

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. 201 (Theory)
Credits 4

Title: Philosophical And Sociological Bases of Education
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Know and understand the Indian thinkers who contributed in education .
- Know and understand the fundamentals of the western philosophy on education.
- Know and understand the different aspects of social and political set up in context of teacher education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic ópluralistic society.

Unit I

Critical analysis of the Contributions of Mahatma Gandhi: Rabindra Nath Tagore, Aurobindo Ghosh and Swami Vivekananda (Curriculum, Methodology) Implications of the contributions in the contemporary times (affinities and Differences), characteristics of the secular education; classrooms and the Non violence.

Unit II

Fundamentals of western philosophy

Concept of Metaphysics, Epistemology and axiology-implications on education. The Socratic Pedagogy; behaviorism and the constructivism. The western schools of education Realism and Pragmatism (Curriculum &Methodology), Implications of the same for the Indian class rooms (differentiation);

Unit III

Teachers and the Socio political understandings

Society óConcept and the functions, Role of Education in the society; Different societies óWelfare Democratic State(Role of teachers , importance and the limitation of the role);Secularism in society(Role of teacher, factors affecting the cause of secularism) and the different inequalities in the Indian society(Language ,Demographic & social inequalities - causes, effects, role of the teachers and the remedies for it)Review of the policies and programs after 1986(political and social Implications for the teachers and the classrooms)

Unit I □

Teachers and diversities in Indian Society

National Integration (role of teachers, factors for & against, Remedies) Concept of Universalism vs Nationalism; Emotional Integration and international understandings and the role of teachers and the teaching; teacher and its role for the cause, remedies for the promotion of understanding in the pluralistic democratic society like India. Education and tolerance. Critical analysis of the -Learning: The Treasure Within (Delors Report)

Sessional □ork

Detailed Report Writing on any of the prescribed Indian Thinker(proper documentation along critical commentary of the student teacher in Reflective Journal); A critical analysis of outcomes of western philosophy on the Indian teacher, Arranging /enacting the activities in the society regarding the ethos of secularism , democracy; Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended & □eb resources

Philosophy and Education Mrinal Miri , Oxford Publications, Delhi

Philosophy & India Ancestors, Outsiders and Predecessors- A Raghuramaraju, Oxford, Delhi.

Indian & Western Educational philosophy A P Sharma, UniCorn Books, New Delhi also available through Internet on pay term basis
<http://www.unicornbooks.in/books/book/indian-western-educational-philosophy-prof-a-p-sharma/ isbn 9788178062013/zb,,479,a,0,USD,0,a/index.html>

Ancient Indian Universities, Apte DG
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>

Philosophical & Sociological Basis of Education –V R Taneja

Educational Thought and Practice Taneja ,VR ; Sterling Publishing House

Philosophical & Sociological Foundations of Education –Rajesh R Sharma
Indian Education in Emerging Society-PC Singh
Fundamentals of Indian Philosophy-R. Puligandla
GATS and Hr Education –the need of Regulatory Policies –NV Verghese –UNESCO,IIEP
,Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf
PanchMukhi Shiksha http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html
Ground work of Educational theory. Ross, James S MacMillan India.
Modern Philosophies of Education, J. S. Brubacher. Tata Mc Graw Hill ,Delhi
Introduction to the Philosophy of Education,-Connor, DJO
Sociology: Primary Principles Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)
Sociological Thoughts Abhram and Morgan – McMillan, New Delhi.
A Profile of Indian Education System :Cheney & Ruzzi (Nov 2005) National Centre on
Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. 202 (Theory)
Credits 4

Title: Teachin□, Learnin□ and Evaluation
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:

- Understand the meaning of psychology, child psychology & educational psychology
- Become familiar with the different methods of studying behavior
- Appreciate the role of a teacher in a classroom
- Understand the concept of learning and also behaviouristic and cognitive perspective to learning
- Become aware of importance of inclusive setting in a classroom
- Develop understanding of different methods of learning and learning styles
- Understand the concept of motivation and role of teachers and parents in developing motivation
- Understand dynamics of intelligence

UNIT-I

Concept of Psychology, child psychology & educational psychology.

Methods of studying behaviour:-

- a) Naturalistic & Participant observation.
- b) Experimental method.
- c) Case Study Method.

Motivation-concept, types, role of parents and teachers in extrinsic motivation, theory of achievement motivation. Contribution of Sidney L Pressey.

UNIT-II

Learning- Nature of learning, factors influencing learning (Personal & environmental), Gagne's conditions of learning, Hull's theory

Behaviouristic perspective to learning-concept & contribution to education. Theories of Trial & error, Pavlov's classical conditioning theory & Skinner's operant conditioning theory.

Cognitive perspective to learning-concept & contribution to Education, Theories of Gestalt (Kohler), Bruner and Ausbel.

UNIT-III

Teaching as a profession, need & opportunities for personal growth of a teacher. Multiple responsibilities of teacher in an institutional setting.

Role of teacher in development of personal relationship between teacher and learner, between peer groups & developing self esteem, autonomy & feeling of freedom among learners.

Education in inclusive setting with inclusion of disabled & marginalized groups. Precision teaching.

UNIT-I

Intelligence- Meaning & types of intelligence (crystalline & fluid),Theories of intelligence- Spearman's two factor theory, Thurston's group factor theory and Thorndike's multifactor theory .
Meaning of assessment, Need for assessment, assessing learning (creating an assignment, classroom assessment techniques, using concept maps, using concept tests; assessing group work, creating and using rubrics- (paper presentation/projects/ oral presentations).
Meaning of evaluation, basics of evaluation- anecdotal records, checklist, self-evaluation and use of portfolios.

Sessional work:

Case study of a school with inclusive setting/ study of various methods used by teachers for enhancing learning / use of intelligence test to assess intelligence level of students

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Chauhan . S. S. (2001) Advanced Educational Psychology. Vikas Publishing House PvtLtd.New Delhi.

