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# Post Graduation Level

## An Acquaintance with Literary Terms/ Forms/Techniques-

### Figures of Speech (Comparison & Contrast)

1. **Simile:** Definition, Structure (Tenor/Vehicle), Types (Simple, Epic/Homeric), Examples.
2. **Metaphor:** Definition, Structure (Richards' Theory), Types (Implicit, Extended/Conceit, Dead, Mixed, Absolute).
3. **Personification:** Definition, Mechanisms, Related Concepts (Pathetic Fallacy, Prosopopoeia, Anthropomorphism, Apostrophe).
4. **Hyperbole:** Definition, Etymology, Types (Adynaton, Satiric), Related Concepts (Meiosis, Litotes).
5. **Paradox:** Definition, Etymology, Types (Literary, Logical, Situational), Related Concepts (Oxymoron, Antithesis).

### Sound Devices (The Music Of Poetry)

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2. **Onomatopoeia:** Definition, Etymology, Types (Direct, Associative), Phonetic Symbolism.

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  - ✓ Spenserian
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  - ✓ Curtailed (Hopkins)
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3. **The Elegy:**
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### Narrative Forms (Telling Stories)

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## Figures Of Speech (Comparison & Contrast)

### 1. SIMILE (*Upma Alankar*)

#### A. Definition

- **Basic:** A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.
- **The Marker:** It **explicitly** uses the connecting words "**like**", "**as**", "**so**", or "**than**".
- **Difference from Metaphor:** Simile admits that the comparison is not literal (A is *like* B). Metaphor asserts identity (A is B).

**B. Structure of a Simile (Richards' Terminology)** Although I.A. Richards applied this to Metaphor, it works for Simile too.

1. **Tenor:** The subject being described (e.g., The Warrior).
2. **Vehicle:** The object used for comparison (e.g., A Lion).
3. **Ground:** The common quality between them (e.g., Bravery/Ferocity).
  - ✓ *Example:* "He (Tenor) fought like (Marker) a lion (Vehicle)."

#### C. Types of Similes

1. **Simple Simile** A short, direct comparison usually contained within one line.

➤ *Example:* "My love is like a red, red rose." (Burns).

➤ *Example:* "I wandered lonely as a cloud." (Wordsworth).

2. **The Epic Simile (Homeric Simile)** This is a favorite topic for UGC NET/UPSC.

➤ **Definition:** An extended, detailed simile that runs into many lines (often 10-20 lines). It is a convention of Epic poetry.

➤ **Origin:** Used by **Homer** (*Iliad, Odyssey*) and perfected in English by **Milton** (*Paradise Lost*).

➤ **Structure:**

✓ It usually starts with "**As when...**" or "**Just as...**" describing the Vehicle (the image) in great detail.

✓ It ends with "**So...**" returning to the Tenor (the main subject).

➤ **Purpose:** To give the reader a break from the intense action of the epic (relief) and to add grandeur/dignity to the subject.

**Textual Analysis: *Paradise Lost* (Book I)** Milton compares Satan's huge shield to the Moon.

"His ponderous shield... Hung on his shoulders like the Moon, whose orb Through optic glass the Tuscan artist views At evening from the top of Fesole, Or in Valdarno, to descry new lands, Rivers or mountains in her spotty globe."

➤ **Tenor:** Satan's Shield.

➤ **Vehicle:** The Moon as seen through a telescope.

➤ **The Extension:** Milton doesn't just say "Shield like a moon." He describes Galileo ("Tuscan artist") looking at the moon from Fiesole ("Fesole") to see mountains. This huge description emphasizes the sheer size of the shield.

3. **Negative Simile** Common in Sanskrit or classic poetry, but essentially comparing by saying what something is *not*, or ensuring the comparison is superior. (e.g., "Not as the sun... but brighter").

#### D. Examination Nuances

➤ **Simile vs. Comparison:** Not every "like" is a simile.

✓ "John is like his father" is a literal comparison (same category: Human vs Human).

✓ "John is like a pig" is a Simile (different categories: Human vs Animal).

➤ **Function:** Similes clarify and decorate. If a simile is too obscure, it fails (e.g., Metaphysical conceits often push the boundary of simile into absurdity).

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## 2. METAPHOR (*Roopak Alankar*)

### A. Definition

- **Basic:** A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- **The Mechanism:** It is an **Implicit** (hidden) comparison. Unlike a simile, it does not use "like" or "as." It asserts that one thing **IS** another thing (Identity).
  - ✓ *Simile:* "He is like a lion."
  - ✓ *Metaphor:* "He is a lion."

**B. Structure of a Metaphor (I.A. Richards' Theory)** In his book *The Philosophy of Rhetoric* (1936), Richards analyzed metaphor into two parts:

1. **Tenor:** The subject being described (The idea).
2. **Vehicle:** The image used to describe it (The object).
  - ✓ *Example:* "All the world's a stage."
  - ✓ *Tenor:* The World / Life.
  - ✓ *Vehicle:* The Stage / Theater.

### C. Types of Metaphors (Crucial for Exams)

1. **Simple / Explicit Metaphor** A direct statement where A is identified as B.
  - *Example:* "Life is a dream."
2. **Implied / Implicit Metaphor** The comparison is not stated directly with the verb "is." The Tenor is hinted at through the vocabulary of the Vehicle.
  - *Example:* "The sergeant **barked** his orders."
    - ✓ Here, the sergeant is compared to a dog, but the word "dog" is not used. The verb "barked" implies it.
3. **Extended Metaphor (Conceit)** A metaphor that is developed over several lines or an entire poem.
  - **Petrarchan Conceit:** Used in love poetry (e.g., Love is a storm, the lover is a ship).
  - **Metaphysical Conceit:** Used by John Donne. A far-fetched comparison using logic and science.
    - ✓ *Example:* In *A Valediction: Forbidding Mourning*, Donne compares two lovers to the two legs of a geometric compass. This comparison runs for three stanzas.
4. **Dead Metaphor** A metaphor that has been used so often that we no longer realize it is a figure of speech. It has become literal language.
  - *Examples:* "The **leg** of a table," "The **face** of a clock," "The **foot** of the mountain," "Falling in love."
5. **Mixed Metaphor** A combination of two or more incompatible metaphors in a single expression. It is usually considered a stylistic error (bad writing) but sometimes used for humor.
  - *Example:* "To take arms against a sea of troubles." (Hamlet).
    - ✓ *Analysis:* You use "arms" (weapons) against an army, not against a "sea." Shakespeare mixes the image of War and Ocean to show Hamlet's confusion.
  - *Bad Example:* "We will burn that bridge when we come to it." (Mixing "Burn bridges" and "Cross that bridge").
6. **Absolute Metaphor (Paralogical)** A metaphor where there is absolutely no logical connection between the Tenor and Vehicle, yet it creates a feeling. Common in Surrealist poetry.
  - *Example:* "The light of the dark."

### Textual Analysis: *As You Like It* (Shakespeare)

"All the world's a stage, And all the men and women merely players; They have their exits and their entrances;"

- **Tenor:** Human Life.
- **Vehicle:** A Stage Play.
- **Extension:** Birth is an "Entrance," Death is an "Exit," and Life events are "Acts."

