

Syllabus
of
BACHELOR OF EDUCATION (B.Ed.)



COLLEGE OF EDUCATION

**TEERTHANKER MAHAVEER
UNIVERSITY**

(Established under Govt. of U.P. Act No. 30, 2008)
Delhi Road, Bagarpur , Moradabad-244001 (U.P.)

TEERTHANKER MAHA VEER UNIVERSITY
COLLEGE OF EDUCATION

Delhi Road, Bagarpur, Moradabad-244001 (U.P.)

BACHELOR OF EDUCATION (B.Ed.)

ORDINANCES, REGULATIONS & SYLLABUS

- 1- The duration for Bachelor of Education (B.Ed.) shall be one year and examination shall be held at the end of the academic session.
- 2- A candidate who after passing (i) the graduation (3 Years) examination of the university or an Indian university incorporated by law for the time being in force or (ii) any other examination recognized by the university as equivalent he/she shall be eligible to take admission in B.Ed.
- 3- A candidate shall be required to have a minimum attendance of 80% in theory and 95% in practical works in the aggregate of the course (B.Ed.) taken together in an academic year provided that the Principal/Director of the college may condone attendance shortage upto 5% for individual student for genuine reason to be recorded. However, under no condition, a student who has an aggregate attendance of less than 75% in an Academic year shall be allowed to appear in the annual examination. Besides the above theory papers, 40 lessons in the subjects offered under 'methods of teaching' will have to be completed by the end of the session.
- 4- Director/Principal of the college shall announce the names of all such students who are not eligible to appear in the Annual examination, at least 10 calendar days before the start of the examination and simultaneously intimate the same to the controller of examination. In case any student appears by default, who in fact has been detained by the college, his/her result shall be treated as null and void.
- 5- To qualify the course a student is required to secure a minimum of 36% marks in aggregate in theory papers and not less than 33% marks in individual paper. Also, he/she has to secure a minimum 40% marks in practical papers /course.
- 6- A candidate securing 36% marks or above in aggregate but secured less than 33% in any paper shall be deemed as failed in that particular. He/she may clear it in the next exam. In case, a student securing 36% marks or above in aggregate but secured less than 36% mark in any theory paper he/she shall get the chance to reappear in the same paper to improve the percentage of marks in aggregate.
- 7- The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in Theory and Practical as under :
Division in Theory & Percentage of marks Practical Separately

First Division	60% or above
Second Division	48% or above but below 60%
Third Division in Theory	36% above but below 48%
- 8- If a candidate after completion of the required percentage of attendance but fails to appear in Theory or in Practical or both exam he/she will have to appear as an ex- student in both Theory as well as Practical without attending further regular classes.

- 9- A candidate shall be required to opt the theory papers as prescribed in the syllabus. Each theory paper shall carry 100 marks to be evaluated through both external examination 75 marks and internal examination 25 marks
- 10- Paper IX(a) viva-voce shall carry 50 marks to be evaluated through external and internal examiner. IX(b) (Sessional Work, practical records and internal assessment) shall carry 50 marks to be evaluated through internal examiner and paper X Teaching skills carry 200 marks to be evaluated through external and internal examiners .
- 11- The college shall organize seminars/workshop at least 24 hours in a year in different subject areas in which students participation is required .

Note: Admission to B.Ed. course will made as per norms laid down by N.C.T.E., Teerthanker Mahaveer University & Government from time to time.

EVALUATION SCHEME

The performance of the candidate appearing in B.Ed. Examination will be evaluated as follows:

- (i) The evaluation of B.Ed. course will be done in 1100 marks. The division will be awarded separately in theory out of 800 (paper I to VIII) marks and in practical out of 300 marks being distributed as 100 and 200 marks for the paper IX and X respectively.
- (ii) The theory part in all the papers (paper I to VIII) will be evaluated through a system of University Examination as per its practice and routine.
- (iii) The theory paper VI English communication will be evaluated as per rule of TMU.
- (iv) Evaluation procedure in Paper IX (Sessional Work , Practical and internal assessment etc.) will be evaluated as follows:
 - IX- (a) Viva-Voce Examination of 50 marks will be conducted by the Board of Examiners on the basis of students' sessional work(Administration, Scoring and interpretation of psychological test, operation of audio video equipments, construction of test items and examination question papers, case study/action research, scouting and guiding, work with community, participating in cultural activities, physical exercise,game and sports) .
 - (b) Internal 50 marks will be given by two subject supervisors on the basis of Preparation of micro and macro lesson plan, performance of micro and macro teaching, subjective assignment/paper presentation in seminar, art and craft work(PTA and SUPW),participation in curricular and co-curricular activities .
- X- For teaching skills MARKING purpose, a board of three examiners comprising one as Convener of Concerned college principal and other two external Examiners will be appointed by the university/Vice Chancellor from the university panel . All the three examiners will assess students separately and Average of total sum of marks will be his/her final score in tackling skills out of 200 marks. Also, this board shall conduct the viva-voce examination of 50 marks (ix(a)).

**Study & Evaluation Scheme
of
BACHELOR OF EDUCATION (B.Ed.)**

S. No.	Paper Code	Subject	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total
I	B.Ed -101	Teacher In Emerging Indian Society	5	-	-	5	25	75	100
II	B.Ed-102	Development Of Learner and Teaching Learning process	5	-	-	5	25	75	100
III	B.Ed-103	Essential of Educational Technology and Management	5	-	-	5	25	75	100
IV	B.Ed-104	Development of Educational System in India	5	-	-	5	25	75	100
V	B.Ed- 105	English communication	3	-	2	5	25	75	100
VI		Any One from following:							
	B.Ed-	Educational and Mental Measurement	5	-	-	5	25	75	100
	B.Ed-	Educational Management and Administration	5	-	-	5	25	75	100
	B.Ed-	Career Information and Career Guidance	5	-	-	5	25	75	100
			5	-	-	5	25	75	100
	B.Ed-	Computer Education	4	-	1	5	25	75	100
	B.Ed-	Value Education	5	-	-	5	25	75	100
	B.Ed-	Environmental Education	5	-	-	5	25	75	100
	B.Ed-	Physical Education	4	-	1	5	25	75	100
	B.Ed-	Elementary Education	5	-	-	5	25	75	100
VII & VIII		Methods of Teaching							
		Any two school subject to be studied as methods of teaching papers. These will be based on the two main subjects or the main and of the ancillary subjects in the case of							

		graduates; and the subject offered in postgraduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like Philosophy, Sociology, or M.A. Education							
		School Teaching Subject:							
	B.Ed-	Methods of Teaching Hindi	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching English	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Sanskrit	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Social Science	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Commerce	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Computer Science	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Home Science	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Mathematics	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Physical Science	4	-	1	5	25	75	100
	B.Ed-	Methods of Teaching Biology Science	4	-	1	5	25	75	100
IX(A)	B.Ed-	Practical: Sessional Work, Each student shall have to choose any five from the following(5X10):							50
		(a) Administration, Scoring and interpretation of Psychological Test.			1	1	4	6	10
		(b) Operation of Audio Visual Equipments			1	1	4	6	10
		(c) Construction of Test Items and Examination Question Papers			1	1	4	6	10
		(d) Case Study/Action Research			1	1	4	6	10
		(e) Scouting And Guiding			1	1	4	6	10
		(f) Work with community			1	1	4	6	10
		(g) Participating cultural Activities			1	1	4	6	10
		(h) Physical Exercise, Game and sports			1	1	4	6	10
IX(B)		Internal Assessment by Two Subject supervisors on the following : 5X10=50							