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.

Mangal. S. K. (2002). Essentials of educational Psychology. Prentice Hall of India Pvt.Ltd. New Delhi.

Solso. Robert. L. (2002). Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd.Delhi.

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. 203 (Theory)
Credits 4

Title: Educational Technology and ICT
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs

Objectives:

To enable the pupil teacher to:

- understand the nature and scope of educational technology and also about the various forms of technology
- know the systems approach in Education and its components
- familiar with the steps involved in the construction of programmed learning
- describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies
- acquaint with different approaches of ICT integration in education

Course contents

Unit I

Introduction to Educational Technology

Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)

Approaches of educational technology: Hardware and software, Multimedia and Mass media approach

Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

Unit II

Systems Approach in Education

Systems Approach to Education and its Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies

Programmed Learning ó Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, various steps involved in construction of programmes

Bloomø Taxonomy approach in Educational Technology to integrate teaching ó learning process

Unit III

ICT in Education

Information & Communication Technology: Concept, Need and Scope

Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management

Challenges in Integrating ICT in School Education

Unit-I

ICT supported teaching-learning strategies

Project Based Learning (PBL)

Co-operative & Collaborative Learning

Computer assisted learning (CAL)& Computer Managed Learning(CML), Teaching Machines

Sessional work:

Developing Programme Learning Material

Organise seminar/ debates on ICT supported teaching learning strategies

Presentation on Systems approach to education

Prepare a chart on different approaches of educational technology (Multi media and mass media)

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended & web resources

Agarwal, J.P. (2013). Modern Educational Technology. Delhi: Black Prints.

Chauhan, S.S. (1978).A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.

Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi.

Mohanty, J. (2007). Modern trends in Educational Technology, Neel Kamal publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com

Mukhopadhyay, M. (2003). Educational Technology-Knowledge assessment(IInd edition). Shipra publications, New Delhi-110092

Sharma, R.A. (1997). Technology of teaching. Loyal Book Depot, Meerut.

Sharma, Y.K. & Sharma, M, (2006). Educational Technology and Management. Vol:1New Delhi: Kanishka Publishers and Distributors.

□ **eb references**

www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf

www2.rgu.ac.uk/celt/pgcerttlt/systems/sys3.htm

www.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching of English-I

Course no. 204

Title: Teaching of English

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives

To enable the pupil teachers to:

- Know and understand the history & importance of English Language as a second Language
- Know and understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of teaching English in classrooms.

UNIT 1

Psychology & History of Teaching & Learning of English Language:

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF (2005); General and Specific Objectives of the teaching of English Language ; Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax, Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students (Reflective Journal).

UNIT II

Aspects of Language: Introduction to the different structures of the English Language;

Phonological Structure ó Mechanism of speech, Received Pronunciation (Problems And Prospects) phonemes ó Vowels & Consonants, Diphthongs, stress , Intonation , Rhythm, meaning & Practice. Identification of the different local Phonemes in the Dogri and Hindi to interfere in the language of English (Reflective Journal)

Morphological Structures ó Meaning Importance types- free and Bound Affixes, Prefixes and suffixes, Derivational suffixes Verb forms (Modals) , Adjectives and Adverbs (Development , structuring and practical use)

Syntactic Structures óMeaning & Importance; Basic Structures, Patterns Phrases and Clauses; Types of sentences óStatements (affirmative& Negative) Interrogative (Yes-No & Wh type) Imperative, Exclamatory, Optative Sentences (Development, Structuring and use)

The subject Verb Object arrangement (development, use in the compositions and Prose) Differentiation in the single & compound & Complex structures of Sentence (Development & use)

UNIT III

Devisin□the Lesson Plans & approaches

Behavioural Objectives: writing behavioural objectives for teaching English, Development of the Skill Objectives, Difference in the skill objectives and the Instructional objectives. Constructivism & teaching of Language, Concept scaffolding Instruction

Curriculum: Meaning, importance and principles of preparing good curriculum for English as a second language.

Textbook: meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

Lesson planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and yearly plans steps for the preparation of lesson plans for teaching English using Herbartian and RCEM approaches (simulated plans).

UNIT I□

Development of Lan□ua□e skills: Listening: components óbarrier in listening, activities to develop listening comprehension

Speaking ócomponents-objectives-barriers to speaking óneed for correct pronunciation ó activities to develop correct speech habits

Reading skills-objectives of teaching reading, Mechanics of reading, Methods of teaching reading

Types of reading, reading aloud & silently, intensive & extensive reading, Types of reading comprehension óactivities to develop testing reading comprehension Writingó its components, objectives of teaching written expression

Hand writing ócharacteristics of good hand writing óMechanics, causes for poor handwritingóways of improving handwriting

Sessional □ork

Listening to the English News on different Indian Television Channels óPractice & improvement in the speaking-Clarity, structuring and Coherence (practical for Communicative skills in language) Visit to the Radio Stations (AIR, FMs use of Technology in the transmission of language and the Local Television centres (Take One, JK Channel).

Note for Paper Setters

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The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Bandari C. S., A Hand-book for Teachers of English, Orient Longmans

French, F. G., Teaching of English Abroad- Parta1,2 and 3, Delhi ; Oxford University Press

George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press

Gokak, V. K., English in India, Bombay; Asia Publishing House

Bansal, R.K. and Harrison J.B. (1983): Spoken English for India, Orient Longman, New Delhi.

Bansal, R.K. (1990)Introduction to English Teaching Vol. II Phonetics and Spoken English, English CIEFL, OUP, Hyderabad.

Bhatia, K.K. (1988)New Techniques of Teaching English as Foreign Language, NBS Educational Publishers, Chandigarh.

Kohli, A.L. (2003)Teaching of English, Dhanpat Rai and Sons, Jalandhar.

