MODIFIED/REVISED B.ED SYLLABUS OF CERTAIN TEACHING PAPERS & PART-II PRACTICALS (2010-2011) APPROVED BY THE VICE CHANCELLOR

Under scheme of examination and syllabus for B. Ed. one year regular course implemented from the Session 2010-11 in Part- I Theory Papers I- VII there is no change. Further, in Part-II Practicals, except Paper VIII-B, there is no change. In paper VIII-B, the required changes have been incorporated as under

Existing Syllabus					**Amended Syllabus**				
VIII-B	**Community Based Projects and Work Experience (Any one of the following)**	40	10	2+2 (1.30 HRS:40)	VIII-B	**Community Based Projects and Work Experience (Any Two of the following)**			
	1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)					1) Out of School Children' Enrolment Drive (At least 5 children enrolment to Support teaching)	20	5	2 (0.45HRS/ 20)
	2) Recycling of the Waste Paper (Any five items)					2) Recycling of the Waste Paper (Any five items)	20	5	2 (0.45HRS/ 20)
	3) School/Classroom ambience: Interior-decoration(Old syllabus 2008-09)					3) School/Classroom ambience: Interior-decoration(Old syllabus 2008-09)	20	5	2 (0.45HRS/ 20)
	4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items)					4) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc) (Any five items)	20	5	2 (0.45HRS/ 20)
	5) Drawing and Painting (Old syllabus 2008-09)					5) Drawing and Painting (Old syllabus 2008-09)	20	5	2 (0.45HRS/ 20)
	6) Alternate School Monitoring- Support teaching					6) Alternate School Monitoring- Support teaching	20	5	2 (0.45HRS/ 20)
	7) Out Reach programme (Marginalized children i.e Special					7) Out Reach programme (Marginalized children i.e Special needs/Economically/ SC/ST/ Girls)	20	5	2 (0.45HRS/ 20)

	needs/Economically/SC/ST/ Girls)					8) Mid Day Meal-Preparation to Monitoring	20	5	2 (0.45HRS/ 20)
	8) Mid Day Meal-Preparation to Monitoring					9) Organising Parent-Teacher Meeting	20	5	2 (0.45HRS/ 20)
	9) Organising Parent-Teacher Meeting					10) Serva Shiksha Abhiyaan (SSA) Project	20	5	2 (0.45HRS/ 20)
	10) Serva Shiksha Abhiyaan (SSA) Project								

There was also not given any Evaluation Scheme including moderation in Internal Assessment Awards in the existing B.Ed Syllabus (2010-2011). The same has been incorporated as under:

EVALUATION SCHEME

1. Part-A(Theory Papers-I to VII)

(A) Theory Part: External Evaluation

The theory part in papers I, II, III(A), III(B), IVA, IVB, VA, VB ,VI & VII will be evaluated through a system of external evaluation. The University will appoint external paper setters and examiners as per past practice.

(a) Papers-I, II, VI & VII (Max. Marks-80):

Students will be required to attempt 5 questions in all out of the given 9 questions. Q. No. 1 will be compulsory and will carry 16 marks. It will have 4 parts comprising 4 marks each.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(b) Papers III(A), III(B), IVA, IVB, VA, VB (Max. Marks- 40+40): Students will be required to attempt 3 questions in all out of the given 5 questions in each of these papers. Question No. 1 will be compulsory in all these papers and will carry 8 marks. It will have 2 parts comprising 4 marks each. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Papers III(A), III(B), IVA, IVB, VA & VB will be attempted on separate Answer Books in one sitting of 3 hours. All these papers and answer books will be administered simultaneously at the beginning of the examination.

(B) Practicals and Sessionals (Pedagogical Skill Development/Project Work): Internal Evaluation

The Practical work and Sessionals (Pedagogical Skill Development/Project Work) in papers I, II, III(A), III(B), IVA, IVB, VA, VB, VI & VII will be evaluated by a committee of examiners constituted for this purpose. This committee will be internal one and include the Principal of College of Education concerned and all the teachers teaching the subject in the College during the concerned academic session.