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## Textual Analysis: *Metaphors* (Sylvia Plath)

"I'm a riddle in nine syllables, An elephant, a ponderous house, A melon strolling on two tendrils."

- **Context:** The speaker is pregnant.
- **Metaphors:** She compares her body to an "Elephant" (huge), a "House" (containing life), and a "Melon" (round belly) on "tendrils" (thin legs). These are vivid, physical metaphors.

### 3. PERSONIFICATION (*Manvi-karan*)

#### A. Definition

- **Basic:** A figure of speech in which a thing, an idea, or an animal is given human attributes. It makes the non-human seem human.
- **The Mechanism:** It creates a sense of **Animism** (life in inanimate objects). It helps the reader relate emotionally to an object or concept.
  - ✓ *Example:* "The sky wept." (Rain is described as human crying).

#### B. Related Advanced Concepts (Crucial for Competitive Exams)

##### 1. Pathetic Fallacy

- **Coined by:** John Ruskin in *Modern Painters* (1856).
- **Definition:** A specific kind of personification where human *emotions* are attributed to nature. It is usually a reflection of the poet's own mood.
- **Ruskin's View:** Ruskin actually considered it a sign of *weakness* or "morbid sentimentality" because it distorts reality. However, it is a standard device in Romantic poetry.
  - ✓ *Example:* "The cruel sea," "The weeping sky." Ruskin actually considered it a sign of weakness in art, but it is a common Romantic device.
- **Key Difference:** Personification gives *any* human trait (walking, talking). Pathetic Fallacy specifically gives *emotions* (sadness, anger) to Nature.

##### 2. Prosopopoeia

- **Definition:** A rhetorical device where an abstract concept (like Wisdom, Death, or a River) speaks or acts like a person. It is often used in Allegory.
  - ✓ *Example:* "Wisdom cries aloud in the street." (Bible).
- **Exam Note:** Often used interchangeably with personification, but prosopopoeia implies the object is speaking or has a full personality/face (*Prosopon* means face/mask).

##### 3. Anthropomorphism

- **Definition:** Attributing human form or behavior to a deity (God) or animal.
- **Difference from Personification (Very Important):**
  - ✓ *Personification:* A literary device/metaphor. We know the wind isn't really a boy, but we describe it that way for effect. (Abstract -> Human).
  - ✓ *Anthropomorphism:* The object literally behaves like a human. In cartoons (Mickey Mouse) or religion (Greek Gods having human bodies and anger), the character *is* human-like. (Animal/God -> Human Form).

##### 4. Apostrophe

- **Definition:** A figure of speech often used *with* personification. It occurs when the speaker addresses a non-human object or an absent person directly.
  - ✓ *Example:* "O Wild West Wind!" (Shelley). By talking to the wind, Shelley personifies it as a listener.

#### C. Textual Analysis

##### Example 1: *To Autumn* (John Keats)

"Who hath not seen thee oft amid thy store? ...Thee sitting careless on a granary floor, Thy hair soft-lifted by the winnowing wind;"

- **Analysis:** Keats personifies the Season of Autumn as a woman. She is "sitting careless" on the floor, relaxing after the harvest. The wind lifts her hair. This transforms an abstract time of year into a tangible, living presence.

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### Example 2: *Because I could not stop for Death* (Emily Dickinson)

"Because I could not stop for Death – He kindly stopped for me – The Carriage held but just Ourselves –"

- **Analysis:** Death is usually terrifying. Dickinson personifies Death as a polite "Gentleman Suitor" driving a carriage. This changes the tone from horror to a calm journey.

### Example 3: *Romeo and Juliet* (Shakespeare)

"Arise, fair sun, and kill the envious moon, Who is already sick and pale with grief,"

- **Analysis:**
  - ✓ **Personification:** The Sun is asked to "arise" and "kill."
  - ✓ **Pathetic Fallacy:** The Moon is described as "envious" (jealous) and "sick with grief." Romeo projects his own feelings about Rosaline (the moon) vs. Juliet (the sun) onto the celestial bodies.

## 4. HYPERBOLE (*Atishayokti*)

### A. Definition

- **Basic:** A figure of speech involving intentional and obvious **exaggeration** to create a strong effect, emphasize a point, or evoke humor. It is **not** meant to be taken literally.
- **Etymology:** Greek *hyper* (beyond/over) + *ballein* (to throw). Literally means "to throw beyond" or "overshoot."
- **Mechanism:** It magnifies a fact or emotion so much that it becomes technically impossible, forcing the reader to focus on the *intensity* of the feeling rather than the literal fact.
- **Hindi Meaning:** *Atishayokti* (अतिशयोक्ति - Saying more than what exists).

### B. Types of Hyperbole

#### 1. Adynaton (The Impossible)

- **Definition:** A specific form of hyperbole where the exaggeration is so extreme that it suggests impossibility.
- *Example:* "I will love you until the sun grows cold and the stars turn to dust." (Meaning: I will love you forever).
- *Example:* "When pigs fly."

#### 2. Satiric / Mock-Heroic Hyperbole

- **Definition:** Using grand, exaggerated language to describe trivial things to make them look ridiculous.
- *Example:* In *The Rape of the Lock*, Alexander Pope describes a girl cutting a lock of hair as if it were the fall of a mighty empire. "Shrieks to pitying Heav'n are cast, / When husbands, or when lapdogs breathe their last." (Equating the death of a husband to the death of a dog).

#### 3. Emotional Hyperbole

- **Definition:** Exaggerating feelings to show depth.
- *Example:* "I'm so hungry I could eat a horse."

### C. Related Concepts (Opposites and Nuances)

#### 1. Meiosis (Understatement)

- **Definition:** Deliberately underplaying the importance of something to create an ironic effect. It is the opposite of hyperbole.
- *Example:* In *Romeo and Juliet*, Mercutio is stabbed fatally but calls his wound "**a scratch, a scratch.**"

#### 2. Litotes

- **Definition:** A specific type of understatement where an affirmative is expressed by negating its opposite.
- *Example:* "He is **not unintelligent**" (Meaning: He is very intelligent).
- *Example:* "You are **not wrong**" (Meaning: You are right).
- *Example:* "I am **no prophet**" (Eliot, *Prufrock*).

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## D. Textual Analysis

### Example 1: *To His Coy Mistress* (Andrew Marvell)

"An hundred years should go to praise Thine eyes, and on thy forehead gaze; Two hundred to adore each breast, But thirty thousand to the rest;"

- **Context:** The poet is trying to convince a shy woman to love him.
- **Analysis:** Marvell uses **mathematical hyperbole**. He says if they had infinite time, he would spend 30,000 years praising her body. This exaggeration proves his devotion but also mocks the traditional "Courtly Love" poetry that wasted time on praise.

### Example 2: *Macbeth* (Shakespeare)

"Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red."

- **Context:** Macbeth has just murdered the King.
- **Analysis:**
  - ✓ *Literal:* A little blood cannot turn the whole ocean red.
  - ✓ *Hyperbolic Truth:* His **Guilt** is so massive that it stains the entire universe. The physical impossibility highlights the psychological reality.