Singh, M.K. (1998)Teaching of English, International Publishing House, Meerut

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching of Sanskrit-I

Course no. 204

Title: Teaching of Sanskrit

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- know and understand the history & importance of Sanskrit.
- develop awareness of objectives of teaching Sanskrit at the Elementary and Secondary level.
- understand the different aspects of Grammar.
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Sanskrit .
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit
- get acquainted with the various devices of language learning.
- appreciate and reflect on the contribution of contribution of Acharya Mamat, Vishav Nath, Kali Dass

CONTENT

Unit - I

Sanskrit Language, Its dialects, Importance of Sanskrit as a Regional Language, Origin and development of Sanskrit. Objectives and problems of teaching Sanskrit at elementary and secondary level in J&K State.

Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values, Contribution of Acharya Mamat and Vishav Nath in Kavya Shastra.

Sanskrit as a Driving Force for National Integration; Contribution of Kali Das (Abhigyan Shakuntalam) and Acharya Bhasa (Svapna Vasdatta)

Unit - II

Aspects of Language Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Sanskrit (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading ó Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension ó Causes of Backwardness in reading

Writing ó Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing

Unit- I □

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Sanskrit, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Sanskrit - Prose, Poetry, composition and grammar, Role and qualities of Sanskrit Teacher.

Sessional □ ork

Listening to the different Sanskrit programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sanskrit Shalokas of Bagvad Gita as a factor of promoting Indian Culture.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.*
- Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, Loka Sangraha Press, Poona.*
- Chaturvedi, R. S.: Sanskrit Shikshan Padhati.*
- Govt. of India: Report of Sanskrit Commission.*
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979*
- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.*
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.*
- Kali Das (Abhigyan Shakuntalam)*
- Achara Bhasa (Svapna Vasdatta)*

**BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)**

Methodology of teaching Language-I

Course no. 204

Title: Teaching of Dogri

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

To develop awareness of objectives of teaching Dogri at the secondary level.

To understand the significance of communication skills.

To get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Dogri .

To develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.

To get acquainted with the various aspects of the Dogri and devices of language learning.

To develop diagnostic and remedial skills in teaching Dogri.

CONTENT

Unit - I

Dogri Language, its dialects, Importance of Dogri as a regional Language, Aims of Teaching Dogri, Origin and development of Dogri Language and its present position. Objectives and problems of teaching Dogri at secondary level in J&K State. Relation of Dogri with other languages. Importance of Dogri language.

Dogri as a keeper of the National Heritage; Dogri for the Appreciation of Moral and Spiritual Values, Contribution of Ram Nath Shastri, DinuBhai Pant, B.P.Sathe.

Dogri as a Driving Force for National Integration; Contribution of K.S. Madhukar, Mohan Lal Sapolia, & Champa Sharma

Unit - II

Aspects of Language

Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects)

Phonemes-Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice.

Identification of different local Phonemes in the Dogri to interfere in the language of Dogri (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening: components- barriers in listening, activities to develop listening comprehension Speaking ó components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension Writing ó its components, objective of teaching written expression Hand writing-characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit- I

Behavioral Objectives

Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Dogri, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Dogri- Prose, Poetry, composition and grammar, Role and qualities of Dogri Teacher.

Sessional work

Listening to the different Dogri programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

<i>Gupta, Veena (2004) Art</i>	<i>Dogri Vyakran</i>	<i>J&K Academy of Culture and Language</i>
<i>Goswami Om</i>	<i>Prof. Ram Nath Shastri Samgar Rachnavali,</i>	<i>J&K Academy of Art Culture and Language</i>
<i>Udhampuri Jitendra (1988)</i>	<i>Dogri Sahitya Da Itihas</i>	<i>J&K Board of School <u>Education</u></i>
<i>Dogra Nutan Desh Bandhu (2011)</i>	<i>Dogri Bhasha te Adas Di Itihasak Parchol</i>	<i>Arunima Prakashan Udhampur</i>
<i>Gupta Veena (2006)</i>	<i>Sadde Sahitkar</i>	<i>Akhil Parkashan, Jammu</i>
<i>Manhas Shiv Dev Singh Bhagvat Parsad Sathe Te (2005)</i>	<i>Undian Khaniya</i>	<i>Sahitya Academy New Delhi</i>
<i>Sharma Champa</i>	<i>Chete Di Rahol</i>	<i>Chetan Parkashan</i>
<i>Goswami Om</i>	<i>Lohku Sabadkosh</i>	<i>J&K Academy of Art Culture and Language</i>

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching language-I

Course no. 204

Title: Teaching of Punjabi

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

Know and understand the history & importance of Punjabi language.

Develop awareness of objectives of teaching Punjabi at the Elementary and Secondary level.

Understand the different aspects of Grammar.

Get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Punjabi .

Develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.

Get acquainted with the various devices of language learning.

CONTENT

Unit - I

Punjabi Language, Its dialects, Importance of Punjabi as a Regional Language, Origin and development of Punjabi Language. Objectives and problems of Teaching Punjabi at Elementary and Secondary Level in J&K State.

Punjabi as a keeper of the National Heritage; Punjabi for the Appreciation of Moral and Spiritual Values, Contribution of Baba Farid, GuruNanak Devji, Shah Hussain, Varis Shah, Bulleh Shah

Punjabi as a Driving Force for National Integration; Contribution of Bhai Veer Singh , Amrita Pritam, Mohan Singh and Shiv Kumar Batalavi.

Unit - II

Aspects of Language: Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Punjabi (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking ó Meaning Importance, Causes of defective Pronunciation - need for correct pronunciation-activities to develop correct speech habits

Reading ó Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension ó Causes of Backwardness in reading

Writing ó Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit IV

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Punjabi, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Punjabi- Prose, Poetry, composition and grammar, Role and qualities of Punjabi Teacher.

