

Study & Evaluation Scheme

of

Bachelor of Education (B.Ed.) [Applicable w.e.f. Academic Session 2011-12]



TEERTHANKER MAHAVEER UNIVERSITY

Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in

TEERTHANKER MAHAVEER UNIVERSITY
Bachelor of Education (B. Ed.)

Ordinance, Regulations & Syllabus

1. The duration for Bachelor of Education (B.Ed.) Programme shall be one year and examination shall be held at the end of the academic session.
2. A candidate who after passing (i) graduation (3 Years) examination of any recognised university incorporated by law for the time being in force in India (ii) any other examination recognized by the university as equivalent shall be eligible for admission to B. Ed program.
3. A candidate shall be required to have a minimum attendance of 75% in theory and 95% in practical(s) taken separately in an academic year. The Principal/Director of the college may condone attendance shortage up to 5% for an individual student for genuine reasons to be recorded. However, the Director/Principal of the college may forward to the Vice Chancellor a request of a student for further relaxation of attendance for reasons to be recorded, which shall not be a matter of routine and to be forwarded in only exceptional cases. Besides the above attendance criteria, 40 lessons in the subjects offered under '*Methods of Teaching*' will have to be completed by the end of the session, to be eligible to appear in the year end examinations.
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 commencement of the examination and simultaneously intimate the same to the Controller of Examination in the university. 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 40% marks in aggregate in theory papers and not less than 36% marks in an individual paper. Also, he/she has to secure a minimum of 40% marks in practical papers /courses.
6. A candidate securing 40% marks or above in aggregate but securing less than 36% in any paper shall be deemed as failed in that particular paper and has to reappear in those papers where marks are less than 36%. The number of papers in which a student can reappear is restricted to two, else the student shall be treated as failed in the program and has to take the readmission or have the option to reappear in all the papers as ex-candidate in the next annual examination. In case, a student fails to secure 40% marks in aggregate but secures more than 36% marks in each theory paper, he/she shall have to reappear in those papers where marks are less than 40% to improve the aggregate percentage of marks.
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:

Exemplary Performance	: 90% and above (papers to be cleared in I attempt)
First Division with Distinction	: 75% and above but below 90% (papers to be passed in I attempt)
First Division	: 60% and above
Second Division	: 50% and above but below 60%
Third Division in Theory	: 40% and above but below 50%

8. If a candidate, who has attained 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 and internal examination out of 70 and 30 marks respectively.
10. Paper 151(a) viva-voce shall carry 50 marks and is to be evaluated by external and internal examiners. Paper 151(b) shall carry 50 marks and is to be evaluated by internal examiner. Paper 152 and 153 (Teaching skills) carrying 100 marks each is to be evaluated both by external and internal examiners.
11. The college shall organize seminars/workshops in different subject areas during the session in which students' participation is compulsory.

Note: Admission to B. Ed. program shall be made as per norms laid down by NCTE, Teerthanker Mahaveer University and the Government of Uttar Pradesh from time to time.

The college shall observe minimum 200 working days for curricular and co-curricular activities in the campus and outside the campus including school teaching practice, study tour etc. before the final examination.

Evaluation Scheme

The performance of the candidate appearing in B. Ed. examination shall be evaluated as follows:

1. The evaluation of B. Ed. course shall be made out of 1100 marks. The division shall be determined separately for theory papers out of 800 (paper 101 to 130) marks and in practical papers out of 300 marks.
2. The theory part in all the papers (paper code 101 to 130) will be evaluated through a system of university examination as per its practice and routine.
3. Evaluation procedure in Papers 151(a) & 152(b) (sessional work, practical and internal assessment etc.) shall be as follows:

Paper 151(a)

Viva-Voce Examination of 50 marks shall be conducted by the Board of Examiners consisting of two external examiners and one internal faculty appointed by the Principal on the basis of students' sessional work (administration, scoring and interpretation of psychological test, operation of audio-visual equipments, construction of test items and evaluation of question papers, case study/action research, scout and guide, work with community, participation in cultural activities, physical exercise, game and sports).

Paper 151(b)

Internal assessment out of 50 marks shall be given by two subject supervisors (internal faculty) on the basis of preparation of micro and macro lesson plan, performance in micro and macro teaching, subjective assignment/paper presentation in seminar, art and craft work (PTA and SUPW), participation in curricular and co-curricular activities.

4. Internal Assessment Criteria

Internal assessment of 30 marks in each theory paper shall be assessed on the basis of following criteria:

- (i) There shall be three class tests of 10 marks each. The best two of the three shall be counted for internal assessment.
- (ii) 5 marks shall be awarded for assignment(s) and remaining 5 marks for other activities (including attendance).

5. Paper 152 & 153

The evaluation of teaching practice-1(152) and teaching practice- 2(153) shall be conducted by a board comprising three experts i.e. Principal of the concerned college or internal faculty appointed by the Principal and two external examiners to be appointed by the examination division of the university. Each expert will assess the student individually out of 100 marks in each paper and their average shall be considered for the final marks of the students. Also, this board shall conduct the viva-voce examination out of 50 marks in paper 151(a).



TEERTHANKER MAHAVEER UNIVERSITY

(Established under Govt. of U. P. Act No. 30, 2008)

Delhi Road, Moradabad (U.P)

Study & Evaluation Scheme of Bachelor of Education (B.Ed.) SUMMARY

Programme	: Bachelor of Education (B.Ed.)
Duration	: One year full time
Medium	: English/Hindi
Minimum Required Attendance	: 75% (Theory), 95% (Practical)
Total credits required for the degree	: 47
Evaluation of theory Papers	:

External	Internal	Total
70	30	100

Internal Evaluation of theory Papers

Class Test I	Class Test II	Class Test III	Assignment(s)	Other Activity (including attendance)	Total
Best two out of the three					
10	10	10	5	5	30

Evaluation of Practical

:

Paper Code	Practical	Evaluation Scheme		Marks
		External	Internal	
BED 151 (a)	Sessional work and Viva-voce	30	20	50
BED 151 (b)	Internal Assessment	-	50	50
BED 152	Teaching Practice- I	70	30	100
BED 153	Teaching Practice-II	70	30	100

Duration of Examination

:

External	Internal
3 hrs	1.5 hrs

To qualify the course a student is required to secure a minimum of 40% marks in aggregate in all theory papers and not less than 36% marks in individual paper. He/she will have to secure a minimum of 40% marks in practical papers/courses.

A candidate who secures less than 36% marks in a paper shall be deemed to have failed in that paper. In case a student has secured more than 36% marks in each paper but less than 40% marks in aggregate. He/she shall have to reappear in course where the marks are less than 40% in theory paper in order to improve the percentage of marks in aggregate.

Question Paper Structure

- The question paper shall consist of two sections A & B.
- Section 'A' shall have eight short answer questions covering the entire syllabus and is compulsory. Student shall be required to answer any five questions (weightage 4 marks each).
- Section 'B' shall have seven questions and student shall be required to attempt any five questions. The weightage of each question shall be 10 marks.
- There shall be minimum one and maximum two questions from each unit.

