Appendices
## Colleges of Education in Himachal Pradesh

<table>
<thead>
<tr>
<th>District</th>
<th>Institution</th>
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<tbody>
<tr>
<td></td>
<td>Shiva College of Education, Ghumarwin, District Bilaspur</td>
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<tr>
<td>Chamba</td>
<td>Chamba Millenium B.Ed College, Munga Hardaspur, Distt. Chamba</td>
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<tr>
<td></td>
<td>Priyadarshini College of Education, Chowari, District Chamba</td>
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<tr>
<td>Hamirpur</td>
<td>D.D.M. Sai College of Education, Vill. Kallar, P.O. Jalari, Tehsil Nadaun,</td>
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<tr>
<td></td>
<td>Distt. Hamirpur</td>
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<tr>
<td></td>
<td>Deen Dayal Upadhyay B.Ed College, Vill. &amp; P.O. Mehre, Distt. Hamirpur</td>
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<tr>
<td></td>
<td>Hamirpur College of Education, Ward No. 10, Ramnagar, Chauhla, Hamirpur</td>
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<tr>
<td></td>
<td>Nalanda College of Education, V.P.O. Jhansi, Tehsil &amp; District Hamirpur</td>
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<tr>
<td></td>
<td>Raj Rajeshwari College of Education, Ward No. 3, Partap Nagar, Hamirpur</td>
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<tr>
<td></td>
<td>Shantiniketan College of Education, Hira Nagar, Hamirpur</td>
</tr>
<tr>
<td></td>
<td>Shri Sai College of Education, Nadaun, Kohla, Distt. Hamirpur</td>
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<tr>
<td></td>
<td>SVN College of Education, Tarakwari (Bhoranj), Distt. Hamirpur</td>
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<tr>
<td>Kangra</td>
<td>Trisha College of Education, Village Thain, P.O. Jol Sapper, Distt. Hamirpur</td>
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<td></td>
<td>Hamirpur</td>
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<tr>
<td></td>
<td>A-One College of Education, Raja Ka Bag, Tehsil Nadaun, Distt. Kangra</td>
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<td></td>
<td>Awasthi College of Education, Sham Nagar, Dharmsala, Distt. Kangra</td>
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<td></td>
<td>Deen Dayal Mahesh College of Education, V.P.O. Sugh Bhatoli, Indora, Distt.</td>
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<td></td>
<td>Dronacharya College of Education, Ratt, Shapur, Distt. Kangra</td>
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<tr>
<td></td>
<td>Gian Jyoti Institute of Bachelor Education, V.P.O. Rajol, Tehsil Shahpur,</td>
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<td></td>
<td>Distt. Kangra</td>
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<tr>
<td></td>
<td>Government College of Teacher Education, Dharmsala, Distt. Kangra</td>
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<td></td>
<td>Janak Raj Mahajan, B.Ed College, Gangath, Tehsil Nurpur, Distt. Kangra</td>
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<td></td>
<td>Kanta College of Education, Vill. Chalwara, PO Jawali, Distt. Kangra</td>
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<tr>
<td></td>
<td>KLB DAV College for Girls, Palampur, Distt. Kangra</td>
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<tr>
<td></td>
<td>Kshatriya College of Education, Indora, Tehsil-Indira, Distt. Kangra</td>
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<td></td>
<td>Minerva College of Education, Vill. Changrara, P.O. Bhapoo, Teh. Indora,</td>
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<td>R.C. College of Education, Dhanot, PO Adhwani Teh. Dhrara, Distt. Kangra</td>
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<td>Sharan College of Education for Women, V.P.O.-Ghurkari, Distt. Kangra</td>
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<td>Varshini College of Education, Village Thapkaur, P.O. Badroya, Tehsil Nurpur,</td>
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<tr>
<td>Kinnaur</td>
<td>Himachal Institute of Teachers Education, Ponda (Nichar), Distt. Kinnaur</td>
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<td>Rameshwari Teachers Training Institute, Upper-HPSEB Colony, Sarabai, PO Bhuntar, Distt. Kullu</td>
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<tr>
<td>Mandi</td>
<td>Abhilashi College of Education, Ner Chowk, Tehsil Sardar, Distt. Mandi</td>
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<td>Adarsh College of Education, Vill. &amp; P.O. Dehar Distt. Mandi</td>
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<td>Bhardwaj Shikshan Sansthan, V.P.O Baral, Tehsil Karsog, Distt. Mandi</td>
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<tr>
<td></td>
<td>Bloom's College of Education, Sunder Nagar-Baggi, Main Road, Distt. Mandi</td>
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<tr>
<td></td>
<td>Gaytri College of Education, Vill. Kharaota, PO-Kangoo, Tehsil Sunder Nagar,</td>
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<td></td>
<td>Distt. Mandi</td>
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<tr>
<td></td>
<td>Himalayan College of Education, Pung, Sunder Nagar, Distt. Mandi</td>
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<tr>
<td>No.</td>
<td>College Name</td>
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<td>39</td>
<td>Jagrati Teachers Training College</td>
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<td>Krishna Educational Centre</td>
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<td>41</td>
<td>Laljee College of Education</td>
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<td>42</td>
<td>Lord Buddha College of Education</td>
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<td>43</td>
<td>Minerva College of Education</td>
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<td>MLSM Memorial College</td>
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<td>Namdhari College of Education</td>
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<td>Neelam College of Education</td>
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<td>Vallabh Government P.G. College</td>
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<td>Bushehar B.Ed. College</td>
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<td>51</td>
<td>H.P. College of Education</td>
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<tr>
<td>52</td>
<td>Indian Institute of Education (for Girls)</td>
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<td>53</td>
<td>Laureate Institute of Education &amp; Training</td>
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<td>54</td>
<td>Modern Education College</td>
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<td>55</td>
<td>Shanti-Aly Institute of Education &amp; Training (for Girls)</td>
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<tr>
<td>56</td>
<td>Sharvpalli Radhakrishnan Post Graduate College of Education</td>
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<td>57</td>
<td>Shimla College of Education</td>
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<td>58</td>
<td>Sri Saraswati Institute of Teacher Education</td>
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<td>59</td>
<td>BKD College of Education for Women</td>
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<td>Doon International College of Education</td>
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<td>H.P. College of Law</td>
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<td>Shiv Shakti College of Advanced Study in Education</td>
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<td>I.R. Institute of Education</td>
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<td>Ramanujam Royal College of Education</td>
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<td>Vaid Shankar Lal Memorial college of Education</td>
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<td>Venkateshwar Vidyapeeth.</td>
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<td>73</td>
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<td>74</td>
<td>Shiksha Bharati B.Ed. College</td>
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<tr>
<td>75</td>
<td>SVSD College Bhunti</td>
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</table>

Source: Department of Education, Himachal Pradesh University, Shimla.
DEPARTMENT OF EDUCATION
HIMACHAL PRADESH UNIVERSITY

COURSE FRAMEWORK

BACHELOR OF EDUCATION
(B.E.D.)
(OPERATIVE FROM 2004-2005)
A CANDIDATE SHALL BE REQUIRED TO TAKE THE FOLLOWING COURSES:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Name of the Course</th>
<th>Max. Marks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Paper I</td>
<td>Education in Emerging Indian Society</td>
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<tr>
<td>2</td>
<td>Paper II</td>
<td>Development of Learner and Teaching–Learning Process</td>
<td>100</td>
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<tr>
<td>3</td>
<td>Paper III</td>
<td>Development of Educational System in India</td>
<td>100</td>
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<td>4</td>
<td>Paper IV</td>
<td>Essentials of Educational Technology</td>
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<td>5</td>
<td>Paper V</td>
<td>Education for Values, Environment and Human Rights</td>
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<tr>
<td>6</td>
<td>Paper VI</td>
<td>School Management</td>
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<tr>
<td>7</td>
<td>Paper VII(A)</td>
<td>Teaching of Physical Sciences</td>
<td>100</td>
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<td>8</td>
<td>Paper VII(B)</td>
<td>Teaching Life Sciences</td>
<td>100</td>
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<td>9</td>
<td>Paper VII(C)</td>
<td>Teaching of Mathematics</td>
<td>100</td>
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<tr>
<td>10</td>
<td>Paper VII(D)</td>
<td>Teaching of Social Sciences</td>
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<tr>
<td>11</td>
<td>Paper VII(E)</td>
<td>Teaching of English</td>
<td>100</td>
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<td>12</td>
<td>Paper VII(F)</td>
<td>Teaching of Hindi</td>
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<td>Paper VII(G)</td>
<td>Teaching of Sanskrit</td>
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<td>14</td>
<td>Paper VII(H)</td>
<td>Teaching of Home Science</td>
<td>100</td>
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<tr>
<td>15</td>
<td>Paper VII(I)</td>
<td>Teaching of Commerce</td>
<td>100</td>
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<tr>
<td>14</td>
<td>Paper VII(A)</td>
<td>Work Education and Work Experience (Theory)</td>
<td>100</td>
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<tr>
<td>16</td>
<td>Paper VIII(B)</td>
<td>Work Education and Work Experience (Practicum)</td>
<td>Grade</td>
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<tr>
<td>17</td>
<td>Paper IX(A)</td>
<td>Skill in Teaching</td>
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<tr>
<td>18</td>
<td>Paper IX(B)</td>
<td>Skill in Teaching</td>
<td>100</td>
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</table>

The student will opt two courses according to the ones studied at graduation level.

THE DURATION OF THE COURSE

The duration of Bachelor of Education Course shall be one academic year for Regular students and two years for the Distance Education Mode.

There shall be an annual examination ordinarily in the month of April and supplementary examination in the month of September on the dates to be notified by the Controller of Examinations.

THE MEDIUM OF EXAMINATION SHALL BE AS UNDER

(a) The question papers shall be set in English and Hindi except for the teaching of languages.
The candidate shall write their answers in Hindi in case of Teaching of Hindi and Teaching of Sanskrit, in English in case of Teaching of English and in English or Hindi in case of rest of the courses.

**FORMAT OF QUESTION PAPERS FOR ALL THE COURSES EXCEPT COURSE VII**

1. The maximum marks for the paper will be 100 (80 marks for theory+20 marks for Internal Assessment).

2. The examinee will attempt five questions in all.

3. The questions in the question paper will not be straight and direct.

4. Question number one will be compulsory and will be set from full syllabus. It will have five parts and the examinee will have to attempt all the parts. The five parts of the question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified with each part.

5. Apart from Question No. 1, the question paper will have four sections. There will be two questions in each section. Each question will have a minimum of two parts. The examinee will attempt one question from each section. However, two or more parts of a question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified against each part.

6. Each question will be of 16 marks.

7. There will be 20 marks as Internal Assessment for each paper.
PAPER I
EDUCATION IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES
To enable the students-teacher to understand:

1. About the relationship between Philosophy and Education and implications of Philosophy on Education.

2. The importance and role of Education in the progress of Indian society.

3. The contribution of great Educators to the field of education.

4. The need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.

5. Their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.

6. The means and measures towards the promotion of National Integration and protection of human rights.

COURSE CONTENTS

SECTION-I


2. Education in the Western Context with specific reference to Rousseau, Pestalozzi Dewey and Russell; Their impact on educational thought and classroom practices in terms of progressive trends in education.

3. Indian thought and its contribution to educational practices.

4. Philosophy and Education: Significance of studying philosophy in understanding educational practices and problems.
5. Following Major Philosophical Systems Their salient features and impact on education:

a) Realism with reference to Aristotle and Jainism.

b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.

c) Idealism with reference to Plato, Socrates and Advaita Philosophy.

d) Pragmatism with reference to Dewey 'Instrumentalism & Experimentalism'.

SECTION-II

6. Following Educational Thinkers and their contribution in developing principles of education:

M. K. Gandhi: Basic tenets of Basic Education

Gijju Bhai: The world of the child

Swami Vivekananda: Man making education.

Froebel: The play way method.

Montessori: The didactic apparatus.

Parmahansa Yogananda: How to live education.

7. Knowledge about the Indian Constitution and its Directive Principles: Various articles mentioned in the constitution that are related to education; Meaning of secularism, social goals, democracy and socialistic pattern of society.

SECTION-III

8. Sociological basis of Education: Relationship between individual to individual and individual to society in terms of norms given by the existing social order; Education as a tool of economic development. Education as an agent of social change. Education as a means of National welfare through the immediate welfare of the society. Education and human resource development.

9. Meaning of National Integration and Emotional Integration and their need. Role of teacher and educational institutions in achieving National Integration and Emotional Integration through democratic interaction. Explanation of cultural
Appendix-II

heritage, Contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity, and Jainism) for the same cause and human upliftment; Philosophy of celebration of Indian festivals.

SECTION-IV

10. Meaning of a new social order, Eradication of illiteracy, Objectives of NAEP; Provisions made and channels started for educating socially, culturally and economically deprived groups; Means and measures taken for equality of educational opportunities in terms of Castes, Tribes, Disabled, Gender and Minorities. Achieving a learning society in terms of distance education.

Books Recommended


16. UNDP: Annual Human Development Reports.


PAPER II

DEVELOPMENT OF LEARNER AND TEACHING–LEARNING PROCESS

COURSE OBJECTIVES

To enable the student to:

1. Acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescents learners.

2. Develop understanding of process of children learning in the context of various theories of learning.

3. Understand intelligence, motivation and various types of exceptional children.

4. Develop skills for effective teaching-learning process and use of psychological tests.

SECTION-I

Nature of Psychology and Learners

1. Psychology: Its meaning, nature, methods and scope; Functions of educational psychology.

2. Concept of growth and development, General principles of development, Types of development -- Physical, Social, Intellectual, Spiritual and Emotional; Stage specific characteristics and developmental tasks; Role of teacher in facilitating development.