Sessional work

Listening to the different Punjabi programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Kochhar, S.K. (1989)

Mat Bhasha Dee Shiksha

Safaya, R.N. (1992)

Punjabi Di Shiksha Vidhi,

Dhanpat Rai and Sons, Jalandhar.

Sekhon, Sant Singh(1961)

Punjabi Boli Da Itihas,

Bhasha Vibhag, Punjab, Chandigarh.

Singh, G.B. (1981)

Gurmukhi Lipi Da Janam Te Vikas,

Punjab University Publication Bureau, Chandigarh

Singh Gurdev (1971)

Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.

Nandra Inder Dev

Punjabi Bhasha Te Sahit Adiapan, Tandon

Publication, Ludhiana.

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching Urdu-I

Course no. 204

Title: Teaching of Urdu

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- know and understand the history & importance of Urdu language
- develop awareness of objectives of teaching Urdu at the Elementary and Secondary level.
- understand the different aspects of Grammar
- get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu .
- get acquainted with the various devices of language learning.

CONTENT

Unit - I

Urdu Language, its dialects, Role of Urdu Language in India in Pre-partition and post-partition, Aims of Teaching Urdu, Origin and development of Urdu Language. Objectives and problems of teaching Urdu at secondary level in J&K State. Origin and development of Urdu Language in J&K State. Role of Urdu Language at International level.

Origin and development of Urdu imla, Arab and punctuations, standard sound of Urdu vowels and consonants, organization of sounds and Structure of sentences.

Urdu as a keeper of the National Heritage; Urdu for the Appreciation of Moral and Spiritual Values, Contribution of Mir Dard and Illama Iqbal (Walida Mahroom Ki Yad Main)

Urdu as a Driving Force for National Integration; Contribution of Altaf Hussain Hali & Josh Maleeha Abadi

Unit - II

Aspects of Language: Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects) Phonemes- Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of different local Phonemes in the Urdu to interfere in the language of Urdu (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit- III

Development of Language Skills: Listening: components- barriers in listening, activities to develop listening comprehension

Speaking ó components-objectives-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits

Reading - Objectives- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension

Writing ó its components, objective of teaching written expression

Hand writing- characteristics of good hand writing ó Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit I

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Urdu, Development of Skill objectives, difference between skill objectives and behavioral objectives

Writing behavioral objectives for teaching Urdu- Prose, Poetry, composition and grammar, Role and qualities of Urdu Teacher.

Sessional work

Listening to the different Urdu programmes on Radio and Television Channels ó Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sufi Songs and Mushaira as a factor of promoting Urdu Culture

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Hali Altaf Hussain

Hubbe-e-Watan

Chakbast Brij Narayan

Faryad-e-Quam

Illama Iqbal

Walida Mehroom ki Yaad Main

Mehroom Talok Chand Noor

Jahan Ka Mizar

Khan Rasheed Hassan Urdu Saraf-o-Nahav

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course No. : 204
Credit : 4

Title : Teaching in Hindi
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam.: 3 Hrs.

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Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

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The Theory paper is to have 60 marks (external) . 40 Marks are for the In House activities

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BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodoloꝑy of teachinꝑsubject-I

Course no. 20

Title: Teachinꝑof Social Science

Credits 4

Total Marks: 100

Maximum Marks Internal: 40

Maximum Marks External: 60

Duration of Exam: 3hrs

Objectives:

To enable the pupil teachers to:-

Acquaint themselves with the concept of social science as an integrated/ interdisciplinary area of study.

Familiarize themselves with the concept of curriculum, text-books and co-curricular activities in social sciences.

Develop knowledge about the basic principles governing social sciences.

Prepare a lesson plan. Acquire competency to prepare lesson plans for teaching social sciences.

Understand some important areas of social sciences.

UNIT-I

Meaning, scope and importance of social sciences in secondary schools. Core subject of social sciences, history, political science, geography, economics, interrelationship between them.

Aims and values of teaching social science in secondary schools.

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social sciences.

UNIT-II

Curriculum:-Meaning, importance and principles of designing a good curriculum for social sciences. Correlation, integration, concentric, spiral unit and chronological approaches in organizing curriculum for social sciences.

Textbooks:- Meaning and importance of textbooks in social sciences. Qualities of a good textbook. Role of library and reference books in teaching of Social Studies.

Co-Curricular activities: Meaning and importance of co-curricular activities. Steps for organizing co-curricular activities. Role and organization of the following in teaching of social studies:-

Debates and quizzes.

Excursion.

Visit to museums.

Supervised study

Dramatisation

UNIT-III

Lesson Planning:- Meaning and importance of a lesson plan. Unit and yearly lesson plans.

Steps for preparing lesson plans through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of social science, remedial teaching.

UNIT –IV

Distribution of resources, environmental degradation and its preservation; disasters and preparedness, interdependence and interaction across space, migration of people, transport and communication, trade and commerce

Sustainable development- economic growth and economic development, indicators of measuring the well being of an economy, Gross Domestic Product, poverty, food security, role and functions of money.

Sessional □ ork

Analysis of a unit/chapter in a social science textbook to identify the concept.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

NCERT (2013) Social science publication division NCERT campus New Delhi.

S.K Kochar: Teaching of social studies

J.C .Aggrawal : Teaching of social studies

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 20

Title: Teaching of Physical Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

Acquaint themselves with the concept of physical science.

Familiarize themselves with the concept of curriculum, text books and co-curricular activities in physical science.

Prepare a lesson plan.

Understand some important areas of physical science.

Unit -I

Origin and development of physical science. History of physical science.

Aims and values of teaching physical science in secondary school

Behavioural objectives, Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of physical science.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for physical science. Concentric, topical and integrated approaches in organising curriculum for physical science.

Textbooks: Meaning importance and role of textbooks in teaching of physical science. Qualities of a good textbook of physical science.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of physical science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of physical science.