### Example 3: *As I Walked Out One Evening* (W.H. Auden)

"I'll love you, dear, I'll love you Till China and Africa meet, And the river jumps over the mountain And the salmon sing in the street."

- **Analysis:** This is **Adynaton**. Continents cannot meet, rivers cannot jump mountains, and fish cannot sing. Auden uses these impossibilities to claim his love is eternal (though the poem later cynically deconstructs this).

## 5. PARADOX (*Virodhabhas*)

### A. Definition

- **Basic:** A statement that appears to be self-contradictory or silly but may include a latent truth. It is also used to illustrate an opinion or statement contrary to accepted traditional ideas.
- **Etymology:** Greek *para* (beyond/distinct from) + *doxa* (opinion). It means "beyond belief."
- **Hindi Meaning:** *Virodhabhas* (विरोधाभास).
- **Function:** To arrest attention and provoke fresh thought. We have to peel back the layers to find the truth.

### B. Types of Paradox

- 1. Literary Paradox** A statement in literature that reveals a moral or philosophical truth through contradiction.
  - *Example:* "I can resist anything except temptation." (Oscar Wilde).
  - *Example:* "Cowards die many times before their deaths." (Shakespeare).
- 2. Logical Paradox (Self-Referential)** A puzzle in logic that cannot be true or false.
  - *The Liar's Paradox:* "This statement is false." (If it's true, it's false. If it's false, it's true).
- 3. Situational Paradox** A real-life situation made of contradictory elements.
  - *Catch-22:* You need a job to get experience, but you need experience to get a job.

### C. Related Concepts (Differences)

#### 1. Oxymoron

- **Definition:** A compressed paradox involving just **two words** placed side by side.
- **Distinction:** Paradox is a *sentence* or *idea*; Oxymoron is a *phrase*.
- *Examples:* "Open secret," "Cruel kindness," "Deafening silence," "Living death."

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## 2. Antithesis

- **Definition:** A rhetorical device where two opposite ideas are put together in a sentence to achieve a contrasting effect.
- **Distinction:** Antithesis is about **Structure** (balancing opposites); Paradox is about **Truth** (contradicting ideas).
- *Antithesis:* "Man proposes, God disposes." (Clear contrast).
- *Paradox:* "The beginning of the end." (Confusing contradiction).

### D. Textual Analysis

#### Example 1: *Holy Sonnet 10* (John Donne)

"One short sleep past, we wake eternally And death shall be no more; **Death, thou shalt die.**"

- **The Contradiction:** How can "Death" die? Death is the end of life.
- **The Truth:** Donne is speaking from a Christian perspective. After the Resurrection, humans will live forever (eternal life). Since no one will die anymore, Death itself ceases to exist. Thus, Death dies.

#### Example 2: *My Heart Leaps Up* (William Wordsworth)

"**The Child is father of the Man;** And I could wish my days to be Bound each to each by natural piety."

- **The Contradiction:** Biologically, a father produces a child. A child cannot be a father.
- **The Truth:** Psychologically, the experiences and nature of the child create the personality of the adult man. What you are as a child shapes what you become as a man.

#### Example 3: *Hamlet* (Shakespeare)

"I must be **cruel, only to be kind:** Thus bad begins and worse remains behind."

- **The Contradiction:** Cruelty and Kindness are opposites.
- **The Truth:** Hamlet must be harsh (cruel) to his mother to save her soul from sin (kindness). Sometimes tough love is necessary.

#### Example 4: *1984* (George Orwell)

"**War is Peace. Freedom is Slavery. Ignorance is Strength.**"

- **The Analysis:** These are the slogans of the Party. They are paradoxes used for mind control (Doublethink).
  - ✓ *War is Peace:* Continuous war keeps the citizens disciplined and united (internal peace).
  - ✓ *Freedom is Slavery:* The free individual is weak and dies alone; the slave of the Party is part of something immortal.

## Sound Devices (The Music Of Poetry)

### 1. ALLITERATION (*Anupras Alankar*)

#### A. Definition

- **Basic:** A stylistic device in which a number of words, having the same **first consonant sound**, occur close together in a series.
- **Etymology:** Latin *ad* (to) + *littera* (letter).
- **Also Known As:** **Head Rhyme** or **Initial Rhyme**.
- **Rule:** It is based on **Sound**, not spelling. "K" and "C" can alliterate (e.g., "Kick the Cat"). "P" and "Ph" do *not* alliterate.

#### B. Specific Types for Exams

##### 1. Sibilance

- **Definition:** Alliteration using the 'S' or 'Sh' sound.
- **Effect:** Creates a hissing sound. Can imply softness, sleep, or something sinister (snake-like).
- *Example:* "And the **silken, sad, uncertain rustling** of each purple curtain." (Poe, *The Raven*).

##### 2. Plosive Alliteration

- **Definition:** Using "explosive" consonant sounds like **P, B, T, D, K, G**.
- **Effect:** Creates a harsh, abrupt, or energetic rhythm.
- *Example:* "**Batter** my heart, three-person'd God." (Donne).

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### 3. Liquid Alliteration

- **Definition:** Using smooth sounds like **L** and **R**.
- **Effect:** Creates a flowing, musical feeling.
- **Example:** "The lone and level sands stretch far away." (Shelley, *Ozymandias*).

**C. Historical Significance: Old English Verse** Before rhyme became popular (after the Norman Conquest), English poetry was structured by **Alliteration**.

- **Beowulf:** Written entirely in alliterative verse. Each line is divided into two halves, linked by the same sound.
- **Example:** "Gomban gyldan || godum he..."

### D. Textual Analysis

#### Example 1: *The Rime of the Ancient Mariner* (Coleridge)

"The fair breeze blew, the white foam flew, The furrow followed free;"

- **Analysis:**
  - ✓ **'F' Sound:** Soft, airy sound mimicking the wind.
  - ✓ **'B' Sound:** Explosive sound mimicking the sails snapping open.
  - ✓ **Function:** It creates auditory imagery (Soundscape).

#### Example 2: *Pied Beauty* (G.M. Hopkins)

"Glory be to God for dappled things – For skies of couple-colour as a brinded cow;"

- **Analysis:** Hopkins uses intense alliteration (Sprung Rhythm) to create a dense, energetic praise of God.

## 2. ONOMATOPOEIA (*Dhvani-suchak Shabd*)

### A. Definition

- **Basic:** A word which imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described.
- **Etymology:** Greek *onoma* (name) + *poiein* (to make). Literally "Name-making."
- **Function:** It makes the description more expressive and interesting (Auditory Imagery).

### B. Types of Onomatopoeia

- 1. Direct / Lexical Onomatopoeia** Real words that exist in the dictionary purely to describe a sound.
  - **Examples:** Buzz, Hiss, Crash, Boom, Bang, Pop, Meow, Moo.
- 2. Associative / Non-Lexical Onomatopoeia** Words that have a meaning, but their sound structure (phonetics) evokes the feeling of the object.
  - **Example:** "Slap" (The word sounds like the action).
  - **Example:** "Whisper" (The 'wh' and 's' sounds require a whisper to say).
  - **Example:** "Murmur" (The 'm' sound is closed-mouth, low volume).
- 3. Phonetic Symbolism (Sound Symbolism)** The theory that certain sounds carry inherent meaning.
  - **Long Vowels (O, A):** Suggest slowness, gloom, or size. (e.g., "Toll," "Gloom," "Moon").
  - **Short Vowels (I, E):** Suggest speed, lightness, or smallness. (e.g., "Bit," "Click," "Flick").