The weightage for internal evaluation will be house test (25% weightage), project work (50% weightage) and Viva-voce (25% weightage) for each of these paper.

2. Part-B (Practical Papers VIII to X)

(A) External evaluation in paper VIII will be done by External Examiner/Examiners appointed by the University on the recommendation of the concerned Board of Studies as per ongoing practice. The evaluation will be done in groups of 20-25 students at a time.

Internal evaluation (sessionals) in these papers will be done by an internal committee of the college. It will include the Principal and the teachers taking the practical classes in the concerned academic session.

(B) The Evaluation in paper IX and X i.e. Practical Skill in Teaching (Teaching subject-I and Teaching subject-II) will be done as follow:

(a) In these papers the sessional work i.e., criticism lessons, micro-teaching, simulated teaching, preparation of lesson plans, block-teaching practice, observation and maintenance of the concerned record in the note book etc, will be evaluated by an internal committee of the college of education concerned. The Principal and three senior teachers of the college will constitute such a committee.

(b) The two final lessons delivered by the students will be evaluated by an external team consisting of one Coordinator (Head Examiner) and three members (Sub Examiners) appointed for this purpose by the University on the recommendation of the Board of Studies in Education as per previous practice. The examiners will evaluate 40-50 lessons in a day. If the number of students is large, then two separate panel of examiners may be formed by Board of Studies to evaluate final lessons in teaching subject-I and teaching subject-II separately.

(c) Evaluation in paper XI (Participation in School based Co-curricular Activities) will be done by an internal committee of the college. This committee shall comprise of the Principal and concerned teachers organising these activities in the college. Only grades will be awarded and recorded separately in the Detailed Marks Card. However, these grades shall not be counted towards determination of Division etc.

Grades shall as follow:

1. Grade O (Outstanding), Grade A (Very Good), Grade B (Good), Grade C (Average), Grade D (Below Average)
2. A student will have to pass in theory paper (external), practical (external) and aggregate of each paper separately to pass a paper.

Internal Assessment/Sessional Awards

Where 75% marks or more are awarded in sessionals only in Paper(s) of the course, the colleges should submit justification for the same at the time of awarding the sessionals marks and their record be preserved by the colleges upto 6 months from the date of declaration of result.

There were discrepancies/gaps in the contents/units of certain teaching subjects (papers VI & VII) of existing B.Ed syllabus(2010-11). Therefore, in papers VI & VII (Teaching Subjects) re-arrangement/required modification of contents/Units of syllabi has done. The same is given as under:

Existing Syllabus	Amended Syllabus
PAPER-VI, VII Group-A (Opt. v): **TEACHING OF PHYSICAL SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS UNIT-I 1) Concept • Importance of Physical Science in school curriculum. • General aims and objectives of teaching Physical sciences at secondary school stage. • Bloom's Taxonomy of educational objectives • Formulation of specific objectives in behavioural terms. 2) Contents • Energy-types • Transmission of heat • Atomic structure • Magnetism • Friction • Water as universal solvent **UNIT-II** 3) Following points should be followed for pedagogical analysis • Identification of minor and major concepts • Listing behavioural outcomes • Listing activities and experiments • Listing evaluation procedure 4) Transaction of contents • Unit planning of teaching aids. • Preparation of teaching aids. • Development of demonstration experiments • Co-curricular activities	**PAPER-VI, VII Group-A (Opt. v):** **TEACHING OF PHYSICAL SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS **UNIT-I** **1. Concept** • Importance of Physical Science in school curriculum. • General aims and objectives of teaching Physical sciences at secondary school stage. • Bloom's Taxonomy of educational objectives • Formulation of specific objectives in behavioural terms. **2. Content and Pedagogical Analysis** • **Energy-types** • **Transmission of heat** • **Atomic structure** • **Magnetism** • **Friction** • **Water as universal solvent** **Following points should be followed for pedagogical analysis:** • **Identification of concepts** • **Listing behavioural outcomes** • **Listing activities and experiments** • **Listing evaluation techiques** **UNIT-II** **3. Transaction of contents** • Unit planning • Lesson Planning • Preparation of teaching aids. • Development of aquarium, Vivarium etc. • Development of demonstration experiments 4. **Development of self-learning material (Linear Programme)**

