum Designing	CREDIT 1
Unit-9	Models of Curriculum Designing: Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba).	88-92
Unit-10	Models of Curriculum Designing: Tyler's Model, Wheeler's Model and Kerr's Model.	93-99
Unit-11	Patterns of Curriculum Designing.	100-107
Unit-12	Approaches of Curriculum Development: Concept, Advantages and Limitations of Centralized and Decentralized Curriculum Designing.	108-117
BLOCK 4	Curriculum Evaluation	CREDIT 1
Unit-13	Evaluation of Curriculum: Need, Importance and Procedure of Curriculum Evaluation.	118-126
Unit-14	Recommendations of Various Commissions: University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986, 1992) with regard to curriculum development.	127-138
Unit-15	NCF (2005) and Its recommendations with regard to curriculum evaluation.	139-147
Unit-16	Continual Evaluation of Curriculum: Feedback from learners, teachers, community and Administrators.	148-156

Unit-1

Concept of Knowledge

STRUCTURE

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Concept, Type and Sources of Knowledge
 - 1.3.1 Characteristics of Knowledge
 - 1.3.2 Types of Knowledge
 - 1.3.3 Sources of KnowledgeSelf-Check Exercise-1
- 1.4 Distinction Between
 - 1.4.1 Knowledge and Skill
 - 1.4.2 Teaching and Training
 - 1.4.3 Knowledge and Information
 - 1.4.4 Reason and BeliefSelf-Check Exercise-2
- 1.5 Summary
- 1.6 Glossary
- 1.7 Answers to self check Exercises
- 1.8 References/ Suggestive Readings
- 1.9 Terminal Questions

1.1 Introduction

Education involves the guidance of a knowledgeable individual who assists others in acquiring knowledge and skills, not limited to academic sources but inclusive of all available information. It encompasses the development of mental, physical, and emotional capabilities to reach one's full potential. A key aspect of education is the selection and transmission of relevant knowledge, prompting questions about what content should be included in curricula and the criteria for such selection. Understanding the philosophical underpinnings of knowledge, recognizing various sources of knowledge, and assessing their validity are crucial in this context. Philosophy is viewed as a critical examination of different forms of intellectual activity, focusing

B.Ed. 4th Semester

PAPER XIII

GENDER, SCHOOL AND SOCIETY

**Author: DR. (MRS.) MONIKA SOOD KAISTHA
DR. RAJESH KUMAR SHARMA**



**Centre for Distance and Online Education
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UNIT -1	CONCEPT OF GENDER	04
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UNIT – 3	SOCIAL REFORM MOVEMENTS OF THE 19TH AND 20TH CENTURIES WITH FOCUS ON WOMEN EDUCATION	50
UNIT – 4	POLICY INITIATIVES FOR GENDER EQUALITY AND WOMEN EMPOWERMENT IN INDIA	76
UNIT – 5	SOCIALIZATION THEORY OF GENDER AND PRACTICES	99
UNIT – 6	GENDER IDENTITIES AND SOCIALIZATION PRACTICES IN FAMILY, SCHOOL, OTHER FORMAL AND INFORMAL ORGANIZATION	109
UNIT - 7	SCHOOLING OF GIRLS; INEQUALITIES AND RESISTANCES, ISSUES OF ACCES, RETENTION AND EXCLUSION	123
UNIT - 8	ROLE OF EDUCATION IN DEALING WITH SOCIAL ISSUES	136

UNIT – I: CONCEPT OF GENDER

Lesson Structure

- 1.1 Introduction**
- 1.2 Learning Objectives**
- 1.3 Concept of Gender**
Self-Check Exercise-1
- 1.4 Need and Importance**
Self-Check Exercise-2
- 1.5 Gender bias and gender stereotype**
Self-Check Exercise-3
- 1.6 Summary**
- 1.7 Glossary**
- 1.8 Answers to Self-Check Exercise**
- 1.9 References/Suggested Readings**
- 1.10 Terminal Questions**

1.1 Introduction

Gender is a social construct that impacts attitudes, roles, responsibilities and behaviour patterns of boys and girls, men and women in all societies. Increasing attention has been given to the importance of achieving gender equality in education. To date, however, most efforts have focused on addressing gender parity – an equal number or proportion of girls and boys accessing educational opportunities. Although simple gender parity may be easier to measure, gender equality encompasses a wider concept, of which gender parity is only a part. Gender equality moves beyond access and requires that girls and boys also experience the same levels of quality and outcomes of education. One of the key impediments to achieving gender equality in education is that it cannot be addressed in a vacuum; rather, educational institutions are products of the inequalities that exist in larger society.