Study & Evaluation Scheme
Program: B.Ed. (Bachelor of Education)

Sl. No	Course Code	Subject	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total
1	BED101	Education in Emerging Indian Society	6	-	-	4	30	70	100
2	BED102	Development of Learner and Teaching Learning Process	6	-	-	4	30	70	100
3	BED103	Development of Educational System in India	6	-	-	4	30	70	100
4	BED104	Essentials of Educational Technology and Management	6	-	-	4	30	70	100
5	BED105	Foundation English-I	2	-	2	3	30	70	100
Opt any one from the following:									
6	BED111	Physical Education	5	-	2	4	30	70	100
7	BED112	Environmental Education	5	-	2	4	30	70	100
8	BED113	Educational and Mental Measurement	5	-	2	4	30	70	100
9	BED114	Educational Management and Administration	5	-	2	4	30	70	100
10	BED115	Career Information and Career Guidance	5	-	2	4	30	70	100
11	BED116	Value Education	5	-	2	4	30	70	100
12	BED117	Computer Education	5	-	2	4	30	70	100
School Teaching Subject (Opt. any two as per eligibility)									
13	BED121	Methods of Teaching Hindi	5	-	2	4	30	70	100
14	BED122	Methods of Teaching English	5	-	2	4	30	70	100
15	BED123	Methods of Teaching Sanskrit	5	-	2	4	30	70	100
16	BED124	Methods of Teaching Social Science	5	-	2	4	30	70	100
17	BED125	Methods of Teaching Commerce	5	-	2	4	30	70	100
18	BED126	Methods of Teaching Computer Science	5	-	2	4	30	70	100
19	BED127	Methods of Teaching Home Science	5	-	2	4	30	70	100
20	BED128	Methods of Teaching Mathematics	5	-	2	4	30	70	100
21	BED129	Methods of Teaching Physical Science	5	-	2	4	30	70	100

22	BED130	Methods of Teaching Biology	5	-	2	4	30	70	100
23	BED 151(a)	Sessional (Each student shall choose any five from the following activities having 10 marks each)							50
		(a) Administration, Scoring and Interpretation of one Psychological Test.			2	1	4	6	10
		(b) Construction of Test Items and Examination Question Papers			2	1	4	6	10
		(c) Case Study/Action Research			2	1	4	6	10
		(d) Scout and Guide			2	1	4	6	10
		(e) Community Work			2	1	4	6	10
		(f) Participation in Cultural Activities			2	1	4	6	10
		(g) Physical Exercises, Games and Sports			2	1	4	6	10
24	B.Ed-151 (b)	Internal Assessment (to be done by two subject supervisor/ internal faculty on following parameter) 5x10							50
		(a) Preparation of micro and macro lesson plan.	-	-	2	1	10	-	10
		(b) Performance of micro and macro teaching.	-	-	2	1	10	-	10
		(c) Subjective assignment/paper presentation in seminar.	-	-	2	1	10	-	10
		(d) Art and craft work(Preparation of teaching aids and socially use full productive works)	-	-	2	1	10	-	10
		(e) Operation of Audio Visual Equipments	-	-	2	1	10	-	10
25	BED152	Teaching Practice -I	-	-	-	3	30	70	100
26	BED153	Teaching Practice -II	-	-	-	3	30	70	100
Total			-	-	-	47	330	770	1100

Note:

L – Lecture

T- Tutorial

P- Practical

C-Credits

1L = 40Minutes

1T= 40Minutes

1P=40 Minutes

1C = 40 Minutes of Theory Paper

1 C = 80 Minutes of Practical/Tutorial

There will be six classes of a Practical Subject in a week of 40 Minutes duration.

EDUCATION IN EMERGING INDIAN SOCIETY

Course Code – BED101

L	T	P	C
6	0	0	4

Objectives:

Pupil-teachers would be able to:

1. Explain the discipline of education in Philosophical and Sociological perspectives.
2. Describe the role of education in desirable social change, sustainability, socio- economic development.
3. Define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the economically deprived children.
4. Delineate the goal of education in the Indian Society.
5. Describe philosophy of Jainism, Buddhism and Western philosophers.
6. Explain the concept of globalization in the context with Indian education system.

Content

Unit-I

Philosophical basis of education

- a) Education; meaning, nature and its objectives.
- b) Philosophy and Education; significance of studying philosophy in understanding educational practice and problems.
- c) Major philosophical systems, their salient features and their impact on education.
- d) Realism with reference to Aristotle.
- e) Naturalism with reference to view of Rousseau and Rabindra Nath Tagore.
- f) Idealism with reference to Plato, Socrates and Advaita philosophy.
- g) Pragmatism with reference to Dewey & Dewey's Instrumentalism and Experimentalism.
- h) Humanism-Historical and Scientific with reference to Buddhists.

Unit-II

Educational thinkers and their contribution in developing principles of education

- a) M.K.Gandhi: Basic tenets of Basic Education.
- b) Swami Vivekananda.
- c) Sri Aurobindo.
- d) Froebel.
- e) Rousseau.
- f) John Dewey.

Unit-III

Sociological basis of education

- a) Education as an agent of social change.
- b) Education as a means of National welfare through the immediate welfare of the society.
- c) Education and human resource development.

Unit-IV

- a) Concept of value: Meaning and nature of values.
- b) Classification of values.
- c) Education and values.
- d) Role of schools in value formation.
- e) Theories of values development.

Unit-V

- a) Meaning of new social order.
- b) Education and illiteracy.
- c) Objectives of National Assessment of Educational Progress (NAEP);
- d) Provisions made and channels started for educating socially, Culturally and economically deprived children.
- e) States new programmes and Nation's programmes like NCC, NSS etc.

Suggested Readings:

1. Brubacher, John S. (1969): *Modern Philosophic of education*, Tata McGraw Hill, Publishing Company Pvt. Ltd. New Delhi.
2. Winch, C. (1986): *Philosophy of human learning*, Routledge, London.
3. Wall, Edmund (2001): *Educational theory: Philosophical and political perspectives*. Prometheus Books.
4. Das, Manoj, (1999): *Sri Aurobindo one education*, NCTE, New Delhi
5. Peters, R.S.(ed), (1775): *The philosophy of education*. Oxford University Press, London.
6. Cheddar, S.C. (2007): *Teacher in the Emerging Indian Society*.
7. Ruhela, S.P.(2004): *Education in the Emerging Indian Society*. Surya Publication, Meerut.
8. ipsh fxlh k 2009/2mnr, eku Hjrhr, l ekt eaf'k[kd] vly yky cpl fMik ejBA
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*** Latest editions of all the suggested books are recommended.**

DEVELOPMENT OF LEARNER AND TEACHING-LEARNING PROCESS

Course Code – BED 102

L	T	P	C
6	0	0	4

Objectives:

Pupil-teachers would be able to:

1. Differentiate between Growth and Development and explain general principles of development.
2. Identify the variables of teaching learning process so as to infer teacher's role in making instructions effective.
3. Explain various aspects of development during adolescence period so as to be able to solve the problem of adjustment of their pupils.
4. Explain major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able to facilitate the learning of their pupils.
5. Describe the needs of learner as individual and as a member of class room group so as to be able to facilitate personal and social development of their pupils.
6. Explain the need and significance of guidance and counseling and to create an awareness of the approaches and strategies concerned.

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 counselling 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) 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 classroom.
- b) Concept of exceptional children – types and characteristics of each type including Children with learning disabilities.
- c) Learner centred 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, meaning uses and calculation correlation (Rank- difference method and product movement method).