UNIT-III 5) Development of self-learning material (Linear programme) 6) Method of teaching • Lecture-Demonstration method • Project Method • Problem- solving method • Problem- solving method **UNIT-IV** 7) Skills • Practical demonstration – using laboratory • Improvisation of apparatus • Skill of introducing the lesson (set induction) • Questioning • Skill of Illustration with examples (visual) • Skill of explaining • Skill of sing Black board • Skill of stimulation variation 8) Evaluation • Concept-Measurement and evaluation and grading • Formative evaluation • Summative evaluation • Diagnostic evaluation • Characteristics of a good test • Preparation of achievement test-objective tests	**UNIT-III** **5. Method of Teaching** • Lecture-Demonstration method • Project Method • Problem- solving method **6. Skills** • Practical demonstration- using laboratory • Improvisation of apparatus **UNIT-IV** **7. Micro- teaching skills** • Skill of introducing the lesson (set induction) • Questioning • Skill of Illustration • Skill of explaining • Skill of stimulation variation **8. Evaluation** • Concept-Measurement and evaluation and grading • Formative evaluation • Summative evaluation • Diagnostic evaluation • Characteristics of a good test • Preparation of achievement test-objective tests
Paper-VI & VII (Group B) Opt. (i): **TEACHING OF SOCIAL SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS **UNIT-1** 1) Concept, objectives and values: • Meaning, Scope, Importance and values of Teaching Social Science. • Aims and objectives of Teaching of Social Science with special reference to present Indian School. • Bloom's Taxonomy of objectives • Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics. 2) Content & their Pedagogical analysis: • History of Freedom Movement. • Globe: General Information about Globe.	**Paper-VI & VII (Group B) Opt. (i):** **TEACHING OF SOCIAL SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS **UNIT-1** **1.** Concept, objectives and values: • Meaning, Scope, Importance and values of Teaching Social Science. • Aims and objectives of Teaching of Social Science with special reference to present Indian School. • Bloom's Taxonomy of objectives • Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics. 2 **Content & Pedagogical analysis:** • **History of Freedom Movement.**

• Indian Constitution. • Major issues facing Indian economy, today.	• **Globe: General Information about Globe.** • **Indian Constitution.** • **Major issues facing Indian economy, today.** **Following points should be followed for pedagogical analysis:** • **Identification of concepts** • **Listing behavioural outcomes** • **Listing activities and experiments** • **Listing evaluation techniques**
UNIT-II 3) A) Methods and Skills of Teaching Social Science (History/Geography/Civics): • Project Method • Inductive and Deductive Method. • Assignment Method • Source Method • Story Telling Method • Lecture Cum Discussion Method B) Skills • Skill of Introducing the lesson • Skill of explaining • Skill of Questioning • Skill of Illustration with Example • Skill of Stimulus Variation 4) Development utilization of Instructional Material • Development of Self-Instructional Material. • Use of Community Resources. • Designing of Social Science Lab.	**UNIT-II** 3. Methods of Teaching Social Science (History/Geography/Civics): • Project Method • Inductive and Deductive Method. • Assignment Method • Source Method • Story Telling Method • Lecture Cum Discussion Method 4. Skills • Skill of Introducing the lesson • Skill of explaining • Skill of Questioning • Skill of Illustration with Example • Skill of Stimulus Variation
UNIT-III 5) Development/Utilization of instructional aids- • Charts • Maps • Graphs • Models • Film strips • T. V. • Computers 6) Development and utilization of instructional aids	**UNIT-III** 5. **Development & Utilization of Instructional Material** • **Development of Self-Instructional Material.** • **Use of Community Resources.** • **Designing of Social Science Lab.** 6. Development/Utilization of instructional aids- • Charts • Maps • Graphs • Models • Film strips • T. V. • Computers
UNIT-IV 7) Text Book: Importance and qualities of a good text book of Social Science i.e. History/Geography and Civics 8) Evaluation:	**UNIT-IV** **No Change**

