

**CHILD DEVELOPMENT AND PROCESS OF LEARNING**  
**PAPER CODE (DED-401)**

**L T P**

**2 1 0**

**Maximum Marks:-100**

**Theory Marks:-70**

**Internal Assessment:-30**

**Contact Hours: 3 contact Hours/week**

**Examination Duration: 2 Hours**

**Objectives:**

- Introducing the assumptions and principles of different stages of child development.
- Introducing chief aspects of child development (Physical, Mental and Emotional) and providing knowledge of factors affecting them.
- Making them acquainted with the techniques of identifying and solving the problems related to the developmental and behavioral difficulties of children.
- To get the knowledge of various psychological tests and become efficient in applying those tests to evaluate and develop the abilities of children.

**Teaching Content:**

**Child Development:**

- Meaning of child development, need and its scope.
- Stages of child development (infancy, childhood, adolescence) and various aspects of development during these stages.
- Physical development.
- Mental development, intelligence, intelligence quotient,(I.Q.) intelligence test. Emotional development, cognitive development (Piaget's Theory).
- Social development.
- Language development - Development of ability to express. Creativity and development of creative skills.
- Development of personality: meaning and types (introvert, extrovert, ambivert). Methods of personality testing and ways for adjustment.
- Individual differences - meaning, factors and importance. Development of imagination, thinking and Reasoning. Basis of child development and factors affecting it Heredity
- Environment (Family, Society, school, and Means of Communication).

**Learning - Meaning and Principles of Learning:**

- Meaning of learning and factors affecting learning, physical and mental health of child, maturity, willingness for learning, motivation, nature of subject matter, Environment, Physical and mental fatigue.

**Effective methods of learning-** Learning by doing, learning by imitation, learning by observation, learning by

testing, learning by group activities, Conference and seminar method, project method, learning in groups.

**Rules of learning-** Thorndike's main and secondary laws of learning and their importance in teaching learning **Main principles of learning and their practical utility in class teaching:**

- Thorndike's principle of 'Trial and Error', Pavlov's theory of 'Conditional Response'.
- Skinner is theory of 'Operant Conditioning', Koehler's theory of 'Insight Learning'.
- Principle of Piaget, Principle of Vyogatsky.
- Principle of Bruner.
- Learning curves: meaning and types.
- Plateau in learning: meaning, causes and solution.
- Transfer of learning: meaning, types, principle and its importance in teaching learning.

**Motivation-** meaning, types and importance.

**Methods of Motivation-** Interest, Success, competition, group work, praise, reward, attention, sports, participation in social activities, class room atmosphere. Motivation of active members of the community, village educational committee/ school management committee and members of other school committee in reference to teaching learning and school management.

**Attention:** Meaning, types, factors affecting attention and methods for concentrating children attention.

**Interest:** Meaning, types and testing of child's interest and methods for inculcating interest in them. Importance of interest in learning, interrelationship between interest and attention.

**Memory:** Meaning, kinds and effective factors for good memory.

- Meaning of forgetfulness, reasons and importance.

**Statistics**–Meaning, importance and graphical representation of data.

- Mean Median and Mode.

### **Suggested Books:**

1. Vasanta, D.(2004) Childhood, Work and Schooling: Some Reflections
2. Munsch Joyce and Levine E.Laura (2010), Child Development, An Active Learning Approach
3. Mangal. S.K. (2012) Advanced Educational Psychology
4. Dunkley Alan, Marshall Haylay, (2014) Children's Learning and Development
5. Bhatnagar Suresh, Saxena Anamika (2010), Advanced Educational Psychology

