

**B.Ed. 1<sup>st</sup> YEAR**

**PAPER II**

## **CONTEMPORARY INDIA AND EDUCATION**

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Himachal Pradesh University  
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## **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.

**B.Ed. 1<sup>st</sup> YEAR**

**Paper IX – A (iii)**

# **TEACHING OF MATHEMATICS**

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



**Centre for Distance and Online Education  
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## **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.

**B.Ed. 2<sup>nd</sup> YEAR**

**PAPER XIII**

**GENDER, SCHOOL AND SOCIETY**

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## **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's emphasis is 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. 2<sup>nd</sup> Year**

**Paper IX – B(iii)**

# **TEACHING OF MATHEMATICS**

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## **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.

# **Understanding Disciplines and Subjects**

**Units 1-8**

**Dr. Ritika Sharma  
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## **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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Paper - IX (A)-II

# Teaching of Life Sciences

Units 1-8

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## **B.Ed. First Year**

### **Paper IX – A (ii)**

## **TEACHING OF LIFE SCIENCES**

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## **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

# **Education for Peace**

**Units:1-8**

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# **EDUCATION FOR PEACE**

## **CONTENTS**

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## **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.