3. Characteristics, needs and problems of adolescents.

SECTION -II

Learning and Motivation

4. Nature of learning; Learning theories- Trial and Error Theory, Conditioning-Classical and Operant Theories, Learning by Insight, Information Processing (Rosger’s) and Maslow’s Humanistic Theory.
5. Factors Influencing Learning and Teaching Process: Learner Related, Teacher Related, Process Related and Content Related; Memory and forgetting.

SECTION-III

Intelligence

8. Theories of Intelligence: Two factor theory: Multifactor Theory (PMA) and SI Model.
9. Measuring Intelligence - Verbal, Non-verbal and Performance tests (one representative of group test and individual test of each).

SECTION-IV

Exceptional Children

12. Learner Centred techniques for teaching exceptional children.

Personality

13. Personality: Definition, meaning and nature; Development of personality. Methods of assessing personality.
14. Mental Hygiene: Meaning and basic principles of mental hygiene; Role of home and school in promoting mental health; Characteristics of a mentally healthy person.
Books Recommended


PAPER III
DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

COURSE OBJECTIVES
To enable student teacher to:

1. Understand that development of education is influenced by socio-political forces of the time;

2. Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;

3. Understand the contribution of various major committees and commissions on education set up from time to time:

4. Appreciate the developments in Indian education the post-independence era.

COURSE CONTENTS

SECTION -I
1. Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

2. Growth and Development of Education in Himachal Pradesh; Problems and Priorities.

SECTION -II
3. McCauley’s minutes and Bentick’s resolution of 1835. Adam’s report and its recommendations.


SECTION -III


SECTION -IV


Books Recommended


16. Government of India, Five Year Plans'.
PAPER IV

ESSENTIALS OF EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To obtain a total perspective of the role of technologies in modern education.
2. To equip the student teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

COURSE CONTENTS

SECTION -I

1. Definition of Educational Technology: Distinction between hardware and software technologies and their role in modern educational practices.
2. Hardware Technologies: Important accessories and their application -- OHP, Still and Movie Projectors, Audio-Video recording instruments, TV, Computers. New technologies like e-mail, internet, etc.
3. Use of strategies viz. Teleconferencing, Programmed Instruction, CAI, Language Laboratory.

SECTION -II

4. Psychological uses of modern technologies. Cone of experience (Edger Dale), Multi-sensory Instruction and its advantages.
5. Communication: Concept principles and models of communication.
6. Stages of Teaching: Pre-active, interactive and post active stages of teaching along with operations involved in them.
SECTION III

7. Models of Teaching: Concept and elements of teaching model; Glaseisn Basic Teaching Model.

8. Modification of Teaching Behaviour: Concept; Modification of teacher behavior through micro-teaching, simulation, Flanders' interaction Analysis, RCS and Transactional Analysis.

SECTION IV

9. Developing Programmed Instructional Material – Linear and Branching Programmes (tryouts and validation etc.).


Books Recommended

PAPER V

EDUCATION FOR VALUES, ENVIRONMENT AND HUMAN RIGHTS

COURSE OBJECTIVES

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

COURSE CONTENTS

SECTION -I

3. Sources of Values: Culture, Religio-Spiritual and Constitutional; Values as enshrined in the Constitution of India.

SECTION -II

4. Methods of Teaching Human Values: Direct, Indirect: Integrating values with curricular and co-curricular activities.
5. Environment: Meaning, Scope, Principles and Objectives of Environmental Education.

SECTION -III

7. Environmental Hazards -- Causes and Effects (Global and Local), Green House Effect, Ozone Layer Depletion, Acid Rain, Polar Melting, Rising of Sea Level and their implications.
8. Role of School in Environmental Conservation and Sustainable Development.


SECTION -IV


Books Recommended


PAPER VI

SCHOOL MANAGEMENT

COURSE OBJECTIVES

To enable the student to:

1. Acquire knowledge about the process of school management.
2. Understand the different types of management processes.
3. Acquire knowledge of duties of school head and teachers.
4. Understand the concept of administration and supervision, co-curricular activities and time-table.
5. Acquire knowledge about the maintenance of different school records and registers.

COURSE CONTENTS

SECTION-I

1. School Management: Concept, Characteristics and Scope.
3. Physical Infrastructure: Availability, adequacy and utilization; Management of space; Problems and difficulties in space management and allocation procedures.

SECTION-II

4. School Head: Qualities and duties of school head as per H.P. Education Code, Role of Head in planning, monitoring, supervision and evaluation; Delegation of authority and accountability.
SECTION-III


SECTION-IV

8. Time-Table: Concept, importance, types, principles and problems of time-table construction; Role of the teacher.

9. School Records and Registers: Types and need; How to maintain school records; Different types of records and registers viz. Teacher Diary, Cumulative Record Card, Attendance Registers of Teacher and Students, Admission & Withdrawal Register and Stock register.

10. Supervision and Inspection: Concept, Types, Scope and Aims of supervision. Supervision in schools of Himachal Pradesh: Supervision Staff, Supervision Report. Steps in conducting supervision and Guidelines to supervision staff.

Books Recommended


PAPER VII

The student will opt two courses according to the ones studied at graduation level.

VII (A) TEACHING OF PHYSICAL SCIENCES

COURSE OBJECTIVES

Student-teacher to have the ability to:

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science Education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

SECTION-I

1. Nature of modern sciences: Nature of physical sciences; Eminent world scientists, Eminent Indian scientists. Professions in the area of sciences.
2. Justification for including science as a subject in school curriculum. Objectives of teaching Physical Sciences; Taxonomy of educational objectives; Concept of entering and terminal behaviour; Organizing learning experiences for achieving specified behavioural outcomes.

SECTION-II

3. Major models of instruction useful for science education.
4. Defining desired outcomes (statement of objectives) for different levels of education.
5. Co-curricular and Non-formal Approaches: Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science
clubs, visits to science museums; organizing science projects; Organizing science fairs and excursions.

SECTION-III

6. Planning for Teaching -- Developing yearly plans, Unit plans, Lesson plans, Content analysis and identification of important concepts for further focus; Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan; Preparation and development of improvised apparatus; Preparation, selection and use of teaching aids, Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, and computer assisted teaching.

7. Curriculum and Resource Utilization: Approaches to curriculum designing: Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; Report writing for science projects.

8. Methods of Teaching Physical Sciences

i) Methods of teaching
   (a) Lecture-demonstration method
   (b) Project method
   (c) Problem-solving method
   (d) CAI

ii) Analysis of teaching methods used by teachers in schools for teaching life sciences.

SECTION-IV


10. Evaluating Outcomes of Science Teaching: Construction of norm-referenced and criterion-referenced tests, Preparing different types of items in accordance with the Bloom’s taxonomy of instructional objectives. Limitations and advantages of different types of items.


13. Teaching Aids

Classification of teaching aids and their description. Importance of teaching aids in teaching physical-sciences.

**Books Recommended**

15. NCERT: Position of Science Teaching in Indian Schools.
VII (B) TEACHING OF LIFE SCIENCES

COURSE OBJECTIVES

1. To develop awareness about developments in the area of teaching and learning of Life Science at the national and international level.

2. To develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian school conditions.

3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.

4. To enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

COURSE CONTENTS

SECTION-I

1. Importance, Aims and Objectives
   a) Importance of Life Science in School Curriculum.
   b) General aims and objectives of teaching Life Science.
   c) Bloom’s taxonomy of educational objectives.
   d) Formulation of specific objective in behavioural terms.

2. Content and Pedagogical Analysis

   Curriculum: Concept, Scope and Principles of curriculum construction. Principles of analysis of the curriculum of Life Sciences at Secondary level in terms of its relevance and suggestions for improvement.

SECTION-II

3. Development of Instructional Material

   Transaction of contents:

   (a) Unit Planning
Appendix-II

(b) Lesson Planning
(c) Preparation of teaching aids
(d) Development of aquarium, vivarium etc.
(e) Development of demonstration experiments.

4. Teaching Aids

Classification of teaching aids and their description, Importance of teaching aids in teaching life-sciences.

5. Text Book


6. Laboratory Organization

Layout of Laboratory, Buying and care of equipment for life-science laboratory; Organizing laboratory for practicals and teaching of life-sciences; Accident prevention and first aid requirements in life-science laboratory

SECTION-III

6. Methods of Teaching and Skills

i) Methods of teaching

(a) Lecture-demonstration method
(b) Project method
(c) Problem-solving method
(d) CAI

ii) Analysis of teaching methods used by teachers in schools for teaching life-sciences.

SECTION-IV

7. Evaluation

Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, steps in the construction of an achievement test; Attributes of a good achievement test.

8. Organization of Biological Associations, fairs and exhibition.
Books Recommended


VII (C) TEACHING OF MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to:

1. Understand and appreciate the uses and significance of mathematics in daily life;
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs:
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

COURSE CONTENTS

SECTION-I


2. Objectives of teaching mathematics in terms of instruction and behavior. Approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill, assignment and supervised study.

SECTION-II

3. Meaning and importance/purpose of a lesson plan: Proforma of a lesson plan and its rationality. Meaning and purpose of a unit-and-unit plan; Developing/preparing low cost improvised teaching aids relevant to local ethos; Skill in maintaining and using blackboard, models, charts, TV, films, video tapes and VCR.

SECTION-III

5. Principles and rationale of curriculum development; Preparing the syllabi both logically and psychologically according to the age groups of children; Critical study of existing syllabi of Mathematics in Himachal Pradesh at the secondary level.

SECTION-IV


Books Recommended


VII (D) TEACHING OF SOCIAL SCIENCES

COURSE OBJECTIVES

To enable the pupil teacher to:

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.

2. Develop knowledge about the basic principles governing the construction of a social science.

3. Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.

4. Acquire the completed to plan for instruction.

5. Develop the ability to organize co-curricular activities and community resources for promoting social science/social studies learning.

6. Acquire the ability to develop instructional support materials.

COURSE CONTENTS

SECTION-I

1. The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in schools; Concept of social studies and how it differs from other social sciences; Present perception about social studies/social sciences. Rationale for including these areas in school curriculum.

2. Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline-oriented teaching of social studies and social reconstruction approach.

SECTION-II

3. Principles of designing a social studies curriculum with weightages to be given for each component subject areas; Approaches to organizing social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

4. Instructional strategies, methods and models: Importance of instructional strategies, Strategies for teaching social studies in terms of specific methods viz.
lecture, lecture cum discussion, projects, and source methods, socialized recitation and supervised study.

SECTION-III


6. Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

SECTION-IV


8. Construction of norm-referenced and criterion-referenced tests. Preparing different types of items in accordance with the Bloom’s taxonomy of instructional objectives. Limitations and advantages of different types of items.

Books Recommended


VII (E) TEACHING OF ENGLISH

COURSE OBJECTIVES

1. To familiarize the student-teachers with elements of English language.
2. To enable the student-teachers to develop linguistic skills among their pupils.
3. To enable the student-teachers to conduct pedagogical analysis of the contents in English language and develop teaching skills e.g. questioning, explaining, illustration, stimulus variation.
4. To enable the student-teachers to make effective use of instructional aids in teaching of English.
5. To enable the student-teachers evaluate the performance of their students.

COURSE CONTENTS

SECTION-I

Concept

1. Nature of language
2. Importance of language
3. Functions of language
4. Linguistic principles
5. Aims and objectives of teaching English

SECTION-II

Content and Pedagogical Analysis

7. Teaching of prose, poetry, composition and grammar.
8. Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, poetry, composition and grammar.
SECTION-III
Methods of Teaching and Skill of Teaching:


10. Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.

11. Latest development in the approach and methods of teaching English including the linguistic communicative approach.

SECTION-IV
Instructional Material:

12. Importance of instructional material and their effective use.

13. Use of following aids:
   (a) Chalk board
   (b) Flannel board
   (c) Pictures
   (d) Picture cut-out
   (e) Charts
   (f) Tape-recorder
   (g) Record-player (linguaphones)
   (h) Radio
   (i) Television
   (j) Film and filmstrips
   (k) Overhead projector
   (l) Language laboratory.