**COMPUTER EDUCATION-A  
PAPER CODE (DED- 407)**

**L T P**

**1 1 0**

**Contact Hours: 2 contact Hours/week**

**Examination Duration: 1 Hours**

**Maximum Marks:-50**

**Theory Marks:-35**

**Internal Assessment:-15**

**Objectives:**

- To impart knowledge of computer's introduction, history, progress and its kinds.
- To make trainees familiar with the use of computer, working places, advantages, limitations and working system of computer.
- To provide knowledge of hardware, software and its working system, working of software application, and the introduction of multimedia and its uses.
- To enable trainees to use multimedia and internet effectively during class room teaching.
- To enable trainees to search the material on internet and make them aware in the use and utility of computer regarding new academic researches in the world.
- Saving of data, do mathematical application and through different types of games; make them to achieve academic aims.
- To provide information relating life skill and content through activities based on technology.
- To trained trainees in use of computer game/video clip etc. for making class room teaching effective and interesting.
- To provide information regarding Microsoft office open source software cyber safety and rule to the trainees.
- To train trainees in the use of ICT.
- To train trainees in the use of ICT in school management
- Computer Education
- Introduction to Computers ,History & Development ,Chronology Generations

**Teaching Content:**

**Definition of a Computer System:**

**Types of a Computer System**

- On the basis of Data Representation (Analog, Digital & Hybrid)
- On the basis of Size & Speed (Microcomputers (PC), Minicomputers, Mainframes & Super Computers)
- Uses & Application area of Computers
- Advantages & Limitations of Computers
- Components of a Computer System
- Hardware Input Devices (Keyboard, Mouse, Trackball, Stylus, Light pen etc.)
- Processing Devices C.P.U. / Microprocessors Overview & Basic Concept Registers & Buses Processing Speeds (GHz etc.)
- Memory Overview & Basic Concept
- Capacity Terminology (Bits, Bytes, KBs, MBs, GBs, TBs etc.) Processing Speeds (Bps, Kbps, Mbps etc.).

**Types of Memory**

- Primary (RAM, ROM, Cache)
- Secondary (HDDs, CDs, DVDs, PDs, Memory Cards etc.)
- Output Devices (V.D.U., Printer)

- Software (System Software, Application Software)

### **Working of a Computer System**

- I-P-O (Input Processing & Output cycle)
- Overview of Instructing / Programming a Computer machine.

### **Working on Computers**

- Working with System Software ( Operating System (OS) module only) Introduction to OS
- OS : Functions, Uses & Benefits, Types of OS (Single User, Multiuser, Multitasking, Multiprocessing, Real-Time etc.), Introduction to different types of OS (Windows, Macintosh, Linux Ubuntu etc.).
- Using Microsoft s Windows OS (Microsoft Windows XP), Welcome screen ,Desktop screen

### **Concept of a Desktop**

- Components of the Windows XP s Desktop (Icons, Taskbar, Clock & Calendar etc.)
- Desktop s settings (Wallpapers, Screen Savers etc.)
- Start Menu (Links, All Programs etc) Files & Folders management
- Introduction to My Computer
- Working with Windows Explorer (Parts of a window, Control buttons, Scrolling etc.)
- Working with Files & Folders (Creation, Deletion, Renaming, Coping, Moving, Nesting etc.)
- System Management, Turning ON & OFF your computer machine
- Control Panel, Device (Printer, Fax, Mouse, Keyboard etc.) management
- Program (Installation & Uninstallation) management
- Recycle Bin, Working with Applications Software (Hand on practice over general applications) Calculator, Notepad, MS Paint, Games etc.
- Installing new software & using it, Working with Multimedia, Introduction & Basic Concept
- Uses & Application, Using some Multimedia Application (Windows Media Player, Microsoft s Encarta etc.)
- Uploading innovative teaching methods in different browsers

### **Internet**

#### **Introduction to Networking**

- Introduction & Basic Concept Uses & Application

#### **Types of Networks**

- Performing setup together (Two or more systems in a network)

#### **Introduction to Internet**

##### **Introduction & Basic Concept**

- Components of Internet (Web Browser, Server, Website & Web pages, Hyperlinks).
- Services of Internet (WWW, Email, FTPs, Chatting etc.).
- Performing setup for Internet in a Computer System.

#### **Working on Internet**

- Using Microsoft s Internet Explorer, Using basic Online-Services, Search-Engines (Google, Bing, Yahoo etc.)
- Email (Gmail, Yahoo Mail etc.), Chatting (MSN, Yahoo Messenger etc.), Internet calling (Skype etc.)