Suggested Readings:

1. Dandapani, S. (2001): *Advanced educational psychology* (2nd edition), New Delhi, Anmol Publications Pvt. Ltd.
2. Dececo, J.P (1977): *The Psychology of learning and instruction*, Prentice Hall, Inc. Englewood Cliffs, New Jersey.
3. Mohan, S.& Sibia, A. (1998): *Handbook of personality measurement in India*. New Delhi : NCERT.
4. Delamater, Jhon. (2003): *Handbook of social psychology*. Springer.
5. Srivastava, G.N.P. (1995): *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
6. Bhatnagar, A.B (2006): *Advanced Educational Psychology*. International Publishing House, Meerut.
7. Mangal, S.K (2006): *Development of Learner and Teaching Learning Process*, International Publishing House, Meerut.
8. Bhatnagar, Suresh (2002): *Educational Psychology*, Surya Publication, Meerut.
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* Latest editions of all the suggested books are recommended.

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

Course Code - BED103

L	T	P	C
6	0	0	4

Objectives:

Pupil-teachers would be able to:

1. Understand that development of education is influenced by socio-political forces of the time.
2. Acquire knowledge and feature of ancient, medieval and British system of education in India and their strength and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Describe the problems, issues and historical background of secondary education in modern India.
5. Explain the problems of education and discuss the recommendations with reference to Secondary Education Commission, Indian Education Commission, National Policy on Education and National Curriculum Frame-work-2005.
6. Demonstrate the knowledge of Constitutional obligations in relation to education in India.
7. To understand the significance of Teacher Education at elementary and secondary level.

Unit-I

Education in British Period:

- a) Macaulay's Minutes, Bentinck's resolution of 1835 and Adam's Report.
- b) Wood's Dispatch-1854.
- c) Educational policy of Lord Curzon. Growth of national consciousness.

Unit-II

- a) National education movement of India.
- b) Indian Education Commission-1882 its influence on the subsequent development of education.
- c) Sadler Commission Report-1917.
- d) Wardha scheme of education-1937.

Unit-III

Indian Education after Independence:

- a) University Education Commission (1948-49).
- b) Secondary Education Commission (1952-53).
- c) National Education Commission (1964-66).
- d) National Policy of Education (1986).
- e) Revised National Policy 1986 with modification made in 1992 and National Curriculum Framework (NCF)- 2005.

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

- a) Universalization, wastage and stagnation.

Secondary Education and its major problems

- a) Expansion and vocationalization.

Higher Education its major problems

- a) Autonomy and privatization.

Suggested Readings:

1. Government of India (1992): *Programme of Action*, MHRD, Department of Education, New Delhi.
2. MHRD (1986): *Towards a Human and Enlightened Society, A Review of NPE*, New Delhi.
3. MHRD (1966): *Report of the Education Commission*, New Delhi.
4. NCERT (2006): *National Focus Group Report on Education of SCs and STs.*, NCERT, New Delhi.
5. Ruhela, S.P (2008): *Indian Education*, Vinod Pustak Mandir, Agra.
6. Suresh, Saxena (2003): *Development of Educational System in India*, R.Lal Book Depot, Meerut.
7. 'के. व. - 2005' हरि, फ़क़िज़ ह दक़ फ़ोदक़ | व. य. क. फ़ि. ए. बा
8. 'व. क. | 2008' हरि, फ़क़िज़ म. द. ल. ए. क. | व. य. क. फ़ि. ए. बा

*** Latest editions of all the suggested books are recommended.**

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Course Code - BED104

L	T	P	C
6	0	0	4

Objectives:

Pupil-teachers would be able to-

1. Define the scope and importance of educational technology in contemporary society
2. Explain the emerging technologies exhibiting proper perspective and attitudes.
3. Acquire theoretical bases of educational technology and to develop awareness about recent development in the area of educational technology.
4. Get awareness of computer usage and its importance in education.
5. Understand computer network and use of internet in teaching and learning process.
6. Understand the role of information communication technology in present and future.

Content

Unit – I

- a) Meaning and nature of educational technology.
- b) Distinction between hardware and software technologies and their role in modern educational practices.
- c) Hardware technologies – Important accessories and their application OHP, Still and Movie Projectors.
- d) Audio-visual recording instruments. TV, Computers.
- e) New technologies like e-mail, Internet etc.
- f) Use of strategies like teleconferencing, micro teaching & teaching skills, programmed instruction, CAI, language laboratory.

Unit – II

- a) Psychological use of modern technologies – Cone of experience (Edger Dale).
- b) Multisensory Instruction – advantages.
- c) Developing Programmed instruction material – linear, branching programs, tryouts and validation etc.

Unit – III

- a) Meaning of teaching.
- b) Levels of teaching.
- c) Phases of teaching.
- d) Teaching maxims.

Strategies of teaching: Meaning and special features with special reference to:

- a) Lecture
- b) Question answer
- c) Demonstration
- d) Discovery
- e) Heuristic
- f) Project
- g) Assignment
- h) Tutorial group
- i) Brain storming
- j) Role playing.

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

Managing Teaching

- a) Planning.
- b) Organizing.
- c) Leading.
- d) Controlling.

Evaluating institutional performance

- a) Methods used for – pupil evaluation.
- b) teacher evaluation.
- c) Evaluation of institutional performance.

Methods of teacher evaluation –

- a) Use of pupil rating.
- b) Peer rating.
- c) Supervisor rating.
- d) Community rating – rating used for institutional improvement.
- e) Accountability in school education – methods used for assessing accountability.
- f) Use of Professional norm and ethics.

Suggested Readings:

1. Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
2. Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
3. Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
4. Jangira, N.K. & Ajit Singh (1992): *Core Teaching Skills A Microteaching Approach*, NCERT – New Delhi.
5. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
6. Chauhan S S: *A text Books of Programmed Instruction* (2nd Ed.). Sterling Publishers Pvt. Ltd., New Delhi.
7. Conrad, Kerri (2001): *Instructional Design for Web – Based Training* HRD Press.
8. T.M. Srinivasan (2002): *Use of Computers and Multimedia in Education* Horton, W(2001)
9. Mangal, S.K (2009): *Essentials of Educational Technology and Management*, R.Lal Book Depot, Meerut.
10. Sharma, R.A (2008): *Essential of Educational Technology*, Surya Prakashan, Meerut.
11. Agarwal, J.C (2007): *Essential of Educational Technology Learning Innovation*, Vikas Publication, New Delhi.

*** Latest editions of all the suggested books are recommended.**

FOUNDATION ENGLISH - I

Course code: BED105

(Common with EHM101/BPH105/BAL101/AR107/BHM101/BFS106/BCA106/BBA106/
BCH106/BFA103)

L	T	P	C
2	0	2	3

Course Contents:

Unit I

Functional Grammar: Patterns & Parts of speech Subject, Predicate, Noun, Pronoun, Adjective, Adverb, Verb, Verb phrases, Conjunction, Interjection. (10 Hours)

Unit II

Vocabulary: Word formation, Prefix, Suffix, Compound words, Conversion, Synonyms, Antonyms, Homophones and Homonyms, How to look up a dictionary. (10 Hours)

Unit III

Communication: Meaning & importance of communication, Barriers to effective communication, Channels of communication, Language as a tool of communication. (10 Hours)

Unit IV

Requisites of Sentence writing: Fragmented sentences, A good sentence, expletives, Garbled sentences, Rambling sentences, Loaded sentences, Parallel Comparison, Squinting construction, Loose & periodic sentences. (10 Hours)

Text Books:

1. Martin & Wren - *High School English Grammar & Composition*, S.Chand & Co. Delhi.
2. Lewis Norman - *Word Power made easy*, W.R.Goyal. Publication & Distributors Delhi.