		(a)Preparation of micro and macro lesson plan.	-	-	-	-	10		10
		(b)Performance of micro and macro teaching.	-	-	-	-	10		10
		(c) Subjective assignment/paper presentation in seminar.	-	-	-	-	10		10
		(d)Art and craft work(PTA and SUPW),	-	-	-	-	10		10
		(e)Participation in curricular and co-curricular activities .	-	-	-	-	10		10
X	B.Ed-	Teaching Skills/Practice Teaching-1	-	-	5	5	30	70	100
		Teaching Skills/Practice Teaching-2	-	-	5	5	30	70	100
		Total							1100

Note:

L – Lecture
1L = 40Mnts

T- Tutorial
1T= 40Mnts

P- Practical
1P=40Mnts

C-Credits
1C = 40Mnts of Theory Paper
80Mnts of Practical/Tutorial

Question Paper Structure

1. *The question paper shall consist of two sections A &B.*
2. *Section 'A' shall have eight short type question will cover the entire syllabus and compulsory for all. Out of which students shall have to answer any five questions (weightage 3marks each).*
3. *Section 'B' shall have seven question and student shall be required to attempt any five questions .The weightage of each question shall be 12 marks .*

Study & Evaluation Scheme of Bachelor of Education

Summary

Course	: B.Ed
Duration	: One year full time
Medium	: English/Hindi
Minimum Required Attendance	: 80 percent
Credit	:
Maximum Credit	: 220
Maximum Credit required for the degree	: 164

Evaluation of Theory papers	:	Internal	External	Total
		25%	75%	100%

Evaluation of Practical	:	Evaluation Scheme		Marks
		External	Internal	
Teaching skill- I		70	30	100
Teaching skill- II		70	30	100
Viva-voce(Sessional works)		30	20	50
Assignment & observation of pupil teachers other activities		-	50	50

Duration of Examination	:	Internal	External
		3 hrs.	1-1/2 hrs.

To qualify the course a student is required to secure a minimum of 36% marks in aggregate in theory papers and not less than 33% marks in individual paper. Also, he/she have secure a minimum 40% marks in practical papers /course.

A candidate who secure less than 33% marks in a paper shall be deemed to have failed in that paper. In case a student has more than 33% marks in each paper but less than 36% marks over all, He/she shall be reappear in course where the marks are less than 36% in theory exam, to improve the percentage of marks in aggregate.

Question Paper Structure

1. *The question paper shall consist of two sections A&B.*
2. *Section 'A' shall have eight short type question will cover the entire syllabus and compulsory for all. Out of which students shall have to answer any five questions (weightage 3marks each).*
3. *Section 'B' shall have seven question and student shall be required to attempt any five questions .The weightage of each question shall be 12 marks .*

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COMPULSORY PAPER – I
EDUCATION IN EMERGING INDIAN SOCIETY

Code E-101

external -75 marks

Internal – 25 marks

OBJECTIVES:

To enable the pupil teachers to understand

- The Relationship between Philosophy and Education and implications of Philosophy and Education .
- The Importance and role of Education in the progress of Indian society
- The Contribution of great educators to the field of education .
- The need to study education in a social perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare .
- 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
- The means and measures to words the promotion of national integration and protection of human rights .

CONTENT

Unit-I

Education: meaning, nature and its objectives

Philosophy and Education-significance of studying philosophy in understanding. Educational practice and problems.

Major philosophical system-their salient features and their impact on education.

Realism with reference to Aristotle and Jainism.

Naturalism with reference to view of Rousseau and Rabindra Nath Tagore

Idealism with reference to Plato, Socrates and Advaita philosophy.

Pragmatism with reference to Dewey's Instrumentalism and Experimentalism.

Humanism-Historical Scientific and with reference to Buddhists.

Unit-II

Educational thinkers and their contribution in developing principle of education

- a. M.K.Gandhi: Basic tenets of Basic Education.
- b. Swami Vivekananda:
- c. Sri Aurobindo:
- d. Froebel:
- e. Rouseuo
- f. Jhon dewey

Unit-III

Sociological basis of education, 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.

UNIT-IV

Concept of value: Meaning and nature of values, classification of values, Education and values, role of schools in value formation, developments of values (theories)

UNIT-V

Meaning of new social order, education of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived States new programmes and Nation's programmes like NCC, NSS etc. s

Reference Books:-

1. D.J. – O`Connor, Introduction to the philosophy of Education.
2. John Dewey, Democracy & Education.
3. George F. Kneller, Logic & Language of Education.
4. Ozmon & Craver, Philosophical Foundation of Education.

Text Books:-

1. Teacher in the Emerging Indian Society, S.C. Chddha.
2. Teacher in the Emerging Indian Society, M.S.Ansari.
3. Education in the Emerging Indian Society, M.L.Mittal.
4. Education in the Emerging Indian Society, S.P.Ruhela.
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COMPULSORY PAPER-II

DEVELOPMENT OF LEARNER AND TEACHING - LEARNING PROCESS

Code E-102

external -75 marks

Internal – 25 marks

OBJECTIVES

To enable trainee teachers to:

- Acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners;
- Develop understanding of process of child learning in the context of various theories of learning;
- Understand intelligence, motivation and various types of exceptional children;

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

UNIT-I

Nature of psychology and learners

- (a) Psychology: It's meaning nature, scope and methods
- (b) Functions of educational psychology.

Growth and development

- (a) Stages of human development; Stage specific characteristics and developmental tasks.
- (b) Adolescence in Indian context: characteristics and problems of adolescents, their needs and aspirations.
- (c) Guiding and counseling of adolescents.

UNIT – II

Learning & motivation:

- (a) Concept and Nature of learning; learning theories-Thorndike's connectionism and Kohler's insight learning theory, classical conditioning and operant conditioning theory .
- (b) Factors influencing learner, learning and teaching process; learner related: teacher related, process related and content related.
- (c) Nature types: techniques of enhancing learners' motivation.
- (d) Importance and use of motivation in learning.

UNIT-III

Intelligence;

- (a) Nature and characteristics of intelligence and its development.
- (b) Theories of intelligence- Two factor theory; Multifactor theory (PMA) and SI Model.
- (c) Measuring intelligence- Verbal, Non-verbal and performance tests (one representative of group test and individual test each.)

Personality:-

- (a) Meaning ,Definition and nature.
- (b) Development of personality.
- (c) Theories of personality.
- (d) Measurement of personality.

UNIT-IV

Individual differences and Exceptional children-

- (a) Individual differences – nature; accommodating individual differences in class room.
- (b) Concept of exceptional children – types and characteristics of each type including Children with learning disabilities
- (c) Learner centered techniques for teaching exceptional children. .

UNIT-V

Educational statistics

- (a) Data, frequency distribution and tabulations.
- (b) Calculation and uses-central tendencies mean median, mode and standard deviation.
- (c) Correlation (Rank- difference method- meaning uses and calculation and Pearson correlation)

Reference Books:-

1. Dececco J.P. The Psychology of learning and Instruction, Prentice Hall of India Pvt. Ltd.
2. Maslow A.H. (1970) Motivation and Personality, New York; Harper & Row.
3. Morgan C.T., King, R.A., Weisz J.R. & Schopler J., Introduction to Psychology, Tata McGraw hill Publicshing Ltd.
4. Hurlock Elizabeth, Developmental psychology.

