MAHARSHI DAYANAND SARASWATI UNIVERSITY,
AJMER

पाठ्यक्रम

SYLLABUS

SCHEME OF EXAMINATION AND
COURSES OF STUDY

FACULTY OF EDUCATION

TWO YEAR B.ED. (SECONDARY)

FIRST YEAR EXAMINATION – 2010

SECOND YEAR EXAMINATION – 2011

(Regional Institute of Education, NCERT Ajmer)

ALKA PUBLICATIONS
Purani Mandi, Ajmer

NOTICE

1. Change in Statutes/Ordinances/Rules/Regulations/ Syllabus and Books may, from time to time, be made by amendment or remaking, and a candidate shall, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change.**The decision taken by the Academic Council shall be final.**

सूचना

1. समय-समय पर संशोधन या पुनः निर्माण कर परिनियमों /अध्यादेशों / नियमों / विनियमों / पाठ्यक्रमों व पुस्तकों में परिवर्तन किया जा सकता है, तथा किसी भी परिवर्तन को छात्र को मानना होगा बशर्ते कि विश्वविद्यालय ने अन्यथा प्रकार से उनको छूट न दी हो और छात्र ने उस परिवर्तन के पूर्व वर्ष पाठ्यक्रम को पूरा न किया हो। **विद्या परिषद द्वारा लिये गये निर्णय अन्तिम होंगे।**

© MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER
Published and Printed by **ALKA PUBLICATIONS, AJMER**
☎ 0145-2426301
for Maharshi Dayanand Saraswati University, Ajmer

SYLLABUS AND SCHEME OF EXAMINATION

ORDINANCES FOR TWO-YEAR B.ED. (SECONDARY) COURSE

I Eligibility

The M. D. S. University, Ajmer hereby institutes the following ordinances under RIE scheme governing admission, course of study, examination and other matters relating to the degree of B.Ed. (Secondary) Two Year course under the Faculty of Education.

1 The course of study shall extend over a period of two years, as it is skill based professional development programme catering to the needs of northern states – Chandigarh, Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttaranchal and Uttar Pradesh.

2 Candidate with minimum of 50% marks (with provision for relaxation up to 5% in case of SC and ST candidate) at the Bachelor's degree of examination of the MDS University, Ajmer or of any other university recognized as equivalent by the University fulfilling the requirements for admission will be eligible for admission.

3 The Institute will regulate admission through selection on the basis of marks in the qualifying examination (at graduation) and in accordance with the state quota as decided by the Institute.

4 (a) Candidate will be eligible for admission to the humanities and social science group if he/she has studied any two of the following combinations for at least two years at graduate level. The relevant subject studied at Postgraduate level will also be considered for determining the eligibility of the candidate if he/she has passed his/her undergraduate as well as the Postgraduate examinations from the same faculty.

(i) Any one language out of Hindi/English/Urdu as optional subject.
(ii) Any one subject out of History and Political Science for opting Social Science I (SSI)
(iii) Any one subject out of Geography and Economics for opting Social Science II (SSII)

4(b) Candidate will be eligible for admission to Science group if he/she has studied any one of the following two combinations at least for two years at the graduation level as optional/subsidiary subjects and has also taken university examination each year.

(i) Physics, Chemistry and Mathematics
(ii) Chemistry, Botany, Zoology.

5 Out of the total number of seats available for a State in each group, the reservation will be made as per the Council's rule in force from time to time.

II Scheme of Instructions and Examinations

B.ED.(SECONDARY)TWO YEAR COURSE

Course Structure and Scheme of Instruction and Examination

S.No.	Paper Title	Contact hr/week	Duration of Exam	Marks Theory	Practicum	Total
FIRST YEAR (For the session 2009-2010)						
A- THEORY						
I	Education in Emerging Indian Society	4 pds	3 hrs	75	25	100
II	Instructional Technology	4 pds	3 hrs	75	25	100
III	Curriculum, Evaluation and Action Research	4 pds	3 hrs	75	25	100
IV	Psychology of Teaching & Learning	4 pds	3 hrs	75	25	100
V	Environmental Education	4 pds	3 hrs	75	25	100
VI	C C M - Paper I Science I[1]/Science II[2]/ Lang.[3]/SSI[4]	4 pds	3 hrs	75	25	100
VII	C C M - Paper II Maths/Chemistry/SSI or SSII[5]/SSII[5]	4 pds	3 hrs	75	25	100
B. OTHER ACTIVITIES						
i	Working with community[6]					
ii	Work experience/Agri/Office Procedure/Electricity [7]	3 Pds			50	050
iii	Health and Physical Education [8]	2 Pds			50	050
C.	**PRE INTERNSHIP**	**Four weeks**		150		150
			Total			950
D	**SPECIAL PAPER (Compulsory)** PAPER VIII Computer Education[9]					
	i) Theory	2 Pds	2 hrs	50		50
	ii) Practical	2 Pds	—	50		50