Unit I □

Electric current ó potential difference, effects of electric current; flow of heat- conduction, convection and radiation. Force-concept, constant and non-constant forces. Friction- concept, types, advantages and disadvantages, methods of increasing and decreasing friction.

Acid, bases and salts ó types, properties and applications in day-to- day life; structure of matter- elements, compounds and their properties, mixtures, atomicity.

Sessional □ork:

Analysis of a unit / chapter in a physical science text book- to identify the concepts, principles and underlying scientific theories.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science.Malhotra brothers, Jammu.

Kohli, V.K. (2001). How to teach science.Vivek Publishers,Ambala city.

NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.

**BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)**

Methodology of teaching subject-I

**Course no. 20□
Credits 4**

**Title: Teaching of Biological Science
Total Marks: 100
Maximum Marks Internal: 40
Maximum Marks External: 60
Duration of Exam: 3hrs**

Objectives:

To enable the pupil teachers to:

Acquaint themselves with the concept of biological science.

Familiarize themselves with the concept of curriculum, text books and co-curricular activities in biological science

Prepare a lesson plan.

Understand some important areas of biological science

Unit -I

Origin and development of biological science. History of biological science.

Aims and values of teaching biological science in secondary school

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of biological science.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for biological science. Concentric, topical and integrated approaches in organising curriculum for biological science.

Textbooks: Meaning importance and role of textbooks in teaching of biological science. Qualities of a good textbook of biological science.

Co-curricular Activities; Meaning, types and importance of co-curricular activities. Steps of organizing co-curricular activities.

Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of biological science.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of biological science.

Unit -I□

Plant parts and their functions. Classification, Reproduction in plants- concept of asexual and sexual reproduction. Importance of plants as medicine and as source of food, fodder, fuel and oil.

Animal diversity: Classification, Economic significance of animals.

Cell- the basic unit of life, its generalised structure and function, Difference between plant and animal cell.

Sessional □ork:

Analysis of a unit / chapter in a biological science text book- to identify the concepts, principles and underlying scientific theories.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu.

Kohli, V.K. (2001). How to teach science.Vivek Publishers,Ambala city.

NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.

BACHELOR OF EDUCATION (B.Ed)

Semester –II

(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 20

Title: Teaching of Mathematics

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

study and to develop an understanding of the different aspects of Teaching Mathematics

study and Understand the objectives of Teaching Mathematics

study and Understand the Methods and Skills of Teaching Mathematics

study and Understand the use of Club and the teacher's capacity making facilities in the Teaching of Mathematics

UNIT I

Mathematics –Structure and knowledge

Meaning, nature and characteristics of mathematics; Processes in mathematics ó mathematical reasoning, pattern recognition, algebraic thinking, geometric thinking (Van Hiele model of geometric thought), problem solving in mathematics creative thinking in mathematics. Structure of mathematics ó Euclidean geometry -terms (undefined and defined terms), axioms, postulates and theorems; validation process of mathematical statements. Pedagogic content knowledge analysis for - facts, concepts, generalizations and procedures. Knowledge and teaching of Integers , Rational Number, Real Number Polynomials Quadratic Equation and congruency of Triangles.

UNIT II

Objectives and Methods of Mathematics Teaching

Objectives of teaching mathematics-disciplinary, utilitarian, cultural, social and recreational. Anderson's revised Bloom's taxonomy of instructional objectives ó specifications; task analysis; Objectives of teaching arithmetic, algebra, geometry. Application of Approaches and models of teaching mathematics ó Inductive - deductive approach; Analytic ó synthetic approach ; Guided discovery approach; Project method; Concept Attainment Model. Pedagogic content knowledge for the trigonometry and coordinate geometry, Primary Concepts in Geometry Trigonometric Ratios of Complementary Angles, Height and Distance.

UNIT III

Different Techniques of Teaching Mathematics

Five E model ó engage, explore, express, expand, evaluate; Drill and Review Work in Mathematics; Assignment techniques; Problem solving technique Supervised study technique; Oral work in Mathematics, Application of techniques for Ratio, Proportion (equality of Ratios), Arithmetic Mean; Irrational numbers, Laws of Real Numbers & Integers and its examples

UNIT I

Mathematics Club & the role of Teacher

Mathematics Club: Concept Objectives, Importance, Different Activities of the Club in respect of the teaching of Circle, Partition of plane of a circle by the circle, Theorems on Circle and Chords of a Circle. Learning Teaching of Mathematics by co relating it with the science and geography- Area, speed Time, Volume & surface Area.

Mathematics Teacher: Qualities and Competencies ó listening, understanding and expression

Sessional Work

Proving the criteria of Congruency through paper cutting and pasting; angle sum property of triangle (paper cutting and pasting) and angle some property of quadratic (paper cutting and pasting); Derivation of Quadratic formula; Representation of rational and irrational numbers on number line; Prove volume of cone = $\frac{1}{3}$ rd volume of cylinder and vice versa having same radius

and height of both Derivation of the value of following trigonometric angles (30,60,45 & 90); Derivation of identities ($\sin^2 \theta + \cos^2 \theta$).

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

*R Aiyanyas , N. Kuppuswami, (1982). **The Teaching of Mathematics in New Education**, Universal Book and Stationary Co. Delhi.*

*Butler , C. H. and Wren, F. L., (1951). **Teaching of Secondary School mathematics**:McGraw Hill NewYork.*

*Mangal, S. K. (1987). **Teaching of Mathematics**; Prakash Brothers Education Publishers Pvt.Ltd.*

*NCERT, **A Textbook of Content-cum-Methodology of Teaching Mathematics**, New Delhi
Sidhu, Kulbirsingh (1996). **Teaching of Mathematics**; (Fourth Ed.), Sterling Publishers Pvt.Ltd.*

Rai and Sons, New Delhi.