### C. Textual Analysis

#### Example 1: *The Brook* (Alfred Lord Tennyson)

"I chatter over stony ways, In little sharps and trebles, I bubble into eddying bays, I babble on the pebbles."

- **Analysis:**
  - ✓ **Chatter/Babble:** Imitates the rapid, repetitive sound of water hitting stones.
  - ✓ **Bubble:** Imitates the sound of air escaping water.
  - ✓ **Effect:** The poem sounds like running water.

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### Example 2: *The Pied Piper of Hamelin* (Robert Browning)

"There was a **rustling**, that seemed like a **bustling** Of merry crowds justling at pitching and hustling,  
Small feet were **pattering**, wooden shoes **clattering**, Little hands **clapping**, and little tongues  
**chattering**."

#### ➤ Analysis:

- ✓ Browning uses a barrage of onomatopoeic words (pattering, clattering, chattering) to recreate the chaos of thousands of rats (and later children) running.
- ✓ The sharp 't' and 'k' sounds mimic the tapping of feet.

### Example 3: *The Bells* (Edgar Allan Poe)

"How they **tinkle, tinkle, tinkle**, In the icy air of night! ...From the **jingling** and the **tinkling** of the bells."

- #### ➤ Analysis:
- Poe uses high-pitched sounds ("Tinkle") for silver bells and deep sounds ("Groan," "Moan," "Tolling") for iron funeral bells later in the poem.

## Poetic Forms

### 1. THE SONNET (*Chaudah Panktiyon Ki Kavita*)

#### A. Definition & Etymology

- **Definition:** A lyric poem of **14 lines**, usually written in **Iambic Pentameter**, following a specific rhyme scheme.
- **Etymology:** From the Italian word **Sonetto**, meaning "Little Sound" or "Little Song."
- **Origin:** Invented by **Giacomo da Lentini** (13th Century), a Sicilian lawyer. However, it was perfected and popularized by **Francesco Petrarch** (14th Century).
- **Introduction to England:** Brought to England by **Sir Thomas Wyatt** (early 16th Century).

#### B. The Five Major Types (Crucial for Exams)

##### 1. The Petrarchan (Italian) Sonnet

- **Structure:** Divided into two parts:
  - ✓ **Octave (8 lines):** Presents a problem, situation, or question.
  - ✓ **Sestet (6 lines):** Presents the solution, resolution, or answer.
- **Rhyme Scheme:**
  - ✓ Octave: **ABBA ABBA** (Fixed).
  - ✓ Sestet: **CDE CDE** or **CDC DCD** (Variable).
- **The Volta:** The "Turn" or shift in thought. In a Petrarchan sonnet, the Volta occurs strictly at the **9th Line** (start of the Sestet).
- **Theme:** Usually Courtly Love (The suffering lover and the cruel, unreachable mistress).
- **Famous Example:** Milton's *On His Blindness*, Wordsworth's *London, 1802*.

##### 2. The Shakespearean (English) Sonnet

- **Development:** Developed by the **Earl of Surrey**, perfected by Shakespeare.
- **Structure:** Divided into four parts:
  - ✓ **3 Quatrains** (4 lines each).
  - ✓ **1 Couplet** (2 lines).
- **Rhyme Scheme:** **ABAB CDCD EFEF GG**.
- **Logic Flow:**
  - ✓ Quatrain 1: Introduces the idea.
  - ✓ Quatrain 2: Expands or complicates the idea.
  - ✓ Quatrain 3: Adds a twist or further example.
  - ✓ Couplet: The Epigrammatic Conclusion / Summary / Punchline.
- **Famous Example:** *Shall I compare thee to a summer's day?* (Sonnet 18).

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### 3. The Spenserian Sonnet

- **Inventor: Edmund Spenser** (used in *Amoretti*).
- **Structure:** 3 Quatrains + 1 Couplet (Like Shakespeare).
- **Difference:** The Rhyme Scheme is **Interlinked**.
  - ✓ Scheme: **ABAB BCBC CDCD EE**.
  - ✓ *Note:* The 'B' rhyme ends Q1 and starts Q2. The 'C' rhyme ends Q2 and starts Q3. This creates a continuous musical flow, unlike the separate blocks of Shakespeare.

### 4. The Miltonic Sonnet

- **Innovator: John Milton**.
- **Basis:** He used the Petrarchan form (ABBA ABBA...).
- **Difference:** He removed the strict pause at the Volta.
  - ✓ *Enjambment:* The thought runs from the Octave into the Sestet without a break.
  - ✓ *Subject:* While previous sonnets were about Love, Milton wrote about Politics, Religion, and Personal struggle.

### 5. The Curtailed Sonnet

- **Innovator: Gerard Manley Hopkins** (Victorian/Modern).
- **Structure:** It is a "shrunk" sonnet.
  - ✓ Total Lines: **10.5 Lines**.
  - ✓ Division: Sestet (6 lines) + Quatrain (4 lines) + Half line tail.
- *Famous Example: Pied Beauty* ("Glory be to God for dappled things").

### C. The Sonnet Sequence A collection of sonnets linked by a common theme (usually a love story).

1. **Sir Philip Sidney:** *Astrophel and Stella* (1591). The first English sequence. (Star-lover and Star).
2. **Edmund Spenser:** *Amoretti* (1595). Unique because it ends in **Marriage** (Happy ending).
3. **William Shakespeare:** *Sonnets* (1609). 154 sonnets.
  - ✓ 1-126: To the Fair Youth (Mr. W.H.).
  - ✓ 127-154: To the Dark Lady.
4. **Elizabeth Barrett Browning:** *Sonnets from the Portuguese* (Victorian).

### D. Textual Analysis: Sonnet 29 (Shakespeare)

"When, in disgrace with fortune and men's eyes, (A) I all alone bewep my outcast state, (B) And trouble deaf heaven with my bootless cries, (A) And look upon myself and curse my fate," (B)

- **Quatrain 1:** The Problem. The poet is depressed, poor ("disgrace with fortune"), and lonely ("outcast"). He prays, but God is "deaf."

"Haply I think on thee, and then my state, Like to the lark at break of day arising From sullen earth, sings hymns at heaven's gate;"

- **The Turn:** The thought of the beloved ("think on thee") changes his mood. He rises like a bird ("Lark").

"For thy sweet love remembered such wealth brings That then I scorn to change my state with kings." (GG)

- **The Couplet (Conclusion):** Love is true wealth. He wouldn't trade places with a King.