NOTES:

1 Science-I comprises Physics, Chemistry and Biology
2 Science II comprises Physics and Biology
3 Language – One language out of Hindi/English/Urdu
4 SS I comprises History and Civics
5 SS II comprises Geography and Economics

6 Students will be spending 7 days for working with community activities during the session and Evaluation by grading on five-point scale

7&8 Evaluated jointly by team of internal examiners constituted by the Principal in consultation with the Head of the Education Department

9 Qualifying marks 36% (not to be added to total marks)
A team constituted by the Principal in consulation with the Dean and Head of the Department concerned shall evaluate practicum.

SECOND YEAR (FOR THE SESSION 2009-2010)

S.No.	Paper Title	Contact hr/week	Duration of Exam	Marks Theory	Practicum	Total
A.	**COMPULSORY**					
I	Secondary Education in India -Status, Issues & problems	4 Pds	3 hrs	75	25	100
II	School Management	4 Pds	3 hrs	75	25	100
B.	**OPTIONAL**					
III	Any two of the following One from each cluster					
	Cluster A					
	1.Educational Technology	4 Pds	3 hrs	75	25	100
	2. Value Education	4 Pds	3 hrs	75	25	100
	3. Educational Trends in International Perspectives	4 Pds	3 hrs	75	25	100
IV	**Cluster B**					
	1.Peace Education	4 Pds	3 hrs	75	25	100
	2. Population Education	4 Pds	3 hrs	75	25	100
	3.Education of Children with Special Needs	4 Pds	3 hrs	75	25	100
V	C C M - Paper I Science I[1]/Science & II[2]/Lang.[3]/SSI[4]	4 pds	3 hrs	75	25	100
VI	C C M - Paper II Maths/Chemistry/SSI or SSII[5]/SSII[5]	4 pds	3 hrs	75	25	100
C.	**OTHER ACTIVITIES**					
i)	Working with community		Grading			
ii)	Work Experience (Agri/Office Procedure/Electricity)[7]	3Pds			50	50
iii)	Health and Physical Education [8]	2 Pds			50	50
D.	**INTERNSHIP**	Eight weeks			350	350
	Total					**1050**
	Grand Total (Ist Year and IInd Year)		**950+1050=2000**			

NOTES:

1 Science I comprises Physics, Chemistry and Biology
2 Science II comprises Physics and Biology
3 Language – One language out of Hindi/English/Urdu
4 SS I comprises History and Civics
5 SS II comprises Geography and Economics
6 Meeting with two parents for total growth and development of their wards durig internship programme and preparation of report. Evaluation by Grading on five-point scale.
7&8 Evaluated jointly by a team of internal examiners constituted by the principal in consultation with the Head of Education department. Practicum shall be evaluated by a team constituted by the Principal in consultation with the Dean/Head of the Department concerned.

Note: 1.For content cum methods paper in Science/Maths/Language/Social science subjects, combinations will be as follows:

1. For Science Subjects

Options

i) FOR PCM GROUP

a) Ist teaching subject Science I : –
Comprise Physics, Chemistry and an additional input of appropriate Biology
b) IInd teaching subject : Teaching of Mathematics

ii) For BC Group

a) 1st teaching subject: Science II
Comprises Physics and Biology
c) 2nd teaching subject : Teaching of Chemistry

2 For Language and Social Science Subjects

Options

i) Any one language out of Hindi, English and Urdu with SS-I (History and Civics) or SSII (Geography and Economics)
ii) SS-I (History and Civics) and
SS II (Geography and Economics)

III Examination

1. There shall be a University examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if he/she has pursued a regular course of study and attended at least 75% of the classes actually held in each subject.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period. This will be allowed on production of a certificate from the concerned organizing authority and on the basis of

the recommendations of the head of the institute.