Aggarwal, S.M. (1999)Teaching of Modern Mathematics, Dhanpat

(NCERT&JKBOSE)

Text Books (Prescribed) in VIth to IXth Classes

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 20□

Title: Teaching of Commerce

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives :

To enable the pupil teachers to:

Acquaint themselves with the concept of commerce education

Familiarize themselves with the concept of curriculum, text books and co-curricular activities in commerce

Prepare a lesson plan

Understand some important areas of commerce

Unit -I

Introduction to commerce education. Nature and scope of commerce education.

Aims and values of teaching commerce in secondary school.

Behavioral objectives, Meaning and importance of behavioural objectives, steps for preparing behavioral objectives for teaching of commerce.

Unit- II

Curriculum: Meaning, importance and principles of designing a good curriculum for commerce.

Concentric, topical and integrated approaches in organising curriculum for commerce.

Textbooks: Meaning importance and role of textbooks in teaching of commerce. Qualities of a good textbook of commerce.

Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

Unit -III

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of commerce.

Steps for preparing a lesson planning through Herbartian and RCEM approach.

Preparing a lesson plan on a topic of commerce.

Unit I□

Difference between book keeping and accountancy.

Journal, subsidiary books, ledgers, trail balance, errors and rectification trading, profit and loss accounts and balance sheets.

Auditing, Interpretation of financial statements ó Electronic accounting.

Sessional □ ork:

To prepare a balance sheet of a financial institution

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be

evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

Aggarwal, J.C.(2009). Teaching of commerce. Vikas Publishing House Pvt. Ltd.Noida.

Gupta Rainu .(2009). Teaching of commerce. Shipra Publications. New Delhi.

NCERT. (2013) Commerce. Publication Division.NCERT Carnpus,New Delhi

Singh, Y.K.(2005).Teaching of commerce.A P H Publishing, New Delhi.

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 20

Title: Teaching of Performing Art

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to

- understand the importance, aims and objectives of teaching of Performing Arts
- develop interest among pupil- teachers for Performing Arts
- provide knowledge of different techniques of teaching of Performing Arts
- acquaint the pupil- teacher with latest teaching skills
- enable pupil- teachers to organize competitions and other related practical activities

Unit – I

A brief history of Indian Music, Aims and Objectives of music as a subject in school curriculum

Knowledge of swaras, division of swaras and measures of shruti. Voice Culture and its importance.
Folk music: its role and significance in education

Methods of teaching Music, Suggestions for popularization of Indian classical Music, setting up of music room (vocal and instrumental)

Unit – II

Knowledge of different parts of instruments Tanpura/ Sitar/ Tabla.

Notation system of Pt V.N Bhatkande and Pt V.D Pulskar

a) Knowledge of following Talas-ekgun, Dugun of tatra, Rupak, Kehrva, Japtal, Ektal, chartal and Teenta

b) Non detail Ragas (only discription) of following Ragas Malkauns, Bhairav, Bhairavi, Yaman and Bhupali

Unit – III

Music Lesson Planning:

- (a) Meaning, importance and objectives
- (b) Construction of Lesson plan (General and specific)

Qualities and training of music teacher

Continuous & Comprehensive music Evaluation: Concept, Techniques and weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation, Essay type, short answer type, and objective type

Unit – I□

Audio- visual Aids for teaching Music

Organization of Music Competitions and related practical activities

Innovative Practices for teaching Music

Sessional work:

Raag and Taal of unit II

Play any two Musical Instruments in Raag of choice

Organize innovative Music competitions in Schools

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.

Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Grag Hathras.

Bhatnagar, S. (1988): Sangeet Shikshan Parichaya

Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri

Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma

Kathak Nritya by Sh. Laxmi Narayan Garg

Khanna, Jyoti (1992): Teaching of Music.

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019& 2020)

Methodology of teaching subject-I

Course no. 20

Title: Teaching of Visual Art

Credits 4

Total Marks: 100

Maximum Marks Internal: 40

Maximum Marks External: 60

Duration of Exam: 3hrs

Objectives:

To enable the pupil- teachers to

Develop imagination and sense of appreciation of art and interest in teaching of art.

Develop aesthetic sense.

Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.

Be acquainted with different techniques of painting, sculpture.

Unit – I

Define art Indian and Western concept of art (origin and development). Six limbs of Indian art.

Element of art: Line, Color, Texture, Tone.

Principles of art: Balance, Rhythm, Harmony. Dominance, Perspective.

Place of art in daily life and education. Art room and its requirement.

Unit – II

Aims and objective of teaching Art correlation with the other school subjects.

Method of teaching Art.

- a) Direct observation Method.
- b) Demonstration Method.
- c) Project Method.

Child Art: Meaning, Importance, Stages.

- a) Scribbling stage.
- b) Pre- Schematic stage.
- c) Schematic Stage.
- d) Gang age.
- e) Adolescent Stage

Unit – III

Qualities and effective education of music teacher.

Evaluation: Continues & Comprehensive.

Evaluation: Concept, Techniques and weight age distribution (VI TO VIII, IX TO X). Types of test items for evaluation. Essay type, short answer type, and objective type.

Audio- visual Aids for teaching Music.

Unit – I □

Lesson Planning: Need and importance.

Preparation of composite Lesson plan:

- a) Still Life.
- b) Landscape.
- c) Composition.
- d) Design.
- e) Printmaking.

Sessional □ ork:

1. Nature Study- 1 Full Sheet.
2. Composition- 1 Full Sheet.
3. Still Life- Half Sheet.
4. Poster- 1 Full Sheet.

5. Design for Rangoli.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

Abbate F.(1972), Indian Art, London: Octopus Books.

Birdwood, G.C.M. (1988), Art of India. Delhi: Rupa & Co.

Bharti Chetna, Teaching of Fine Arts. Ludhiana: Kalyani Publisher.