### 2. THE ODE (*Sambodhan Geet / Stuti Geet*)

#### A. Definition & Etymology

- **Definition:** A long, serious, and dignified lyric poem written in an elevated style, usually in praise of someone or something. It often addresses a specific subject directly (Apostrophe).
- **Etymology:** From the Greek word **Aeidein**, meaning "to sing" or "to chant."
- **Key Characteristics:**
  - ✓ **Themes:** Serious and exalted (Nature, Art, Concepts like Duty).
  - ✓ **Style:** Elaborate and complex stanzas.
  - ✓ **Tone:** Public and Ceremonial (Pindaric) or Private and Meditative (Horatian).

# 2

## CHAPTER

# (Pedagogy, Teaching Learning Material, Use of Computers and Information Technology in Teaching Learning)

## Pedagogy and Teaching Learning Material (Instructional Strategies for Adolescent Learners)

### Understanding The Adolescent Learner

1. **Concept of Adolescence:** Definition, Etymology, and Duration.
2. **Characteristics:** Physical, Cognitive (Piaget's Formal Operational), Social, and Emotional.
3. **Key Theories:**
  - ✓ G. Stanley Hall (Storm and Stress).
  - ✓ Erik Erikson (Identity vs. Role Confusion).
  - ✓ Jean Piaget (Abstract Thinking).
  - ✓ David Elkind (Adolescent Egocentrism).
4. **Individual Differences:** Intelligence, Aptitude, Interest.

### Pedagogy & Instructional Design

1. **Defining Pedagogy:** Pedagogy vs. Andragogy.
2. **Constructivism:** The Shift from Behaviorism (Vygotsky, Bruner, Dewey).
3. **Bloom's Taxonomy:** Cognitive, Affective, and Psychomotor Domains.
4. **Maxims of Teaching:** From Known to Unknown, Concrete to Abstract.

### Instructional Strategies (Methods of Teaching)

1. **Teacher-Centered Methods:** Lecture, Demonstration.
2. **Learner-Centered Methods:**
  - ✓ Project Method (Kilpatrick).
  - ✓ Heuristic Method (Armstrong).
  - ✓ Problem Solving Method.
  - ✓ Inquiry-Based Learning.
3. **Modern Strategies:**
  - ✓ Cooperative Learning (Jigsaw, Think-Pair-Share).
  - ✓ Flipped Classroom.
  - ✓ Blended Learning.
  - ✓ Brainstorming (Osborn).

### Teaching Learning Material (Tlm) & Ict

1. **Concept of TLM:** Importance and Selection Criteria.
2. **Classification of TLM:**
  - ✓ Audio, Visual, Audio-Visual.
  - ✓ Projected vs. Non-Projected.
3. **Edgar Dale's Cone of Experience:** Concrete to Abstract.
4. **ICT in Education:** CAL (Computer Assisted Learning), OER (Open Educational Resources), MOOCs.

### Assessment and Evaluation

1. **Measurement vs. Assessment vs. Evaluation.**
2. **Types:** Formative vs. Summative.
3. **Diagnostic & Remedial Teaching.**
4. **CCE (Continuous and Comprehensive Evaluation).**
5. **Tools:** Rubrics, Portfolios, Anecdotal Records.

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## Understanding The Adolescent Learner

### 1. Concept of Adolescence (A Closer Look)

#### 1.1 Etymology and Definition

- **Origin:** The term comes from the Latin verb *Adolescere*, which means "to grow to maturity" (*Paripakvata ki or badhna*). It implies a process, not just a state.
- **The Transitional Bridge:** Adolescence is the bridge between childhood (dependence) and adulthood (independence). It is a bio-psycho-social transition.
- **Chronological Age:**
  - ✓ **WHO Definition:** 10 to 19 years.
  - ✓ **Educational Context:** Typically 12 to 18 years (Secondary and Senior Secondary School).
- **Hindi Meaning:** *Kishoravastha* (किशोरावस्था).

#### 1.2 The Nature of the Period

It is often called a "**Period of Transition**" (*Sankramankaal*). Why?

1. **Biological:** Transition from asexual to sexual maturity (Puberty).
2. **Cognitive:** Transition from concrete to abstract thinking.
3. **Social:** Transition from family-centric to peer-centric life.

### 2. Characteristics of Adolescent Learners

#### 2.1 Physical Development (Sharirik Vikas)

This is the most visible change.

- **Growth Spurt:** A sudden, rapid increase in height and weight. This often causes clumsiness or "awkwardness" because limbs grow faster than the brain can adjust coordination.
- **Puberty:** The onset of sexual maturity.
  - ✓ **Primary Sexual Characteristics:** Organs directly involved in reproduction develop.
  - ✓ **Secondary Sexual Characteristics:** Visible changes (voice change in boys, breast development in girls).
- **Hormonal Changes:** The endocrine system becomes active (Testosterone/Estrogen), leading to mood fluctuations.

#### 2.2 Cognitive Development (Mansik Vikas)

Based on **Jean Piaget's Formal Operational Stage**.

- **Abstract Thinking:** They can think about things they cannot see or touch (e.g., Justice, Freedom, Love, Atomic theory).
- **Hypothetico-Deductive Reasoning:** The scientific method of thinking. They can form a hypothesis ("If I do X, then Y will happen") and test it mentally before acting.
- **Metacognition:** "Thinking about thinking." They become aware of their own learning processes and can strategize (e.g., "I need to use a mnemonic to remember this").
- **Idealism:** They can imagine a "perfect world," which often makes them critical of the "imperfect" real world (and their parents).

#### 2.3 Emotional Development (Samvegatmak Vikas)

- **Emotional Instability:** Rapid mood swings due to hormones and social pressure.
- **Hero Worship:** They tend to idolize a teacher, celebrity, or leader and try to imitate them.
- **Search for Independence:** They want emotional autonomy from parents but still need support, creating inner conflict.

#### 2.4 Social Development (Samajik Vikas)

- **Peer Group Importance:** The "Gang Age." Friends becomes the primary source of validation. Rejection by peers is devastating.
- **Heterosexual Attraction:** Interest shifts from same-sex friends (childhood) to members of the opposite sex.
- **Leadership:** Leadership qualities often emerge during this stage (Captain, Monitor).

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### 3. Key Theories (Crucial For Exams)

#### 3.1 G. Stanley Hall: "Father of Adolescent Psychology"

- **The Book:** Published *Adolescence* in 1904.
- **Evolutionary Theory (Recapitulation):** Hall believed individual development mirrors the evolution of the human species. Adolescence corresponds to a "turbulent" phase in human history.
- **"Storm and Stress" (*Toofan aur Tanav*):** Hall famously described adolescence as a period of inevitable turmoil.
  - ✓ **Storm:** Emotional turbulence/Mood swings.
  - ✓ **Stress:** Conflict with parents/society.
  - ✓ *Note:* Modern psychologists believe this is not inevitable for *everyone*, but it remains a key concept.

#### 3.2 Erik Erikson: Psychosocial Theory (Stage 5)

- **Stage Name: Identity vs. Role Confusion** (*Pehchan banam Bhranti*).
- **Age:** Approximately 12 to 18 years.
- **The Crisis:** The adolescent asks, "**Who am I?**" (Identity).
  - ✓ They try on different "masks" or roles (good student, rebel, athlete).
  - ✓ **Positive Outcome:** If they successfully integrate these roles, they achieve **Identity**. The virtue developed is **Fidelity** (Loyalty/Faithfulness to oneself and others).
  - ✓ **Negative Outcome:** If they fail, they suffer **Role Confusion** (not knowing where they fit in society).