Text Books:-

1. Advanced Educational Psychology: Dr. A.B. Bhatnagar.
2. Development of Learner and Teaching-Learning Process: Dr. S.K. Mangal.
3. f"kk euksfoKku % izks0 lqjs" k HkVukxj A
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COMPULSORY PAPER- III

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

Code E-103

external -75 marks
Internal – 25 marks

OBJECTIVES

- To enable pupil teachers to
- Understand that development of education is influenced by socio-political forces of the time.
- Acquire knowledge and feature of ancient, medieval and British system of education in India and their strength and limitations.
- Understand the contribution of various major committees and commissions on education set up from time to time.
- Appreciate the developments in Indian education of the post-independence era.

Unit-I

Education in British Period:

Macaulay's Minutes, Bentick's resolution of 1835 and Adam's Report
Wood's Dispatch-1854

Educational policy of Lord Curzon. Growth of national consciousness.

Unit-II

National education movement of India.

Indian Education Commission-1882 its influence on the subsequent development of
education.

Sadler Commission Report-1917

Wardha scheme of education-1937

Unit-III

Indian Education after Independence:

University Education Commission (1948-49)

Secondary Education Commission (1952-53)

National Education Commission (1964-66)

National Policy of Education (1986)

Revised National Policy 1986 with modification made in 1992

Unit IV

Development of teacher education in India

- a. Objectives
- b. Problems of Teacher Education in India.
- c. Role and functions of NCTE.

Unit V

Primary Education its major problems (universalization, wastage and stagnation.

Secondary Education and its major problems (expansion and vocationalization.

Higher Education its major problems (Autonomy and privatization)

Reference Books:-

1. Aggarwal J.C., Development of Modern Indian Education, Vikas Publishing House.
2. S.P. Sukhia, Educational administration, Organization and Health Education, Vinod Pustak Mandir, Agra.
3. Nurullah S. & Naik J.P., Student history of Education in India, Macmillan, Bombay.
4. Education In India: Suresh Bhatnagar & Anamika Saxena.

Text Books :-

1. Indian Education :S.P.Ruhela.
2. Development of Educational System in India: S.C.Chaddha.
3. Development of educational system in india : BHATNAGAR SURESH / SAXENA.
4. Development of educational system in india : BHATNAGAR SURESH / SAXENA.
5. Education In India: Suresh Bhatnagar & Anamika Saxena.

COMPULSORY PAPER – IV

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Code E-104

external -75 marks

Internal – 25 marks

OBJECTIVES

- To obtain a total perspectives of the role of technologies in modern educational practices
- To equip the pupil teachers with various technological application available to him/her for improving instructional practices.
- To help the pupil teachers to obtain a total gender of his role of scientific management in education.
- To provide the teacher skills required for effective instructional and institutional management.
- To develop professional skills required for guiding pupils in the three initial areas educational penal and victual.

CONTENT

UNIT – I

Meaning and nature of educational technology, distinction between hardware and software technologies and their role in modern educational practices.

Hardware technologies – Important accessories and their application OHP, Still and Movie Projectors, Audio-visual recording instruments. TV, Computers, New technologies like e-mail, Internet etc.

Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory

UNIT – II

Psychological use of modern technologies – Cone of experience (Edger Dale), Multisensory Instruction – advantages

Developing Programmed instruction material – linear, branching programs, tryouts and validation etc.

UNIT – III

Meaning of teaching, levels of teaching, phases of teaching, teaching maxims, teaching skills (micro teaching)

Strategies of teaching – Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heurism, project, assignment, tutorial group, brain storming and role playing

Managing Teaching - (a) Planning, (b)organizing, (c) leading ,(d)controlling

Unit IV

Communication-

- a. Meaning ,nature and process of communication
- b. Barriers of communication

- c. Factors of effective communication
- d. Verbal and non verbal communication
- e. Channels of communication

Unit V

Evaluating institutional performance – Methods used – pupil evaluation, teacher evaluation, evaluation of institutional performance

Methods of teacher evaluation – use of pupil rating, peer rating, supervisor rating, and community rating – rating used for institutional improvement

Accountability in school education – method used for assessing accountability

Use of Professional norm and ethics

Reference Books:-

1. Dale, Edgar; Audio- Visual Methods in Teaching; The Dyden Press.
2. Dhand, Harry ; Techniques of Teaching; Ashish Publishing House; New Delhi.
3. Aggarwal J.C., Essential of Educational Technology- Learning Innovation, Vikas Publications.
4. Educational Technology and Management: Dr. R.P. Bhatnagar.

Text Books :-

1. Essential of Educational Technology and Management: S.K.Mangal.
2. Essential of Educational Technology: Dr. R.A.Sharma.
3. Educational Technology and Management: S.P. Ruhela.
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B. Ed.

ENGLISH COMMUNICATION - Part- A

Course Code:

external -38 marks

Internal –12marks

Objective: The objective is to study the English in professional manner like technical writing, sentence, paragraph, articles etc.

Course Contents

Unit I

Pre-Requisites of Technical Written Communication: Vocabulary Building: Homophones (Words Similar in sound but different in Meanings); Word-formation; One-Word substitute; New & Select Vocabulary Building (about 500 words)

Writing skills, Writing Single- sentence Definition. Factual description of Objects, Process, Experiments Expansion of (an idea into a) passage, Dialogue Writing

Unit II

Functional Grammar: Patterns and Correct usage (Parts of speech); Syntax Concord; Prepositions; Articles.

Dictionary Elements: How to look up a dictionary.

Figure of speech: Simile, Metaphor, Personification, Apostrophe, Hyperbole, Onomatopoeia, Oxymoron.

Unit III

Dimensions of Spoken English: Stress, Intonation, Rhythm, Phone, Allophones, Phonetic Transcription, Listening, Reading & Comprehension of Speech and Reproduction of Response.

Vocabulary: Spelling Rules, Vocabulary building, Word Formation, Prefix, Suffix, Compound words.

Texts Books

1. Singh R.P, *An Anthology of English Short Stories*, Oxford University Press, New Delhi.
2. Hornby A.S., *Guide to Patterns & Usage in English*, Oxford University Press, New Delhi

3. Martin & Wren, *High I English Grammar & Composition*, S.Chand. Co., Delhi

Reference Books

1. Ruther Ford A., *Basic Communication Skills*, Person Education, New Delhi.
2. *Functional Skills in Language & Literature*, Oxford University Press, New Delhi
3. Krishna Mohan and Mamta Banerjee, *Developing Communication skills*, MacMillan India Ltd.Delhi.

***Note:**

Internal Marking

There shall be a continuous evaluation and the marking would be as follows.

Marks 50

Part A – 50 marks Would be based on the pattern of internal evaluation of paper V part-A viz two internal examinations of 20 marks each, regular assessment through tutorials and class assignments – 5 marks and attendance -5 marks.

B.Ed.

ENGLISH COMMUNICATION- PART -B

Course Code:

external -37 marks

Internal – 13marks

Objective: The fundamental objective of this course is to improve the Communicational as well as written skills of students.