Dr. P. K. (2000) Teaching of Fine Arts, Patiala Publication Bureau, Punjab University

**BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)**

Methodology of teaching subject-I

Course no. 20□

Title: Teaching of Health & Physical Education

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to:

Understand various aspects of teaching in health & physical education:

Develop understanding of Growth and Development.

Learn and understand the different methods of teaching Health and Physical Education

Be acquainted with the importance of recreation in Physical education.

UNIT-I

ASPECTS OF TEACHING IN THE HEALTH & PHYSICAL EDUCATION:

Health Education: Its aims, values and principles. Psychological basis of Health Education National health Programme, Health Services, Family Welfare Services. Professional Qualities & Qualification of Physical Education Teacher.

UNIT-II

□RO□ TH & DE□ELOPMENT:

Growth & Development, its meaning need and principles. Difference between growth & Development, factors effecting growth & Development.

UNIT-III

METHODS OF TEACHIN□ HEALTH & PH□SICAL EDUCATION:

Methods of Teaching: Lecture Method, demonstrative Method, discussion method, project method, part method. Whole method and imitation method. Constructive approach to teaching Health & Physical Education: personal and technical preparation for Physical Education.

UNIT-IV

RECREATION IN PH□SICAL EDUCATION:

Meaning & definitions of recreation, its aim, objective in the Physical education in Modern society types of recreational activities. Nature of recreation in Physical Education.

Sessional □ork:

Prepare a balanced diet chart for a primary school child

Prepare a health and physical profile of a tenth class student

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books Recommended:

Bucher, C.A (1964) Foundation of Physical Education , New York: Mosby & Company.

Kilander, H.F (1971) School Health Education , New York: Mac Millan Company..

Atwa & Kansal, (2003) A Text Book of Swasthya Shiksha Agra University: Universal Publisher.

Kamlesh, M.L & Sangral, M.S., (1986) Method in Physical Education Ludhiana: Prakash Brother.

**BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)**

Methodology of teaching subject-I

Course no. 20

Credits 4

Title: Teaching of Computer Education

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil- teachers to

study and Understand the nature and scope And the history of Computer Science of Computer Science

develop an understanding of aims and objectives of teaching Computer Science by the use of Content

develop an understanding of the various methods, approaches and techniques of teaching Computer Science.

develop the skill to critically analyze the syllabus of secondary school Computer Science curriculum

Unit -I

Computer- structure and its working

The structure and the history of the different types of the computers(available and to be shown to the Student & Teachers) Showing and explaining the Central Processing Unit ó generation ó classification ó Hardware - Input & Output Devices, software ó definition, types of software computer languages storage devices ó primary and secondary; RAM & ROM Introduction to operating system ó DOS, Windows- demonstration method and the on hand practical.(practical Orientation to the student teachers by the method of Demonstration)

Unit -II

Aims & Objectives of teaching Computer Science

Nature of Computer Science ó Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science; Scope of Computer Science ó Relation with other Sciences and its uses in day to day life. Aims and Objectives of teaching Computer Science at different levels, Bloom's taxonomy of Educational objectives. The application of Bloom's taxonomy in the working of computer.

Unit – III

Instructional Methods:

Lecture cum demonstration, Inductive ó deductive, analytic, synthetic, Problem Solving, Project method, Laboratory method ó Meaning, Steps, Merits and limitations. Programmed instruction ó Meaning, types ó linear, branching Principles, steps, merits and limitations. Computer Assisted Instruction (CAI) ó Meaning, Steps, merits and limitations. Teaching of DOS commands (internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods.

UNIT I

Different Techniques used for teaching computer:

Brainstorming, Buzz session, Simulation, symposium, Team teaching ó meaning, organization and importance in taking up the teaching of the computer for the MS office package. Discussion on Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.

Sessional work

Unit III & IV constitute the sessional work {Computer Assisted Instruction (CAI) ó Meaning, Steps, merits and limitations. Teaching of DOS commands (internal, external and Wild) through the above methods. The Teaching of Computer basics through the above methods. Role of Computers in Teaching-Learning Process, Computer science and Physical world, Mobile learning, Android operating system, Satellite programmes, On-line learning, E-evaluation.}

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- Bharioke, Deepak(2005) Fundamentals of Information Technology.*
Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi:
Sterling Publishers Pvt. Ltd
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall*
Book Depot
- Stephen, M. A., & Stanley, R. (1985). Computer instruction:*
Methods and development. NJ: Prentice Hall.
Comdex DOS for
Dummies(1997) Pustak Mahal, Delhi.
Nelson, Stephen, L. The Complete Reference Office, Tata McGraw
Hill, Delhi
- Ra*
- jaraman, V. Fundamentals of Computer.*
Saxena, Sanjay A first course in computers – Vikas
Books.

BECHLER OF EDUCATION (B.Ed)
Semester–II
(For the examination to held in the year 2018, 2019 & 2020)

Methodology of teaching subject-I

Course no. 20

Title: Teaching of Home Science

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

OBJECTIVES :

To enable the pupil- teachers to:

develop understanding of the aim of teaching of Home Science

develop understanding of the various methods and procedures required for teaching Home Science effectively.

develop basic skills and competencies required for teaching of Home Science

develop practical skills to organize various activities related to Home Science.

develop skills and competencies required for preparing teaching aids in teaching of Home Science.

develop competencies and skill for effective evaluation in Home Science.

UNIT I

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Place of home science in Secondary School curriculum, correlation-Meaning and its correlation with different subjects. Broad aims of Home Science to fulfill national goals of education- better nutrition, conservation of resources, maternal and child health etc

UNIT II

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. areas of study ó Human Development, Resource Management, Clothing and Textiles, Foods and Nutrition and Extension Education. Human Development: Human growth and development: principles, stages, milestones and factors affecting, influence of heredity and environment, agencies of human development: family, school, peer, community.