Reference Books:

1. Raman Meenakshi & Sharma Sangeeta, *Technical Communication-Principles & Practice* – O.U.P. New Delhi. 2007.
2. Mohan Krishna & Banerji Meera, *Developing Communication Skills* – Macmillan India Ltd. Delhi.
3. Rosen Blum M., *How to Build Better Vocabulary* – Bloomsbury Publication. London.

NOTE:

This syllabus has been designed to improve the oral and written communication skills of students. The faculty members should put emphasis on practical (oral) activities for generating students' interest in language learning.

*Latest editions of all the suggested books are recommended.

PHYSICAL EDUCATION

Course Code – BED111

L	T	P	C
5	0	2	4

Objectives

Pupil-teachers would be able to:

1. Explain the concept, aims and objectives of Health and Physical Education.
2. Describe hygienic environment along with contributing factors and its importance.
3. Explain various contagious diseases and use of first aid.
4. Understand need and components of balanced diet.
5. Understand significance of right posture of the human body.
6. Define general medical standard for physical fitness of an individual.

Contents

Unit – I

Physical Education:

- a) Its meaning and implication, aims and objectives.
- b) foundations of physical education.
- c) Concept of physical fitness & recreation.

Unit – II

- a) Physiological effects of exercise;
- b) Biophysical differences in boys and girls and their implication in physical education.
- c) Postural defects and remedial exercises including asanas for improvement and rectification.

Unit – III

- a) The signification of child's growth and development for the practice of physical education.
- b) The interaction of healthy, physical education and physical fitness; concept of positive health.
- c) Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol, nicotine, narcotics and drugs.

Unit – IV

- a) The principles of programme building.
- b) Organization of physical education programme in secondary school.
- c) Competitions-their role.
- d) Values and limitations.
- e) Team and house system.
- f) Classification of pupils for instructional and other purposes.
- g) Preparation of fixtures.

Unit – V

- a) Organization of annual athletics meet including laying of a double bend tracks with provision of staggers.
- b) Evaluation of student's performances in physical education programmes.
- c) Problems in organizing physical education programme in Indian schools.

PRACTICAL

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

Suggested Readings:

1. Bucher, C. A. (1964): *Foundations of Physical Education*, New York: Mosby & Company
2. Kilander, H. F. (1971): *School Health Education*, New York: Mac Millan Company
3. Manjul, J. U. S. (1965): *School Swasthya Shiksha*, Agra University: Universal Publisher
4. 'keZ jek 2009½ 'kjhfd f'kk vxzky ifOydskul vkxjA
5. vxzky] uhrk 2008½ Qseyh Mk ufeDl] vxzky ifOydskul vkxjA
6. jkBlS] jkdk 2007½ LokLFk foKku , oavkjkk; 'kL=] vxzky ifOydskul vkxjA
7. miK; k] jk/koYyHk 2008½ LokLFk , oa'khd f'kk k vxzky ifOydskul vkxjA
8. 'keZ, oa'keZ 2009½ 'kjhfd f'kk ea f'kk k izkkl u] ijh{k k eki u , oaeW; kdu] vxzky ifOydskul vkxjA

***Latest editions of all the suggested books are recommended.**

ENVIRONMENTAL EDUCATION

Course Code – BED112

L	T	P	C
5	0	2	4

Objectives

Pupil-teachers would be able to:

1. Define the concept of environmental education.
2. Explain components of environment and healthy environment.
3. Explain various global environmental issues and to understand role of school in conservation of eco-friendly environment.
4. Demonstrate impact of technology on environment.
5. Define major eco-systems and their conservation.
6. Understand various kinds of pollutant causing environmental hazards.

Contents

Unit – I

ENVIRONMENT:

- a) Meaning, nature and scope of environmental Education.
- b) Types of environmental pollution.

Unit – II

- a) Causes and effects of environmental hazards.
- b) Global and local environmental pollution and its remedies.
- c) Green house affect an impending catastrophe.
- d) Ozone layer depletion- environmental threat.
- e) Acid rain.
- f) Pillar melting and significant features.
- g) Rise of sea level and their implications.

Unit – III

- a) Salient features of environmental awareness through education.
- b) Programs of Environmental Education for secondary school children.
- c) Programs of Environmental Education for attitude changes among the children.

Unit – IV

- a) Biodiversity-conservation of genetic diversity.
- b) An important environment priority.
- c) Learning to live in harmony with nature.

Unit – V

- a) Role of school in environmental conservation and sustainable development.

Practical

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:

B.Ed. Revised Syllabus Applicable w. e. f. Academic Session 2011-12 (22022012)

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

Suggested Readings:

1. Gupta V. K. (1998): *Environmental Education*, New Academic Publishing House, Jalandhar.
2. Kormondy, E. (1991): *Concept of Ecology*, Prentice Hall of India, New Delhi.
3. Palmer, J. & Philps, N. (1994): *The Handbook of Environmental Education*, Rout Ledge, New York.
4. Sharma P. D. (1993): *Environmental Biology*, Rastogi & Co. Meerut.
5. Sharma, R. C. & Tan, M. C. (eds) (1990): *Source Books of Environmental Education for Secondary School Teachers*. Bangkok, UNESCO
6. Ship, S A. B. (1996): *Education for the Environmental Concerns, Implications and Predices*. Radha Publication, New Delhi.
7. Sharma, R.A (2003): *Environmental Education*. Surya Publication, Meerut.
8. B.L Sharma and Maheshwari (2003): *Education for Values, Environment and Human Rights*, Surya Publication, Meerut.
9. 'ke' ch , y- , oaelgsojh %2003%2i; kZj.k vls eluo eV; ks dsfy, f'kkl l wZif0yds ku] ejBA
10. mik'; k | jkkoYyH %2008%2i; kZj.k f'kkl foukn i qrd eflhj] vlxjA
11. Xs y] , e- ds %2004%2i; kZj.k f'kkl vlxjk if0yds ku] vlxjA

***Latest editions of all the suggested books are recommended.**

EDUCATIONAL AND MENTAL MEASUREMENT

Course Code – BED113

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Define evaluation, assessment and measurement in scientific practices.
2. Explain measurement procedures in respect of cognitive and non-cognitive tests and interpretation of the results of these tests.
3. Describe norm referenced and criterion referenced testing (crt).
4. To understand the concept of measurement, testing and evaluation.
5. To understand various educational and mental measurement tools and techniques of evaluation.
6. To tabulate and find out standard mean from the raw scores by using statistical procedures.

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.
- b) Arrangement and distribution of questions for minimum pilguage and copying.
- c) Techniques for avoiding guessing in answering.
- d) Objectives of 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.