Course Contents

Unit I

Letter Writing: Informal and Formal letters, Writing Invitations, Letter of acceptance, declining the invitations, Letter-writing skills, Process of letter Writing, Forms, Structure, Style and tone. Letter written to the Editor of a Newspaper. Writing Skills Summarizing. Reporting events.

Unit II

Official Letters: Essentials for good official correspondence, Different types of official correspondence and their drafting, Drafting D.O.letters, Semi official letters, circulars, Corrigendum, Memos, Government Letters, Letters to authorities.

Reports: Types, Significance, Structure & Style of Report;

Writing of Reports: Project, Dissertation Writing.

Bio-data Making, Resumes, Writing Job Applications.

Texts Books

1. Singh R.P, *An Anthology of English Essays*, Oxford University Press, New Delhi.
2. Ruther Ford A., *Basic Communication Skills*, Pearson Education, New Delhi.

Reference Books

1. Arora V.N. et al, *Improve Your Writing*, OUP, Delhi.
2. Mohan K. & Sharma R.C, *Business Correspondence of Report Writing*, TMH, New Delhi.

***Note:**

Internal Marking

There shall be a continuous evaluation and the marking would be as follows.

Marks 50

Part B – 50 marks Would be based on the pattern of internal evaluation of paper V part- B viz two internal examinations of 20 marks each.

10 marks- Would be based on a project report that the student would write and would present the same to the committee comprising of three members (1) Principal of the college, (2) Subject concern subject teacher (3) Another Senior faculty member of the college.

The committee will assess the performance of the student on the basis of project done and presentation made before committee.

ELECTIVE PAPER

PHYSICAL EDUCATION

Code E-205

external -75 marks

Internal – 25 marks

OBJECTIVES:

To develop in pupil teachers

- The theoretical assumption behind the practice of modern physical education.
- The states for organizing the practice of physical education.
- Activities required for evaluating attainments of physical education.
- Activities required for organizing physical education meets and events.

CONTENTS

UNIT- I

PHYSICAL EDUCATION –

Its meaning and implication, aims and objectives; foundations of physical education; concept of physical fitness recreation.

UNIT- II

Physiological effects of exercise; biophysical differences in boys and girls and their implication in physical education; postural defects including remedial exercise including Asanas.

UNIT-III

The significance of child's growth and development for the practice of physical education.

The interaction of healthy, physical education and physical fitness; concept of positive health.

Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol, nicotine, narcotics and drugs.

UNIT- IV

The principles of programme building: organization of physical education programme in secondary school; Competitions-their role, values and limitations; Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.

UNIT- V

Organization of annual athletics meet including laying of a double bend tracks with provision of staggers.

Evaluation of student's performances in physical education programmes.

Problems in organizing physical education programme in Indian schools.

PRACTICAL-

To be decided by the investor in-charge and to be internally assessed.

Reference Books:-

1. Teaching of Science: Dr. C. S.Shukla.
2. Teaching of Science: Dr. R. S.Srivastava.
3. Teaching of Physical Science: S.K.Mangal,Shubra Mangal.
4. Health & physical education : Dash Biranchi Narayan.
5. School hygiene and health education: Chaube S.P..
6. Organization , methods and physical education: Pal Randhir.
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ELECTIVE PAPER **ENVIRONMENTAL EDUCATION** **Code E-206**

external -75 marks
Internal – 25 marks

OBJECTIVES:

- To enable the pupil teachers understand about the concept of environmental education.
- To develop in the pupil teachers a sense an awareness about the environmental pollution, and possible hazards and its causes and remedies.
- To develop a sense of responsibility to words conservation of environment, bio-diversity and sustainable development.
- To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
- To enable the pupil teachers to understand about the various measures available to conserve the environment for sustaining the development.

CONTENTS

UNIT- I

ENVIRONMENT:-Meaning nature and scope of environmental Education, Types of environmental pollution.

UNIT- II

Causes and effects of environmental hazard, global and local environmental pollution and its remedies. Green house affect an impending catastrophe. Ozone layer depletion-environmental threat, acid rain, pillar melting, rise of sea level and their implications.

UNIT- III

Salient features of environmental awareness through education Programs of Environmental Education for secondary school children. Programs of Environmental Education for attitude changes among the children.

UNIT- IV

Biodiversity- conservation of genetic diversity, an important environment priority, learning to live in harmony with nature.

UNIT- V

Role of school in environmental conservation and sustainable development.

Reference Books:-

1. Environmental Study : Dr. V.B. Singh.
2. Environmental Science: Dr. Lalit Sharma.
3. Environmental education: R.A.sharma.
4. Education for values, environment & human rights: SHARMA B.L./ MAHESHWARI.
5. i;kZoj.kh; v/;;u % IDlsuk ds0ds0]xq|rkA
6. i;kZoj.k vkSj ekuo ewY;ksa ds fy;s f'k{kk % 'kekZ Mk0ch0,y0@ekgs'ojhA
7. i;kZoj.k f'k{kk % Mk0 dfy jke@js[kk]flagA
8. i;kZoj.k f'k{kk % mik;/k; Mk0Wjk/kkoYyHkA

PRACTICALS

To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data .

The area of this project to include anyone of the following topics:-

- a. Noise pollution
- b. Water pollution
- c. Air pollution
- d. Deforestation
- e. Role of population controls boards
- f. Role of voluntary organization.

The report of the practical work in 700 words to be summated to the college of authority.

ELECTIVE PAPER

ELECTIVE- EDUCATIONAL AND MENTAL MEASUREMENT

Code E-207

external -75 marks
Internal – 25 marks

OBJECTIVES

- To acquaint the pupil teachers, with the basic scientific concepts and practices in educational and mental measurement
- To enable the pupil teachers to tabulate and find out standard meaning from the raw scores by using statistical procedures
- To develop skills and competencies in the student teacher for the use of the techniques in the field
- To enable the pupil teachers to interpret the result of educational measurement

- To enable the pupil teachers understand about various educational and mental measurement tools

CONTENT

UNIT-I

- (a) Concept of measurement testing and evaluation
- (b) Scales of measurement – nominal, ordinal, internal and ratio scales
- (c) Discrete and continuous variables
- (d) Qualities of a test – reliability, validity, and usability of a test, item analysis, procedures of items selection and methods of estimating reliability, validity, and norms of a test

UNIT-II

- (a) Educational statistics – measures of central tendency from grouped and non-grouped data
- (b) Measures of variability – range, quartile deviation, standard deviation

UNIT-III

- (a) Techniques of test conduct – importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying, techniques for avoiding guessing in answering, objective scoring

UNIT-IV

- (a) Interpreting measurement – normal probability curve, skewness and kurtosis
- (b) Percentiles and percentile ranks
- (c) Standard scores
- (d) Co-efficient of correlation by Spearman's and product moment methods and its interpretation
- (e) Interpreting co-efficient of correlation

UNIT-V

- (a) Achievement tests-construction of standardized achievement tests
- (b) Types of test items
- (c) Measurement of intelligence, concept of intelligence, Binet test, concept of IQ
- (d) Individual and group tests of intelligence
- (e) Aptitudes and personality tests- use of aptitude tests-an overview
- (f) Use of interest inventories
- (g) Assessment of personality- interview, self-report inventories, rating scale, projective technique

PRACTICAL

- (a) Administration of a psychological test and interpretation of test results
- (b) Determination of reliability or validity of any self-made test
- (c) Construction of a test battery with at least five types of test items and trying out

Reference Books:-

1. Essentials of educational measurement 5/ed.: E.BEL ROBERT L./ FRISBEI.
2. Essentials of educational measurement & Evaluation. N.E.Gronold.