Educational institutions are shaped by the societal forces that perpetuate gender-based discrimination; yet, they can also be essential tools to effect great change throughout a community or social context. Behaviours and beliefs formed in schools and educational institutions can have a lasting impact on gender relations in society. Education systems are both a result of external forces and instrumental to perpetuating or alleviating gender disparity around the world. This unit emphasizes the concept of gender, types of gender roles, attitude towards gender and social construction of gender. This unit creates a lot of inputs for the prospective teachers about the gender issues, gender dynamics and gender roles.

1.2 Learning Objectives

After completing this Unit, the student teachers will be able to:

- Define the concept of gender and distinguish between gender and sex.
- Explain the meaning of gender equality and its significance in society.
- Identify and describe the need and importance of promoting gender equality.
- Recognize and discuss examples of gender bias and gender stereotypes.

B.Ed. 4TH Semester

PAPER XIV

INCLUSIVE SCHOOL

Unit : 1 to 8

Dr. Vishal Sood

Dr. Monika Sood

Dr. Ruchi Verma



**Centre for Distance and Online Education
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CONTENT

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UNIT-4	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.	42-56
UNIT-5	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.	57-81
UNIT-6	Assessment Approaches for CWSN: Observation, Continuous and Comprehensive Assessment (Formative and Diagnostic Assessment); Assessment of Group and Collaborative Learning.	82-95
UNIT-7	Identifying Barriers to Learning and Participation of CWSN.	96-103
UNIT-8	Means of Providing Remedial Instruction and Feedback; Role of School Head and Teachers in Evolving Inclusive Practices and Developing Inclusive Values.	104-116

UNIT- 1

Disability; Disabled Children: Types and Their Identification

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Disability: Concept, Nature And Types of Disability

Self Check Exercise-I

- 1.4 Identification, Assessment and Early Intervention of Disabled Children

Self Check Exercise-II

- 1.5 Summary
 - 1.6 Glossary
 - 1.7 Answer to Self Check Exercises
 - 1.8 References
 - 1.9 Terminal Questions
-

1.1 Introduction

A disability is a condition or function that is significantly impaired compared to the typical standard of an individual or group. The term encompasses various aspects of individual functioning, including physical, sensory, cognitive, and intellectual impairments, as well as mental illnesses and chronic diseases. Children who require specialized support and accommodations beyond those needed by their peers are referred to as children with special needs. Every classroom consists of students with diverse abilities, making it essential to recognize and embrace this diversity. At some point during our school or college years, each of us has encountered a need for special support. This lesson will explore the definitions, causes, types, identification, assessment, and early intervention strategies for the children with disabilities in school settings.

B.Ed. 4th Semester

Paper- XV

ICT IN TEACHING LEARNING PROCESS

Units: 1 to 8

Dr. Ajy Kumar Attri

Dr. Pardeep Singh Dehal



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UNIT-1
INTRODUCTION TO ICT

STRUCTURE

1.0 Introduction

1.1 Learning Objectives

1.2 Definition of ICT

Self-Check Exercise-1

1.3 Characteristics of Information Technology

Self-Check Exercise-2

1.4 Role of Information Technology in Construction of Knowledge

Self-Check Exercise- 3

1.5 Summary

1.6 Glossary

1.7 Answers to Self- Check Exercises

1.8 References/ Suggested Readings

1.9 Terminal Questions

CONTENTS

Unit.No.	Unit Title	Page No.
1	Introduction to ICT	7-16
2	National Policy on ICT In School Education	17-29
3	Computer Fundamentals	30-53
4	Computer Application in Learning	54-69
5	Hardware Technologies and their Applications: Overhead Projector (OHP), Slide Projector	70-81
6	DLP Projector, Movie Projector	82-96
7	Audio-Video Recording Instruments Closed Circuit Television, Smart Classroom, Educational Satellite etc.	97-115
8	Digital library, Web site, 2.0 web technology, Meaning And Nature of Open Education Resources	116-134

B.Ed. 4th SEMESTER

Course: XVI

UNDERSTANDING THE SELF

Prof. Kuldeep Singh Katoch



Centre for Distance and Online Education

Himachal Pradesh University

Gyan Path, Summerhill, Shimla - 171005

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2.	Human Values: Meaning, Nature, Importance, Classification, Sources and Methods of Inculcation	12
3.	Classification of Human Values	32
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5.	Yoga: meaning, nature and importance	46
6.	Concepts of the Prakrit and Purusha (Ishwar): Concept and their relation with each other in Sankhya philosophy	51
7.	Ashtanga Yoga of Patanjali	57
8.	Therapeutic Values of Yoga, Yogic Diet & its Impact on Health; Asanas and their effects to promote a sound physical and mental health	63