- Social Networking (Face book, Twitter, Google Groups, MSN etc.)
- Accessing Education related online links (Website, FB page, Twitter, LinkedIn etc.)
- MHRD , NCERT & SCERT of states D.I.E.T., UP Basic Education
- Downloading and Uploading content to and from Internet, PDFs, Songs, Videos etc.
- Software : Free and Trial Versions (Installation & Updating from internet),Data Security
- Introduction to prevailing threats / frauds in the online world Steps to ensure security for personal and Data, Securing data through Antivirus (Downloading (free copy), Installation and Updating it)
- Some useful Web tools, MS FrontPage : Creating & Hosting self made websites over internet
- MS Outlook : Managing daily tasks, Schedule and Mails, Using fgUnh (Hindi) in Computing
- Reading text in fgUnh (Hindi) (using Google Translator, Babylon etc.)
- Writing text in fgUnh (Hindi) (using Microsoft Language's Indic-Input Tool)
- Using Software Application for Documentation and Professional use
- Need of I.T. Tools and their priority over manual work, Packages: Introduction & Basic Concept
- Types of packages (Word Processors, Worksheet Packages, Presentation Packages, Database Packages etc.), Introduction to Different Office Packages in market (Microsoft's Office 2007, Oracle's Open Office.org etc.), Working with a Office Package (Microsoft's Office 2007)
- Working with MS Word , Working with MS Excel , Working with MS PowerPoint
- Working with MS Access , Cyber safety and IT/Cyber Laws 3- Experimental/Sessional work
- Preparation of TLM using MS Paint.
- Create a worksheet in MS Excel, using data from class records (e.g. Name & height of the student and marks obtained by them). Use this worksheet to create the different types to charts- Line chart Bar Chart Pie
- Chart, Column Chart, Practice of theoretical aspects, in the computer Lab of the Institution.
- Create a teaching video of your choice and upload on internet. Create a blog on academic issues.
- Translate any text into a different language (Hindi-English) using Google.
- Prepare a collection of reference material on any topic (allotted by the teacher) using different search engines (e.g. Google) and websites of IGNOU,
- NCERT, UNESCO etc. Make a Power Point Presentation to create awareness about any one of the prevailing social issues in our society.Each student will write a critical review on the "Cyber safety and Cyber Laws", Practice of all the theoretical aspects in the Computer Lab of the Institution.

### **Suggested Books:-**

1. Perival. F. And Ellington H, 1984 A Handbook of Educational Technology, London: Kogon
2. Sampath et. al 1984. Introduction to Educational Technology, Sterling Publishers Pvt. Ltd, New Delhi.
3. Roblyer, MD; Edwards, J. Havriluk, Mary 2000. Integrating Educational Technology into Teaching.
4. Kulkarni, SS 1986 Introduction to Educational Technology, IBH Publishing Co., New Delhi.
5. UNESCO 1988 Linking Technology with Science Education Technology in life, UNESCO Press.
6. Ruhela S.P, (1973) Educational Technology, Raj Prakashan, New Delhi.
7. Mangal, S. K; Mangal Uma; 2009, Essentials of Educational Technology, PHI Learning Pvt. Ltd., New Delhi.

**HINDI-A**  
**PAPER CODE (DED-406)**

**Contact Hours: 2 contact Hours/week**  
**Examination Duration: 1 Hours**

**L T P**  
**1 1 0**  
**Maximum Marks:-50**  
**Theory Marks:-35**  
**Internal Assessment:-15**

**Objectives:**

- To teach the role of language in human life.
- To make the trainees aware of the process by which children learn the language and clarify different levels of this process.
- To give them training for preparing teaching material related to the subject matter, to develop a good understanding of the contents in Hindi language.
- To make the children collect materials used for the content of Hindi language and train them to create interest in the contents by making the children present the emotions.
- To give training to trainee teachers for the purpose of writing and presenting stories/ poems for children's motivation of reading writing and understanding.
- To give training to the trainees for the development of correct pronunciation by the children through communication technology and other teaching methods.
- To enable the trainee teachers in for continuous and comprehensive evaluation of language teaching.