#### 3.3 Jean Piaget: Cognitive Development (Stage 4)

- **Stage Name: Formal Operational Stage** (*Amurt Sankriyatmak Avastha*).
- **Age:** 11 years onwards.
- **Key Feature:** The ability to manipulate **ideas** in the head, without needing concrete objects.
  - ✓ *Example:* A child needs apples to understand "2+2". An adolescent understands "a + b = c".

#### 3.4 David Elkind: Adolescent Egocentrism

Elkind expanded on Piaget, explaining why teenagers act so weirdly self-centered.

1. **The Imaginary Audience:** The belief that everyone is watching them constantly.
  - ✓ *Example:* A teenager gets a small stain on their shirt and thinks, "The whole school is looking at me!" This leads to extreme self-consciousness.
2. **The Personal Fable:** The belief that their feelings and experiences are unique and that they are invincible.
  - ✓ *Example:* "Mom, you don't understand what love is! My love is different." or "I can drive fast without a seatbelt; accidents happen to other people, not me."

#### 4. Individual Differences (Vyakti-gat Bhinnata)

Every adolescent is unique. Teachers must understand:

1. **Intelligence:** Varies from Gifted to Slow Learner. (Refer to Gardner's Multiple Intelligences).
2. **Aptitude (*Abhikshamta*):** Specific potential in a certain field (e.g., Musical aptitude, Mechanical aptitude). It predicts *future* performance.
3. **Attitude (*Abhivritti*):** A mindset or feeling towards something (Positive/Negative).
4. **Interest (*Ruchi*):** What the learner *likes* to do. Interest drives motivation.

#### 5. Implications For Teachers (PEDAGOGY)

Because of these characteristics, how should you teach them?

- **Don't just lecture:** Use **Inquiry-Based Learning** to satisfy their curiosity and abstract thinking.
- **Peer Learning:** Use **Group Projects** because they value peer interaction.
- **Emotional Support:** Be a guide/friend, not just a dictator. Help them navigate their identity crisis.
- **Relevant Content:** Connect lessons to real-life problems (Environment, Justice) because they are developing idealism.

## Pedagogy & Instructional Design

### 1. Defining Pedagogy and Beyond

#### 1.1 The Concept of Pedagogy

- **Etymology:** Derived from the Greek word *Paidagogos*.
  - ✓ *Pais* = Child.
  - ✓ *Agogos* = Leader/Guide.
  - ✓ *Literal Meaning:* A slave who led the boy to school.
- **Modern Definition:** The art and science of teaching children. It encompasses teaching styles, feedback, and assessment.
- **Hindi Meaning:** *Shikshan Shastra* (शिक्षण शास्त्र).

#### 1.2 The Pedagogical Spectrum (Exam Vital)

Teachers must understand the difference between teaching a child and teaching an adult.

Feature	Pedagogy (Child)	Andragogy (Adult)	Heutagogy (Self)
<b>Learner</b>	Dependent. Teacher directs learning.	Self-directed. Teacher facilitates.	Self-determined. Teacher is a resource.
<b>Motivation</b>	External (Grades, Praise).	Internal (Career advancement, solving problems).	Intrinsic (Curiosity, Capability).
<b>Role of Experience</b>	Little experience. Teacher provides examples.	Learners bring rich experience to class.	Experience is the source of learning.
<b>Focus</b>	Subject-centered.	Problem-centered.	Capability-centered.
<b>Key Theorist</b>	<b>Herbart / Pestalozzi</b>	<b>Malcolm Knowles</b>	<b>Hase &amp; Kenyon</b>

### 2. Constructivism (Sanrachnavad)

This is the bedrock of modern education (NCF 2005, NEP 2020). It rejects the "Empty Vessel" theory (Behaviorism) where students are passive receivers.

#### 2.1 Cognitive Constructivism (Jean Piaget)

- **Focus:** Individual internal construction of knowledge.
- **Key Process (Adaptation):**
  - ✓ **Schema:** Mental building blocks/files of knowledge.
  - ✓ **Assimilation (*Aatmsaatkaran*):** Fitting new information into existing schema. (e.g., Child sees a zebra and calls it a "horse").
  - ✓ **Accommodation (*Samayojan*):** Modifying schema to fit new information. (e.g., Child realizes zebra is different and creates a new category).
  - ✓ **Equilibration:** The balance between assimilation and accommodation.
- **Implication:** Teachers must provide "Cognitive Conflict" or puzzles to trigger accommodation.

#### 2.2 Social Constructivism (Lev Vygotsky)

- **Focus:** Knowledge is constructed through social interaction and language.
- **Key Concepts:**
  - ✓ **ZPD (Zone of Proximal Development):** The "magic zone" between what a learner can do alone and what they can do with help. Learning *only* happens here.
  - ✓ **Scaffolding (*Paad/Dhanacha*):** Temporary support provided by a teacher/peer to help the learner cross the ZPD. (e.g., Hints, cues, half-solved problems).
  - ✓ **MKO (More Knowledgeable Other):** The person providing the scaffolding (Teacher, Peer, or even a Computer).
  - ✓ **Private Speech:** Talking to oneself to guide thinking (crucial for cognitive development).

#### 2.3 Discovery Learning (Jerome Bruner)

- **The Spiral Curriculum:** Complex ideas can be taught at a simplified level first, then revisited at more complex levels later.
- **Modes of Representation:**
  - ✓ **Enactive:** Learning by doing (Action).
  - ✓ **Iconic:** Learning by images (Visual).
  - ✓ **Symbolic:** Learning by language/code (Abstract).

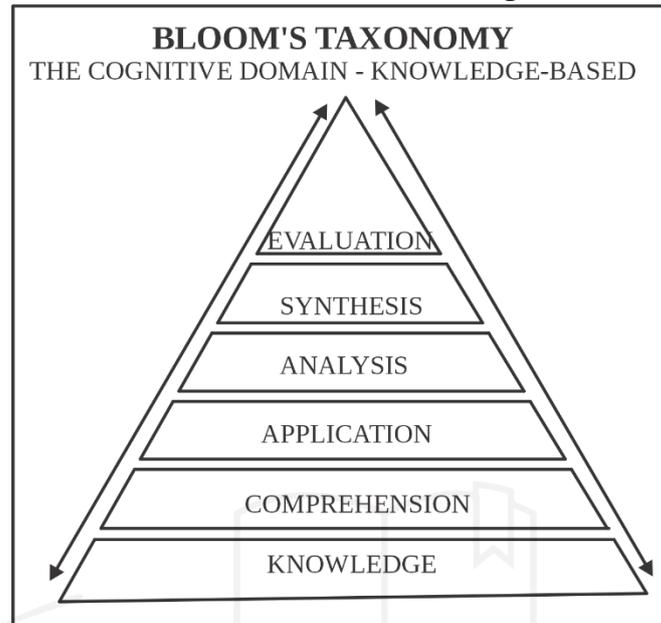
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## 2.4 Experiential Learning (John Dewey)

- **Philosophy:** Pragmatism.
- **Concept:** "Learning by Doing."
- **The School:** School is a "miniature society." Education is not *preparation* for life; education is life itself.