Suggested Readings:

1. Gronlund, N.E (1990): *Measurement and Evaluation in Teaching*, Macmillan, New York.
2. Anastasi, A. & Urbina, S. (1997): *Psychological Testing*, 7th Ed., Upper Saddle River, Prentice Hall, New Jersey.
3. Bhatnagar, Amita (2008): *Educational and Mental Measurement*, Loyal Book Depot, Meerut.
4. Asthana, Vipin (2009): *Measurement and Evaluation in Psychology and Education*, Loyal Book Depot, Meerut.
5. Bhatnagar, R.P (2007): *Statistical Methods for Behavioral Science*, Loyal Book Depot, Meerut.
6. Ansari, M.S. (2008): *Educational and Mental Measurement*, Loyal Book Depot, Meerut.
7. 'ke] v]k- , - 1/20071/2eki u e]v; kdu , oal k[; d] yk y c]l fMi k esjBA

***Latest editions of all the suggested books are recommended.**

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Course Code – BED114

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Acquaint the pupil teachers with the significance of educational administration.
2. Develop an understanding of the concept, need, scope and functions of school management.
3. Develop an understanding of different components of human and material resources of the school.
4. Recognize the various characteristics of a quality school.
5. Understand the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities.
6. Understand the concept and principles of management and role of a teacher in classroom management.
7. To develop understanding of the importance of communication and barriers of communication in educational administration.

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 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

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

Suggested Readings:

1. Naik, J.P (1965): *Educational Planning in India*. New Delhi: Allied.
2. Naik, J.P (1982): *The Educational Commission & After* New Delhi: Allied.
3. Ayyar, R.V. Vaidyanathan (1993): *Educational Planning and Administration on in India: Retrospect and Prospect* Journal of Educational Planning and Administration. VII (2). April.
4. Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized. Planning in Readings in Decentralized planning*. B.N. Yudagnndhar and Amitabh Mukherjee (ed.) New Delhi.
5. Mukhopadhyay, M. (2005): *Total quality management in education*. Sage Publications, New Delhi.
6. Mukhopadhyay, Mamar & Tyagi, R.S (2005): *Governance of School Education in India*. NIEPA, New Delhi.
7. Gupta, P.K (2009) *Educational Administration & Management*, R. Lal Book Depot, Meerut.
8. Sindhu I.S (2008) *Educational Administration & Management*, Layal Book Depot, Meerut.
9. 'Hvukxj] vlg- ih '2008½' f{kd 'kd u] yk y cql fMi k\$ ejBA
10. 'keZ vlg- , - '2009½' f{k izkd u , oairVku] vlg- yky cql fMi k\$ ejBA

***Latest editions of all the suggested books are recommended.**

CAREER INFORMATION AND CAREER GUIDANCE

Course Code – BED115

L	T	P	C
5	0	2	4

Objectives:

Pupil teachers would be able to:

1. Explain the concepts of guidance and counseling.
2. Develop an understanding of educational, vocational and personal guidance.
3. Assess the needs of an individual for solving problems.
4. Use testing devices and techniques of guidance.
5. Describe collection and dissemination of occupational guidance for better carrier option.
6. Explain problems faced by students and to develop right attitude and ability in the contemporary society.

Contents

Unit – I

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

Unit – II

- a) Meaning of career, career information and its components.
- 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 different school levels.
- b) Setting up of a Career Resource Centre, its major importance.

Suggested Readings:

1. Gladding, Smual, T.(1996): *Counselling: A Comprehensive Profession*. Prentice Hall Inc of India Pvt. Ltd., New Delhi.
 2. Saraswat, R.K & Gaur, J.S (1994): *Manual for Guidance Counselors*. NCERT. New Delhi.
 3. Nugent, Frank A.(1990): *An Introduction to the Profession of Counselling*. Merrill Publishing Co., Columbus.
 4. Bhatanagar, Asha and Gupta, Nirmala (Eds) (1999): *Guidance and Counselling Vol. I: A Theoretical Perspective*, Vikas, New Delhi.
 5. Gupta, N. (1991): *Career maturity of Indian School students*. Anupam Publications, New Delhi.
 6. Bhatanagar, Asha and Gupta, Nirmala (Eds) (1999): *Guidance and Counselling Vol II: A Practical Approach*. Vikas, New Delhi.
 7. Sharma R.A (2009): *Career Information & Career Guidance*, R.Lal Book Depot, Meerut.
 8. Oberoi S.C. (2009): *Educational & Vocational*, Loyal Book Depot, Meerut.
 9. Bhatnagar Amita ^{1/2008}₂ *Career Information and Career Guidance*, Loyal Book Depot, Meerut.
 10. feRry , e- , y ^{1/2008}₂ d\$; ; j funZkd , oajkt xkj l pukj yk y cql fmi k\$ ejBA
- *Latest editions of all the suggested books are recommended.

VALUE EDUCATION

Course Code – BED116

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. To understand the nature and sources of values.
2. To understand the classification of values and their significance in present scenario.
3. To appreciate educational values like democratic, secular and socialist.
4. Describe and classify various human rights & duties.

Content

Unit – I

- a) Nature and sources of values.
- b) Biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees.

Unit – II

- a) Classification of values into various types, material, social normal and spiritual values.
- b) Status of values.
- c) How can these be realized through education.

Unit – III

- a) Corresponding to values there are evils or disvalues- material, social economic, moral and religious evils leading to faithlessness and irreverence, how can education overcome these negative values.

Unit – IV

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

Unit – V

- a) Understanding the significance of values and their role in improvement of student teacher relationship, team work and other social activities.
- 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.

Suggested Readings:

1. Jois, M.Rama, *Human Rights and Indian Values*, NCTE 0-2/10 Safdarjung, Development Aren. Shri Aurobindo marg, New Delhi 110016.
2. Franked J.R. (1977): *How to teach about values*, prentice Hall International, Publication, New York.
3. Gupta N.L. (1986): *Value education; Theory and practice*. Krishna Brothers, Ajmer.
4. Sharma R.A (2009): *Human Value of Education*, R.Lal Book Depot, Meerut.
6. oelZt h ,l - ½2007½eV; f' kkk i; k;j.k , oaeuok/klj] yk, y cql fMiksejBA
7. ikM\$ jle'kdy ½2009½eV; f' kkk dsifjix;] vly-yky cql fMiksejBA
8. plhzl krh f'lozhz ½2007½eV; f' kkk dsifjix;] yk, y cql fMiksejBA

*Latest editions of all the suggested books are recommended.

COMPUTER EDUCATION

Course Code – BED117

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. To understand a computer system and its applications.
2. To make use of computer Based Learning Packages and to organise school – computer unit.
3. To appreciate and use programming of Basic language and word processing for solving educational problems.
4. Demonstrate the use of ICT and its application in education.
5. Use internet for teaching learning process.
6. Use ICTs to develop digital portfolios in their teaching subjects.

Contents

Unit – I

- a) Introduction to Computer System:-Computer Generations and Classification.
- b) Computer Generations Classification of computers as lap top Personal, Micro, Super Micro, Super Mini, Main Frame, and Super Digital, Analog and Hybrid computer.
- c) Block diagram of a computer, computer peripherals and working of a computer.

Unit – II

- a) Binary Arithmetic and Data Representation: Decimal and Binary number systems.
- b) Representation of characters.
- c) Integers and fractions in computers.
- d) Films point representation, and floating point representation.

Unit – III

- a) Computer Software Packages and Programming Languages.
- b) Awareness of computer software packages and Programming languages developing computer programs & Basics for solving Educational Problems.
- c) Application of computer in Education.

Unit – IV

- a) Computer application
- b) Computer based learning packages in science mathematics; and social science etc.
- c) Application of computer in science computing and data processing.