**Teaching Contents:**

- To listen and understand sounds and correct pronunciation in Hindi language.
- Knowledge of all symbols, vowels, consonants, compound letters and words, syllabus in Devnagri Script.
- Recognition of Antonyms, Synonyms, rhythmic and Homophonic sounds.
- Knowledge and usage of comma, colon, semi-colon, full stop, question mark, exclamatory mark, inverted comma.
- Methodology of writing, Important topics of learning, way of seating, distance of paper to eyes, How to hold the pen, starting line, script, sharpness of word and appropriate example, practice, writing, transcription and dictation.

**Suggested Books:**

1. Mangal, Uma (2006). *Hindi Shikshan*. Delhi: Agra Book Depot.
2. Singh, Savitri (1992). *Hindi Shikshan*. Meerut: Loyal Book Depot.
3. Bhai, Yogendrajeet (2005). *Hindi Bhasha Shikshan*. Agra: Vinod Pustak Mandir.
4. Pandey, R.S. (1992). *Hindi Shikshan*. Agra: Vinod Pustak Mandir.
5. Prasad, Keshar (1991). *Teaching of Hindi*. Dhanpat Rai and sons.
6. Mishra, Alka. *Hindi Shikshan*. Agra: Agarwal Publications.

**MATHEMATICS-A**  
**PAPER CODE (DED-404)**

**L T P**

**1 1 0**

**Maximum Marks:-50**

**Theory Marks:-35**

**Internal Assessment:-15**

**Contact Hours: 2 contact Hours/week**

**Examination Duration: 1 Hours**

**Objectives:**

- To develop an understanding in trainees, relation between mathematical words, mathematical operation and symbols used in Maths.
- To develop knowledge of subject matter and understanding of their concepts.
- To train the trainees to present the contents of Maths through resources available in surrounding/materials/ activities of students.
- Train the trainees to present the need and utility of the contents in interesting manner.
- To get the T.L.M./activity/computer game/puzzle prepared by the trainee related to the subject matter.
- To introduce pedagogy and methodology of Maths used in teaching the contents of Maths. To develop an understanding of Enhanced Learning Provisions (ELPs) and explain its uses and relevance.
- To explain the utility of educational techniques in teaching Maths and make them proficient in its use.
- To train the trainees for doing the mathematical operations by computers.
- To train the trainees for the continuous evaluation of the contents of Maths.

**Teaching Contents:**

- Understanding of numbers and numerals, knowledge of digits place value.
- Concept and operations of multiplication and division.
- Concept of fraction and mathematical operations.
- Concept of decimal number, place value of digits used in decimal numbers and mathematical operations.
- Concept of factor (divisor), multiple common factor, common multiple.
- Concept of L.C.M. and H.C.F. meaning of composite and prime numbers.
- Meaning and symbol of percentage and to find out percentage.
- Representation of ungrouped data by pictograph, bar-graph and -pie-graph.
- Knowledge of like and unlike algebraic expression its addition and subtraction.
- Concept of plane, plane segment, point, line, curve, line segment, rays and angle.
- Making angle of  $60^\circ$ ,  $90^\circ$  and  $120^\circ$  with the help of scale and compass.
- Types of angle (Acute angle, right angle and obtuse angle).
- Concept of triangle, rectangle, square, circle and knowledge of its parts.
- Meaning of perimeter.

**Suggested Books:**

1. G.Dorofeev, M.Potapov, N.Rozov: Elementary Mathematics, CBS Publishers & Distributors India.
2. M.Vygotsky: Mathematical Handbook, Elementary Mathematics, CBS Publishers & Distributors India.
3. Rajesh Kumar Thakur; The Essentials of Vedic Mathematics, Rupa Publication India.
4. Shakuntala Devi: In the wonderland of numbers, Souvenir Publication.
5. Arthur Benjamin & Michael Shermer : Think like a Maths Genius, Souvenir Publication.
6. Agarwal, S.M (2008) : Teaching Modern Mathematics

7. NCERT – Content cum Methodology of teaching Mathematics
8. Kulbir Singh Sidhu : Teaching of Mathematics , Sterling Publisher
9. Rubi Fatima (2008) : Teaching Aids in Mathematics , Kanishka Publication.