Evaluation

14. Basic principles of testing English. The difference between measurement and evaluation.

15. The meaning and significance of comprehensive and continuous evaluation in English.

16. Development of good test items in English (objective type, short answer type and essay type).
Books Recommended


VII (F) TEACHING OF HINDI

COURSE CONTENTS

हिन्दी शिक्षण पाद्यक्रम

SECTION-I

ईकाई 1: (1) मातृभाषा शिक्षण: अर्थ, स्वरूप, महत्व एवं बुद्धि द्वारा निर्धारित अनुवेदनात्मक उद्देश्य।

(2) भाषाएँ कौशलो का साफ्तव ज्ञान —

(3) धर्म कौशल

(4) भाषा कौशल

(5) पढ़न कौशल

(6) लेखन कौशल

(7) हिन्दी मे उच्चतर-शिक्षण, अंशर-विन्यास एवं विराम विन्यास।

SECTION-II

ईकाई 2:(1) सूक्ष्म शिक्षण द्वारा विभिन्न कौशलो का ज्ञान —

(4) प्रश्न कौशल

(5) उद्देश्य कौशल

(6) व्याकरण कौशल

(7) पाठ योजना का अर्थ, महत्व एवं स्पर्श

(8) हिन्दी शिक्षण मे अनुवेदनात्मक सामग्री का अर्थ, महत्व एवं उपचार प्रयोग।

SECTION-III

ईकाई 3:(1) हिन्दी की विभिन्न विभागो का शिक्षण।

(4) कविता शिक्षण (रस पाठ एवं सोंथ पाठ के रूप मे)

(5) गद्य शिक्षण

(6) व्याकरण शिक्षण (अध्ययनक्रिक एवं आध्यात्मिक)

(7) रचना शिक्षण(कहानी रूप मे, पत्र एवं निबंध)
SECTION-IV

ईकाई 4: (1) हिंदी पाद्यक्रम निर्माण एवं समीक्षा।
   (2) हिंदी पाद्य पुस्तकेन्द्र की विशेषताएँ एवं समीक्षा।

ईकाई 5: हिंदी में मुल्यमानक एवं गृह कार्य।
   (31) हिंदी में मुल्यमानक अभ्यास एवं स्वाभाव।
   (32) विभागों में मुल्यमानक प्रक्रिया
   (33) हिंदी विश्लेषण में गृह-कार्य स्वाभाव एवं संज्ञोधन

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VII (G) TEACHING OF SANSKRIT
COURTSE CONTENT

SECTION-I

ईकाई 1: (अ) संस्कृत भाषा एवं साहित्य का महत्व व वर्तमान सिद्धांत।
(आ) संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य।
(इ) अनुदेशात्मक उद्देश्य का स्नान अवस्थानशास्त्र, ग्राममण्डल, भाषा तथा
एवं प्रयोगात्मक के रूप में वर्गीकरण एवं लेखन।

ईकाई 2: संस्कृत में चार भागों की कौशलों का सामान्य ज्ञान एवं अभ्यास-संस्कृत अभ्यास, भाषण
(योजनाक्रम अभिव्यक्तिक) पढ़न एवं लेखन।
(अ) संस्कृत पुस्तक निर्माण एवं समीक्षा।

SECTION-II

ईकाई 3: संस्कृत-शिक्षण की पद्धति।
(अ) प्रवचन पद्धति।
(आ) व्याकरण अनुवाद पद्धति।
(इ) पाठ्य पुस्तक पद्धति।
(ई) संयुक्त पद्धति।

SECTION-III

ईकाई 4: संस्कृत में विभागों का शिक्षण।
(अ) संस्कृत व्याकरण शिक्षण - महत्व, प्रक्रिया एवं पाठ-योजना।
(आ) संस्कृत पद शिक्षण - महत्व, प्रक्रिया एवं पाठ-योजना।
(इ) संस्कृत राजा शिक्षण - महत्व, प्रक्रिया एवं पाठ-योजना।
(ई) संस्कृत रचना शिक्षण - महत्व, प्रक्रिया एवं पाठ-योजना।

SECTION-IV

ईकाई 5: (अ) संस्कृत शिक्षण में मूल्यांकन एवं स्वरूप।
(आ) संस्कृत में मूल्यांकन की प्रारंभीक एवं अंतर्वेषण विभिन्न।
(इ) संस्कृत शिक्षण में गुरु-प्रेम नियोजन एवं संस्कृत प्रक्रिया।
(ई) संस्कृत भाषा की सहपाठ्य शिक्षण।

शब्दसंक्षेप, भाषण, अभिनयकरण एवं रचना प्रतिभागताएं।
xlvi
संस्कृत-शिक्षण हेतु अनुमोदित पुस्तकें

1. संस्कृत-शिक्षण
2. संस्कृत-शिक्षण
3. ए.ए.सी.एच टू टीचिंग ऑफ संस्कृत
4. टीचिंग ऑफ संस्कृत
5. संस्कृत शिक्षण
6. संस्कृत शिक्षण विभाग
7. टीचिंग ऑफ संस्कृत (इं सीकणहो) स्पूल
8. पुस्तकर

रामदास रघुनाथ, पवित्र रघुनाथ, विवेक पवित्र, गणेश पवित्र, आदि।
खेमनाथ वीचकोट, ललितागांध ब्रह्म (पुत्र)।
आज कोहनी, वर्द्धन पालीकृतकला (बंगाल)।
मिश्र पण्डाङकर।
रामदास रघुनाथ, पंजाब विभाग पर जाल-चर।
आज कोहनी, वर्द्धन पालीकृतकला (बंगाल)।
5. प्रोफेसर ओहलिंग ऑफ संस्कृत (भारत बुक स्टाल, नोदाबुरु)।
COURSE VII (H) TEACHING OF HOME SCIENCE

[Time: 3 hours] [Maximum Marks: 100]

COURSE OBJECTIVES

1. To develop understanding of the aims of teaching of Home Science.
2. To develop understanding of the various methods and procedures required for teaching Home Science effectively.
3. To develop basic skills and competencies required for teaching of Home Science.
4. To develop practical skill to organize various activities related to Home Science.
5. To develop skill and competencies required for preparing teaching aids in teaching of Home Science.
6. To develop competencies and skill for effective evaluation in Home Science.

COURSE CONTENTS

SECTION I
(15 Marks)

1. Meaning and scope of Home Science
2. Importance of Home Science teaching in Secondary Education
3. Aims and objectives of teaching Home Science
5. Correlation of Home Science with other school subjects

SECTION II
(15 Marks)

6. Different methods of teaching Home Science such as demonstration, lecture, project work, group work, practical work, assignment methods
7. Use of teaching aids in Home Science: Classification, Importance and Effective use.
Appendix-II


SECTION-III
(15 Marks)


11. Value and place of textbook.

12. Organization of Home Science room in the school. Care and purchase of necessary equipment for the Home Science rooms. Inexpensive and improvised equipment to facilitate functional and economical classroom and home activities.

SECTION-IV
(15 Marks)


14. Qualities of a good Home Science Teacher


Practical (20 Marks)

A course of ten practicals by the pupil teacher on the following: Cooking, Laundry, housewifery, Stitching/Embroidary/Knitting.

The final evaluation of practical activity will be made by the external examiner appointed by the Board of Studies (UG) in Education.
COURSE VII (I) TEACHING OF COMMERCE

[Time: 3 hours] [Maximum Marks: 100]

COURSE OBJECTIVES

1. To create awareness among the pupil-teachers regarding meaning, nature and scope of commerce, its place in School curriculum and aims of teaching commerce.

2. To train the pupil-teachers with regard to pedagogical analysis.

3. To create awareness among the pupil-teachers with respect to curriculum, textbooks, self-instructional material and teaching aids relating to teaching of commerce.

4. To train the pupil-teachers in different teaching methods and evaluation procedures relating to teaching of commerce.

COURSE CONTENTS

SECTION-I

1. Meaning, Nature and Concept of Commerce:

   (a) Meaning, Nature and scope of commerce.

   (b) Place of commerce in secondary schools curriculum.

   © Aims, objectives and values of teaching commerce.

   (d) Bloom's taxonomy of objectives.

   (e) Starting objectives in behavioural terms.

SECTION-II

2. Content and their Pedagogical Analysis:

   (a) Office

   (b) Bank

   © Trade

   (d) Insurance
Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner, therefore, can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis.

(1) Identification of concepts.
(2) Listing behavioural outcomes.
(3) Listing activities and experiments.
(4) Listing evaluation techniques.

SECTION-III

3. Development of Instructional Material:

(a) Development and designing of curriculum.
(b) Development of text-books.
(c) Development of self-instructional material modules.
(e) Development of lesson plan.

4. Methods of Teaching & Skills of Teaching:

(a) Method:
(1) Discussion method
(2) Problem solving method
(3) Project method
(b) Skills of Teaching Commerce:
(1) Skill of narration
(20) Skill of probing questions
(3) Skill of stimulus variation.

SECTION-IV

5. Evaluation:

(a) Meaning & Importance of evaluation.

(b) Evaluation devices—written, oral, observation, records.

© Preparation of unit test.
PAPER VIII (A)
WORK EDUCATION AND WORK EXPERIENCE
(THEORY)

COURSE OBJECTIVES

The purpose of providing Work Education & Work Experience to B.Ed. students is to improve the general efficiency of pupil-teachers and enable them to perform better in the school.

EVALUATION PROCEDURE

1. The maximum marks for the paper will be 100. The marks for different sections will be as under:
   
a) Section-III = 40 Marks
b) All remaining sections = 20 Marks each

2. There will be ten sections in the question paper. There will be four questions from Section-III and two each from other Sections.

3. The examinee will select four sections. Section-III of this paper viz., Computer Applications is compulsory. The examinee will attempt five questions in all. Two from Section-III and one each from other three Sections

4. The questions in the question paper will not be straight and direct.

5. Each question in Section-III will be of 20 marks and each question in other sections will be of 20 marks.

7. The last year questions may be repeated.
COURSE CONTENTS

SECTION-I

CHALK-BOARD WRITING
(20 Marks)

1. Kinds of different chalk boards.
2. Strengths and limitation of chalk board writing.
3. Correct use of chalk-board writing.
4. Pitfalls in chalk board writing.
5. Use of stencils and multiple chalk holders on the chalk board.
6. Knowledge of paint and chalk.

SECTION-II

PREPARING TEACHING AIDS & HANDLING OF EQUIPMENT
(20 Marks)

1. Meaning, Concept and Significance of Teaching aids.
2. Importance and need of teaching aids.
3. Classifications of teaching aids.
4. Material required for preparing teaching aids as: Paper, Colour, Scale, Pencil, Rubber etc.
5. Effective use of teaching aids.

SECTION-III

COMPUTER APPLICATIONS
(40 Marks)


2. Various ways of using computers in education.


4. Using computer software MS Word for student learning

5. Using computer software MS Excel for student learning

6. Using computer software MS Power Point for student learning

7. Using Internet.

8. Ensuring safe use of the Internet

9. Data Base Management

10. Virus Management

10. Using computers in educational planning and administration

SECTION-IV

PHOTOGRAPHY
(20 Marks)

1. Photography in Teaching-Learning Process:
   i) Concept, need and importance of work experience (Photography)
   ii) Objectives of teaching Photography in schools.
   iii) Photography as a means of visual communication.

2. Materials and Tools:
   i) Photographic plates – types, uses and sources
   ii) Photographic films – types, uses and sources
   iii) Cameras – types, construction, uses and functions
   iv) Dark Room – Structure, Importance
3. Content Enrichment
   Principles involved in the formation of images on the films/papers. Creative
   photography – composition and aesthetics.

SECTION-V

YOGA
(20 Marks)

1. History and meaning of Yoga
2. Basics of Yoga: Philosophical, Psychological, Physiological and Social.
3. Different types of Yoga.
4. Description of Ashtang Yoga by Patanjali.

SECTION-VI

LIBRARY ORGANIZATION
(20 Marks)

In library organization the student is expected to have knowledge about the following:

1. Organization and administration of school library: planning, budgeting book
   selection, ordering accessioning, maintenance and stock taking.
2. Classification and cataloguing.
3. Readers services: Issue work, Reference work.
4. Periodicals: Their selection and use.
5. Practice of issue and reference work.
SECTION-VII
MEDICAL FIRST AID
(20 Marks)

In this activity the student is expected to have knowledge about the following:

The Practical Medical First Aid

Definitions, types of fractures shocks, poisoning wounds, sun stroke, vomiting, diarrhea bites, drowning, artificial respiration, burning, first aid in the science laboratory.

SECTION-VIII
CAMPUS BEAUTIFICATION
(20 Marks)

In this activity the student is expected to have knowledge about the following:

1. Identification of the campus.
2. Fencing raising and maintenance of the campus fence.
3. Raising of Lawn’s and playgrounds.
4. Raising of flower beds.
5. Cleaning of classroom corridor and maintenance of potted plants.
6. Identification of the places for display of notices slogans and posters.

SECTION-IX
POPULATION/ENVIRONMENTAL AWARENESS CAMPAIGN
(20 Marks)

Preparation of collage/charts/models/write-ups on population-environmental-development nexus and promotion of quality of life of people.
In physical activities activity the student is expected to have knowledge about the following:

1. Short history and modern concept of physical education in India and story of Olympiad games.
2. Biological and psychological foundations of physical education.
3. Rules of important major games and sports, chief points of coaching in different items -- hockey, football, volleyball, kabaddi, kho-kho, basketball, and athletics etc. introduction of physiology and exercise and proper nutrition.
PAPER VIII (B)

WORK EDUCATION AND WORK EXPERIENCE
(PRACTICUM)

COURSE OBJECTIVES

EVALUATION PROCEDURE

The student will be required to perform following practical activities based on work education and work experience. The performance on these activities will be evaluated by the Departmental Council. The cumulative performance on all the activities will be graded as A, B, C, D, or E.

COURSE CONTENTS

The student will select any five activities.

1. Chalk-Board Writing
   
   1. Writing of English and Hindi letters and numbers in block capital forms and in running hands.
   
   2. Use of coloured chalks.
   
   3. Simple drawing of common objects like flowers, fruits and vegetables.
   
   4. One Raxin Chalk board 21/2 x 31/2, pointer, duster.

2. Teaching Aids

   1. Ten coloured charts (Full size paper=20"x30") i.e. five in each teaching subject.
   
   2. One working model or three-dimensional or relief model related to students’ teaching subjects.
   
   3. Two slides related to their teaching subject.

3. COMPUTER APPLICATIONS

   1. Developing and changing wall paper
2. Changing screen saver in windows.
3. Using computer software MS Word
4. Using computer software MS Excel
5. Creating graphs in M.S. Excel
6. Using computer software MS Power
7. Using computer software DBASE
8. Using Internet.
9. Creating folders. Copy material from and to a floppy disk.