## 3. Bloom's Taxonomy of Educational Objectives

A hierarchical classification of the different levels of thinking.



### 3.1 The Cognitive Domain (Thinking/Intellect)

**Revised Taxonomy (Anderson & Krathwohl, 2001)** - Note: It uses Verbs, not Nouns.

1. **Remembering (Yaad rakhna):** Recalling facts. (List, Define, Identify).
  2. **Understanding (Samajhna):** Grasping meaning. (Explain, Summarize, Interpret).
  3. **Applying (Anuprayog):** Using knowledge in new situations. (Solve, Demonstrate, Use).
  4. **Analyzing (Vishleshan):** Breaking into parts to understand structure. (Compare, Contrast, Differentiate).
  5. **Evaluating (Mulyankan):** Making judgments based on criteria. (Critique, Defend, Judge).
  6. **Creating (Srijan):** Putting parts together to form a new whole. (Design, Construct, Compose).
- ✓ Note: In the 1956 Old Taxonomy, "Synthesis" was level 5 and "Evaluation" was level 6 (Top). The Revised version swapped them and renamed Synthesis to Creating.

### 3.2 The Affective Domain (Feelings/Attitude)

Developed by **Krathwohl (1964)**. Often asked in exams.

1. **Receiving:** Willingness to listen.
2. **Responding:** Active participation.
3. **Valuing:** Attaching worth to something (internalizing a value).
4. **Organization:** Comparing and prioritizing values.
5. **Characterization:** Value system controls behavior (Lifestyle).

### 3.3 The Psychomotor Domain (Skills/Physical)

Developed by **R.H. Dave (1970)** - Most popular model in India.

1. **Imitation:** Copying action after watching.
2. **Manipulation:** Following instructions.
3. **Precision:** Doing it accurately without help.
4. **Articulation:** Combining multiple skills harmoniously.
5. **Naturalization:** Doing it effortlessly/automatically (Muscle memory).

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#### 4. Maxims of Teaching (Shikshan Sutra)

Universal truths or rules of thumb that make teaching effective.

1. **From Known to Unknown (Gyaat se Agyaat):** Link new knowledge to previous knowledge (Previous Knowledge Testing - PKT).
2. **From Concrete to Abstract (Murth se Amurth):** Show the apple (Concrete) before teaching the concept of fruit (Abstract). Essential for adolescents moving into formal operations.
3. **From Simple to Complex (Saral se Jatil):** Start with easy concepts to build confidence.
4. **From Particular to General (Vishisht se Samanya):** Give examples first, then derive the rule (Inductive Method).
5. **From Whole to Part (Purna se Ansh):** Gestalt Psychology. Show the whole flower first, then explain petals, sepals, etc.
6. **From Analysis to Synthesis (Vishleshan se Sanshleshan):** Break a problem down to understand it (Analysis), then put it back together to solve it (Synthesis).
7. **From Empirical to Rational (Anubhav se Tark):** Start with what is observed/experienced, then move to the logic behind it.
8. **From Psychological to Logical:** Teach according to the child's interest/age first (Psychological), then organize content logically.

#### 5. Instructional Objectives (The Abcd Model)

How to write a good lesson plan objective? Use the **ABCD Model** by Heinich et al.

- **A - Audience:** Who is the learner? (e.g., "The 9th-grade student...")
- **B - Behavior:** What will they do? Must be observable verb. (e.g., "...will be able to *label*...")
- **C - Condition:** Under what circumstances? (e.g., "...given a map of India...")
- **D - Degree:** How well? (e.g., "...with 90% accuracy.")
- *Example:* "Given a map of India (C), the 9th-grade student (A) will be able to label (B) at least 25 states correctly (D)."

### Instructional Strategies (Methods of Teaching)

#### "From Sage on the Stage to Guide on the Side"

##### 1. Classification of Teaching Methods

Teaching methods are broadly classified based on the locus of control:

1. **Teacher-Centered (Autocratic):** The teacher is active; students are passive listeners. Focus is on content delivery.
2. **Learner-Centered (Democratic):** The student is active; the teacher is a facilitator. Focus is on skill development and discovery.

##### 2. Teacher-Centered Methods

###### 2.1 Lecture Method (Vyakhyan Vidhi)

- **Definition:** The oldest method where the teacher presents information orally to a large audience.
- **Philosophy:** Idealism.
- **Merits:** Economical (saves time/money), covers large syllabus, good for introducing new topics.
- **Demerits:** Passive learning, ignores individual differences, boring for adolescents (short attention span).
- **Improvement:** Make it "Interactive Lecture" by asking questions in between.

###### 2.2 Demonstration Method (Pradarshan Vidhi)

- **Definition:** The teacher performs an experiment or shows a process while explaining it. "See and Learn."
- **Principle:** Concrete to Abstract.
- **Steps:** Planning -> Introduction -> Demonstration -> Blackboard Work -> Supervision.
- **Merits:** Involves multiple senses (Sight + Hearing), clarifies complex concepts.
- **Demerits:** Students don't get hands-on experience; visibility issues in large classes.

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## 2.3 Team Teaching (*Dal Shikshan*)

- **Origin:** Developed at Harvard University (1955).
- **Concept:** Two or more teachers plan, teach, and evaluate a group of students together.
- **Benefit:** Utilizes the specific expertise of different teachers (e.g., One is good at lecturing, another at demonstrating).

## 3. Learner-Centered Methods (Crucial For Exams)

### 3.1 Heuristic Method (*Khoj Vidhi*)

- **Proponent:** H.E. Armstrong.
- **Etymology:** Greek word *Heurisko* meaning "I find" or "I discover."
- **Concept:** The student is placed in the position of a **discoverer**. The teacher provides no answers, only problems and resources.
- **Role of Teacher:** Silent observer and guide.
- **Merits:** Develops scientific attitude, self-confidence, and hard work.
- **Demerits:** Very slow, not suitable for primary classes, syllabus cannot be finished on time.

### 3.2 Project Method (*Pariyojana Vidhi*)

- **Proponent:** W.H. Kilpatrick (Student of John Dewey).
- **Philosophy:** Pragmatism (Learning by Doing).
- **Definition:** "A whole-hearted purposeful activity proceeding in a social environment."
- **The 6 Steps (Memorize Order):**
  - ✓ **Providing a Situation:** Creating motivation.
  - ✓ **Choosing and Purposing:** Selecting the project.
  - ✓ **Planning:** Drawing the roadmap.
  - ✓ **Executing:** Doing the actual work.
  - ✓ **Evaluating:** Checking if goals were met.
  - ✓ **Recording:** Making a project report.
- **Types:** Producer (Gardening), Consumer (Enjoying a concert), Problem (Solving a health issue), Drill (Learning a skill).