**PHYSICAL AND HEALTH EDUCATION -A  
PAPER CODE (DED- 408)**

**Contact Hours: 1 contact Hours/week**

**L T P  
0 0 1  
Maximum Marks:-50  
Project Marks:-30  
Viva-Voce:-20**

**Objectives:**

- To make the trainees aware of the importance of Health Education and Physical education.
- To give information of various games and their rules to the trainees.
- To teach the trainees in such a way that they may remove the hesitation of children towards various games.
- To make them efficient in evaluating CCE of children in various games.
- To develop health discipline, healthy competition, moral and human values through games.

**Teaching Content:**

- Meaning of health education, scope and aim, factors that effect health, problems of child, role of health centers, diagnosis of children's health and its follow up , contagious diseases and vaccination, awareness programmes for prevention against fatal diseases as Polio and Aids,.
- Personal cleanliness and regular inspection by teachers.
- Institutional cleanliness.
- First Aid and importance of first aid in various accidents.
- Red Cross - Introduction and importance of Red Cross.

**Suggested Books:**

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
3. CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
5. Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.

**PRINCIPLES OF TEACHING LEARNING  
PAPER CODE (DED- 402)**

**L T P**

**2 1 0**

**Maximum Marks:-100**

**Theory Marks:-70**

**Internal Assessment:-30**

**Contact Hours: 3 contact Hours/week**

**Examination Duration: 2 Hours**

**Objectives:**

- To aware the trainees with the teaching techniques and principles of teaching for the development of effective teaching.
- To inform about the maintenance /use/formation and need of teaching learning materials.
- To make the trainees aware of the new methods of teaching and train them regarding use of new learning methods.
- To aware the trainees with different steps involved in achieving the desired learning level (class wise) of the students and train them accordingly.
- To introduce the trainees with the role of school committee, guardian and society for the development of life skill in children.
- To develop expertise in trainees for evaluating the effect of various teaching techniques on children.
- To train the trainees for developing interest in the children by using various teaching techniques.

**Teaching Content:**

**Meaning and Aims of Teaching:-**

**Communication**

- Meaning of Communication.
- Need and importance
- Factors and Components of communication.
- Types of Communication.
- Methods of effective communication.

**Principles of Teaching**

- Principle of learning by doing
- Principle of motivation.
- Principle of interest.
- Principle of definite aims.
- Principle of planning.
- Principle of selection.
- Principle of individual differences.
- Principle of democratic behaviour.
- Principle of establishing relationship with life.
- Principle of repetition.
- Principle of constructivism and entertainment.
- Principle of division (of small steps).

**Teaching Maxims**

- From easy to difficult.
- From known to unknown.
- From concrete to abstract.
- From whole to part.
- From indefinite to definite.
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- From direct to indirect.
- From particular to general.
- From analysis to synthesis.
- From Psychological to logical.
- From experience to (rationalization).
- Following the nature.

### **Techniques of teaching**

- Questionnaire method,
- Narrative method.
- Descriptive method.
- Lecture method.
- Explanation method.
- Story telling method.
- Inspection and observation method.
- Example method.
- Sport/activity method.
- Group discussion method.
- Project method.
- Debate method.
- Workshop method.
- Excursion method.

### **New Methods of Teaching**

- Child centered method.
- Activity based method.
- Joyful learning method
- Co-operative teaching.
- Skill based teaching.
- Remedial teaching.
- Multi class and multigrade teaching.

### **Micro -Teaching and fundamental skills of teaching:**

- Meaning of micro teaching need, importance and types.
- Teaching skill- Meaning
- Skill of Introducing the Lesson.
- Skill of introducing the objectives.
- Skill of introducing questions.
- Skill of lecturing/ Explanation.
- Explanation with example and illustration skill.
- Skill of student involvement.
- Skill of stimulative change.
- Skill of reinforcement.
- Skill of black board writing.
- Skill of recapitulation.
- Incorporation of more than one teaching skills and activities in teaching.