Unit - 1

Meaning, Nature and Importance of Self-concept and Self-Confidence in Human Life

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning, Nature and Importance of Self-concept and Self-confidence
in human life
Self-Check Exercise - 1
- 1.4 Summary
- 1.5 Glossary
- 1.6 Answers to Self-Check Exercise
- 1.7 References/Suggested Readings
- 1.8 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with meaning, nature and importance of self-concept and self-confidence in human life.

1.2 Learning Objectives

After completing this unit, you will be able to;

- explain the meaning, need, importance of self-concept and self-confidence in human life.

1.3 Meaning, Nature and Importance of Self-concept and Self-confidence in human life

Self-concept can also refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self-concept. Franken (1994) states the importance of one's self-concept: "There is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior" (p. 443). Additionally, Franken (1994) suggests that self-concept is related to self-esteem in that "people who have good self-esteem have a clearly differentiated self-concept.... When people know themselves they can maximize outcomes because they know what they can and cannot do" (p. 439). People develop and maintain their self-concepts through the process of taking action and then reflecting on what they have done and what others tell them about what

HEALTH AND PHYSICAL EDUCATION

Dr.SunilSen



Centre for Distance and Online Education (CDOE) Himachal Pradesh University, Shimla-171005

Paper XVII

HEALTH AND PHYSICAL EDUCATION

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2.	Health Services and Personal Hygiene	21-31
3.	Communicable and Non-Communicable Diseases	32-74
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5.	Physical Education	90-105
6.	Aims and Objectives of Physical Education	106-111
7.	Tournaments	112-138
8.	Organization Structure of an Athletic Meet	139-146
ACTIVITY	GAMES AND SPORTS– VOLLEYBALL, BADMINTON, KABADDI, TABLE TENNIS, KHO–KHO, BASKETBALL, HOCKEY	147-171

PaperXVII

HEALTHANDPHYSICALEDUCATION

Courseobjectives:

Marks:50(40+10)

Toenablethelearnersto;

- Understandconceptofhealth,hygieneandhealtheducation.
- Differentiatebetweencommunicableandnon-communicablediseases.
- Understandtheobjectivesofschoolhealthservices.
- Understandtheconceptandimportanceofphysicaleducation.
- Understandtheconceptandimportanceoftournaments.
- Applyvariousmethodsoffixturetoorganize tournaments.
- Developskillsinmarkinggroundsfordifferentgames.
- Organizesportseventsinschoolsinfuture.

INSTRUCTIONSFORTHEPAPERSETTERANDCANDIDATES

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. Section B and Section C will have two long answer type questions from the respective unite 1 and 2 of syllabusand willcarry16 marks each.

Candidates are required to attempt one question each from the section B and section C of the question paper and entire Section A. Answer to short question should be completed in around 80to 100 words each. Answer to long questions should be completed in around 800 words.

Unit-1 Healthand Health Education

Definition of Health, Health Education, Health Instruction, Health Supervision, Aim, Objectives and Principles of Health Education

Unit-2 HealthServicesandPersonal Hygiene

B.Ed. Fourth Semester

Paper- XVIII

Vocational and Work Education

Units: 1 to 14

Dr. Vishal Sood

Dr. Pardeep Singh Dehal



**Centre for Distance and Online Education
Himachal Pradesh University
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Unit-1

Meaning and Need of Vocational Education, Importance & Principles of Vocational Education

Structure:

1.1-Introduction

1.2-Learning Objectives

1.3-Meaning and Need of Vocational Education

Self-Check Exercise-1

1.4-Need for vocationalization of education

Self-Check Exercise-2

1.5- Importance of Vocational Education

Self-Check Exercise-3

1.6- General Principles of Vocational Education

Self-Check Exercise-4

1.7- Summary

1.8- Glossary

1.9- Answers to Self-Check Exercise

1.10- References and suggested readings

1.11- Terminal Questions

Contents

Unit.No.	Title of Unit	Page No.
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2	Scope of Vocational or Technical Education in India, Current scenario of vocational education in India and Advantages of Vocational education	13-22
3	Meaning & Concept of Work Experience, Need of work experience	23-31
4	Importance work experience	32-36
5	Objectives of work Experience	37-42
6	Methods of teaching work experience	43-53
7	Teaching Aids	54-61
8	TLM, Selecting and Using Teaching Aids	62-70
9	Meaning of Campus, Purpose and Importance of Gardening	71-83
10	Types of Flower Beds, Lawn, Playground	84-92
11	Library Organization	93-103
12	First Aid In Home And School	104-118
13	Fractures, Shock, Burns, Snake Bite, Diarrhea, Vomiting and Poisoning Treatment	119-132
14	Drowning, Cuts, Bleeding and Wounds, High Blood Pressure and Low Blood Pressure Treatment	133-139

Education for Peace

Units:1-8

Prof. Kuldeep Singh Katoch

Sh. Rajesh Kumar Sharma

Dr. Ritika Sharma



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EDUCATION FOR PEACE

CONTENTS

Unit No.	Name	Page No.
1	CONCEPT AND NEED OF EDUCATION FOR PEACE	5-14
2	CULTURE OF PEACE IN SCHOOLS AND VALUES FOR DEVELOPING PEACE	15-21
3	TEACHERS ROLE IN BUILDING A PEACEFUL CLASSROOM ENVIRONMENT	22-27
4	ROLE OF SOCIAL AGENCIES AND ROLE OF STRATEGIES IN PROMOTING EDUCATION FOR PEACE	28-36
5	PEACE CONCERNS IN CLASSROOM INTERACTIONS	37-42
6	STRATEGIES AND METHODS OF INCULCATING PEACE VALUES	43-48
7	COEXISTING PEACEFULLY: THE TREASURE WITHIN	49-58
8	CONTRIBUTION OF VARIOUS THINKERS	58-77

UNIT 1

CONCEPT AND NEED OF EDUCATION FOR PEACE

1.1 Introduction

1.2 Learning Objectives

1.3 Meaning and concept of peace

Self - Check Exercise-1

1.4 Need of Education for peace

Self - Check Exercise-2

1.5 Summary

1.6 Glossary

1.7 Answers to Self- Check Exercises

1.8 References/ Suggested Readings

1.9 Terminal Questions

1.1 Introduction

Dear learner, this unit deals with meaning, concept and need of Education for peace; practical steps to build peaceful school environment and values for developing peace; teacher as a builder of peace, role of social agencies (family, school, mass media and NGO's) in promoting Education for peace and pedagogical skills and strategies in promoting Education for peace.

1.2 Learning Objectives

After completing this unit, the students will have the ability to:

- Describe meaning of peace.

B.Ed. 4th Semester

Paper XX

GUIDANCE AND COUNSELLING

By: Prof. Surender Kumar Sharma

Prof. Ajay Kumar Attri

Rajesh Kumar Sharma



CENTRE FOR DISTANCE AND ONLINE EDUCATION

HIMACHAL PRADESH UNIVERSITY

SUMMER HILL, SHIMLA-171005

Guidance and Counselling

Paper XX

Contents

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4.	Testing Techniques in Guidance	48-64
5.	Non-testing Techniques in Guidance	65-81
6.	Meaning, Objectives, Principles and Types of Counseling	82-89
7.	Approaches of Counseling	90-100
8.	Techniques of Counselling	101-108
9.	Organization of counseling in schools and Role of counselor	109-115

Unit- 1

Meaning, Need and Scope of Guidance

STRUCTURE

- 1.0 Introduction
- 1.1 Learning Objectives
- 1.2 Meaning of Guidance
Self-Check Exercise- 1
- 1.3 Need of Guidance
Self-Check Exercise- 2
- 1.4 Scope of Guidance
Self-Check Exercise- 3
- 1.5 Role of School and Teacher in Guidance
Self-Check Exercise- 4
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answers to self-check exercises
- 1.9 References/Suggested Readings
- 1.10 Terminal Questions

1.0 Introduction

Dear Learner, it is now widely recognized that guidance is an essential part of the learning process. The guidance service in Indian governmental schools is not well established, so not offers significant support to students in making important choices which will have lifelong implications for them. Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to make choices (personal and social, educational and career) about their lives and to make transitions consequent on these choices.

Guidance is not a new concept. It is as old as civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India, guidance, whether in educational, vocational or personal matters, is sought from family elders. Guidance either unorganized or informal, in all places and at all levels has been a vital aspect of the educational process. With the passage of time, revolutionary changes have taken place in the field of agriculture, industry, business, medicine and