• Meaning, importance and Objective of Evaluation.
• Evaluation Devices
  o Oral test
  o Written Test
  o Practical test
  o Diagnostic testing
• Observation
• Rating Scale	

Paper-VI & VII (Group B) Opt (iv): **TEACHING OF COMPUTER SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) **UNIT-I** 1) Importance Aims and objectives • Importence of Computer Science in School Curriculum. • General aims and objectives of Teaching Computer Science • Bloom's Taxonomy of Educational objectives • Formulation of Specific objectives in Behaviour terms 2) Contents & Pedagogical Analysis • Computer System • Operating System • Net-Working • M.S. Windows • MS Office • Information Technology & Computers. 3) Pedagogical Analysis Following points should be followed for pedagogical Analysis:- • Identification of Concept • Enlisting Behavioural outcomes. • Enlisting activities and experiments • Enlisting evaluation techniques Teachers will demonstrate pedagogical analysis of any one of the topics mentioned under contents above(Unit-II , part-I). The examiner, therefore, can ask the pedagogical analysis of any of the given topics. **UNIT-II** 4) Instructional Planning, Development, & Utilization of Instructional Material Instructional Planning • Unit Planning • Lesson Planning 5) Development of Instructional Material • Development of Text Books	**Paper-VI & VII (Group B) Opt (iv):** **TEACHING OF COMPUTER SCIENCE** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) **UNIT-I** **1. Importance Aims and objectives** • Importance of Computer Science in School Curriculum. • General aims and objectives of Teaching Computer Science • Bloom's Taxonomy of Educational objectives • Formulation of Specific objectives in Behaviour terms **2. Content and Pedagogical Analysis** • Computer System • Operating System • Net-Working • M.S. Windows • MS Office • Information Technology **Following points should be followed for pedagogical analysis:** • **Identification of concepts** • **Listing behavioural outcomes** • **Listing activities and experiments** • **Listing evaluation techiques** **UNIT-II** **3. Instructional Planning** • **Unit Planning** • **Lesson Planning** **4. Methods of Teaching** • **Lecture -Demonstration Method** • **Inductive-Deductive Method**

• Development of Self Instructional Material • Development of Computer assisted instructional material • Utilization of TV(Vedio), Films, OHP, Computer. 6) Designing and Managing Computer Laboratory • Importance of Computer Laboratory and its importance • Physical conditions and layout of Computer Laboratory • Managing a Computer Laboratory **UNIT-III** 7) Methods of Teaching and Micro Teaching Skills:- Methods of Teaching • Lecture -Demonstrative Method • Inductive-Deductive Method • Problem-Solving Method • Project Method 8) Micro Teaching Skills • Skill of Introducing the lesson • Skill of questioning • Skill of illustration with examples • Skill of Explaining • Skill of stimulus Variations 9) Evaluation • Concept, need, importance and type of evaluation • Formative Evaluation • Summative Evaluation • Attributes of Good Achievement Test • Types of Tests used in Computer Science	• **Problem-Solving Method** • **Project Method** **UNIT-III** **5. Development & Utilization of Instructional Material** • Development of Text Books • Development of Self Instructional Material • Development of Computer assisted instructional material • Utilization of TV(Vedio), Films, OHP, Computer. **6. Designing and Managing Computer Laboratory** • Importance of Computer Laboratory • Physical conditions and layout of Computer Laboratory • Managing a Computer Laboratory **UNIT-IV** **7. Micro Teaching Skills** • **Skill of Introducing the lesson** • **Skill of Questioning** • **Skill of Illustration with examples** • **Skill of Explaining** • **Skill of Stimulus Variations** **8. Evaluation** • **Concept, need, importance and type of evaluation** • **Formative Evaluation** • **Summative Evaluation** • **Attributes of a Good Achievement Test** • **Types of Tests used in Computer Science**
PAPER-VI & VII (Group B) Opt. (v):	**PAPER-VI & VII (Group B) Opt. (v):**