10. Creating a digital Unit Plan Portfolio with the following components as per Intel Teach to the Future Program:
    - Unit Plan
    - Teacher multimedia presentation
    - Student sample for multimedia presentation
    - Support material for teacher and students
    - Evaluation rubrics for the student samples

4. Photography
1. Loading and unloading the film
2. Operating the camera
4. Indoor photography in studios in floodlights properties – using flashguns.

5. Chalk Making
1. Making of different kinds of chalks.
6. Yoga

1. Performance of 8 basic asanas.
2. Performance of six cleansing kriyas.

7. Library Organization

The students will perform an activities given by the concerned teacher.

8. Medical Aid

The students will perform an activities given by the concerned teacher.

9. Fruit Preservation

1. Preparation of pickles/jams/jellies and other yield with regard to locality available fruits and vegetables.
2. Making of sarbet, squash, squash and chutney etc.

10. Campus Beautification

1. Maintenance of garden
2. Preparation of Nursery bid.
3. Transplantation of plants.

11. Population Education

The students will perform an activities given by the concerned teacher.

12. Physical Education

The students will perform an activities given by the concerned teacher.
PAPER IX (A & B)

SKILL IN TEACHING

1. Micro-Teaching: 10 Lessons per subject
2. Simulation: 5 Lessons per subject
3. Real Teaching in Schools: 20 Lessons per subject
4. Observation Lessons during Teaching Practice: 10 Lessons per subject

The activities of Micro-Teaching and Simulation will be carried out during the academic session and will be a continuous process. A record of all these activities will be kept by the student-teachers.

During real practice teaching in schools, each student is supposed to take part in the morning assembly of the school, check the home task given to the students, maintain attendance register and have knowledge of preparing school leaving certificate and other registers. He/She will also observe 10 lessons delivered by other students-teachers. A record of all these activities and lessons delivered and observed will be kept by the student teachers.

The Real Teaching in Schools shall not be less than 30 days including Sundays.

EVALUATION PROCEDURE

The student-teacher will produce the reports of Micro-Teaching, Simulation Teaching, Attendance Register, Report of other activities, Report of Lesson Plans delivered, Report of Lesson Plans observed and three copies of Final Lesson Plans in each subject at the time of final teaching-practice examination to the examiners.

The two final lessons delivered by the students along with the above mentioned reports will be evaluated by a team/panel of three external examiners appointed for this purpose from the list of examiners! prepared by the Board of Studies. One of the examiners will be designated as Coordinator of the Team. The three examiners including the Coordinator will belong to different teaching methodologies -- one from Teaching of Social Studies, one from Teaching of Languages and one from Teaching of Sciences. Each student will be evaluated by all the three examiners appointed by the University. The examiners will evaluate 30-40 lessons in a day. If the number of students is large, then two or more teams of examiners be appointed. The marks in each lesson will be allotted to the students by the team on the given proforma. The list of marks of students so evaluated shall be dispatched to the Assistant Registrar, Evaluation Branch, Himachal Pradesh University, Summer Hill, Shimla-171005 immediately after the
completion of the teaching practice examination by the Coordinator of the team. Each of the examiners will be paid remuneration for all the students evaluated by three examiners.

In order to get over various discrepant situations relating to exaggerated marks given by committee of examiners in practice teaching, a moderation committee will be constituted. The members of this Committee will consist of Chairman BOS, one Professor from Department of Education, one Reader from Department of Education, and one Senior Lecturer from a College of Education. The moderation Committee will meet on the request of Chairman BOS and COE.
Curriculum Transaction Procedures in Secondary Teachers’ Pre-Service Training Programme of Himachal Pradesh: An Evaluative Study

Secondary Teacher Education Curriculum Assessment (STECA) Rubrics

Supervisor
Dr. (Mrs.) Sudarshana Rana

Investigator
Ajay Sharma

Department of Education
Himachal Pradesh University
Shimla-5
Appendix-III

STECA Rubrics

Instructions
This questionnaire is for the qualitative assessment of curriculum/course-framework of B.Ed. programme in Himachal Pradesh University, Shimla.

Please answer the ‘Yes’ or ‘No’ questions first, by circling ‘Yes’ or ‘No’ for each item.

They are intended to help you reflect on specific elements of curriculum/course-framework and to help you understand the intent of the specific question. They are meant to be representative of some important elements but not inclusive of all.

RATING SCALE:

- All items are to be rated on a five point scale from 0 to 4.
- Zero means none of the characteristics described in the question are reflected in the curriculum/course-framework.
- Four indicates that all the characteristics described in the question are reflected in the curriculum/course-framework.
- The NA means ‘Not Applicable’ and DK means ‘Don’t know’. These should only be used in rare circumstances.
SPECIFIC RATINGS:
(CURRICULUM/COURSE-FRAMEWORK, INSTRUCTION, ASSESSMENT & EVALUATION AND IMPORTANT ASPECTS SECTION)

I. COURSE OBJECTIVES:
➢ Are the course objectives well specified in the beginning of the each course? Yes/No
➢ Are these sufficient? Yes/No
➢ Are these properly formulated? Yes/No
➢ Do these objectives need some modifications? Yes/No
➢ Do these objectives develop an insight about the inclusion of the course? Yes/No

1. Up to what extent do the course objectives (for each course/paper) develop an insight about the course/paper?
NA/DK 0 1 2 3 4
0 : Course objectives do not develop an insight.
1 : Course objectives are weak at developing an insight.
2 : Course objectives are adequate at developing an insight.
3 : Course objectives are good at developing an insight.
4 : Course objectives are excellent at developing an insight.

Describe the evidence that supports your rating:
..........................................................................................................................
..........................................................................................................................

II. CONTENTS:
Are the contents of all the courses/papers:
➢ Logically divided in different units/sub-units? Yes/No
➢ Psychologically well organized? Yes/No
➢ Logically well organized? Yes/No
➢ Clear and precise? Yes/No
➢ Include current theories, latest researches, topics and/or controversies in the content area? Yes/No
➢ Provide latest information in their particular area? Yes/No
➢ Closely aligned with their objectives? Yes/No
➢ Closely aligned with the objectives of secondary teacher’s pre-service training programme? Yes/No

2. To what extent do the contents of the courses reflect the goals and objectives of secondary teachers’ pre-service training programme?
NA/DK 0 1 2 3 4

Ixvii
Appendix-III

0: Contents of the courses do not reflect the goals and objectives.
1: Contents of the courses are weak at reflecting goals and objectives.
2: Contents of the courses are adequate at reflecting goals and objectives.
3: Contents of the courses are good at reflecting goals and objectives.
4: Contents of the courses are excellent at reflecting goals and objectives.

Describe the evidence that supports your rating:

III. INSTRUCTIONAL STRATEGIES:

- Does the curriculum suggest how to teach? Yes/No
- Can the curriculum be used by someone unfamiliar with them? Yes/No
- Does the curriculum suggest for Teacher’s manual? Yes/No
- Does the curriculum suggest for various activities? Yes/No
- Can different activities be used by individuals as well as by small groups and by large groups of students? Yes/No
- Can information be presented in alternative ways? Yes/No
- Can information be investigated in alternative ways? Yes/No

3. To what extent does the curriculum support instructional strategies that actively engage all learners?

NA/DK 0 1 2 3 4
0: Curriculum does not support instructional strategies.
1: Curriculum is weak at supporting instructional strategies.
2: Curriculum is adequate at supporting instructional strategies.
3: Curriculum is good at supporting instructional strategies.
4: Curriculum is excellent at supporting instructional strategies.

Describe the evidence that supports your rating:

IV. CRITICAL THINKING & PROBLEM SOLVING:

- Are prospective teachers required to recognize particular types of problems related to pupils? Yes/No
- Does the curriculum make prospective teachers aware about students’ behavior and their problems at different levels of development? Yes/No
- Does the curriculum contain activities that require prospective teachers to perform multiple steps before arriving at a solution? Yes/No
- Does the curriculum contain activities that require prospective teachers to collect information or data before making a decision? Yes/No
Are there activities in the curriculum that require prospective teachers to consider constraints, risks or alternatives before making a decision? Yes/No

4. To what extent does the curriculum develop problem solving and critical thinking skills? (Does the curriculum encourage prospective teachers to learn how to approach problems, to think both analytically and creatively, and to make knowledge based decisions?)

NA/DK  0  1  2  3  4
0 : Curriculum does not develop problem solving and critical thinking skills.
1 : Curriculum is weak at developing problem solving and critical thinking skills.
2 : Curriculum is adequate at developing problem solving and critical thinking skills.
3 : Curriculum is good at developing problem solving and critical thinking skills.
4 : Curriculum is excellent at developing problem solving and critical thinking skills.

Describe the evidence that supports your rating:

-----------------------------------------------------------------------------------------------------------------------------------

V. INTERDISCIPLINARY APPROACH:

Are different branches of learning involved in understanding the presage, process and product variables of education? Yes/No

Is the curriculum directed towards capacity building in the prospective teachers which may embrace, among other competencies, managerial skills, organizational efficiency, leadership skills, democratic attitudes, innovative & creative abilities, understandings and visions? Yes/No

Does the curriculum make synthesis between educational, emotional, cultural, physical, technological, managerial and social values? Yes/No

Does the curriculum make use of inter-disciplinary approach? Yes/No

5. To what extent does the curriculum make use of interdisciplinary approach?

NA/DK  0  1  2  3  4
0 : Curriculum does not make use of interdisciplinary approach.
1 : Curriculum is weak at making use of interdisciplinary approach.
2 : Curriculum is adequate at making use of interdisciplinary approach.
3 : Curriculum is good at making use of interdisciplinary approach.
4 : Curriculum is excellent at making use of interdisciplinary approach.

Describe the evidence that supports your rating:

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Ixix
VI. ASSESSMENT AND EVALUATION:

- Are assessments and evaluations closely aligned with the learning objectives? Yes/No
- Do assessments and evaluations provide feedback to the prospective teachers? Yes/No
- Do assessments and evaluations provide opportunity to improve their performance? Yes/No
- Do these integrate specific professional skills? Yes/No
- Do these allow prospective teachers to demonstrate their understanding and ability in different ways? Yes/No
- Do these take in to account real world or workplace situations? Yes/No
- Do these provide feedback to the teacher educators that could be used to improve the curriculum? Yes/No

6. To what extent do the assessments and evaluations or required activities measure the adequacy of the prospective teachers’ knowledge and skills required in the real world or work place?

NA/DK  0  1  2  3  4

0 : The assessments and evaluations do not measure the knowledge and skills required.
1 : The assessments and evaluations are weak at measuring the knowledge and skills required.
2 : The assessments and evaluations are adequate at measuring the knowledge and skills required.
3 : The assessments and evaluations are good at measuring the knowledge and skills required.
4 : The assessments and evaluations are excellent at measuring the knowledge and skills required.

Describe the evidence that supports your rating:

........................................................................................................................................
........................................................................................................................................

VII. PERSONAL AND PROFESSIONAL QUALITIES:

- Does the curriculum contain activities that require prospective teachers to demonstrate their value systems (honesty, truthfulness, loyalty, punctuality, dedication, cleanliness, affection etc.), enthusiasm and will to do hard work? Yes/No
- Does the curriculum require prospective teachers to seek co-operation from and co-ordinate their efforts with others? Yes/No
- Are there opportunities for prospective teachers to demonstrate individual responsibilities? Yes/No
Appendix-III

1. Does the curriculum contain activities that require prospective teachers to manage their behaviours? Yes/No
2. Does the curriculum contain activities that require prospective teachers to set their own level of performance? Yes/No

7. How well does the curriculum develop personal qualities for professional employment? (These might include character traits, behaviours and attitudes that are needed for personal growth and professional development such as responsibility.)

NA/DK 0 1 2 3 4
0 : Curriculum does not develop personal and professional qualities.
1 : Curriculum is weak at developing personal and professional qualities.
2 : Curriculum is adequate at developing personal and professional qualities.
3 : Curriculum is good at developing personal and professional qualities.
4 : Curriculum is excellent at developing personal and professional qualities.

Describe the evidence that supports your rating:

VIII. COMMUNITY EXPERIENCES:

1. Does the curriculum:
   - Contain examples from a variety of types of workplace and settings? Yes/No
   - Encourage prospective teachers to understand how to work with or deal with students of different backgrounds? Yes/No
   - Encourage prospective teachers to organize different activities for promoting school-community relationships? (Such as celebration of parents day, environment day, activating PTA meetings etc.) Yes/No
   - Include references that broaden the prospective teacher’s awareness of different cultural and social groups? Yes/No

8. To what extent does the curriculum reflect the experiences and perspectives of different cultural and social groups?

NA/DK 0 1 2 3 4
0 : Curriculum does not reflect experiences and perspectives.
1 : Curriculum is weak at reflecting experiences and perspectives.
2 : Curriculum is adequate at reflecting experiences and perspectives.
3 : Curriculum is good at reflecting experiences and perspectives.
4 : Curriculum is excellent at reflecting experiences and perspectives.