Unit – V

- a) Computer in educational institutions.
- b) Computer aided instruction (CAI) computers and library, computers and examination computer and Co-curricular activities, class Project school-computer unit organisation.

Suggested Readings:

1. Duncan Harris: *Education for the New Technologies*.
2. Heomoch & Molenda: *Instructional Media Queue: Micro Computers in Education*.
3. Ranganathan, R: *Assistive Technology for the Visually Impaired Children*.
4. Peter Norton: *Peter Norton's Introduction to Computers*.
5. SAMS : *SAMS Teach Yourself MS-Office in 24 hours*.
6. V. Raja Raman: *Fundamentals of Computers*.
7. Intel ® Teach to the future Pre – *Service Curriculum Manual*, Edition 2.0 (with Companion CD),
8. Underwood, Jean D.M., and Geoffrely Underwood, 1990,*Computers and Learning – Helping Children Acquire Hot Potatoes™* Available at <http://web.uvic.ca/hrd/hotpot/>.

***Latest editions of all the suggested books are recommended.**

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 science
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 Biology.

METHODS OF TEACHING HINDI

Course Code – BED121

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Define the nature, need & principles of teaching Hindi language.
2. Explain different methods of teaching of Hindi.
3. Demonstrate the use of various audio visual aids.
4. Explain objectives and steps of teaching prose, poetry & grammar of Hindi.
5. Explain the meaning of evaluation and its techniques to assess the performance in Hindi.

Content

Unit – I

- a) Importance of mother-tongue in education, teaching of mother-tongue as against of the regional and foreign language.
- b) Analysis of factors in language learning, language as a skill.

Unit – II

- a) Formulation of aims and objectives of teaching Hindi at Junior and Senior Secondary Schools
- b) Phonetics, morphology and syntax of Hindi language.
- c) First step in teaching of Hindi, the advantages of structural approach at different stages.

Unit – III

- a) The teaching of Hindi at junior and senior Secondary Schools with regard to the following – Prose, Poetry, Rapid reading, Grammar, composition and translation.
- b) Application of modern methods in teaching and evaluating the effectiveness of methods.

Unit – IV

- a) The mechanics of teaching, pronunciation and intonation, handwriting, spelling and correlation
- b) Use of audio-visual aids in teaching language.
- c) A critical study of the prescribed text books in Hindi at junior and senior Secondary Schools with special reference to structure and vocabulary.

Unit – V

- a) Application of evaluation approaches in teaching of Hindi, objective centred tests in Hindi and construction.
- b) Diagnostic and remedial teaching- application of action research methodology in the following areas- (a) Pronunciation (b) Spelling (c) Reading (d) Writing.

Suggested Readings: (1 2 3 4 5 6 7 8)

1. 'Hindi' H. K. Chatterjee, 1974, Hindi Prakashan, Lucknow.
2. 'Hindi' K. K. Chatterjee, 1976, Hindi Prakashan, Lucknow.
3. 'Hindi' K. K. Chatterjee, 1980, Hindi Prakashan, Lucknow.
4. 'Hindi' K. K. Chatterjee, 2007, Hindi Prakashan, Lucknow.
5. 'Hindi' K. K. Chatterjee, 2009, Hindi Prakashan, Lucknow.
6. 'Hindi' K. K. Chatterjee, 2009, Hindi Prakashan, Lucknow.
7. 'Hindi' K. K. Chatterjee, 2006, Hindi Prakashan, Lucknow.
8. 'Hindi' K. K. Chatterjee, 2009, Hindi Prakashan, Lucknow.

*Latest editions of all the suggested books are recommended.

METHODS OF TEACHING ENGLISH

Course Code – BED122

L	T	P	C
5	-	2	4

Objectives:

Pupil-teachers would be able to:

1. Understand, read, write, and speak with intelligible pronunciation using present day English and current usages.
2. Explain the concept of English and its elements.
3. Define linguistic skills and process of development among pupils.
4. Conduct pedagogical analysis and develop teaching skills.
5. Explain the concept of evaluation and methods of evaluating the performance of students.
6. Critically explain various teaching methods.
7. Develop various competencies in English language.

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 behavioural terms.

Unit – II – Content and pedagogical analysis

- a) Teaching of prose, poetry, composition and grammar.
- b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation at least one topic from prose, poetry, composition and grammar.
- c) Pedagogical 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 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 skills – listening, understanding, speaking, reading and 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.

Suggested Readings:

1. Bennett, W.A (1969): *Aspects of Language and Language Teaching*. Cambridge University Press, London.
2. Byrnes, Heid, (2006): *Advanced Language Learning*. The Contribution of Holliday and Vygotsky. Continuum International Publishing Group.
3. Krashen, Stephan (1988): *Second Language Acquisition and Second Language Learning*. Preutice Hall International.
4. Osherson, N. Denier & Howard Lasnik (1990): *Language on Introduction to Cognitive Science:-* Vol. 1, Massachusetts Institute of Technology, USA.
5. Sharma R.A (2005): *Fundamentals of Teaching English*, Lal Book Depot, Meerut.
6. Chadha S.C (2008): *Teaching of English*, Loyal Book Depot, Meerut.
7. Pahuja Sudha (2007): *Teaching of English*, Lal Book Depot, Meerut.
8. Sachdeva N.S (2007): *Teaching of English*, Prakash Book Depot, Ludhiana.
9. Pathak P.D, (2003): *Teaching of English in India*, Vinod Pustak Mandir, Agra.

***Latest editions of all the suggested books are recommended.**

METHODS OF TEACHING SANSKRIT

Course Code – BED123

L	T	P	C
6	0	0	4

Objectives:

Pupil-teachers would be able to:

1. Explain the nature, need & principles of teaching Sanskrit language.
2. Describe different methods of teaching Sanskrit.
3. Demonstrate the use of various audio visual aids.
4. Explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit.
5. Define the meaning of evaluation and different techniques of evaluation.
6. To organize co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other competitions).

Contents

Unit – I

- a) The position of Sanskrit in the school curriculum: Its literary, cultural and linguistic value, its relation with modern Indian Language.
- b) Aims and objectives of teaching Sanskrit at secondary and senior secondary schools.
- c) Stating objecting in behavioural terms with special reference to cognitive, affective and psychomotor domains.

Unit – II

Curriculum:

- a) Need, basis and principles of curriculum construction.
- b) Precautions in developing curriculum of Sanskrit.
- c) Evaluation of present curriculum.
- d) Importance of phonetics of Sanskrit, study of symbols repressing different sound, study of alphabets.

Unit – III

- a) Teaching Methods: pathshala method, Bhadarkar method, Text-book, direct method and the elective method.
- b) Teaching of prose, poetry, grammar, composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit – IV

- a) Oral work and pronunciation, recitation of passage from prose and poetry, their aims and teaching methods.
- b) Text-book of Sanskrit-characteristics and Evaluation procedure of text-book.

Unit – V

- a) Evaluation in teaching of Sanskrit.
- b) construction of a good test keeping in view of the objectives, content and form of questions, preparation of blue print.
- c) Teaching aids in Sanskrit and preparation of lesson Plans.