Text Books :-

1. Educational & Mental Measurement: Amita Bhatnagar.
2. Educational & Mental Measurement: M.S.Ansari.
3. Measurement Evaluation and Statistics: R.A.Sharma.
4. Statistical Methods for Behavioral Science: R.P.Bhatnagar.
5. Educational measurement evaluation & statistics: LAL & JOSHI.
6. 'kSf{kd ,ao ekufld ekiu % 'kekZ Mk0 vkj0,0A

ELECTIVE PAPER

ELECTIVE- EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Code E-208

external -75 marks
Internal – 25 marks

OBJECTIVES

- To acquaint the pupil teachers with the concept and concerns of educational administration
- To develop an understanding of the role of the headmaster and the teacher in school management
- To enable the students to understand the concepts and importance of communication and its possible barriers in educational administration
- To enable the pupil teachers to critically analyze the administration scenario in relation to the functioning of the other secondary schools of the area
- To acquaint the pupil teachers with the scientific practices of educational management and keep him/her in work situation

CONTENT

UNIT-I

- (a) Conceptual framework – concept of educational administration
- (b) Concept of educational management, human being as inputs, process and products
- (c) Nature, objectives and scope of educational administration

UNIT- II

- (a) Role and functions of headmaster/teacher- basic functions of administration, planning, organizing directing and controlling
- (b) Maintenance of discipline, control management
- (c) Co-ordination and growth development
- (d) Supervision and inspection, defects in the present supervision and inspection
- (e) Scope of educational supervision
- (f) Types of supervision
- (g) Providing guidance, leadership function

- (h) Crisis management
- (i) Decision making

UNIT-III

- (a) Communication in educational administration, role of communication in effective management and administration
- (b) Methods of communication
- (c) Barriers of communication in educational administration
- (d) Overcoming barriers of communications and have effective communication in educational administration

UNIT-IV

- (a) Management of schools, role of headmaster in planning of school activities, approaches to management – manpower approach, cost benefits approach, social demand approach, social justice approach
- (b) Involvement of other functionaries and agencies in the preparation of a plan
- (c) Delegation of authority and accountability
- (d) Role of the headmaster in monitoring, supervision and evaluation
- (e) Role of headmaster in motivating the staff, in resolution of interpersonal conflicts
- (f) Role of the headmaster in creating resources and managing financial matters
- (g) Optimum use of available resources for growth and development of the school
- (h) Staff development programmes
- (i) Role of teachers in school management and administration

UNIT-V

- (a) Educational administration in the state- the administration structure in the field of education
- (b) Control of school education in the state – a critical analysis
- (c) Functions of the state government in relation to secondary and higher secondary schools
- (d) Functions of the board of secondary education in controlling secondary schools
- (e) Problems of secondary school administration in government schools

PRACTICAL

- (a) The pupil teachers shall conduct a study on any issue or problem related to school administration. The report should be in about 700 words.

Reference Books:-

1. Educational Administration & Management: Sindhu.
2. School administration organization & management: CHANDRA S.S.
3. Educational administration supervision, planning & financing: BHATNAGAR Dr.R.P./AGARWAL.
4. 'kSf{k d izcU/k vkSj f'k{k dh leL;k;sa% HkVukxj lqjs'k@of'k"BA
5. fo|ky; izcU/ku % oekZ ts0ih0A
6. f'k{k iz'kklu ,ao fo|ky; laxBu % 'kekZ lrh'k dqekjA

7. School organization & management: MISHRA MANJU / SHARMA.
8. Educational management: BHATNAGAR Dr.S.S./GUPTA.

ELECTIVE PAPER

ELECTIVE- CAREER INFORMATION IN CAREER GUIDANCE

Code E-209

external -75 marks
Internal – 25 marks

OBJECTIVES

- To develop the understanding of the need and importance of career information for the pupils
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work
- To know about the importance of developing the right attitudes and values at every stage of education.

CONTENTS

UNIT-I

- (a) Meaning and concept of guidance
- (b) Types- educational, vocational and personal needs and principles
- (c) Counseling – need, functions and types

UNIT-II

- (a) Meaning of career and career information components of career information
- (b) Occupational information, information about education and opportunity and personal-social information

UNIT-III

- (a) Aims to study career information at different school levels
- (b) Career information, sources, methods of collection, classification and filling-up of information and evaluation of the information

UNIT-IV

- (a) Information about education and training opportunities for primary, elementary and secondary levels of school

UNIT-V

- (a) Personal-social information at every school level
- (b) Setting up of a Career Resource Centre, its major importance

Reference Books:-

1. Educational & Vocational Guidance & Counseling: Dr. S.C. Oberoi.
2. Career Information in Career Guidance: Dr. S.C. Oberoi.

3. Career Information and Career Guidance: Amita Bhatnagar, R.S.Srivastava.
4. Essentials of educational technology guidance & management modern technologies & career guidance: Sharma Dr.R.A..
5. Career information and career guidance: Rawat Asha.
6. Guidance and counseling: Yadav Seema.
7. Guidance, counseling & career information: Chowdhary Shilpa.
8. Guide to the kindergarten and intermediate class: Peabody Elizabeth P.

ELECTIVE PAPER

ELECTIVE –VALUE EDUCATION

Code E-210

external -75 marks

Internal – 25 marks

OBJECTIVES

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

CONTENT

UNIT-I

Nature and sources of values, biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees

UNIT-II

Classification of values into various types, material, social normal and spiritual values, status of values, how can these be realized through education

UNIT-III

Classification of values into there is evils or disvalues- material, social economic, moral and religious evils leading to faithlessness and irreverence, how can education overcome these negative values

UNIT-IV

Levels of values realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education
Development of values as a personal and life-long process-teaching of values as an integral part of education

UNIT-V

- (a) Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate
- (b) Value of self-sacrifice vs. value of self-centeredness

- (c) Values of excellences vs. value of ego-centralism
- (d) Values of work vs. values of selfishness
- (e) Every teacher or all teachers need to teach values

Reference Books:-

1. The Source book of Value Education, NCERT.
2. Human Rights- Human values, NCTE. Justice Rama Jois.
3. Human values and education (axiology, inculcation & research): SHARMA Dr. R.A..
4. Educational values & value education: CHADHA SATISH C..
5. Value education: PASSI B.K./SINGH.
6. Modern value education: NAQI MOHAMMAD.
7. Research in value education: VENKATAIAH Prof. N. / SANDHYA.
8. ewY;] i;kZoj.k vkSj ekuo vf/kdkj dh f'k{kk % 'kekZ ch0,y0@ch0ds0 ekgs'ojhA

TEACHING METHODOLOGY

Each student shall have to choose any two Teaching Methodology papers from the following:

- 1. Teaching of Hindi**
- 2. Teaching of English**
- 3. Teaching of Sanskrit**
- 4. Teaching of social studies**
- 5. Teaching of commerce**
- 6. Teaching of computer science**
- 7. Teaching of home science**
- 8. Teaching of mathematic**
- 9. Teaching of physical science**
- 10. Teaching of biological science.**

TEACHING OF HINDI

Code E-311

external -75 marks
Internal – 25 marks

OBJECTIVES:

The Pupil teachers will be enable to know:

- The nature and characteristics of a language and mother-tongue and the use of language
- The required skills and their interlinks for mastering a language
- The various approaches of planning for successful language teaching

- Aids and other similar available material that could be used for teaching language
- The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language

CONTENT

UNIT-I

Importance of mother-tongue in education, teaching of mother-tongue as against of the regional and foreign language.