Describe the evidence that supports your rating:
Appendix-III

IX. PRACTICAL WORK:

Does the curriculum:

➢ Include different practical activities which facilitate instructional process? Yes/No
➢ Include activities to develop managerial competencies among prospective teachers? Yes/No
➢ Contain activities relevant to teaching-learning? Yes/No
➢ Contain activities relevant for developing teaching competencies? Yes/No
➢ Include activities at pre-internship stage for the meaningful organization of practical work for real teaching? Yes/No

9. To what extent does the curriculum reflect practical activities for internalizing the teaching competencies to be used in real situations?

NA/DK 0 1 2 3 4
0 : Curriculum does not reflect practical activities.
1 : Curriculum is weak at reflecting practical activities.
2 : Curriculum is adequate at reflecting practical activities.
3 : Curriculum is good at reflecting practical activities.
4 : Curriculum is excellent at reflecting practical activities.

Describe the evidence that supports your rating:

........................................................................................................................................................................
........................................................................................................................................................................

X. DURATION OF THE COURSE:

Is the specified duration of the course sufficient for:

➢ Organizing various curricular and co-curricular activities? Yes/No
➢ Acquiring essential skills and competencies? Yes/No
➢ Achieving the goals and objectives of this training programme? Yes/No

10. To what extent does the specified time duration help prospective teachers to acquire the essential skills and work place competencies and to achieve the goals and objectives of this programme?

NA/DK 0 1 2 3 4
0 : Time duration does not help prospective teachers in acquiring the essential skills, work place competencies and goals & objectives in an effective manner.
1 : Time duration is weak at helping prospective teachers in acquiring the essential skills, work place competencies and goals & objectives in an effective manner.
2 : Time duration is adequate at helping prospective teachers in acquiring the essential skills, work place competencies and goals & objectives in an effective manner.

Ixxii
3: Time duration is *good* at helping prospective teachers in acquiring the essential skills, work place competencies and goals & objectives in an effective manner.

4: Time duration is *excellent* at helping prospective teachers in acquiring the essential skills, work place competencies and goals & objectives in an effective manner.

Describe the evidence that supports your rating:

........................................................................................................................................
........................................................................................................................................
HOLISTIC RATINGS:

1) STANDARDS OF TEACHING AND PRACTICES:

Curriculum should clearly reflect learning objectives that are based on current standards of teaching and practices. As education in the present scenario is a challenge in every endeavor and newer and more vibrant areas of education have come under the purview of teaching-learning. Using the new media that make education interesting and thrilling to teachers as well as learners in every educational institution is rapidly becoming necessary and popular among teaching and learning communities.

How well does the curriculum reflect the current standards of teaching and practices?

NA/DK 0 1 2 3 4

0 : Curriculum does not reflect current standards of teaching and practices.
1 : Curriculum is weak at reflecting current standards of teaching and practices.
2 : Curriculum is adequate at reflecting current standards of teaching and practices.
3 : Curriculum is good at reflecting current standards of teaching and practices.
4 : Curriculum is excellent at reflecting current standards of teaching and practices.

2) REAL WORLD CURRICULUM:

Curriculum should engage prospective teachers in ways to help them understand the reality of the profession they seek. Instruction should be related to work place needs. Various types of interactions take place in a class. The behavior patterns of the teacher in the class act as the basis of the behavior patterns of the pupils. So, instruction should include the tasks that are real that people perform while “on the job”.

To what extent does the curriculum engage prospective teachers in real world tasks?

NA/DK 0 1 2 3 4

0 : Curriculum does not engage prospective teachers in real world tasks.
1 : Curriculum is weak at engaging prospective teachers in real world tasks.
2 : Curriculum is adequate at engaging prospective teachers in real world tasks.
3 : Curriculum is good at engaging prospective teachers in real world tasks.
4 : Curriculum is excellent at engaging prospective teachers in real world tasks.
3) WORK PLACE COMPETENCIES:

For Quality Teacher Education program, it is important to lay appropriately proportioned emphasis on ‘Why to teach’, ‘How to teach’ and ‘What to teach’ aspects of teaching. It has to be reflected in the teaching-learning situations planned by teacher educators. They also need thinking skills to put knowledge and resources to work and the personal qualities that make them dedicated, reliable and able to work with students and others.

How well the curriculum enables prospective teachers to develop the high performance skills needed to succeed in a high performance work place?

NA/DK 0 1 2 3 4

0 : Curriculum does not develop work place competencies.
1 : Curriculum is weak at developing work place competencies.
2 : Curriculum is adequate at developing work place competencies.
3 : Curriculum is good at developing work place competencies.
4 : Curriculum is excellent at developing work place competencies.

4) ACCESS TO INDEPTH UNDERSTANDING:

Such practices include instructional strategies that actively engage prospective teachers and allow them to learn in ways consistent with their preferences. The curriculum also requires them to synthesize, generalize and evaluate information and to develop complex understandings of the content by exploring connections and relationships. In addition, curriculums that allow access to in-depth understanding are also well organized, easy to follow, contain assessments, evaluations and activities that are aligned with the content.

How well does the curriculum allow all the prospective teachers to acquire in-depth understanding?

NA/DK 0 1 2 3 4

0 : Curriculum does not support in-depth understanding.
1 : Curriculum is weak at supporting in-depth understanding.
2 : Curriculum is adequate at supporting in-depth understanding.
3 : Curriculum is good at supporting in-depth understanding.
4 : Curriculum is excellent at supporting in-depth understanding.
OVERALL RATINGS:

Please rate the effectiveness of the curriculum in having prospective teachers learn the knowledge and skills or practices needed to be successful in teaching. Select the description that best characterize your overall assessment. *This rating is not intended to be average of all the previous ratings. It is your overall judgment of quality and likely impact of the curriculum. Please describe the evidence that supports your rating in the space provided.*

To what extent does the curriculum help prospective teachers learn the knowledge and skills or practices needed to be successful in teaching?

NA/DK 0 1 2 3 4

0 : Curriculum *does not* help the prospective teachers learn knowledge and skills or practices needed.

1 : Curriculum is *weak* at helping the prospective teachers learn knowledge and skills or practices needed.

2 : Curriculum is *adequate* at helping the prospective teachers learn knowledge and skills or practices needed.

3 : Curriculum is *good* at helping the prospective teachers learn knowledge and skills or practices needed.

4 : Curriculum is *excellent* at helping the prospective teachers learn knowledge and skills or practices needed.

PERSONAL INFORMATION OF SUBJECT EXPERT

Name: ___________________  Age: __________

Gender: Male/Female : ________________________________

Educational Qualifications : ___________________________

Designation with Experience : _________________________

Address of Institution : ______________________________

Contact (Mobile) : _________________________________

E-mail : ________________________________________
CA QUESTIONNAIRE-I

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-I of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: __________________ 2. Age: _________ 3. Gender: Male/Female

4. Educational Qualifications : __________________

5. Teaching Experience : __________________

6. Address of your institution : __________________

7. E-mail : __________________

8. Contact : __________________
### Appendix-IV

**Paper – I**

**Education in Emerging Indian Society**

(Go through the topics carefully and tick the suitable option)

<table>
<thead>
<tr>
<th>Part – A</th>
<th>Topic No.</th>
<th>Topic/Sub-topic</th>
<th>Most Relevant</th>
<th>Relevant</th>
<th>Relevant to Some Extent</th>
<th>Irrelevant</th>
<th>Most Irrelevant</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Education: Nature, meaning, objectives and agencies.</td>
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<td>2</td>
<td>2</td>
<td>Education in western context with specific reference to Rousseau, Pestalozzi, Dewey and Russell; Their impact on educational thought and classroom practices in terms of progressive trends in education.</td>
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<td>3</td>
<td>3</td>
<td>Indian thought and its contribution to educational practices.</td>
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<td>4</td>
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<td>Philosophy and education: significance of studying philosophy in understanding educational practices and problems.</td>
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<td>5</td>
<td>5</td>
<td>Major Philosophical Systems - Their salient features and impact on education.</td>
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<td></td>
<td>5.1</td>
<td>Realism with reference to Aristotle and Jainism.</td>
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<td>5.2</td>
<td>Naturalism with reference to Rousseau and Rabindra Nath Tagore.</td>
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<td>5.3</td>
<td>Idealism with reference to Plato, Socrates and Advaita Philosophy.</td>
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<td>5.4</td>
<td>Pragmatism with reference to Dewey 'Instrumentalism &amp; Experimentalism'.</td>
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<td>Educational Thinkers and their contribution in developing principles of education:</td>
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<td>6.1</td>
<td>M. K. Gandhi: Basic Tenets of Basic Education.</td>
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<td>Gijju Bhai: The world of child.</td>
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<td>Swami Vivekananda: Man making education.</td>
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<td>6.4</td>
<td>Froebel: The play way method.</td>
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<td>6.5</td>
<td>Montessory: The didactic apparatus.</td>
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<td>6.6</td>
<td>Parmahansa Yogananda: How to live education.</td>
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<td>7</td>
<td>7</td>
<td>Knowledge about Indian constitution and its directive principles.</td>
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<td></td>
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<td>Various articles mentioned in the constitution related to education.</td>
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<td>7.2</td>
<td>Meaning of secularism, social goals, democracy and socialistic pattern of society.</td>
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<td>8</td>
<td>8</td>
<td>Sociological basis of education:</td>
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<td>8.1</td>
<td>Relationship b/w individual to individual and individual to society in terms of norms given by the existing social order.</td>
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### Appendix-IV

<table>
<thead>
<tr>
<th>8.2</th>
<th>Education as a tool of economic development.</th>
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<tbody>
<tr>
<td>8.3</td>
<td>Education as an agent of social change.</td>
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<tr>
<td>8.4</td>
<td>Education as a means of national welfare through immediate welfare of society.</td>
</tr>
<tr>
<td>8.5</td>
<td>Education and Human resource development.</td>
</tr>
</tbody>
</table>

#### 9 Meaning of National integration and Emotional integration and their need.

- 9.1 Role of teacher and educational institution in achieving National and Emotional integration through democratic interaction.
- 9.2 Explanation of Cultural heritage.
- 9.3 Contribution of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment.
- 9.4 Philosophy of celebration of Indian festivals.

#### 10 Meaning of new social order.

- 10.1 Eradication of illiteracy.
- 10.2 Objectives of NAEP.
- 10.3 Provisions made and channels started for educating socially, culturally and economically deprived groups.
- 10.4 Means and measures taken for equality of educational opportunities in terms of Castes, tribes, Disabled, Gender and Minorities.
- 10.5 Achieving a learning society in terms of distance education.

### Part - B

**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

**Your suggestions about this paper if any:**

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Ixxix
CA QUESTIONNAIRE-II

Overview:
This questionnaire is for the detailed analysis of subject matter content under Paper-II of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ___________________  2. Age: _________  3. Gender: Male/Female

4 Educational Qualifications : __________________________________________

5 Teaching Experience : __________________________________________

6 Address of your institution : _________________________________________

7 E-mail : __________________________________________________________

8 Contact : _________________________________________________________
## Development of Learner and Teaching-Learning Process

(Go through the topics carefully and tick the suitable option)

### Part - A

<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Topic/Sub-topic</th>
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<th>Relevant to Some Extent</th>
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<tr>
<td>1</td>
<td>Psychology: Its meaning, nature, methods &amp; scope; Functions of Educational Psychology</td>
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<td>2</td>
<td>Concept of growth and development</td>
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<td>2.1 General principles of development</td>
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<td>2.2 Types of development – Physical, Social, Intellectual, Spiritual and Emotional.</td>
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<td>2.4 Role of teacher in facilitating development.</td>
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<td>Characteristics, needs and problems of adolescents.</td>
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<td>Nature of learning: Learning theories.</td>
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<td>4.2 Conditioning theories – Classical and Operant.</td>
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<td>4.4 Information Processing (Roger's) and Maslow's Humanistic theory.</td>
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<td>5</td>
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<td>5.1 Learner Related, Teacher Related, Process Related and Content Related factors.</td>
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<td>Nature and characteristics of intelligence and its development.</td>
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<td>Theories of Intelligence: Two Factor Theory; Multifactor Theory (PMA) and SI Model.</td>
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<td>Measuring intelligence – Verbal, Non-verbal and Performance tests (One representative of group test and individual test of each).</td>
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<td>10</td>
<td>Concept of exceptional children; Types, and Characteristics of each type including children with learning disabilities.</td>
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Appendix-IV

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<td>Personality: Definition, meaning and nature; Development of personality. Methods of assessing personality.</td>
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<td>Mental hygiene: Meaning and basic principles of mental hygiene.</td>
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<td>14.2 Characteristics of a mentally healthy person.</td>
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<td>15.1 Meaning, Scope and Objectives of Guidance services; Needs of guidance services.</td>
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<td>15.2 Role of teacher in organizing guidance programmes.</td>
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<td>Educational Statistics</td>
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Part - B

Probing Questions:
Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

Your suggestions about this paper if any:

Ixxxiii
CA QUESTIONNAIRE-III

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-III of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________  2. Age: _________  3. Gender: Male/Female