### 3.3 Problem-Solving Method (*Samasya Samadhan*)

- **Proponent:** Based on John Dewey's Reflective Thinking.
- **Steps (Scientific Method):**
  - ✓ Identification of the problem.
  - ✓ Defining and delimiting the problem.
  - ✓ Formulation of Hypotheses (Tentative solutions).
  - ✓ Testing Hypotheses (Data collection/Experiment).
  - ✓ Verification and Conclusion.
- **Focus:** Cognitive development and logical reasoning.

### 3.4 Inductive vs. Deductive Method (Reasoning)

Often used in Mathematics and Grammar.

Feature	Inductive (Aagman)	Deductive (Nigaman)
<b>Direction</b>	Particular to General.	General to Particular.
<b>Process</b>	Example -> Rule.	Rule -> Example.
<b>Sequence</b>	Concrete to Abstract.	Abstract to Concrete.
<b>Nature</b>	Method of <b>Discovery</b> .	Method of <b>Verification</b> .
<b>Speed</b>	Slow.	Fast.
<b>Example</b>	Show 3 triangles, measure angles -> Conclude sum is 180°.	State "Sum is 180°" -> Ask student to solve problems.

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### 3.5 Inquiry-Based Learning (Puch-taach)

- **Concept:** Starts by posing questions, problems, or scenarios—rather than simply presenting established facts.
- **Proponent: Richard Suchman** (Inquiry Training Model).
- **Goal:** To teach students *how* to think, not *what* to think.

## 4. Modern Instructional Strategies

### 4.1 Cooperative Learning

- **Definition:** Small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.
- **Key Elements (Johnson & Johnson):** Positive Interdependence, Face-to-Face Interaction, Individual Accountability.
- **Techniques:**
  - ✓ **Think-Pair-Share:** Think alone, discuss with a partner, share with class.
  - ✓ **Jigsaw:** Each student becomes an expert on one part of the topic and teaches others.

### 4.2 Brainstorming (*Mastishk Udvalan*)

- **Proponent: Alex Osborn** (1953).
- **Goal:** Creative problem solving.
- **Rules:**
  - ✓ Focus on **Quantity** (more ideas are better).
  - ✓ **No Criticism** allowed during the idea generation phase.
  - ✓ Encourage wild/unusual ideas.
  - ✓ Combine and improve ideas.

### 4.3 Flipped Classroom

- **Concept:** Inverts traditional teaching.
- **Home:** Students watch recorded video lectures or read material *before* class.
- **Class:** Class time is used for discussions, solving problems, and doing "homework" with teacher support.
- **Benefit:** Teacher focuses on higher-order thinking (Analysis/Creation) in class rather than just remembering (Lecture).

### 4.4 Blended Learning

- **Concept:** A mix of **Face-to-Face** (Traditional) classroom methods and **Online** (Digital) activities.
- **Example:** A student attends math class 3 days a week and completes online modules/quizzes on the other 2 days.

### 4.5 Role Playing and Simulation

- **Role Play:** Students act out specific roles (e.g., Shopkeeper and Customer) to learn social skills or empathy.
- **Simulation:** Creating a real-life situation in a controlled environment (e.g., Flight Simulator, Mock Parliament). Useful for skill training.

## 5. Differentiated Instruction

- **Concept:** Tailoring instruction to meet individual needs.
- **How:** Teachers can differentiate:
  - ✓ **Content:** What the student needs to learn.
  - ✓ **Process:** How the student engages (reading vs. listening).
  - ✓ **Product:** How the student demonstrates learning (Essay vs. Poster).
  - ✓ **Environment:** The way the classroom works.

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## Teaching Learning Material (Tlm) & Ict

### 1. Concept of Teaching Learning Material (Tlm)

#### 1.1 Definition and Purpose

- **Definition:** TLM refers to any collection of materials (animate or inanimate) that a teacher uses to assist teaching and learning in the classroom. It makes abstract concepts concrete.
- **Hindi Meaning:** *Shikshan Adhigam Samagri* (शिक्षण अधिगम सामग्री).
- **Why use TLM? (Need & Importance):**
  - ✓ **Motivation:** Captures student attention.
  - ✓ **Retention:** "I hear, I forget. I see, I remember. I do, I understand." (Confucius).
  - ✓ **Clarification:** Explains complex ideas (e.g., using a globe to show rotation).
  - ✓ **Time Saving:** A picture is worth a 1000 words.

#### 1.2 Principles of Selection (How to choose?)

- **Principle of Relevance:** Must be directly related to the topic.
- **Principle of Accuracy:** A map or chart must be geographically/scientifically correct.
- **Principle of Cost-Effectiveness:** Should be low-cost or no-cost (using waste material).
- **Principle of Appropriateness:** Suited to the age and intelligence level of the learners.

### 2. CLASSIFICATION OF TLM

TLM is classified based on the senses involved and the technology used.

#### 2.1 Sense-Based Classification

1. **Audio Aids (*Shravya*):** Relies on hearing.
  - ✓ *Examples:* Radio, Tape Recorder, Podcast, Gramophone, Language Laboratory.
  - ✓ *Best for:* Teaching music, languages (pronunciation), and history (speeches).
2. **Visual Aids (*Drishya*):** Relies on seeing.
  - ✓ *Examples:* Blackboard, Charts, Maps, Models, Flashcards.
  - ✓ *Best for:* Geography, Geometry, Art.
3. **Audio-Visual Aids (*Drishya-Shravya*):** Relies on both.
  - ✓ *Examples:* Television, Cinema, YouTube, Dramatization.
  - ✓ *Impact:* Most effective as they stimulate multiple senses simultaneously.

#### 2.2 Technology-Based Classification (Projected vs. Non-Projected)

This is a favorite topic for CTET/NET questions.

##### A. Non-Projected Aids (Do not require electricity/projection):

1. **Graphic Aids:** 2D representations. (Charts, Posters, Graphs, Cartoons).
2. **Display Boards:**
  - ✓ *Blackboard/Chalkboard:* The teacher's best friend.
  - ✓ *Flannel Board:* Uses flannel cloth; pictures stick due to friction. Good for storytelling.
  - ✓ *Bulletin Board:* For displaying news/notices.
  - ✓ *Magnetic Board:* Uses magnets to hold items.
3. **3-Dimensional Aids (3D):**
  - ✓ *Models:* Static (Static model) or Working (Working model).
  - ✓ *Mock-up:* A working replica of a machine (e.g., a mock-up of a car engine for training).
  - ✓ *Diorama:* A scenic representation in which sculpted figures and lifelike details are displayed (e.g., a zoo scene inside a shoebox).
  - ✓ *Realia:* Real objects (e.g., bringing a real hibiscus flower to teach biology).
  - ✓ *Globe:* The only accurate representation of Earth.

##### B. Projected Aids (Require a machine to project image on a screen):

1. **OHP (Over Head Projector):** Uses transparencies (acetate sheets). The teacher faces the class while writing.
2. **Slide Projector:** Projects 35mm slides. (Obsolete now).
3. **Film Strip Projector:** A continuous strip of images.
4. **LCD/DLP Projector:** Connects to a computer to project the screen.
5. **Epidiascope:** Can project *opaque* objects (like a page of a book or a coin) directly onto the screen.