UNIT III

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science.

Curriculum: Meaning, importance and principles of designing a good curriculum of home science. Critical analysis of existing school curriculum of home science. Home Science Laboratory- Concept and importance, planning of space and equipment for Home Science Laboratory. Textbooks: Meaning and importance of textbooks in teaching of home science. Qualities of a good textbook of home science. Role of textbooks in teaching of home science. Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration

UNIT IV

Constructivist Approach to Teaching Home Science Methods of Teaching Home Science-- Lecture, Lecture- cum-Demonstration Method, Laboratory Method, Project Method, Problem Solving, Method Field Trip, Role Playing. Teaching Home Science through hands on experiences- types of laboratories and equipment required, Field experiences, project based learning, extra- curricular activities in Home Science. Steps of organizing co-curricular activities. Clothing and Textiles: Fibers and yarns: classification, properties; fabric construction: Steps, weaves, classification of weaves; Clothing requirements of the family, care of clothing

Sessional work

Observing infants, preschoolers, school aged children's developmental milestones

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities

Books recommended

- *Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi*
- *Chandra, Arvinda: Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.*
- *Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi*
- *Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi*
- *Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.*
- *Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi*

Regum, Anmeeda(2002) Modern Teaching of Home Science, Anmol Publications, New Delhi

BECHLER OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019& 2020)

Course no. 206
Credits 2

Title: Action Research
Total Marks : 40
Maximum Marks Internal : 20
Maximum Marks External : 30

Course Objectives:

To enable the pupil- teachers to:

- Define the concept of research and action research
- Explain the steps of action research.
- Describe in detail the dynamics of action research in educational contexts.
- Demonstrate development and execution of action research project.

COURSE CONTENTS

UNIT-I

Fundamentals of Research

- What is Research?
- The Concept of Educational Research, its meaning, characteristics, Nature and Scope
- Areas of education Research, Methods of Research, Sample

Fundamentals of Action Research (Characteristics, uses and Limitations)

- Concept, Need and Importance of Action Research
- Difference between Action Research and Traditional research i.e. Fundamental and Applied research Paradigm

UNIT-II

Dynamics of Action Research in educational contexts

- The Action Research process- Identifying problem in school contexts, Formulation action hypotheses, Implementing and evaluating the Action Research hypotheses, Findings results and Implementation
- Developing Action Research design

Tools of Action Research (Characteristics, uses and Limitations)

- Observation
- Questionnaire
- Rating Scales
- Interview
- Check List

Practicum Sessional**Max. Marks: 10**

Development of Action Research Project in any of the following areas-

- Classroom teaching contexts
- Classroom and school management

Note for Paper Setters

The question will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per questions) spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

Books recommended

- Aggarwal, Y. P. (1998). Statistical Methods, New Delhi: Sterling*
- Aggarwal, Y. P. (1998). The Science of Educational Research: A Source Book, Kurukshetra: Nirmal Publishing*
- Best, John W. & Kahn, J. (1995). Research in Education, New Delhi: Prentice Hall*
- Good; C. V. & Douglas, E. S. (1954). Methods in Social Research, New York: McGraw Hill*
- Jon N. (1981). A Teachers' Guide to Action Research, London: Grant McIntyre Limited*
- Koul, L (1998). Methodology of Educational Research New Delhi: Vikas Publications*
- McMillan, J. H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins*
- Neuman, W. L. (1997). Social Research Methods: Qualitative and Quantitative Approaches, Boston: Allyn and Bacon*
- Siegel, S. (1986). Non-parametric Statistic, New York: McGraw Hill*
- Urns, R. B. (1991). Introduction to Research in Education, New Delhi: Prentice Hall*

BACHELOR OF EDUCATION (B.Ed)
Semester –II
(For the examination to held in the year 2018, 2019 & 2020)

Course no. INT 2

Title: School Interaction

Credits 2

Total Marks : 100

Maximum Marks Internal : 30

Maximum Marks External : 20

IN T 2	Activity	Duration	Credits	Marks 100		
				Int	Ext	Total
	<u>Visit Cum observation to</u>	2 weeks	2			100
	a) High schools(Observation of 8 Lessons)	4Days		10	5	15
	b) Hr. Secondary schools Observation of 5 Lessons)	4Days		10	5	15
	c) SIE (7 branches) (Observation of 2 Lessons)	2 days		5	5	10
	d) Innovative Centres	2 days		5	5	10
				30	20	50

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

Syllabus of B.Ed

(For The Examinations to be held in 2021 ,2022, 2023)

Course: BED-207

Title : Yoga Education

Credits: 02

Maximum Marks: 50

Internal Marks 20

External Exam : 30

Course Objectives:

The students will be able:

1. To understand the meaning, importance and approaches of yoga.
2. To understand the historical background of yoga.
3. To understand different types and elements of yoga.
4. To understand yoga for well-being, happiness, coping stress and concentration.

Unit-I

Meaning of Yoga and Yoga Education, Importance and Benefits of Yoga

Historical Perspective of Yoga

Objectives of Yoga Practices, Types of Yoga, Approaches of Yoga

Yoga for Well-being and Happiness; coping stress and concentration

Unit-II

Elements of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharna, Dhyana and Samadhi

Yogic Diet and its types- Satvic, Rajasic and Tamasic

Qualities of good yoga teacher

Demonstration of various asanas and pranayamas and Benefits of various asanas and pranayamas

Sessional Work:

- Every student shall practice five yoga asanas and prepare a report with benefits of each yoga asana practiced.
- Prepare videos of different asanas and pranayamas with benefits of asanas/kriyas/pranayamas.

Rephare

Syllabus of B.Ed

(For The Examinations to be held in 2021 ,2022, 2023)

Course: BED-207

Title : Yoga Education

Note for Paper Setters

The question will contain two question from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

Revised 