TEACHING OF HOME SCIENCE	TEACHING OF HOME SCIENCE
Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20)	Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20)
COURSE CONTENTS	COURSE CONTENTS
UNIT-I 1) Home Science • The Concept, meaning and components • Place of Home Science in Secondary Education. • Aims and Objectives of teaching of Home Science. 2) Writing objectives in behavioural terms • Correlation of Home Science with other school subjects.	**UNIT-I** 1. Home Science • The Concept, meaning and components • Place of Home Science in Secondary Education. • Aims and Objectives of teaching of Home Science. • **Writing objectives in behavioural terms** **2. Relationship of Home Science with other school subjects.**
UNIT-II 3) Content: • Foods, Nutrition & Health • Child Care • Fiber and Fabric 4) Pedagogical analysis: Following points should be followed for pedagogical analysis on any one of the content topics covered in the syllabus • Identification of concept • Listing behavioral outcomes • Listing activities and experiments. • Listing evaluation techniques. 5) Home management • importance of planning • principles of budget making • Hygiene and sanitation	**UNIT-II** 3**. Content & Pedagogical analysis** • **Foods, Nutrition & Health** • **Child Care** • **Fiber and Fabric** • **Home management** **Following points should be followed for pedagogical analysis :** • **Identification of concept** • **Listing behavioral outcomes** • **Listing activities and experiments.** • **Listing evaluation techniques.** **4. Home management** • **importance of planning** • **principles of budget making** • **Hygiene and sanitation**
UNIT-III 6) Methods of Teaching and Micro-teaching Skills • General principles and methods of teaching-Project method, Discussion method, Demonstration, Practical and Individual work • Micro-teaching skill-Explaining, Questioning, Illustration and Stimulus Variation. 7) Home Science Laboratory • Concept and importance • Planning of space and equipment for Home Science Laboratory	**UNIT-III** **No change**
UNIT-IV 8) Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory • Development and designing of	**UNIT –IV** **No Change**

curriculum • Teaching aids-classification and importance • Concept of lesson plan, preparation of lesson plan • Development of text-books 9) Evaluation • Evaluation in Home Science-Meaning and importance of evaluation • Comprehensive and continuous evaluation • Evaluation devices-written, oral, observation, practical work, assignment	
PAPER-VI & VII (Group C) Opt. (i): TEACHING OF MATHEMATICS Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS **UNIT-I** 1) Concept and aims of Mathematics • Meaning, Nature and Historical Development of Mathematics. • Assumption, postulates, axiom of Mathematics, and Fundamentals of logic namely: use of if and then, and If and only If. • Values to be taught through teaching of Mathematics. • Aims and Objectives of Teaching Mathematics at Secondary stage. • Writing objectives in terms of behavioural outcomes of students. 2) Diagnostic Testing and Remedial Teaching for: • Gifted Learners • Slow Learners • Learners with Dyscalculia • Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them. **UNIT-II** 3) Methods of Teaching Mathematics • Lecture-cum-Demonstration • Inductive-Deductive • Analytic-Synthetic • Problem Solving • Laboratory • Project	**PAPER-VI & VII (Group C) Opt. (i): TEACHING OF MATHEMATICS** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS **UNIT-I** **No Change** **UNIT-II** **No Change**

4) Techniques of teaching Mathematics
   - Oral work
   - Written Work
   - Drill-work
   - Brain-storming
   - Home Assignment
   - Self-study
   - Supervised Study

UNIT-III

5) Learning Resource
   - Importance and Organization of Mathematics Club
   - Recreational Activities of Mathematics Club:
     - Mathematics Fairs;
     - Games
     - Quiz
     - Puzzles
     - Visits
     - Talks
   - Visits, Excursions, Math Exhibitions and Mathematics Fairs.
   - Importance and Setting up of Math Laboratories.
   - Importance of Support Material: Reference Material – Encyclopedia, News Letters and Magazines. On-line and off-line Resources.

UNIT-IV

6) Pedagogical Analysis
   Unit Analysis:
   - Objectives Formulation.
   - Learning Experience.
   - Choosing Method and Material.
   - Evaluation.

7) Contents:
   - Mean, Medium, Mode and Central tendency
   - Congruency
   - Trigonometry
   - Area
   - Volume
   - Linear and Quadratic Equations
   - Ratio and Proportion.