4. The minimum pass marks in each year examination shall be 40% for each theory paper and Practicum and 50% for internship in teaching separately. Candidate will have to pass each theory paper and Practicum separately.
5. A candidate who fails only in one subject in First year of the course will be eligible to take the examination in that part of the subject (theory paper/ Practicum) as the case may be, in which he/she fails along with the Second year examination.
6. A candidate who fails only in one subject in Second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent annual examination.
7. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
8. A candidate will be given a maximum of three chances to pass the examination in any year of the course. If he/she does not pass the examination even after three chances he/she will not be eligible for B.Ed. degree.
9. Division will be awarded to the successful candidates at the end of Second year examination on the basis of cumulative total of marks obtained in the two years of the course in all the subjects including internship in Teaching.

IV Award of Division

1. Successful candidates will be awarded division on the basis of the aggregate marks as per the following:

First division	60% and above
Second division	50% and above but less than 60%
Third division	40% and above but less than 50%

2. Candidates can apply for Re-evaluation in any of the theory papers as per rules stipulated by the University for B.Ed. degree.

   Changes in Statutes/ ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

Notes:

(i) A subject means any theory paper, Work Experience/ Health & Physical Education paper inclusive of Practicum, as the case may be.

(ii) Marks of that part of the subject in which the candidate passes will be carried over.

(iii) Computer Education shall be compulsory for all B. Ed. First year students.

He/She will not be awarded degree till one secures at least 36% marks in this subject. However, marks secured by the students in this subject shall not be added to the aggregate for the purpose of awarding division..

INTERNSHIP AND EVALUATION (A) B.ED. (FIRST YEAR)

Duration : Four weeks **Max. Marks : 150**

During this period the students will be provided training in Core Teaching Skills, content analysis, development of TLM, Organisation of School Activities, etc. Discussion will be organised on day to day school activities, lesson planning etc.. The evaluation of the students will be carried out on the basis of their day-to-day participation and performance by a group of teacher educators

		MARKS
1.	Content Analysis and mode of transaction (Assignment in each teaching subject)	10x2 = 20
2.	Preparation, presentation and use of Teaching Learning Material (TLM in each teaching subject)	10x2 = 20
3.	Participation, Exercises and evaluation of commitment activities Continuous emphasis will be laid on acquisition of skills for effective teaching learning process	20
4.	Peer group teaching in each subject Two lesson plans	5x2 = 10
5.	Observation of day-to-day school activities and report of an in depth study of one activity	20
6.	Delivery of two lessons in each teaching subject in school Note : Any of the above activity may be replaced as per the need of the course	15x4 = 60
	Total	150

INTERNSHIP AND EVALUATION (B) (SECOND YEAR)

DURATION 8 weeks **Max. Marks : 350**

1. DELIVERY OF LESSONS

Minimum number of lessons in each teaching subject to be delivered should be 30 which will include two criticism lessons - one at the end of 14 lessons and the other at the end of teaching assignments. Total 60 lessons for two teaching subjects.

2. PRACTICUM DURING INTERNSHIP

(i) Preparation, administration analysis of achievement test(s) followed by remedial teaching.

(ii) Case study/action research
- Working with community (meeting 2 parents for total growth and development of their wards and preparation of report)

(iii) Observation of 5 lessons in each subject and preparation of report
- Organise / participate in any one school co curricular activities/ Review of Text book.
  (See the list of suggested school activities-4)

(iv) Teaching aids in each teaching subjects.
- Any other activity/s decided by the Institute.

3. POST INTERNSHIP

The period will be for reflection and review of internship programme to facilitate the understanding of the effectiveness of various activities undertaken during internship. During this phase the efficacy of the entire programme for the students as well as faculty members of the institute will be determined through :

a) Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors
b) Exhibition of work done by the students during the internship programme.
c) Additional activities on the basis of feedback as received at (a) and (b) above
d) Any other activity/s decided by the Institute.
e) Suggestions for future

4. SUGGESTED SCHOOL ACTIVITIES

- Organisation of cultural activities, organisation of literary activities organisation of games/reports.
- Framing of timetable
- Attending and organising morning assembly
- Maintenance of school discipline
- Maintenance of school records
- Guidance and counseling
- Organising science fair, exhibition, science club, nature study
- Maintenance of school library
- Maintenance of school laboratories
- Role of community for school improvement
- School mapping
- Gardening
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities

Any other activity/s decided by the Institute.