Analysis of factors in language learning, language as a skill.

UNIT-II

Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.

Phonetics, morphology and syntax of Hindi language.

First step in teaching of Hindi, the advantages of structural approach at different stages.

UNIT-III

The teaching of Hindi at junior and senior levels with regard to the following – prose, poetry, rapid reading, grammar, composition and translation, application of modern methods in teaching and evaluating the effectiveness of methods.

UNIT-IV

The mechanics of teaching, pronunciation and intonation, handwriting, spelling and correlation.

Use of audio-visual aids in teaching language.

A critical study of the prescribed text books in Hindi at junior and senior levels with special reference to structure and vocabulary.

UNIT-V

Application of evaluation approaches in teaching of Hindi, objective centered tests in Hindi and construction.

Diagnostic and remedial teaching- application of action research methodology in the following areas- a. Pronunciation b. Spelling c. Reading d. Writing.

Reference Books:-

1. fgUnh f" k{k.k % Mk0 lkfo=h flagA
2. fgUnh f" k{k.k % izks0 ,e0,y0 feRryA
3. fgUnh Hkk"kk f'k{k.k % thr Hk kbZ ;ksxsUnz A
4. fgUnh f'k{k.k % 'kjrsUnq nqcs Mk0 IR; ukjk;.kA
5. fgUnh f'k{k.k % IDISuk Mk0W mnohj A
6. fgUnh Hkk"kk f'k{k.k % 'kekZ Mk0W xaxjk @Hkkj}kt A
7. izkjafHkd Lrj ij fganh f'k{k.k % fMejh Mk0W Hkxorh izzlkn A
8. ek;/fed folky;ksa esa fgUnh f'k{k.k % flag fujatudqekj A

TEACHING OF ENGLISH

Code E-312

external -75 marks

Internal – 25 marks

OBJECTIVES:

At the end of course, a pupil teacher will be able to -

- Understand, read, write , speak with intelligible pronunciation using present day English and current usages.
- Understand talk on a subject with in his/her experience at a normal speed.
- Answer question on a subject with in his/her experience in English with correct pronunciation.
- Read a passage aloud with correct stresses, rhythm, intonation and expression of the language, read a passage silently with a good speed and comprehension.
- Express himself/herself in writing in English on subjects with in his/her experience using lexical and structural items prescribed upto class VIII.
- Acquaint himself/herself with the principles of second language learning.
- Impart practical knowledge of teaching of English as a second language.
- Understand the relative importance of different language skills at different stages of learning, English as a second language.
- Develop the ability to construct test items and question papers to assess pupil`s progress, remedy, pupil`s weakness and revise teaching strategy according.
- Be capable of evaluating the progress of achievement of students in language learning.

CONTENTS

UNIT-I

- (a) Nature and concept of language
- (b) Importance of language
- (c) Functions of language
- (d) Linguistic principles
- (e) Aims and objectives of teaching of English
- (f) Stating objectives in behavioral terms

UNIT-II- content and pedagogical analysis

- (a) Teaching of prose, poetry, composition and grammar
- (b) Pedagogical analysis based in unit analysis, objectives, learning experience, chosen methods and material and evaluation at least one topic from prose, poetry, composition and grammar
- (c) Preparation analysis based on any of the following skills- questioning, explaining, illustration, stimulus variation

UNIT-III

Methods of teaching and skills of teaching

- (a) Difference between an approach and method, Major methods of teaching English: Grammar-cum translation method, direct method and bilingual method.
- (b) Structural approach – meaning of structure and pattern, principles of selection and graduation of structure, presentation and practice of structure
- (c) Latest development in the approach and methods of teaching English including the linguistic communicative approach
- (d) Development of following linguistic skill – listening and understanding, speaking, reading, writing

UNIT-IV

- (a) Importance of instructional material and their effective use
- (b) Use of following aids- chalk board, flannel board, pictures, pictures cut-out, charts, tape-recorder, record player, radio, television, film strips, over head projector, language laboratory

UNIT-V

- (a) Basic principles of testing English, the difference between measurement and evaluation
- (b) The meaning and significance of comprehensive and continuous evaluation in English
- (c) Development of good test items in English (objectives type, short answer type, essay type)
- (d) Preparation of an achievement test.

Reference Books:-

1. Teaching of English: Dr. S.C. chaddha.
2. Teaching of English: Dr. M.K.Singh.
3. Fundamentals of teaching English: SHARMA Dr.R.A..
4. Teaching of English in India: PATHAK P.D..
5. Essentials of English teaching : JAIN Dr. R.K. / SHARMA.
6. Teaching of English: KOCHAR Dr.SHASHI / RAMCHANDERAN.
7. Aspects of English teaching: VYAS SHUBHA.

TEACHING OF SANSKRIT Code E-313

external -75 marks
Internal – 25 marks

OBJECTIVES:

Pupil teachers will be able to:

- To pronounce Sanskrit words correctly.
- Translate simple Sanskrit sentences into Hindi language.
- Recognize noun, pronoun, SABD A RUPA, DHATU RUPA etc. of Sanskrit language.
- Develop linguistic skills like reading, writing, listening, speaking in Sanskrit.
- Acquire the knowledge of Indian culture and civilization.
- Develop moral and values among the students.

CONTENTS

UNIT-I

The position of Sanskrit in the school curriculum: Its literary, cultural and linguistic value, its relation with modern Indian Language.

Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral term.

UNIT-II

Curriculum:

Need, bases and principles of curriculum construction.

Precautions in developing curriculum of Sanskrit.

Evaluation of present curriculum.

Importance of phonetics of Sanskrit, study of symbols representing different sound, study of alphabets.

UNIT-III

Teaching Methods: pathshala method, Bhadarkar method, Text-book, direct method and the elective method.

Teaching of prose, poetry, grammar, composition, translation, drama, rapid reading and spelling in Sanskrit.

UNIT-IV

Oral work and pronunciation, recitation of passage from prose and poetry, their aims and teaching methods.

Text-book of Sanskrit-characteristics and Evaluation procedure of text-book.

UNIT-V

Evaluation in teaching of Sanskrit, construction of a good test keeping in view of the objectives, content and form of questions, preparation of blue print

Teaching aids in Sanskrit and preparation of lesson notes.