4 Educational Qualifications : _______________________________________

5 Teaching Experience : ____________________________________________

6 Address of your institution : _______________________________________

7 E-mail : _________________________________________________________

8 Contact : _________________________________________________________
### Part - A

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<td>Education in India during: a) Vedic, b) Buddhist and c) Medieval periods.</td>
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<td>2</td>
<td>Growth and development of education in Himachal Pradesh: problems and priorities.</td>
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<td>3</td>
<td>MaCauley’s Minute and Bentick’s resolution of 1835. Adam’s reports and its recommendations.</td>
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<td>Wood’s Dispatch of 1854.</td>
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<td>6</td>
<td>Recommendations of Indian Education Commission -1882, its influence on the subsequent development of education.</td>
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<td>Essential features of Sadler Commission report – 1917.</td>
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<td>University Education Commission (1948-49).</td>
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### Part - B

**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

**Your suggestions about this paper if any:**
Appendix-IV

CA QUESTIONNAIRE-IV

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-IV of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: __________________ 2. Age: _______ 3. Gender: Male/Female

4 Educational Qualifications : ____________________________

5 Teaching Experience : ____________________________

6 Address of your institution : ____________________________

7 E-mail : ____________________________

8 Contact : ____________________________
### Essentials of Educational Technology

(Go through the topics carefully and tick the suitable option)

**Part – A**

<table>
<thead>
<tr>
<th>Topic No.</th>
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<td>1</td>
<td>Definition of Educational technology; Distinction between Hardware &amp; Software technologies and their role in modern educational practices.</td>
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<td>2</td>
<td>Hardware technologies: Important accessories and their applications.</td>
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<td>2.1 OHP.</td>
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<td>2.2 Still and Movie Projectors.</td>
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<td>2.3 Audio-video recording instruments.</td>
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<td>2.5 Computers.</td>
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<td>2.6 New technologies like e-mail, internet etc.</td>
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<td>3</td>
<td>Use of Strategies viz. Teleconferencing, Programmed Instruction, CAI, Language laboratory.</td>
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<td>Psychological use of modern technologies.</td>
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<td>4.1 Cone of experience (Edger Dale).</td>
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<td>4.2 Multi-sensory instruction and its advantages</td>
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<td>Communication: Concept, principles and models of communication.</td>
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<td>6</td>
<td>Stages of teaching: Pre-active, interactive and post active stages of teaching along with operations involved in them.</td>
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<td>Models of teaching: Concept and elements of teaching model: Glaser’s basic teaching model.</td>
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<td>8</td>
<td>Modification of teaching behavior: Concept.</td>
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<td>8.1 Micro-teaching</td>
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<td>8.2 Simulation</td>
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<td>8.3 Flander’s Interaction Analysis</td>
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<td>8.4 Reciprocal Category System (RCS)</td>
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8.4 Transactional analysis.

9 Developing Programmed Instruction material - Linear and Branching programmes (tryouts and validation etc).

10 Meaning, Features, Advantages and Limitations of Technologies of Instruction.

10.1 Personalized system of instruction.

10.2 Audio-tutorial system.

10.3 Co-operative learning.

10.4 Simulation and games.

10.5 Computer assisted instruction.

Part - B
Probing Questions:
Please put a tick mark (✓) at any one of the following:

More content based on emerging issues should be added in this paper and less relevant topics should be removed

The content of paper should be retained as such

The content of the paper should be reduced

This paper should be made optional

This paper should be abolished at all

Your suggestions about this paper if any:
CA QUESTIONNAIRE-V

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-V of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________  2. Age: ________  3. Gender: Male/Female

4 Educational Qualifications : ____________________________

5 Teaching Experience : ____________________________

6 Address of your institution : ____________________________

7 E-mail : ____________________________

8 Contact : ____________________________
### Part - A

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<th>Topic No.</th>
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<td>Five Universal values: Truth, Righteous conduct, Peace, Love and Non-violence and their sub values as listed by Gokak Committee</td>
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<td>Sources of Values: Cultural, Religio-spiritual and constitutional; Values as enshrined in the Constitution of India.</td>
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<td>Methods of teaching Human Values: Direct, Indirect; Integrating values with curricular and co-curricular activities.</td>
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<td>Environment: meaning, scope, principles and objectives of Environmental Education.</td>
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<td>Environmental pollution: Types, Causes, Remedies.</td>
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<td>Environmental Hazards: causes &amp; effects (Global and local), Green House Effect, Ozone layer Depletion, Acid Rain, Polar Melting, Rising of Sea Level and their implications.</td>
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Part - B
Probing Questions:
Please put a tick mark (✓) at any one of the following:

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Your suggestions about this paper if any:

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CA QUESTIONNAIRE-VI

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VI of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ________________ 2. Age: _______ 3. Gender: Male/Female

4 Educational Qualifications : __________________________

5 Teaching Experience : __________________________

6 Address of your institution : __________________________

7 E-mail : __________________________

8 Contact : __________________________
### School Management

(Go through the topics carefully and tick the suitable option)

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<td>Role of Head in planning, monitoring, supervision and evaluation.</td>
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**Part - B**

**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

**Your suggestions about this paper if any:**

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xcvii
CA QUESTIONNAIRE-VII (A)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (A) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided in to two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: __________________  2. Age: ________  3. Gender: Male/Female

4 Educational Qualifications : __________________________

5 Teaching Experience : _____________________________

6 Address of your institution : _________________________

7 E-mail : _____________________________

8 Contact : _____________________________
### Part – A

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<td>Construction of norm-referenced and criterion-referenced tests.</td>
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</table>

**Part - B**

**Probing Questions:**
Please put a tick mark (✓) at any one of the following:

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- This paper should be made optional
- This paper should be abolished at all

Your suggestions about this paper if any:
CA QUESTIONNAIRE-VII (B)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (B) of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________  2. Age: _________  3. Gender: Male/Female

4 Educational Qualifications : _______________________________

5 Teaching Experience : ________________________________

6 Address of your institution : _______________________

7 E-mail : _______________________________________

8 Contact : _______________________________________
## Teaching of Life Sciences

(Go through the topics carefully and tick the suitable option)

### Part – A

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<th>Topic No.</th>
<th>Topic/Sub-topic</th>
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<td>3.4 Development of aquarium, vivarium etc.</td>
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<td>6.2 Buying and care of equipment for life-science laboratory.</td>
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### Appendix-IV

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<td>Organization of Biological Associations, fairs and exhibition.</td>
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**Part - B**  
**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

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**Your suggestions about this paper if any:**

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*cv*
CA QUESTIONNAIRE-VII (C)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (C) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________  2. Age: ________  3. Gender: Male/Female
4. Educational Qualifications: ____________________
5. Teaching Experience: ____________________
6. Address of your institution: ____________________
7. E-mail: ____________________
8. Contact: ____________________
### Teaching of Mathematics

(Go through the topics carefully and tick the suitable option)

#### Part - A

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<td>Meaning and Purpose of a Unit and unit plan.</td>
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<td>Developing/Preparing low cost improvised teaching aids relevant to local ethos.</td>
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<td>Skill in maintaining and using blackboard, models, charts, TV, films, video tapes and VCR.</td>
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<td>Methods of teaching mathematics. Analysis of teaching methods used by teachers in schools for teaching mathematics.</td>
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Appendix-IV

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<td>7.2 Enrichment programmes for the gifted children in mathematics.</td>
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<td>Evaluation in mathematics.</td>
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Part - B

Probing Questions:

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- This paper should be abolished at all

Your suggestions about this paper if any:

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cix
CA QUESTIONNAIRE-VII (D)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (D) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided in to two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: __________________  2. Age: ________  3. Gender: Male/Female

4 Educational Qualifications : ____________________________________________

5 Teaching Experience : ____________________________________________

6 Address of your institution : ____________________________________________

7 E-mail : ____________________________________________

8 Contact : ____________________________________________
# Teaching of Social Sciences

(Preparation of topics carefully and tick the suitable option)

## Part - A

<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Topic/Sub-topic</th>
<th>Most Relevant</th>
<th>Relevant</th>
<th>Relevant to Some Extent</th>
<th>Irrelevant</th>
<th>Most Irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Need for teaching the subjects under Social Sciences/studies (History, Geography, Civics, Sociology and Economics) in schools.</td>
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<td></td>
<td>1.1 Concept of Social studies and how it differs from social sciences.</td>
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<td></td>
<td>1.2 Present perception about social studies/social sciences.</td>
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<td></td>
<td>1.3 Rationale for including these areas in school curriculum.</td>
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<td>2</td>
<td>Objectives of teaching social studies.</td>
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<td>2.1 Objectives of teaching the subject at different levels.</td>
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<td>2.2 Discipline-oriented teaching of social studies and social reconstruction approach.</td>
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<td>3</td>
<td>Principles of designing a social studies curriculum with weightage to component areas. Approaches to organizing social studies curriculum in terms of Correlation, integration, concentric, spiral, unit and chronological approaches.</td>
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<td>4</td>
<td>Instructional strategies, methods and models.</td>
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<td>4.1 Importance of instructional strategies</td>
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<td>4.2 Strategies for teaching social studies in terms of specific method viz. lecture, lecture cum discussion, projects, and source methods, socialized recitation and supervised study.</td>
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<td>5</td>
<td>Planning of instruction: Unit and lesson plan.</td>
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<td>6</td>
<td>Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; Team teaching, organizing social studies clubs; social studies laboratories and thought provoking programmes like quizzes and word searches etc.</td>
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<td>7</td>
<td>Purpose of evaluation in social studies.</td>
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<td>7.1</td>
<td>Formative and summative evaluation and their salient features.</td>
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<td>7.2</td>
<td>Remedial Teaching.</td>
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<td>7.3</td>
<td>Question proportion and objectivity in essay type examinations.</td>
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<td>7.4</td>
<td>Preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.</td>
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</table>

| 8 | Construction of norm-referenced and criterion-referenced tests. Preparing different types of items in accordance with Bloom's taxonomy of instructional objectives. Limitations and advantages of different types of items. |

**Part - B**

**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

**Your suggestions about this paper if any:**
CA QUESTIONNAIRE-VII (E)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (E) of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided in to two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________ 2. Age: _________ 3. Gender: Male/Female

4. Educational Qualifications: ________________________________________

5. Teaching Experience: _____________________________________________

6. Address of your institution: _______________________________________

7. E-mail: _________________________________________________________

8. Contact: ________________________________________________________
### Teaching of English

(Go through the topics carefully and tick the suitable option)

#### Part - A

<table>
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<tr>
<th>Topic No</th>
<th>Topic/Sub-topic</th>
<th>Most Relevant</th>
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<tbody>
<tr>
<td>1</td>
<td>Nature of language.</td>
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<td>2</td>
<td>Importance of language.</td>
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<td>3</td>
<td>Functions of language.</td>
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<td>4</td>
<td>Linguistics principles.</td>
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<td>5</td>
<td>Aims and objectives of teaching English.</td>
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<td>6</td>
<td>Stating objectives in behavioural terms.</td>
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<td>7</td>
<td>Teaching of prose, poetry, composition and grammar.</td>
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<td>8</td>
<td>Pedagogical analysis based on unit analysis, objectives, learning experiences, chosen methods and materials and evaluation of at least one topic from prose, poetry, composition and grammar.</td>
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<td>10</td>
<td>Structural approach: Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.</td>
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<td>11</td>
<td>Latest development in the approach and methods of teaching English including the linguistic communicative approach.</td>
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<td>12</td>
<td>Importance of Instructional material and their effective use.</td>
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<td>13</td>
<td>Use of following aids: Chalk board, Flannel board, pictures, record players, OHP, language laboratory etc.</td>
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<td>14</td>
<td>Basic principles of testing English. The difference between measurement and evaluation.</td>
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<td>15</td>
<td>The meaning and significance of comprehensive and continuous evaluation in English.</td>
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<td>16</td>
<td>Development of good test items in English (objective type, short answer type &amp; essay type).</td>
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</tbody>
</table>
Part - B
Probing Questions:

Please put a tick mark (✓) at any one of the following:

More content based on emerging issues should be added in this paper and less relevant topics should be removed

The content of paper should be retained as such

The content of the paper should be reduced

This paper should be made optional

This paper should be abolished at all

Your suggestions about this paper if any:
CA QUESTIONNAIRE-VII (F)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (F) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________  2. Age: ________  3. Gender: Male/Female