5. ASSESSMENT OF INTERNSHIP ACTIVITIES

Activities

A)	Regular classroom teaching delivery of 56 lessons (Minimum 28 lessons in each subject) Daily supervision of lessons 75x2	150
B)	Criticism Lesson four, two in each subject 10x4 (Observed by minimum two supervisors)	40
C)	Comitment exercises and preparation of Introspective report	20
D)	Following five activities	
	1. Observation of 5 lessons in each teaching subject and preparation of report	20
	2. Development of achievement test and remedial teaching	20
	3. Case study/Action research	20
	4. Participation in any two co-curricular activity and preparation of report	20
	5. Candid analysis of text book from Peace perspective	30
D)	Teaching aids, at least one in each subject	15x2 = 30
E)	Working with Community (Submission of Activity Report)	Grade

Note : Any of the above activity may be replaced by another activity as decided by the Institute as per the need of the course

Total 350 Marks

Use of thermocoal in preparation of teachingaids is prohibited since it is non biodegradable. Even thermocoal sheets should not be used as base material.

B.ED. (SECONDARY) FIRST YEAR

THEORY

PAPER I

EDUCATION IN EMERGING INDIAN SOCIETY

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- Develop understanding of Indian culture, civilization, tradition and values
- Make teachers aware of Indian heritage its contemporary conditions and visible futuristic trends having educational implication
- Acquaint with unity and diversity, change and continuity prevalent in social and national life.
- Acquaint with problems confronting the nation and educational significance in it..
- Analyse factors and forces operating in intermittent development of modern system of education for the time British rule till todate.
- Understand the role and function of education in the present mindset.

b) COURSE CONTENT

UNIT I : OUR EDUCATIONAL HERITAGE

- Indus Valley Civilisation- A study from the point of view of education.
- Vedic, Jainist, Buddhist and Islamic tradition - their educational philosophy, system of education and contribution to education.
- Philosophy, role and contribution of Sufism and Bhakti Movement in the synthesis of traditions and identity in India
- Educational philosophy and contribution of Christianity and the role of christian missionary in the promotion of Indian society and education.
- Educational philosophy, contribution to education and impact on with modern education of the following : Aurobindo, Tagore, Gandhi, Dr. Zakir Hussain, Vivekananda
- Values in ethics and peace.

UNIT II : EDUCATIONAL DEVELOPMENT IN INDIA

- Nature and development of education under colonial rule - with special reference to Charter Act of 1813 and 1835, Wood's Despatch –1854 and Hunter Commission 1882
- Modern education and expectation – secondary (1952-53) Education Commission (1964-66)
- Provisions for education in the constitution of independent India and the modifications thereof.

- Basic concepts and idea's used in education - democracy, socialism and secularism. Equity - equality and social justice, gender equality.
- Education for all

UNIT III : ROLE AND FUNCTION OF EDUCATION IN PRESENT MINDSET

- Nature, concept and meaning of education.
- Role of education in preservation, transmission and transformation of culture. Education for conscious learners
- Role of education in westernisation and modernisation.
- Role of Education in promoting International Understanding
- Education as a means of social changes and control.
- Process of socialisation - role of home, schools and community.
- Social stratification , social mobility and education.
- Shift in educational trends and social security.

UNIT IV : NATURE OF INDIAN SOCIETY AND ITS PROBLEMS

- Complex nature of Indian Society and considerations, influencing factors like geographical, racial, religious and linguistic.
- Duties of individual members of the society.
- Population increase and human resource development
- Poverty
- Employment and empowerment of youth
- Inequality in terms of cast, class and gender and problems of underprivileged groups.
- National solidarity and problem of terrorism, communalism and regionalism.
- Degradation of environment and ecological imbalance.
- Right to education

UNIT V : FUTURE CONCERNS IN EDUCATION

- Issues and concerns of Indian education
- Impact of globalisation, liberalisation and privatisation on Indian society and education.
- Need for sustainable development and appropriate technology
- Conscious and learning society
- Information Technology and its impact on life
- Women education
- Socio economic politico shifts and education

TRANSACTION MODE

Panel discussion, group discussion, debate, symposium, lecture-cum-discussion, discussion-cum-questionnaire.

c) Practicum : (Any two of the following)

- Analyse the role of home school, community and state in the process of socialisation.
- Study the characteristics of Indian society.