Suggested Readings:

1. fl g , l - Mh ½2007½l Ædr f'k'k k yk y cpl fMi k ejBA
2. feRry l Urkk ½2008½l Ædr f'k'k k yky cpl fMi k ejBA
3. 'keZjek ½2009½l Ædr f'k'k k vt q ifCydskll | ubZfnYylA
4. Jhokro ds Mh ½2009½l Ædr f'k'k k vxokly ifCydskll | vkxjA
5. 'keZf'k'k ½2010½l Ædr f'k'k k vxokly ifCydskll | vkxjA
6. l Qk k j?kpkk l Ædr&'k'k k gfj; k k fgUhh xZfk , dlneh p.Mk<A
7. ikMs jle 'kpy- l Ædr&'k'k k foulm i qrd eanj] vkxjA
8. clch ohih , , i'kp VwVlfpæ] y[k'kux<+iZ] iwA
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11. vkVsMhth Mæjsihds] Vhfpæ vkQ l Ædr bu l SlsMjh Ldy] vkpk; Zcpl fMi k cMskA
12. gQj-dj- n ikye vkQ Vhfpæ vkQ l Ædr] Hkj r cpl LVkyl dskgi j A

***Latest editions of all the suggested books are recommended.**

METHOD OF TEACHING COMMERCE

Course Code – BED125

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. To develop an interest among the students in theory and practice in business, trade and Industry.
2. To acquaint students with organizing, managing and handling routine operations of business firms and small scale industry.
3. To understand importance and Principles of Commerce.
4. To acquire knowledge of present business conditions in India.
5. To develop competencies and qualities required for teaching of Commerce.

Content

Unit – I

- a) Meaning and scope of commerce in developing and developed countries, reasons for inclusion of teaching commerce in the curriculum.
- b) Aims and objectives of teaching commerce at different levels in present education system.

Unit – II

- a) Principles of curriculum construction, Differences between curriculum and syllabus.
- b) A critical estimate of present syllabus in commerce subject in the state of UP.

Unit – III

- a) Methods and Techniques of teaching commerce subjects- lecture method, laboratory method, project method, unit method, discussion method and recitation method.
Techniques:- narration, questioning, observation, assignment.
- b) Recent innovation in commerce teaching: Micro Teaching for skill development.
Designing of a lesson plan.

Unit – IV

- a) Use of Teaching Aids and illustration for teaching commerce, Equipments needed for commerce room and commerce library.
- b) Text-books in commerce subjects, their importance. Qualities of a good text book.

Unit – V

- a) Qualities and Qualification of a Commerce teacher, competencies needed in commerce teaching.
- b) Application of evaluation approach in the teaching of commerce, construction of objective tests and cumulative records.

Suggested Readings:

1. Khan, M.S (2008): *The teaching of Commerce*, Sterling Publishing (P) Ltd., New Delhi.
2. Aggarwal, J.C (2007): *Teaching of Commerce*, Vikas Publications house Pvt. Ltd.
3. Popham, Schrag & Blockhus (1975): *A Teaching and Learning System for Business Education*, McGraw-Hill, New York.
4. Rao, S. (1995): *Teaching of Commerce*, Publications Pvt. Ltd., New Delhi.
5. Shankar T.(2007): *Methods of Teaching Commerce*, Crescent, VIII, ISBN No. 81-8342-063-X, New Delhi.
6. UGC. (1998): *Report of the Curriculum Development Centre in Commerce*. UGC, New Delhi.
7. Singh R.P (2009): *Teaching of Commerce*, Lal Book Depot, Meerut.
8. Tomar, Sanjeev (2009): *Teaching of Commerce*, Vinod Pustak Mandir, Agra.
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*Latest editions of all the suggested books are recommended.

METHODS OF TEACHING COMPUTER SCIENCE

Course Code – BED126

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Define the aims and objectives of teaching computer science.
2. To understand a computer system and its applications in education.
3. To use computer based learning packages and organize school computer unit.
4. To do programming on basic language for solving educational problems.
5. To use computer for various educational purposes.
6. Understand the importance of computer science in school curriculum.

Contents

Unit – I

- a) Introduction, meaning, scope and importance of computer science and its place in school curriculum.
- b) Historical perspective, development of computer and computer education as a school subject and present status of computer education as a school subject.

Unit – II

- a) Aims and objectives of teaching computer science at the school level.
- b) Curriculum in computer, principles of curriculum construction, programme language (BASIC) and its application in education.

Unit – III

- a) Instructional technology, lecture method, demonstration method, CAI, hands on experience, video technology.
- b) Lesson planning, need and procedure.

Unit – IV

- a) Planning of computer laboratory.
- b) Evaluation of learning outcomes.

Unit – V

- a) Preparation of a computer project.
- b) Problems in adopting computers in daily teaching.

Suggested Readings:

1. Burton, W. H. (1972): *Principles of History Teaching*, Methuen, London.
2. Chaudhary, K. P. (1975): *The Effective Teaching of History in India*, NCERT, New Delhi.
3. Cox, J. & Urban, P. (1999): *Quick Courses in Microsoft Office*, Galgotia Publications, New Delhi
4. Jain, Satish. (1990): *Introduction to Computer Science and Basic Programming*, Prentice Hall of India, New Delhi.
5. Saxena, S. (1998): *A first Course in Computer*, Vikas Publications, New Delhi.
6. Sinha, P.K. (1990): *Computer Fundamentals*, BPB Publications, New Delhi.
7. Tanenbaum, A.S. (1998): *Computer Networks*, Prentice-Hall of India, New Delhi.
8. Intel (2003): *Intel Innovation in Education*, Student Work Book, New Delhi.
9. Dangwal (2009): *Computer in Teaching & Learning*, Vinod Pustak Mandir, Agra.
10. Kumar, Alok (2007): *Teaching of Computer Science*, Loyal Book Depot, Meerut.
11. Bhatnagar Amita (2007) *Teaching of Computer Science*, Loyal Book Depot, Meerut.
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*Latest editions of all the suggested books are recommended.

METHODS OF TEACHING MATHEMATICS

Course Code – BED128

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Understand aims and objectives of teaching Mathematics and its relation with other subjects.
2. Explain Historical development and contribution of Indian Mathematician.
3. Familiarize the pupil-teachers with the development of Curriculum in Mathematics.
4. Differentiate between Methods and Techniques of Teaching Mathematics.
5. Development of relevant material for teaching of Mathematics.
6. Demonstrate uses of ICT in Teaching of Mathematics.
7. Understand Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

Contents

Unit – I

- a) Meaning of mathematics.
- b) History of mathematics.
- c) Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavati, Ramanujam, Euclid, Pythagoras, Renedescarte.

Unit – II

- a) Objectives of teaching mathematics in term of instruction and behaviour.
- b) Approaches to teaching of mathematics viz. Inductive, deductive, analytical, synthetic, heurism, project and laboratory.
- c) Using various techniques for teaching mathematics viz. Oral, written, drill, assignment, supervised study and programmed instruction.

Unit – III

- a) Meaning and importance/purpose of a lesson plan.
- b) Performa of a lesson plan and its rationality, meaning and purpose of a unit and unit plan.
- c) Meaning and purpose of a yearly plan.
- d) Development/preparing low cost improvised teaching aids relevant to local ethos.
- e) Skills in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

Unit – IV

- a) Principles and rationale of curriculum development,
- b) Organizing the syllabi both logically and psychologically according to the age groups of children,
- c) Planning activities and methods of developing the substitutes/alternatives material to be prescribed for completing the syllabi.