4 Educational Qualifications : ____________________________________________

5 Teaching Experience : ________________________________________________

6 Address of your institution : ___________________________________________

7 E-mail : ____________________________________________________________

8 Contact : ___________________________________________________________
### Paper – VII (F)  

**Teaching of Hindi**  
(Go through the topics carefully and tick the suitable option)

#### Part – A

<table>
<thead>
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<th>Topic No.</th>
<th>Topic/Sub-topic</th>
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<th>Irrelevant</th>
<th>Most Irrelevant</th>
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<tbody>
<tr>
<td>1</td>
<td>मातृभाषा शिक्षण: अर्थ, स्वरूप, महत्व एवं व्युक्त द्वारा निर्देशित अनुदेशात्मक उदाहरण।</td>
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<td>2</td>
<td>भाषाई कौशलो का सामान्य ज्ञान।</td>
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<td>2.3 पठन कौशल</td>
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<td>2.4 लेखन कौशल</td>
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<td>3</td>
<td>हिंदी में उच्चारण-शिक्षण, अक्षर-विन्यास एवं विश्लेषण चिन्ह।</td>
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<td>व्याकरण शिक्षण द्वारा विभिन्न कौशलो का ज्ञान।</td>
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<td>4.1 पठन कौशल</td>
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<td>4.2 उदाहरण कौशल</td>
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<td>4.3 व्याख्या कौशल</td>
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<td>5</td>
<td>पाठ प्रयोग का अर्थ, महत्व एवं रूप रखें।</td>
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<td>6</td>
<td>हिंदी शिक्षण में अनुदेशात्मक सामग्री का अर्थ, महत्व एवं उद्देश्य दर्शाये।</td>
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<td>7</td>
<td>हिंदी की विभिन्न विभागों का निर्माण।</td>
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<td>7.1 प्रकाशित निर्माण (रस पाठ एवं श्रोत पाठ के रूप में)</td>
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<td>7.2 ग्राम शिक्षण</td>
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<td>7.3 व्याकरण शिक्षण (आंपलिक एवं अतीतपारिक)</td>
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<td>7.4 रचना शिक्षण (कहावत के रूप में पत्र एवं निवास)</td>
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<td>8</td>
<td>हिंदी पाठ्यक्रम निर्माण एवं समीक्षा।</td>
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<td>9</td>
<td>हिंदी पाठ्यपुस्तक की विकसिताएं एवं समीक्षा।</td>
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<td>10</td>
<td>हिंदी में मूल्यांकन एवं गृह कार्य।</td>
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<td>10.1 हिंदी में मूल्यांकन अर्थ एवं स्थान</td>
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<td>10.2 विभागों में मूल्यांकन प्रक्रिया</td>
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<td>10.3 हिंदी शिक्षण में गृह-कार्य स्वरूप एवं संशोधन</td>
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Part - B
Probing Questions:

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More content based on emerging issues should be added in this paper and less relevant topics should be removed
The content of paper should be retained as such
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This paper should be made optional
This paper should be abolished at all

Your suggestions about this paper if any:
CA QUESTIONNAIRE-VII (I)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VII (I) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned course/paper in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

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<tbody>
<tr>
<td>1</td>
<td><strong>Meaning, nature and concept of Commerce.</strong></td>
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<tr>
<td></td>
<td>1.1 Meaning, Nature and Scope of Commerce.</td>
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<td></td>
<td>1.2 Place of commerce in secondary schools curriculum.</td>
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<td>1.3 Aims, objectives and values of teaching commerce.</td>
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<td>1.4 Bloom’s taxonomy of objectives.</td>
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<td>1.5 Stating objectives in behavioural terms.</td>
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<tr>
<td>2</td>
<td><strong>Content and Pedagogical analysis of Office, Bank, Trade and Insurance</strong> (Demonstration of one of the above topics by teacher educators following the points: Identification of the concepts, Listing behavioural outcomes, listing activities and experiments and listing evaluation techniques).</td>
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<td>3</td>
<td><strong>Development of Instructional Material.</strong></td>
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<td>3.1 Development and designing of curriculum.</td>
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<td>3.2 Development of text-books.</td>
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<td>3.3 Development of self-instructional material modules.</td>
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<td>3.4 Development, utilization of instructional aids – Charts, Maps, Graphs, Tables, Models, filmstrips, T.V. and computers.</td>
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<td>3.5 Development of lesson plans.</td>
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<td>4</td>
<td><strong>Methods of Teaching and Skills of Teaching.</strong></td>
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<td>4.1 Method: Discussion method, Project Method and Problem-solving method.</td>
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<td></td>
<td>4.2 Skills of teaching commerce (Skill of Narration, probing questions and stimulus variation).</td>
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<td>5</td>
<td><strong>Evaluation.</strong></td>
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<td>5.1 Meaning and importance of evaluation.</td>
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<td>5.2 Evaluation devices – Written, oral, observation and records.</td>
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<td>5.3 Preparation of unit test.</td>
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</tbody>
</table>
Part - B

Probing Questions:

Please put a tick mark (✓) at any one of the following:

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The content of the paper should be reduced

This paper should be made optional

This paper should be abolished at all

Your suggestions about this paper if any:
CA QUESTIONNAIRE-VIII (A & B)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-VIII (A) and Paper-VIII (B) of secondary teachers' pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned courses/papers in the present scenario when teacher education is undergoing imperceptible change. Each paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: ____________________ 2. Age: ________ 3. Gender: Male/Female

4. Educational Qualifications: ____________________

5. Teaching Experience: ____________________

6. Address of your institution: ____________________

7. E-mail: ____________________

8. Contact: ____________________
# Paper – VIII (A)

**Work Education and Work Experience (Theory)**

(Go through the topics carefully and tick the suitable option)

## Part – A

<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Topic</th>
<th>Most Relevant</th>
<th>Relevant</th>
<th>Relevant to Some Extent</th>
<th>Irrelevant</th>
<th>Most Irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chalk board writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Preparing teaching aids and handling of equipments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Computer applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Yoga</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Library organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Medical first aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Campus beautification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Population/Environmental awareness campaign</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Part - B

**Probing Questions:**

Please put a tick mark (✓) at any one of the following:

- More content based on emerging issues should be added in this paper and less relevant topics should be removed
- The content of paper should be retained as such
- The content of the paper should be reduced
- This paper should be made optional
- This paper should be abolished at all

**Your suggestions about this paper if any:**

---

cxxviii
**Paper – VIII (B)**

**Work Education and Work Experience (Practicum)**

Rate from 1-10, in a given box keeping in mind the usefulness of the part or section. Accordingly write no. 1 in the box against the paper which you think is the most important and so on. So, no. 10 will be given to the paper you think least important.

1. Chalk-board writing
2. Preparing teaching aids and hand writing equipments
3. Computer applications
4. Photography
5. Yoga
6. Library organization
7. Medical first aid
8. Campus beautification
9. Population/Environment awareness campaign
10. Physical Education

Your suggestions about this paper if any:

---

cxxix
CA QUESTIONNAIRE-IX (A & B)

Overview:

This questionnaire is for the detailed analysis of subject matter content under Paper-IX (A & B) of secondary teachers’ pre-service training programme of Himachal Pradesh University, Shimla. It seeks the opinion of the subject experts and teacher educators towards the relevance of the subject matter content under above mentioned courses/papers in the present scenario when teacher education is undergoing imperceptible change. The paper is divided into two parts Part-A & Part-B. Subject experts and teacher educators have to go through both the parts carefully and provide free and frank reactions as per the instructions. Your personal information will be kept confidential.

PERSONAL DATA/INFORMATION

1. Name: __________________  2. Age: ________  3. Gender: Male/Female

4. Educational Qualifications : ____________________________

5. Teaching Experience : ________________________________

6. Address of your institution : __________________________

7. E-mail : ___________________________________ 

8. Contact : ___________________________________
Paper – IX (A & B)  

Skill in Teaching
(Schedule for Practice Teaching)

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Lessons per subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Micro-teaching</td>
<td>10</td>
</tr>
<tr>
<td>2. Simulation</td>
<td>05</td>
</tr>
<tr>
<td>3. Real teaching in schools</td>
<td>20</td>
</tr>
<tr>
<td>4. Observation lessons</td>
<td>10</td>
</tr>
</tbody>
</table>

Go through the statements carefully and tick the suitable option:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statement</th>
<th>Most relevant</th>
<th>Relevant to some extent</th>
<th>Irrelevant</th>
<th>Most irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Micro-teaching for developing teaching skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simulation for helping real teaching in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Micro-teaching and simulation as continuous process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Observation lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Real Teaching in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part - B

1. Should there be any weightage for the observation of teacher in-charge in teaching practice?
   YES/NO

   If No → go to question no. 3.
   If Yes ↓

2. Of how many marks weightage should be there?
   i. 20 marks [ ]
   ii. 30 marks [ ]
   iii. 40 marks [ ]
   iv. Any other [ ] (Please Specify): ________________

3. Please mention the reason:
   __________________________________________________________
   __________________________________________________________

4. Should Skill in Teaching (Teaching Practice) be an essential component of teacher training programme?
   YES/NO

   If No → go to question no. 6.
   If Yes ↓

  cxxxii
5. Of how much duration:
   i. 20 days □
   ii. 30 days □
   iii. More than 30 days □ (Please specify the Duration): ________________________

6. Please mention the reason:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. What should be the schedule of teaching practice during the teacher training programme?
   i. It should be in one stretch only. □
   ii. It should be in two stretches. □
   iii. Any other (Please Specify) □

Your valuable comments/suggestions

Any comments/suggestions you want to give on any aspect of B.Ed. Curriculum for its improvement:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Appendix-V

Curriculum Transaction Procedures in Secondary Teachers’ Pre-Service Training Programme of Himachal Pradesh: An Evaluative Study

Curriculum Transaction (CT) Questionnaire

Supervisor
Dr. (Mrs.) Sudarshana Rana

Investigator
Ajay Sharma

Department of Education
Himachal Pradesh University
Shimla-5
Appendix-V

CT QUESTIONNAIRE

OVERVIEW:

This questionnaire is for the study of curriculum transaction procedures in secondary teachers’ pre service training programme of Himachal Pradesh. It seeks the information on transaction of curriculum to prospective teachers. Teacher educators have to go through all the questions carefully and provide free and frank information as per the instructions. There are different types of questions viz. multiple choice type, yes/no type, open ended etc. you have to tick the suitable option(s). It also contains some open questions where you have to provide the information according to your own perception. The personal information provided will be kept confidential.
PLANNING

A) Academic Activities:

1. Do you carry out planning for academic activities in the beginning of the academic year? Yes/No

   If No ⇒ go to question no. 4.

   If Yes ☑

2. What type of planning do you carry out?
   i. Course Planning
   ii. Unit planning
   iii. Yearly Planning
   iv. Monthly planning
   v. Weekly Planning
   vi. Daily lesson planning
   vii. Any other

   Please specify ________________________

3. You carry out a planning because:
   i. It is necessary for the training programme.
   ii. It always plays a substantial role in the execution of any task.
   iii. It caters to the proper realization of aims or purposes.
   iv. It helps in proper realization of time and energy.
   v. It makes teaching learning process quite effective and efficient.
   vi. It helps a teacher in delivering the quality lessons.
   vii. Any other

   Please specify ________________________

4. You do not carry out planning because:
   i. It is not essential in daily teaching.
   ii. It is not possible to follow the planning exactly.
   iii. It is time consuming.
   iv. There is lack of sufficient time for planning.
   v. Any other

   Please specify ________________________
B) Co-curricular Activities

5. Do you carry out planning for co-curricular activities in the beginning of academic year? Yes/No

If No → go to question no. 8.

If Yes ↓

6. What type of planning do you carry out?

Please specify

7. You carry out a planning for co-curricular activities because:

i. It is necessary for the training programme.

ii. It always plays a substantial role in the execution of any task.

iii. It helps in proper realization of time and energy.

iv. It makes organization and execution process quite effective and efficient.

v. It helps in fostering the desired qualities among the prospective teachers.

vi. Any other

Please specify

8. You do not carry out planning because:

i. It is not essential in the training programme.

ii. It is not possible to follow the planning exactly.

iii. It is time consuming.

iv. There is lack of sufficient time for planning.

v. There is lack of sufficient time for organizing co-curricular activities.

vi. Any other

Please specify
TEACHING METHOD(S)/STRATEGIES

9. Which of the following methods or strategies are mostly used by you to deliver the content? (Please rate 1-13, mostly used to least used)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Method(s)/Strategies</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Demonstration</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Lecture-demonstration</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Brain-storming</td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>vii.</td>
<td>Problem-solving</td>
<td></td>
</tr>
<tr>
<td>viii.</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>ix.</td>
<td>Self-discovery</td>
<td></td>
</tr>
<tr>
<td>x.</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>xi.</td>
<td>Play/Drama</td>
<td></td>
</tr>
<tr>
<td>xii.</td>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td>xiii.</td>
<td>Quiz/Debate</td>
<td></td>
</tr>
</tbody>
</table>

10. Do you get any guidance from NCTE/NCERT or any other agency for using various teaching methods/strategies?  Yes/No.

11. Are students provided with a separate period for library consultation?  Yes/No.

   If No ⇒ go to question no. 13.

   If Yes ⊳

12. How many period(s) prospective teachers are provided with, for library consultation?

   i. One period per week
   ii. Two periods per week
   iii. Three periods per week
   iv. Any other: ____________________________

GUEST LECTURES

13. Are guest lectures organized in your institute?  Yes/No.

   If No ⇒ go to question no. 17.

   If Yes ⊳
14. How many times the guest lectures are organized in your institute in the present year? (Please tick one option only)
   i. Once
   ii. Twice
   iii. Thrice
   iv. Any other: please specify __________________________

15. Please list themes/topics on which guest lectures organized:
   i. ______________________________________
   ii. ______________________________________
   iii. ______________________________________

16. Why are guest lectures not organized in your institution?
   i. Because of Non availability of Resource Persons
   ii. Because of high investment on the organization of such activities.
   iii. Management or Principal did not allow
   iv. Because of paucity of time
   v. Any other: ________________________________

MEDIA: PRINT AND ELECTRONICS

17. Do you have the following audio-visual aids in your institute?

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Aids</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AUDIO AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Tape-recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VISUAL-AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Pictures/Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Slide projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>OHP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>Film Strips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>Bulletin board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>Chalk board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>Real objects/specimen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AUDIO-VISUAL AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>VCD/DVD player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>LCD projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. Which of the following aids do you use mostly while teaching the prospective teachers? (Please rate 1-14, from mostly used to least used)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Aids</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>Tape-recorder</td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Pictures/Charts</td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Slide projector</td>
<td></td>
</tr>
<tr>
<td>v</td>
<td>OHP</td>
<td></td>
</tr>
<tr>
<td>vi</td>
<td>Film Strips</td>
<td></td>
</tr>
<tr>
<td>vii</td>
<td>Maps</td>
<td></td>
</tr>
<tr>
<td>viii</td>
<td>Chalk board</td>
<td></td>
</tr>
<tr>
<td>ix</td>
<td>Real objects/specimen</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>xi</td>
<td>Television</td>
<td></td>
</tr>
<tr>
<td>xii</td>
<td>VCD/DVD player</td>
<td></td>
</tr>
<tr>
<td>xiii</td>
<td>LCD projector</td>
<td></td>
</tr>
<tr>
<td>xiv</td>
<td>Any other: (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT AND EVALUATION

19. Which of the following modes of assessment and evaluation do you use for assessing students' performance?
   i. Internal
   ii. External
   iii. Both internal and external
   iv. Any other: ________________________________

20. What criteria/components are used for assessment and evaluation of student's performance by you on the applied mode (above selected) of assessment?