- Study the various threts to our National solidarity.
- Analyse the impact of globalisation and liberalisation on Indian society and education.
- Critical analysis of inter-relationship of population increase, poverty, unemployment and education.
- Study any one aspect of Jainism, Buddhism, Vedic and Islam and its impact on education.
- Comparative study of educational ideas of any thinker.

d) REFERENCES

1 Jayaram, N. 1990.- 'Sociology of Education in India', Rawat Pub., Jaipur.

2 Kalam, A. P. J. Abdul and Rajan, Y.S. 1998 - 'India 2020' Viking Penguin India, Delhi.

3 Mani, R.S. 1999 - 'Educational Ideas and Ideals of Eminent Indians' New Book Society of India, Delhi.

4 Dev, A, Dev, J.A. and Dev, S. - 'Human Rights and Source book', NCERT, New Delhi

5 Wilson Bryan 1975 - 'Education Equality and Society', George Allen and Unwin Ltd., London.

6 Vohra, R and Sen, A.K. 1986. 'Status Education and Problems of Indian Education,' Delhi : Akshat Pub.

7 Heimsath, C.H.,1964- 'Indian Nationalism and Hindu Social Reforms' Oxford Univ. Press, Bombay.

8 Nurullah, S and Naik, J.P. 1971- A student History of Education in India, The McMillan Co., Bombay.

9 Lakshmi, S. 1989- Innovations in Education, Sterling Pvt. Ltd., Delhi.

10 Dharampal 1983 - The Beautiful Tree;, Biblia Impax Pvt. Ltd., Delhi.

11 Bhatia, K.K. and Purohit, Trenath 1993 - Principles and Practice of Education'
Kalyani Publisher, Delhi.

12 Khan, Mohd. Sharif 1986- 'Islamic Education', Ashish Pub House, Delhi.

13 Pandey, R.S. 1993- 'Philosophising Education', Kanishka Pub. House, Delhi.

14 Chaube, S.P. 1993- 'Educational Philosophics in India, Vikas Pub House, Delhi

15 Jayakar, Pupul 1986 -'J. Krishnamurti, Penguin Books, Delhi.

16 Srinivas, M.N. 1962 -'Caste in Modern India, Asia Pub House, Delhi.

17 कलाम ए पी जे अब्दुल और राजन, वाई सुन्दर 1999– 'इक्कीसवीं सदी का भारत, राजपाल एंड संस , दिल्ली

18 कुमार क भण 1998 – ''शैक्षिक ज्ञान और वर्चस्व'' ग्रंथ शिल्पी दिल्ली

19 लवानिया एम एस तथा जैन एस के 1988 – ''भारतीय समाज'' रिसर्च पब्लि. जयपुर

20 सम्प. चौपड़ा रवि कांता 1991 – उभरते भारतीय समाज में शिक्षक और शिक्षा, एन सी ई आर टी दिल्ली,

21 सिन्हा हरेन्द्र प्रसाद 1993 – ''भारतीय दर्शन की रूपरेखा,'' मोतीलाल बनारसीदास, दिल्ली,

22 रूहेला, सत्यपाल 1983 – भारतीय शिक्षा का समाजशास्त्र, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर,

23 किरण चांद 1995 – 'शिक्षा की आधारभूत सिद्धांत,' विवेक प्रकाशन, दिल्ली,

24 श्रीनिवास, एस एन 1996 – ''आधुनिक भारत में सामाजिक परिवर्तन'', राजकमल प्रकाशन, दिल्ली

25 पांडेय, त्रिनेत्र 1988– 'आधुनिक भारत का इतिहास'', (द्वितीय खंड) लोकभारती प्रकाशन, इलाहाबाद