**Expected learning level:**

- Concept.
- Correlation of learning experiences in achieving desired learning level.
- Importance of expected learning out come in learning reinforcement.

**Teaching learning Material:**

- Meaning.
- Need and importance.
- Types/ classification of teaching learning material.
- Characteristics of effective teaching learning material.

**Types of teaching Learning Material:**

- TLM For sensuous learning and perceptual learning.
- Visual material.
- Materials made by teacher trainees and students, readymade material.
- Material provided by department- Operation black board Kit, Mathematics Kit, Science Kit, Text Books, training module, supplementary reading material, teacher module etc.
- Material from nature - Roots, seeds, sands, leaves, branches, stones, pebbles etc.
- Audio Material - Radio, tape recorder, Audio C.D., Cassette players etc,
- Audio –visual material- Computer, T.V., D.V.D., Video, C.D. etc.

**Characteristics of Effective teaching learning material-**

- Material without cost.
- Low cost material.
- Multipurpose material- can be used for many classes, subjects, topics, academic utility.
- According to children's interest, age and mental level.
- Size of material according to class arrangement.
- Easy to handle.
- Precautions while making TLM and its use.

**Suggested Books:**

1. Sharma R.A (2009)- Essentials of instructional Technology
2. Pitler Howard, Kuhn Matt (2012)- Using Technology with classroom instruction that works.
3. Nimbalkar M.R (2011) Educational skills & strategies of Teaching.
4. Thorne L.Steven, May Stephen (2017) Language, Education and technology.
5. Kulshrestha S.P (2011) Foundations of Educational Technology.

**SANSKRIT-A**  
**PAPER CODE (DED-410)**

**Contact Hours: 2 contact Hours/week**  
**Examination Duration: 1Hours**

**L T P**

**1 1 0**

**Maximum Marks:-50**

**Theory Marks:-35**

**Internal Assessment:-**

**15**

**Objectives:**

- To make the trainees aware of learning process of Sanskrit language by the children and to clarify the various levels of the process.
- To train trainees for making TLM develop the understanding of the contents of Sanskrit language.
- The skill of writing and correct pronunciation by the children would be developed through noun, gender and numbers.
- Skill of using subject and verb forms would be developed by sharing knowledge.
- After knowing the importance of Sanskrit language; to make the children learn the use of audio, video, ICT for the development of the skill of pronunciation, reading and writing.
- To enable trainees to conduct C.C.E. in language.
- Providing the knowledge of the forms of verbs; skills of their use should be developed.

**Teaching Content:-**

- Knowing the names of animal - Birds and things around in Sanskrit language.
- Knowledge of Noun, Gender and Number.
- Knowledge of all the cases in noun, pronoun and numbers
- Use of present and past tense form of verb in tenses.
- Use of I form, II form and III form of verb according to the Noun and Pronoun.
- Translation of easy Sanskrit sentences into Hindi.
- Recitation of prayer and moral based poems.
- Meaning of shloks and moral based sentences.
- Numbers from 1 to 20 in Sanskrit

**Suggested Books:**

1. Pandey, R.N. (2004). *Modern Methods of Teaching Sanskrit*. Jaipur: ABD Publication.
2. Sethi, Urmila (2016). *Sanskrit Shikshan*. 21<sup>st</sup> century Publication.
3. Jain, Shudhiyatmak Prakash( 2016). *Sanskrit Shikshan*. Agra: Rakhi Publication.
4. Singh, Renu (2017). *Sanskrit Shikshan*. Meerut: R Lall Book Depot.
5. Sharma Radha (2016). *Sanskrit Shikshan*. Agra: Agarwal Publication.
6. Sharma, Bharat Bhushan. *Sanskrit Shikshan*. Agra: Agarwal Publication.