8) Pedagogical analysis:

Pedagogical analysis on any of the contents covered in the syllabus should be done on the following points:
   - Identification of concepts
   - Listing behavioural Outcomes.
   - Listing Activities and experiences
   - Listing Evaluation Techniques.

UNIT-III

5. Learning Resource
   - Importance and Organization of Mathematics Club
   - Recreational Activities of Mathematics Club:
     - Mathematics Fairs;
     - Games, Puzzles
     - Quiz
     - Visits
     - Talks
     - Math Exhibitions
     - Excursions
   - Importance and Setting up of Math Laboratories
   - Importance of Support Material: Reference Material – Encyclopedia, News Letters and Magazines. On-line and off-line Resources.

6. Unit Analysis:
   - Objectives Formulation.
   - Learning Experience.
   - Choosing Method and Material.
   - Evaluation.

7. Content & Pedagogical Analysis:
   - **Mean, Median and Mode**
   - **Congruency**
   - **Trigonometry**
   - **Area**
   - **Volume**
   - **Linear and Quadratic Equations**
   - **Ratio and Proportion**

Following points should be followed for pedagogical analysis:-
   - **Identification of concepts**
   - **Objective formulation**
   - **Listing behavioural Outcomes, activities ,experiences and methods**
   - **Listing Evaluation Techniques**

UNIT-IV 9) Instructional Planning & Material Development. • Preparation of Micro Lesson Plan • Preparation of Simulated Lesson Plan. • Preparation of Classroom Lesson Plan. • Preparation and use of Audio-Visual Material and equipments. • Professional Growth of Mathematics Teacher • Application of I.C.T in Teaching of Mathematics. 10) Evaluation. • Comprehensive and continuous Evaluation • Development of Test Items: o Short-Answer Type o Objective-Type • Diagnostic Testing and Remedial Technique • Preparation of an Achievement Test. • Criterion and Norm Reference Test.	**UNIT-IV** **8. Instructional Planning & Material Development** • Preparation of Micro Lesson Plan • Preparation of Simulated Lesson Plan • Preparation of Classroom Lesson Plan • Preparation and use of Audio-Visual Material and Equipments • Professional Growth of Mathematics Teacher • Application of I.C.T in Teaching of Mathematics **9. Evaluation** • Comprehensive and Continuous Evaluation • Development of Test Items: o Short-Answer Type o Objective-Type • Diagnostic Testing and Remedial Teaching • Preparation of an Achievement Test • Criterion and Norm Referenced Test
PAPER-VI, VII Group-C (Opt. v): **TEACHING OF LIFE SCIENCES** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS UNIT-I 1) Importance. Aims and Objectives • Importance of Life Science in School Curriculum • General aims and objectives of teaching Life Science • Bloom's taxonomy of educational objectives • Formulation of specific objective of behavioural terms 2) Contents • Photosynthesis • Human digestive system-Respiratory, Excretory, Circulatory • Cell structure • Micro-organism • Food chain • Ecological balance 3) Following points should be followed be followed for pedagogical analysis • Identification of concepts • Listing behavioural outcomes	**PAPER-VI, VII Group-C (Opt. v):** **TEACHING OF LIFE SCIENCES** Time: 3 Hours Max. Marks: 100 (External: 80, Internal: 20) COURSE CONTENTS UNIT-I **1. Importance, Aims and Objectives** • Importance of Life Science in School Curriculum • General aims and objectives of teaching Life Science • Bloom's taxonomy of educational objectives • Formulation of specific objective of behavioural terms **2. Content and Pedagogical Analysis** • **Photosynthesis** • **Human digestive system-Respiratory, Excretory, Circulatory** • **Cell structure** • **Micro-organism** • **Food chain** • **Ecological balance** **Following points should be followed be followed for pedagogical analysis:** • **Identification of concepts** • **Listing behavioural outcomes** • **Listing activities and experiments**