______________________________________________________________________________
______________________________________________________________________________

21. What type of tests do you use for assessing and evaluating the students' concepts knowledge and information? (Please rate 1-6, from most used to least used)

   i. Verbal/Oral tests
   ii. Essay type tests
   iii. Objective type tests
   iv. Short answer type tests
   v. Combination of various types of tests
   vi. Any other: ________________________________

cxli
Appendix-V

22. At what different time intervals do you make assessments and evaluations of student’s performance?

i. Day to day basis
ii. Weekly
iii. Fortnightly
iv. Monthly
v. Quarterly/Half-yearly
vi. Annually
vii. Any other: __________________________

23. Please give suggestions for improving the evaluation procedures:

________________________________________________________________________
________________________________________________________________________

CO-CURRICULAR ACTIVITIES

24. Which of the following Educational Activities are organized in your institute?

i. Seminars
ii. Work shops
iii. Orientation programmes
iv. Conferences
v. Quizzes
vi. Teaching aid competitions
vii. Chalk board writing competitions
viii. Science day celebration
ix. Teacher’s day celebration
x. Debate/declamation on topics of current importance
xi. Any other: __________________________

25. Which of the following Cultural/Recreational Activities are organized in your institute?

i. Talent hunt
ii. Mehandi
iii. Rangoli
iv. Greeting card making
v. Best out of waste
vi. Flower arrangement
vii. Collage making
viii. Poetry
ix. Singing
x. Dance
xi. Any other: __________________________
26. Which of the following games and sports activities are organized in your institute?
   
i. Chess
   ii. Carom board
   iii. Table tennis
   iv. Football
   v. Volleyball
   vi. Cricket
   vii. Hockey
   viii. Badminton
   ix. Any other: 

27. Which of the following activities based on community experiences are celebrated or organized in your institute?
   
i. Environment day
   ii. Days of National importance
   iii. Adult literacy activities
   iv. Plantation
   v. Social Forestry
   vi. Awareness rallies
   vii. NSS campaign/activities
   viii. Any other: 

MICRO-TEACHING

28. Which of the following method do you use for orienting prospective teachers to micro-teaching? (Please tick one option only)
   
i. Lecture
   ii. Demonstration
   iii. Lecture-Demonstration
   iv. Power point presentation
   v. Work shop
   vi. Any other: 

29. Do you give demonstration lessons on specific teaching skills? Yes/No

Please comment to support your answer:

________________________________________________________________________
________________________________________________________________________

Appendix-V

cxliii
30. Which of the following skills are practiced by the prospective teachers during microteaching procedure in the academic session? (Please tick only those whose records are maintained)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Appropriateness of instructional objectives</td>
</tr>
<tr>
<td>2</td>
<td>Organization of the content in the lesson</td>
</tr>
<tr>
<td>3</td>
<td>Creating set for introducing the lesson</td>
</tr>
<tr>
<td>4</td>
<td>Introducing the lesson</td>
</tr>
<tr>
<td>5</td>
<td>Structuring questions (Probing Questions)</td>
</tr>
<tr>
<td>6</td>
<td>Delivery and Distribution of questions</td>
</tr>
<tr>
<td>7</td>
<td>Response Management</td>
</tr>
<tr>
<td>8</td>
<td>Explaining</td>
</tr>
<tr>
<td>9</td>
<td>Illustration with example</td>
</tr>
<tr>
<td>10</td>
<td>Use of Teaching Aids (Other than blackboard)</td>
</tr>
<tr>
<td>11</td>
<td>Stimulus variation</td>
</tr>
<tr>
<td>12</td>
<td>Use of verbal and non-verbal reinforcers (Reinforcement)</td>
</tr>
<tr>
<td>13</td>
<td>Pacing of the lesson</td>
</tr>
<tr>
<td>14</td>
<td>Promoting pupil participation</td>
</tr>
<tr>
<td>15</td>
<td>Use of blackboard</td>
</tr>
<tr>
<td>16</td>
<td>Closure of the lessons</td>
</tr>
<tr>
<td>17</td>
<td>Diagnosing learning difficulties and taking remedial measures</td>
</tr>
<tr>
<td>18</td>
<td>Evaluation of pupil progress</td>
</tr>
<tr>
<td>19</td>
<td>Management of the class</td>
</tr>
<tr>
<td>20</td>
<td>Giving assignment</td>
</tr>
</tbody>
</table>

31. How many micro lessons are delivered by each prospective teacher in an academic session?
   i. 5 lessons per teaching subject   [ ]
   ii. 10 lessons per teaching subject [ ]
   iii. 15 lessons per teaching subject [ ]
   iv. Any other (Please Specify): ____________________________ [ ]

32. How much time (in days) do you give to the prospective teachers to complete the microteaching?
   i. 10 days                       [ ]
   ii. 20 days                      [ ]
   iii. 30 days                     [ ]
   iv. Any other (Please Specify):  ____________________________ [ ]

33. Do you feel satisfied with the procedure and duration of microteaching?  Yes/No

Please comment to support your answer:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

cxliv
Appendix V

34. Do prospective teachers maintain record of all the lessons delivered during microteaching? Yes/No

SIMULATION

35. Which of the following method do you follow for orienting prospective teachers to simulation? (Please tick one option only)

- i. Lecture
- ii. Demonstration
- iii. Lecture-Demonstration
- iv. Power point presentations
- v. Work shops
- vi. Any other: ____________________________

Please comment to support your answer:

36. How many macro lessons are delivered by each prospective teacher during simulation in an academic session?

- i. 5 lessons per teaching subject
- ii. 10 lessons per teaching subject
- iii. 15 lessons per teaching subject
- iv. Any other: ____________________________

37. How much time (in days) do you give to the prospective teachers to complete the simulation?

- i. 10 days
- ii. 20 days
- iii. 30 days
- iv. Any other: ____________________________

38. Do you feel satisfied with the procedure and duration of simulation? Yes/No

Please comment to support your answer:

39. Do prospective teachers maintain record of all the lessons delivered during simulation? Yes/No
REAL TEACHING PRACTICE

40. In which type of schools real teaching practice of prospective teachers of your institution is carried out?
   i. Government schools
   ii. Private schools
   iii. Government aided schools
   iv. Missionary schools
   v. Any other: _________________________

41. For how many days teaching practice is organized in the schools?
   i. 20 days
   ii. 30 days
   iii. 40 days
   iv. Any other: _________________________

42. How many lessons are delivered by prospective teachers during teaching practice in schools?
   i. 10 lessons per teaching subject
   ii. 15 lessons per teaching subject
   iii. 20 lessons per teaching subject
   iv. Any other: _________________________

43. During teaching practice how many lessons of other prospective teachers are observed by each prospective teacher?
   i. 10 lessons
   ii. 15 lessons
   iii. 20 lessons
   iv. Any other: _________________________

44. In which other activities do the prospective teachers participate during real teaching practice in schools?
   i. Morning assembly
   ii. Maintaining attendance register
   iii. Checking home tasks given to the students
   iv. Preparing school leaving certificates
   v. Preparing and maintaining other school records and registers
   vi. Any other: _________________________
45. Do prospective teachers keep a record of all these activities performed during real teaching practice in schools?  
Yes/No

46. Are you satisfied with the procedure and duration of real teaching practice in schools?  
Yes/No

Please comment to support your answer:


47. On what basis the prospective teachers are evaluated in final skill-in-teaching exam?

i. Final Lesson only

ii. Final Lesson and Records of Micro-teaching and Simulation

iii. Final Lesson and Records of Real Teaching Practice

iv. Final Lessons and Records of Micro-teaching, Simulation and Real Teaching Practice

v. Any other: ________________________________

48. For how much time each prospective teacher is observed by external examiners during the final lesson? (Please tick one option only)

i. 2-5 minutes

ii. 5-10 minutes

iii. 10-15 minutes

iv. Any other: ________________________________

49. Is each of the prospective teachers observed by the entire team of examiners?  
Yes/No

Please comment to support your answer:


50. How much time (in days) is taken for the evaluation of all the prospective teachers (a unit of 100 students), by the external examiners during skill in teaching exam? (Please tick only one option)

I. 2 days

II. 3 days

III. 4 days

IV. Any other: ________________________________
Appendix-V

51. Are you satisfied with the mode of prospective teachers' evaluation in final skill-in-teaching exam? Yes/No

Please comment to support your answer:

________________________________________________________________________

________________________________________________________________________

52. What suggestions you would like to give for the improvement of curriculum transaction procedures in secondary teachers' pre-service training programme of Himachal Pradesh? Please specify:

________________________________________________________________________

________________________________________________________________________

PERSONAL DATA/INFORMATION

1. Name: __________________________  2. Age: _______________________

3. Gender: Male/Female : __________________________

4 Educational Qualifications : __________________________

5 Teaching Experience : __________________________

6 Address of your institution : __________________________

7 Contact (Mobile) : __________________________

8 E – mail : __________________________
Questionnaire on Physical Science Resource Centre

SECTION – I

Name : ____________________________
Age : ____________________________
Educational Qualifications : ____________________________
Teaching Experience : ____________________________
Institute : ____________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Physical Science resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Physical Science resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Physical Science resource centre:
Questionnaire on Life Science Resource Centre

SECTION – I

Name : ____________________________
Age : ____________________________
Educational Qualifications : ____________________________
Teaching Experience : ____________________________
Institute : ____________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Life Science resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Life Science resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Life Science resource centre:
Questionnaire on Mathematics Resource Centre

SECTION – I

Name : ____________________________
Age : ____________________________
Educational Qualifications : ____________________________
Teaching Experience : ____________________________
Institute : ____________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Mathematics resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?
3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?
7. If no, why?
8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?
10. Do you find the Mathematics resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?
12. Your comments/suggestions for the effective utilization of the Mathematics resource centre:
Questionnaire on Social Sciences Resource Centre

SECTION – I
Name: ____________________________
Age: ____________________________
Educational Qualifications: ____________________________
Teaching Experience: ____________________________
Institute: ____________________________

SECTION – II
(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Social Sciences resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Social Sciences resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Social Sciences resource centre:
Questionnaire on English Language Resource Centre

SECTION – I

Name : ________________________________
Age : ________________________________
Educational Qualifications : ________________________________
Teaching Experience : ________________________________
Institute : ________________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is English Language resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the English Language resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for effective utilization of the English Language resource centre:
Questionnaire on Hindi Language Resource Centre

SECTION – I
Name: ____________________________
Age: ____________________________
Educational Qualifications: ____________________________
Teaching Experience: ____________________________
Institute: ____________________________

SECTION – II
(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Hindi Language resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Hindi Language resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Hindi Language resource centre:

clix
Questionnaire on Computer Resource Centre

SECTION – I

Name: ______________________________
Age: ______________________________
Educational Qualifications: __________________________________________
Teaching Experience: ______________________________
Institute: ______________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Computer resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?
3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?
7. If no, why?
8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?
10. Do you find the Computer resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?
12. Your comments/suggestions for the effective utilization of the Computer resource centre:
Questionnaire on Psychology Resource Centre

SECTION – I

Name : ___________________________________________
Age : ___________________________________________
Educational Qualifications : ___________________________________________
Teaching Experience : ___________________________________________
Institute : ___________________________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Psychology resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Psychology resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Psychology resource centre:

______________________________
______________________________
Appendix VI

Questionnaire on Educational Technology Resource Centre

SECTION – I

Name : ________________________________
Age : ________________________________
Educational Qualifications : ________________________________
Teaching Experience : ________________________________
Institute : ________________________________

SECTION – II

(Please go through the items carefully and provide the exact information. The information provided by you will be kept strictly confidential)

1. Is Educational Technology resource centre available in the college? Yes/No
2. If yes, is it separate or multipurpose?

3. Are adequate no. of materials and equipments present in the resource centre? Yes/No
4. Are new quantities of materials and equipments procured every year? Yes/No
5. Do you use resource centre for getting Experiments conducted or Carrying out Activities by the Prospective Teachers? Yes/No
6. If yes, how many no. of experiments or activities prospective teachers carry out in the resource center?

7. If no, why?

8. Do you teach prospective teachers the art of making good use of resource centre in real conditions? Yes/No
9. If No, why?

10. Do you find the Educational Technology resource centre useful for the prospective teachers in this training programme? Yes/No
11. If No, why?

12. Your comments/suggestions for the effective utilization of the Educational Technology resource centre:

______________________________
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