Unit – V

- a) Using mathematics as a game for recreation.
- b) Organizing quiz programmes.
- c) Skill development in answering puzzles, riddles, magic squares, word search etc.
- d) Developing a math's laboratory.
- e) Learning about the short cuts mentioned in Vedic mathematics.
- f) Textbooks in mathematics- qualities of a good textbook in mathematics.
- g) Process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.

Suggested Readings:

1. Baw, G.R. and George, L.U (1976): *Helping Children Learn Mathematics – A Competency Based Laboratory Approach*, Cummings Publishing Co., California.
2. Heimer, R.T and Trueblood, C.R. (1970): *Strategies of Teaching Children Mathematics; Reading*. Addison Wesley Publishing C., Massachusetts.
3. Kenneth, Kidd P, et al. (1970): *The Laboratory Approach to Mathematics.*, Science Research Associates, Chicago.
4. Mangal S.K (2008): *Teaching of Mathematics*, Arya Publication, Delhi.
5. Bhatnagar A.B (2007): *Teaching of Mathematics*, R. Lal Book Depot, Meerut.
6. Kulshrestha A.K (2009): *Teaching of Mathematics*, Lal Book Depot, Meerut.
7. Pratap Naresh (2009): *Teaching of Mathematics*, Lal Book Depot, Meerut.
8. Agarwal, Kumar Punit (2009): *Teaching of Mathematics*, Lal Book Depot, Meerut.
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***Latest editions of all the suggested books are recommended.**

METHODS OF TEACHING PHYSICAL SCIENCE

Course Code – BED129

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to-

1. Understand the contribution of eminent scientist from India and Abroad in physical science.
2. Develop competencies in the prospective science teachers to teach effectively at the secondary level.
3. To create interest and develop scientific attitude among the students.
4. Understand educational aspects of science and technology for teaching physical science effectively by using audio visual aids.
5. Organize science exhibitions, science fair, and other activities.

Contents

Unit – I

- a) 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.
- b) 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 behavioural outcomes.

Unit – II

- a) Major method used for science instruction, Factors to be considered in the selection of methods
- b) 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

- a) 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.
- b) 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

- a) 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.
- b) Practical work in science teaching, record writing for science project, interior designing for science and biology laboratory
- c) 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

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

Suggested Readings:

1. Bal-vigyanik (1981): *Science Text Book for Middle School*, Text Book Corporation, M.P.
2. Deharet H., P. (1971): *New Directions in Teaching School Science*, Rand McNally Co., Chicago:
3. John, M. (1970): *Teaching of Science in Secondary School*, Association for Science Education
4. Romey, W.D. (1968): *Inquiry Technique for Teaching of Science*, Prentice Hall, New Jersey.
5. Sharma, R.C. (1981): *Modern Science Teaching*, Dhanpat Rai and Sons Publication, Delhi.
6. Mangal S.K & Mangal Subha (2009): *Teaching of Physical Science*, Loyal Book Depot, Meerut.
7. Kulshrestha S.P (2009): *Teaching of Physical Science*, Lal Book Depot, Meerut.
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***Latest editions of all the suggested books are recommended.**

METHODS OF TEACHING BIOLOGY

Course Code – BED130

L	T	P	C
5	0	2	4

Objectives:

Pupil-teachers would be able to:

1. Understand the developments in the area of teaching and learning of Biology at national and international level.
2. Develop competencies in the prospective teachers needed for teaching of biology at the secondary level with specific reference to Indian school conditions.
3. Orient prospective teachers in specific educational aspects of Science and Technology.
4. To prepare prospective teachers to use effective methods of teaching to improve the performance of the students.
5. Organize various science activities and to prepare the students to participate in science exhibition and fairs.

Contents

Unit – I

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

Unit – II

- a) Important methods of teaching in biology:
Lecture, Demonstration, Project, Problem Solving
- b) 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

- a) Planning for biology teaching, unit plan, lesson plan, content analysis, pedagogical analysis; Different approaches for developing lesson plan like RCEM and evaluation
- b) 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

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

Unit – V

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
- d) Designing lesson plans for biology teaching in schools.

Suggested Readings:

1. Aggarwal, D.D. (2001): *Modern Methods of Teaching Biology, Sarup Teaching Series, Sarup & Sons, New Delhi.*
2. Bhaskara Rao D. (2000): *Teaching of Biology, Nagarjuna Publishers, Guntur*
3. Bloom, Benjamin S. Ed. (1958): *Taxonomy of Educational objectives Handbook I – Cognitive Domain, Harcourt Brace & World Inc. New York*
4. Chikara, M.S. and S. Sarma (1985): *Teaching of Biology, parkas Brothers, Ludhiana*
5. Vaidya, N. (1996): *Science Teaching for the 21st Century, Deep & Deep Publication, New Delhi.*
6. Kulshrestha S.P (2009): *Teaching of Biology, Lal Book Depot, Meerut.*
7. Mangal, S.K (2008): *Teaching of Biological Science, Loyal Book Depot, Meerut.*
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SESSIONAL WORK

Course Code – BED151(a)

L	T	P	C
0	0	10	5

Objectives:

Objective of this paper is to assess the pupil teacher's knowledge, skills and efficacy in different curricular and co-curricular activities during the whole academic session.

This paper shall be assessed by a board of examiners on the basis of following criteria:

1. Knowledge of psychological test, administration, scoring and interpretation.
2. Knowledge and skills in construction of test items and setting the question papers.
3. Accuracy and quality of case study / action research.
4. Participation and level of performance in cultural activities.
5. Performance in different indoor games, outdoor games and yoga exercises.
6. Knowledge about scout and guide movement and team work.
7. Participation and performance in community work/ activities.

INTERNAL ASSESSMENT

Course Code – BED151(b)

L	T	P	C
0	0	10	5

Objectives:

Objective of this paper is to assess the pupil teacher's knowledge, skills and efficacy in different curricular and co-curricular activities during the whole academic session.

This paper shall be assessed by two subjective supervisor / internal faculty on the basis of following criteria:

1. Ability to design the micro & macro lesson plan.
2. Performance in micro & macro teaching practice.
3. Standard and style of assignment writings.
4. Performance in seminar.
5. Quality and originality of art and craft work.

TEACHING PRACTICE - I

Course Code – BED152

L	T	P	C
0	0	0	3

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

This paper shall be assessed by a board of examiners on the basis of following criteria:

1. Accuracy in writing instructional objectives.
2. Classroom management capacity.
3. Questioning skills.
4. Black board writing skills.
5. Explanation skills by giving relevant examples.
6. Student response to pupil teacher's questions.
7. Appropriate use of teaching aids during the teaching practice.
8. Use of appropriate and innovative method in teaching.
9. Application of reinforcement skill during the teaching practice.
10. Discipline maintained in the class.

TEACHING PRACTICE - II

Course Code – BED153

L	T	P	C
0	0	0	3

Objectives: Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

This paper shall be assessed by a board of examiner on the basis of following criteria:

1. Accuracy of writing instructional objectives.
2. Classroom management capacity.
3. Questioning skills.
4. Black board writing skills.
5. Explanation skills by giving relevant examples.
6. Student's response to pupil teacher's questions.
7. Appropriate use of teaching aids during the teaching practice.
8. Use of appropriate and innovative method in teaching.
9. Use of appropriate reinforcement skill during the teaching practice.
10. Discipline maintained during teaching.