• Listing activities and experiments • Listing evaluation techniques **UNIT-II** 4) Development of Instructional Material • Transaction of contents • Unit Planning • Lesson Planning • Preparation of teaching aids. • Development of aquarium, Vivarium etc • Development of demonstration experiments 5) Development of self-instructional material (Linear programme) **UNIT-III** 6) Methods of Teaching • Lecture-demonstration method • Project method • Problem-solving method 7) Practical skills • Preparation of temporary and permanent mounts • Collection and preservation of specimen **UNIT-IV** 8) Micro-teaching skills • Skill of introducing the lesson (set induction) • Skill of questioning • Skill of illustration • Skill of explaining • Skill of stimulus variation 9) Evaluation • Concept of measurement and evaluation • Formative evaluation • Summative evaluation • Different types of grading • Attributes of a good achievements test • Preparation of an objective type an achievement test	• **Listing evaluation techniques** **UNIT-II** **3. Development of Instructional Material** • Transaction of contents • Unit Planning • Lesson Planning • Preparation of teaching aids. • Development of aquarium, Vivarium etc • Development of demonstration experiments **4. Development of self-instructional material (Linear programme)** **UNIT-III** **5. Methods of Teaching** • Lecture-demonstration method • Project method • Problem-solving method **6. Practical skills** • Preparation of temporary and permanent mounts • Collection and preservation of specimen **UNIT-IV** **7. Micro-teaching skills** • Skill of introducing the lesson (set induction) • Skill of questioning • Skill of illustration • Skill of explaining • Skill of stimulus variation **8. Evaluation** • Concept of measurement and evaluation • Formative evaluation • Summative evaluation • Different types of grading • Attributes of a good achievements test • Preparation of an objective type an achievement test

Similarly, the practicum/sessionals were also missing (not given) in the certain teaching subjects (papers VI & VII) and in Part-II- Practicals- Papers VIII-A & VIII-B of existing B.Ed syllabus(2010-11). Therefore, the same was included/added as under in those papers:	
PAPER-VI &VII (Group A) Opt. (iii): **TEACHING OF PUNJABI** **Practicum/Sessionals Max. Marks: 20** **Not mentioned**	**PAPER-VI &VII (Group A) Opt. (iii):** **TEACHING OF PUNJABI** **Practicum/Sessionals Max. Marks: 20** Preparation of Diagnostic tests, Achievement test and reading comprehension test of any levels.
PAPER-VI, VII Group-B (Opt. vii): **TEACHING OF ECONOMICS** **Practicum/Sessionals Max. Marks: 20** **Any two of the following**	**PAPER-VI, VII Group-B (Opt. vii):** **TEACHING OF ECONOMICS** **Practicum/Sessionals Max. Marks: 20** Preparation of Diagnostic and Achievement tests.
PAPER- VI, VII Group-B (Opt.viii): **TEACHING OF HISTORY** **Practicum/Sessionals Max. Marks: 20** **Any two of the following**	**PAPER- VI, VII Group-B (Opt.viii):** **TEACHING OF HISTORY** **Practicum/Sessionals Max. Marks: 20** Preparation of Diagnostic and Achievement tests.
PAPER-VI, VII Group-B (Opt. ix): **TEACHING OF CIVICS** **Practicum/Sessionals Max. Marks: 20** **Any two of the following**	**PAPER-VI, VII Group-B (Opt. ix):** **TEACHING OF CIVICS** **Practicum/Sessionals Max. Marks: 20** Preparation of Diagnostic and Achievement tests.
PAPER-VIII A: **ICT ENABLED PRACTICAL/PROJECTS** **Practicum/Sessionals Max. Marks: 10** **Not Mentioned**	**PAPER-VIII A: ICT ENABLED PRACTICAL/PROJECTS** **Practicum/Sessionals Max. Marks: 10** 1. Development/preparation of diagrams/pictures by using Graphic Package like Excel, Paint Brush, and Power Point etc. 2. Preparation and editing a document in MS Word. 3. Entering data and creating graph in MS Excel.
PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES **Practicum/Sessionals** **Not Mentioned**	**PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES** **Practicum/Sessionals** **Max. Marks: 05 each for the two projects** Collection of News items/Photos related to the content of the Project(s) to be carried out/completed by the students.

The aforesaid modifications/revision of existing B.Ed syllabus has been approved by the Vice Chancellor and same will be implemented w.e.f. the current academic session 2010-2011.