Reference Books:-

1. *Il d`r f`k{k.k % Mk0 ,l0 Mh0 flagA*
2. *laLd`r f`k{k.k % vgykor ehuk@'kekZ A*

3. laZLd`r f'k{k.k % ik.Ms; Mk0 jke'kdyA
4. laLd`r f'k{k.k % tSu cuokjh yky] xksLokehA
5. laLd`r okM~e; esa 'kkfUr f'k{k.k % tks'kh i0 eksrhykyA
6. laLd`r fo"k;oLrq ,ao f'k{k.k fof/k;kW % ISuh IR;sUnq] ikjhdA
7. laLd`r f'k{k.k % Hkw"k.kk lkaojeyA
8. laLd`r f'k{k.k % 'kekZ jek] feJkA

TEACHING OF SOCIAL STUDY

Code E-314

external -75 marks
Internal – 25 marks

OBJECTIVES:

- To appreciate the need for learning History, Geography, Civics and Economics either as separate discipline or as an integrated discipline
- To Development knowledge about the basic principles governing the construction of a social study course.
- To Develop the classroom skills needed for teaching of social study either as a separate or as an integrated discipline using modern methodology.
- To Acquire the competence to plan for instruction
- To Develop the ability to organize co-curriculum activities and community resources for prompting social study learning
- To Acquire the ability to develop instructional support materials.

CONTENT

UNIT- I

Social studies teaching- Need and justification of the teaching SST as a separate subject in school curriculum, fundamental principles of social study course.
Objectives of teaching social study, Objectives of teaching the subject at different level, scope of the social studies and values of teaching social study.

UNIT-II

Need for the planning of curriculum, construction of curriculum, general pattern of social study curriculum.
Various methods, techniques of teaching social study.

UNIT- III

Audio-visual aids in social study- need, principles for use of teaching aids, advantages and problems in the use of material use.
Text book of social study – importance, values and characteristics of good text book.

UNIT- IV

Social study library and laboratory, need and management of material and equipments.
Evaluation in social study- meaning, purpose, objectives and criteria of good examination, evaluating the results of SST

UNIT- V

Lesson planning- values and importance, types of lesson planning, steps of lesson planning

Reference Books:-

1. Teaching of social Science: Dr. S.C.Soti.
2. Teaching of social Studies: R.A.Sharma.
3. Teaching of social science: SAXENA N.R,MISHRA,MOHANTY .
4. Teaching of history: SINGH R.P..
5. Teaching of social studies : MANGAL S.K. / MANGAL.
6. Teaching of social studies: SHAIDA B.D. / SHAIDA.
7. ukxfjd'kkL= f'k{k.k % c?ksyk gsrfraag] O;kIA
8. vFkZ'kkL= f'k{k.k % IDIsuk fueZyKA

TEACHING OF COMMERCE

Code E-315

external -75 marks
Internal – 25 marks

OBJECTIVES:

The pupil teachers will be enable :

- To develop an interest among the students in the theory and practice in business, trade and Industry.
- To acquaint students with organizing, managing and handling routine operations of business firms and small scale factory.
- To inculcate attitudes and values leading to the integration of business with the social system.
- To provide basic information of modern methods of office operations and paper works in a business office.
- To generate and promote awareness of students in techniques of maintaining, accounting records with the help of computers.
- To acquaint the students with practice and procedure of determination of cost from the point of its elements.
- To create an awareness of the necessity of auditing the detection/rectification of errors in the process of accounting.

CONTENT

UNIT-I

Meaning and scope of commerce in developing and developed countries, significance of commerce in Indian school today.

Aims and objectives of teaching commerce at different levels.

UNIT-II

Principles of curriculum construction, a critical estimate of present syllabus in commerce subject in the state of UP.

UNIT-III

Methods of teaching commerce subjects, laboratory method , project method, unit method, discussion method and recitation method.

Techniques of teaching commerce subject- narration, questioning observation, drill, assignment correlation, visits to offices and factories.

UNIT-IV

Aids and illustration for teaching commerce subject a equipments of commerce room and library.

Text-books in commerce subjects, their importance and criteria for their selection.

UNIT-V

Commerce teacher, his qualities and qualification.

Application of evaluation approach in the teaching of commerce, construction of objective test.

Reference Books:-

1. Teaching of Commerce : S.N. Srivastava.
2. Teaching of commerce: SINGH R.P..
3. Teaching of commerce a practical approach: AGGARWAL J.C..
4. okf.kT; f'k{k.k % tSu ds0lh0,l0A
5. cgh[kkrk f'k{k.k % oekZ ,e0ds0]tSuA
6. okf.kT; f'k{k.k % flag Mk0W jkeikyA

TEACHING OF COMPUTER SCIENCE

Code E-316

external -75 marks

Internal – 25 marks

OBJECTIVES:

- The Pupil teachers will be able to understand a computer system and its applications in education .
- They will be able to use computer based learning packages and organize school computer unit.
- They will be able to do programming on basic language by solving educational problems.
- They will be able to use computer in various educational purposes.

CONTENTS

UNIT-I

Introduction, meaning, scope and importance of computer science and its place in school curriculum.

Historical perspective, development of computer and computer education as a school subject and present status of computer education as a school subject.

UNIT-II

Aims and objectives of teaching computer science at the school level.

Curriculum in computer, principles of curriculum construction, programme language(BASIC) and its application in education.

UNIT-III

Instructional technology, lecture method, demonstration method, CAI, hands on experience, video technology.

Lesson planning, need and procedure.

UNIT-IV

Planning of computer laboratory .

Evaluation of learning outcomes.

UNIT-V

Preparation of a computer project.

Problems in adopting computers in daily teaching.

Reference Books:-

1. Teaching of Computer Science: Dr. Alok Kumar.
2. Teaching of Computer Science: Amita Bhatnagar.
3. Teaching of computer science: GOEL HEMANT KUMAR.
4. Computers in teaching& learning: DANGWAL Dr.KIRANLATA.
5. Computer literacy & educational applications: TANK HITESH.
6. dEl;qVj lk{kjrk ,zo izkjfEHkd vuqiz;ksx % lksuh mes'k dqekjA
7. dEl;wVj f'k{kk % mik;/k; vkyksd @flagA

TEACHING OF HOME SCIENCE

Code E-317

external -75 marks

Internal – 25 marks

OBJECTIVE:

- To develop understanding of the aims of teaching of Home science.
- To develop understanding of various methods and procedures required for teaching Home science effectively.
- To develop basic skills and competencies required for teaching of Home science.
- To develop practical skills to organize various activities related to Home science.
- To develop skills and competencies required for preparing teaching aids in teaching Home science.
- To develop competencies and skills for effective evaluation in Home science.

CONTENT

UNIT – I

- a. The concept of Home Science: Meaning and components; place of Home Science in Secondary education.
- b. Aims and objectives of teaching of Home Science.
- c. Writing objectives in behavioral term.
- d. Correlation of Home Science with other school subjects.

UNIT - I

Pedagogical Analysis

- A) Foods, Nutrition, and Health.
- B) Child Care.
- C) Fiber and Fabric.
- D) Home Management – Importance of planning, principles of budget making
- E) Hygiene and sanitation.

UNIT –III

Methods of Teaching

- A) General principles and methods of teaching – project method, discussion method, Demonstration, practical, individual work.
- B) Micro-teaching skills – explaining, questioning, illustration and stimulus variation.

UNIT – IV

Equipments of Teaching

- A) Development and designing of curriculum.
- B) Teaching aids – classification and importance.
- C) Concept of lesson plan, preparation of lesson plan.
- D) Development of text books.
- E) Planning of space and equipment for Home Science laboratory.