**SCIENCE-A**  
**PAPER CODE (DED-403)**

**L T P**

**1 1 0**

**Maximum Marks:-50**

**Theory Marks:-35**

**Internal Assessment:-15**

**Contact Hours: 2 contact Hours/week**

**Examination Duration: 1Hours**

**Objectives:**

- To develop scientific thinking of what, why, How.
- To develop understanding of the subject matter of science.
- To educate the trainees to present the contents through resources and material available in the surroundings.
- To enable the trainees to present the scientific concepts through daily life activities and events.
- To train them to present the content of science in interesting ways.
- To get the T.L.M./experiment prepared by the trainees related to the subject matter.
- To train the trainees to present the subject matter through various educational software /game/experiments.
- To train the trainees to present difficult concepts in simple ways through information and communication technology.
- To train the trainees in the process of continuous evaluation of different contents of science. To develop the skill of adopting scientific method (Pedagogy) for various events in science teaching.

**Teaching Contents:**

**Living things:** Natural and man-made things and their classification, differences between living and non-living things, similarities and differences between plants and animals, environmental adaptation between plants and animals.

**Plant's World:** Different parts of plants and their functions, uses of plants and animals, modification and uses of different parts of plants.

**Different kinds of reproduction in plants:** Sexual and asexual reproduction, parts of a flower, pollination, fertilization, seed and dispersion of seed.

**Physical Measurement:** Need and methods, standards, M.K.S. or S.I. System, Apparatus used in measurement e.g. -Rain gauge, Thermometer etc.

**Motion and Force:** What is motion, laws of motion, types of motion (linear motion, circular motion, rotational motion, vibrational motion), speed; definition, formula and unit, force; muscular, gravitational, magnetic, electrical and frictional.

**Matter and States of matter:** States of matter (solid, liquid and gas), property and structure, solubility of matter, kinds of mixture and separation of mixture.

To prepare a model on any one the following points -

A model on rain water harvesting system in India. (Rajasthan a case study). o Different models on the laws of motion.

Application of electromagnetic force (model of doorbell) or any other.

**Suggested Books:-**

1. Martin D.J (2009) Elementary science methods- A constructivist approach
2. Bhatnagar S.S &Bhatnagar A.B (2009)- Pedagogy of Science
3. Yadav M.S (2004) Teaching Science at higher level.
4. Kulshreshtha S.P(2011) Teaching of Science

Mishra Savita (2016) Pedagogy of Science Teaching

**SOCIAL STUDIES-A**  
**PAPER CODE (DED-405)**

**L T P**

**2 1 0**

**Maximum Marks:-100**

**Theory Marks:-70**

**Internal Assessment:-30**

**Contact Hours: 3 contact Hours/week**

**Examination Duration: 2 Hours**

**Objectives:**

- To develop comprehensive knowledge of content of social studies in trainees and make them able for critical evaluation.
- To make part of teaching learning process. of relevant public monument, museums /tourist places etc.
- Being aware of the methods of teaching, use of communication means and evaluation, making them able for the use of class room teaching.
- To make them able for presenting, the content of social studies through daily activities and incidents.
- To train them for presenting the contents of social studies by chart/map/information and technology.
- To train trainees for presenting content through different software's games and experiments.
- To train the trainees for presenting content of different software/ game through experiments.
- To train trainees for continuous evaluation process of different contents of social studies.
- To make the contents of social study for use of the child centric teaching methods as acting, group discussion, panel discussion, debate, problem solution, excursion, project method etc.

**Teaching Content:**

- Meaning and concept of History, significance and its sources, epigraphically and monetary coins and records, literary description travelogues by foreign travelers, methods of time determination.
- Origin and development of human being on the earth, Stone Age, Copper age, Bronze Age, and Iron Age.
- River Valley Civilization: Indus Valley Civilization Mesopotamian civilization, civilization of Egypt, Chinese Civilization.
- Vedic period: Pre and post Vedic period.
- Mahajanpad Age - Earliest sixteen Mahajanpads of India, Empire of Magadh - Sikandar's invasion and its influences on India.
- Upanishadic period - Jain and Buddha religion.
- Solar system - planets, satellites, asteroids, galaxy, comets.
- Map and Atlas - meaning, concept and knowledge of direction, formation and stencil works.

**Latitude and Longitude:** what, why, how GMT, IST International date, line, time zones, prime meridian.

- Thermal zones on the Earth, Hemisphere and poles.
- Motions of Earth- Rotation and Revolution, what, why, how and its consequences (influences).
- Continents and oceans.
- India in Asia - Position and its boundaries, neighbouring countries, land features, climate flora and fauna.
- Astronomical organization - Nasa and ISRO etc.
- Rural and Urban life styles.
- Rural life - Panchayati Raj System - village Panchayat, Block Panchayat, District Panchayat, their formation and function.
- Urban life - town Panchayat, Municipal Council, Metropolitan Corporation formation and function.

- District level Administration - Law and order, Land system, Development of Citizen's facilities, Education, Health and security system.
- Traffic and Security.
- Knowledge of rules and signals of road transport.
- Cautions for safety on road accidents.
- Rail transport, knowledge of signals and symbols on railway crossing.
- Cautions during Rail journey.
- Knowledge of traffic signals.
- Economics - An Introduction: Beginning of Economics, View point of Economists on Economics, contribution of famous economists- Adam Smith, Alfred, Marshel, Robbins, J K Mehata, Amartya sen etc.
- National Income, Per capita Income, Gross domestic product (G.D.P.) Net Domestic Product (NDP) Gross National Product (GNP) Net National Product (NNP) Personal Income, Disposable Income, National Income and Economic Development.

**Suggested Books:**

1. Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) Social Science Learning in Schools; Perspective and Challenges, Sage: New Delhi pp 3-41
2. Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67 (1) pp 99-110
3. NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi. pp. 1-19
4. Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008
5. George, A. and A. Madan (2009) Teaching Social Science in Schools: NCERT's New Textbook Initiative. Sage: New Delhi. pp 31-57



**URDU-A**  
**PAPER CODE (DED- 409)**

**Contact Hours: 2 contact Hours/week**  
**Examination Duration: 1Hours**

**L T P**  
**1 1 0**  
**Maximum Marks:-50**  
**Theory Marks:-35**  
**Internal Assessment:-**  
**15**

**Objectives:-**

- To know the importance of Urdu language, inculcate the interest in the children for Urdu language.
- To get knowledge about the skill of Urdu language (listening, speaking, reading & writing) and make children aware of these.
- To make children aware about the methods of Urdu teaching and its way of critical analysis.

**Teaching Content:**

- Importance of Urdu language in school syllabus.
- Objectives of Urdu teaching.
- Methods of Urdu teaching.
- In view of effective and successful teaching inculcate interest in Urdu teaching, use TLM and different activities.

**Development of skills:-**

- Listening- meaning and its importance.
- Develop listening skills through story, conversation, songs and poems.
- Speaking- meaning and its importance.
- Develop speaking skills through story, conversation, question answer and improve pronunciation.
- Reading- meaning and its importance.
- Develop reading skill through word recognition and to learn pronunciation, putting
- “airab” on the words, to read small paragraphs with understanding, poems and stories.
- Writing- meaning and its importance.
- Make the children aware how to hold the pen for transcription, structure of words, and different shape of words, to put “arab” on them and ask the children to write transcription, dictation, stories and poems.

**Suggested Books:**

1. Ansari, Akhtar, Ghazal aur Dars- e- Ghazal, Anjuman Taraqui-e- Urdu, Aligarh
2. Ansari, Akhtar, Studies in Language and Language Teaching, Friends Aligarh, 1962
3. Ahmad Hasan Tadrees on Urdu, Marathwadass Collage of Education, Aurangabad, 1973.
4. Saiyadin, K.G.Zindagi, Zaban aur Taleem, Anjuman Tariq-e- Urdu, Aligarh, 1971
5. Moinduddin Urdu Zaban ki Tadrees, Tarikhi-Urdu Bureau, New Delhi, 1983
6. Gurrey, P. Teaching the Mother Tongue in Secondary Schools, Longmans London 1958.