UNIT-V

- A) Evaluation in Home science- meaning and importance of evaluation
- B) Comprehensive and continuous evaluation
- C) Evaluation devices- written, oral, observation, practical work, assignment

Reference Books:-

1. x`g foKku % ,e0,y0 feRryA
2. x`g foKku f'k{k.k % 'kekZ 'kdqUrykA
3. x`gfoKku f'k{k.k % 'kekZ ch0,y0@ch0,e0 IDISukA
4. x`gfoKku f'k{k.k % 'kekZ inekA
5. x`g foKku f'k{k.k % ikjhd 'khy]'kekZ eerK jdkSjA

TEACHING OF MATHEMATICS

Code E-318

external -75 marks

Internal – 25 marks

OBJECTIVES :

- Understand and appreciate the uses and significance of mathematics in daily life
- Learn successfully various approaches of teaching mathematics and to be use them judiciously
- Know the methods of planning instruction for the classroom
- Prepare curriculum activities and organize the library and book in it as per the needs
- Appreciate and organize activities to develop aesthetics of mathematics
- Obtain feedback both about teaching as well as student's learning

CONTENTS

UNIT-I

Meaning of mathematics, history of mathematics, contribution of Indian mathematics with reference to Bhaskaracharya, Aryabhata, Leelavati, Ramanujam and contribution of Euclid, Pythagoras, Renedescarte.

UNIT-II

Objectives of teaching mathematics in term of instruction and behavior, approaches to teaching of mathematics viz. inductive, deductive, analytical, synthetic, heurism, project and laboratory, using various techniques for teaching mathematics viz. oral, written, drill, assignment, supervised study and programmed instruction.

UNIT-III

Meaning and importance/purpose of a lesson plan, Performa of a lesson plan and its rationality, meaning and purpose of a unit and unit plan, meaning and purpose of a yearly plan, development/preparing low cost improvised teaching aids relevant to local ethos, skills in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT-IV

Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children, planning activities and methods of developing the substitutes/alternatives material to the prescribed for completing the syllabi.

UNIT-V

Using mathematics as a game for recreation, organizing quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing a math's laboratory, learning about the short cuts mentioned in Vedic mathematics.

Textbooks in mathematics- qualities of a good textbook in mathematics, process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral developments.

Reference Books:-

1. Teaching of Mathematics : Dr.R.S.Srivastava ,Amita Bhatnagar.
2. Teaching of Mathematics: KULSHRESHTHA A.K..
3. Teaching of Mathematics: PRATAP NARESH.
4. Teaching of Mathematics: KUMAR Dr.PUNEET / AGARWAL.
5. Mathematics Teaching: GUPTA JAYENDRA SHEKHAR.
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TEACHING OF PHYSICAL SCIENCE

Code E-319

external -75 marks
Internal – 25 marks

OBJECTIVES :

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

CONTENTS

UNIT-I

- (j) Nature of modern sciences- Thrust areas in particular sciences-Impact of science on modern communities, globalization and science, Path tracking discoveries and land mark developed in science, eminent scientists from India and abroad – C. V. Raman, H.J.Bhabha, J.C.Bose, Newton, Einstein, Stephen Hawking.
- (ii) Justification for including sciences as subject of study i.e. school curriculum, objectives of teaching physical science- taxonomy of educational objectives– Organizing learning experiences for achieving, specified behavioral outcomes.

UNIT-II

- (j) Major method used for science instruction, Factors to be considered in the selection of methods.

- (ii) 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, maintenance of aquarium, herbariums and vivariums original science projects- organizing science fairs and excursions to be taken-up.

UNIT-III

- (i) Planning for teaching developing year plan, unit plan, lesson plan, content analysis, pedagogical analysis; and identification of important concepts for further focus, use of Piagetian and RCEM approaches in developing lesson plan.
- (ii) Preparation and Development of improvised apparatus; Preparation, selection and use of teaching aids; Innovations in teaching the subject in terms of team teaching, seminar presentation, programmed instruction, micro teaching. CAI.

UNIT-IV

- (j) Curriculum organization using procedures like concentric, topical, process and integrated approaches, Adapting the curriculum to local needs and requirements and the availability of local resources.
Practical work in science teaching, record writing for science project, interior designing for science and biology laboratory.
- (ii) Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides, audio-visual support material, laboratory material etc. evaluating entire for the above.

UNIT-V

- (i) Concept of evaluation and measurement.
Evaluating learning outcomes in science, preparing various kinds of objectives tests.
Diagnostic testing and remedial teaching formative evaluation and summative evaluation.
Diagnostic testing and remedial teaching- developing formative evaluation instruments as aids to learning.
- (ii) Designing lesson plans – ability to convert any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

Reference Books:-

1. Teaching of Science: Dr. C.S. Shukal.
2. Teaching of Science: Dr. R.S. Srivastava.
3. Teaching of Physical Science: S.K. Mangal, Shubhra Mangal.
4. Teaching of Science: BHATNAGAR.
5. Physical Education: SHARMA B.L./PRATAP.
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TEACHING OF BIOLOGICAL SCIENCE

Code E-320

external -75 marks

Internal – 25 marks

OBJECTIVES :

Pupil teachers to have the ability to:

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

CONTENTS

UNIT-I

- (i) Nature of biological sciences, Major thrust areas of biological sciences, Path tracking discoveries and landmark developments in science, Eminent scientists from India and abroad, Professions in the areas of biological sciences.
- (ii) Justification of biology for including as a school subject, Objectives of teaching biology, Taxonomy of educational objectives Concept of entry behavior and terminal behaviour, organizing learning experiences for achieving specific behaviour outcomes.

UNIT-II

- (i) Major methods and methods of instruction for biological sciences:
 - (a) Lecture
 - (b) Demonstration
 - (c) Project
 - (d) Problem Solving
- (ii) Co-curricular and non-formal approaches : activity approaches and non formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium, original science projects- organizing fairs and excursions to be taken-up.

UNIT-III

- (i) Planning for biology teaching, unit plan, lesson plan, content analysis, pedagogical analysis; Different approaches for developing lesson plan like RCEM and evaluation.
- (ii) Development of improvised apparatus; Preparation, selection and use of teaching aids; innovations in biology teaching like team teaching, seminar presentation, programmed instruction, micro teaching. CAI.

UNIT-IV

- (i) Principles of curriculum development of biological science; adapting the curriculum of biological science to local needs and availabilities of local resources, Designing biology laboratory, practical work and record keeping in biology.
- (ii) Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides, audio-visual support material, laboratory material.

UNIT-V

- (i) Evaluating outcomes of biology teaching
 - (a) Concept of evaluation and measurement
 - (b) Developing achievement test for biology teaching
 - (c) Diagnostic testing and remedial teaching formative evaluation and summative evaluation
- (ii) Designing lesson plans for biology teaching in schools.

Reference Books:-

1. Teaching of Biological Science: S.K. Mangal, Shubhra Mangal.
2. Teaching of Biology: Dr. C.S. Shukla.
3. Teaching of Biology: KULSHRESHTHA S.P..
4. Teaching of Biological Sciences: AHMAD JASIM.
5. The Book of Biology: S.K. Mangal, Shubhra Mangal.
6. The Book of Biology: S.K. Mangal, Shubhra Mangal.
7. The Book of Biology: S.K. Mangal, Shubhra Mangal.