B.ED.(SECONDARY) FIRST YEAR

PAPER II - INSTRUCTIONAL TECHNOLOGY

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- understand different skills and strategies of teaching
- use different types of instructional media and materials
- understand the techniques for group and individualised instruction.
- practice teaching skills
- appreciate the role of problem solving skill in life

b) COURSE CONTENT

UNIT I : INSTRUCTIONAL OBJECTIVES AND PLANNING

- Aims, general objectives and Instructional objectives. Importance of Instructional objectives in lesson planning.
- Blooms Taxonomy of Instructional Objectives - Cognitive, Affective and Psychomotor . Formulation of Instructional Objectives (Mager's contribution) - Behavioural specification.
- Concept of Teaching, Instruction and Learning. Teaching as Science and Teaching as
  an Art, General Stages of Instruction : Pre active, Inter active and Post active
- Need for planning, Unit and Lesson Planning, Formats and components of a lesson plan.

UNIT II : MODELS OF TEACHING

- Concept of Models of teaching, Definition, Characteristics, Families of

Models of Teaching. (Each model is to be discussed in terms of meaning, principles, Characteristics, Focus, Syntax, Social System, Support System and Application)

- Information Processing Models of Teaching: Richard Suchman's Inquiry Training Model.
- Social Interaction Model: Massials and Con's Social Inquiry Model.
- Personal Models of teaching: W Gordon Synetics Model
- Behaviour Modification Model : Programmed Learning Model

UNIT III: INSTRUCTIONAL MEDIA AND MATERIALS

- Concept and purpose of communication. Problems with communication, need and planning for effective communication. Factors affecting communication and its role in teaching learning.
- Teaching aids: Importance, relevant to content, appropriate to pupils level, proper display and appropriate use.
- CONCEPT AND FUNCTIONS OF -
  - i Print : Textbook, workbook, self instructional material
  - ii Aural : Radio broadcast and audio tape
  - iii Non-Projected visuals : Graph, map, chart, poster, models.
  - iv Projected Visuals:Slide,overhead projector, etc.
- Nature and Feasibility of CCTV, ETV Programmes Teleconferencing and open learning.
- Role of Media in classroom communication, multimedia approach to instruction. Interpretation of message of media, Role of media in Peace Education

UNIT IV : TEACHING SKILLS

- Concept of Teaching skills , Microteaching - an approach to skill based training

  Introducing a lesson/topic : The importance of motivation in teaching, techniques of introducing a lesson to provide motivation, strategies for sustaining attention and interest.
- Questioning : Its various forms developmental question, probing questions, suggestions for handling pupil's questions and promoting pupil - pupil interaction in diverse context.
- Explaining : Purpose of explaining in classroom, clarity, continuity, relevance to the content, using beginning and concluding statements
- Reinforcing : principles of reinforcement, varieties of reinforces and their use positive and negative, verbal and nonverbal, Guidelines for use of reinforcement.
- Stimulus Variation : Meaning, components movement, gesture, change in voice, stress, focussing, change in Interaction pattern, pause, pupil participation and aural and visual aids
- Illustrating with Examples : simple, interesting and relevant to the points

being explained.
- Closure of lesson : meaning, importance and ways of achieving closure of a lesson.
- Use of Blackboard : Blackboard as instructional aid, Blackboard writing and drawing, suggestions for effective use.

UNIT V : INSTRUCTIONAL STRATEGIES
- Methods, Strategies and techniques of teaching.
- Instructional Techniques : Lecture, discussions, panel discussion, team teaching, brain storming and tutorial.
- Instructional techniques involving students activities : role playing Problem solving guided discovery.
- Techniques of Individualised Instruction : meaning, importance and organisation of Computer Assisted Instruction, Personalised system of Instruction, self paced activity, programmed instruction
- Group learning/ co-operative learning, simulation, games
- Project work and field trips

TRANSACTION MODE

Lecture-cum-discussion, demonstration of audio and video mode, group work, individual and group practice of skills.

C) PRACTICUM (Any two of the following)
* Students will practice the skills and strategies outlined in Unit 4 and 5
* Preparation of models, maps, charts, flash cards, scrap book, poster, transparencies/preparation of educational media software
* Preparation of instructional objectives related to various domains.
* Review of Instructional aid/programme
* Preparation / review of self instructional material
* Critical appraisal of any instructional material like text books, work books, supplemenetary reading materials and teacher guides
* Use of Audio/visual instructional programme and preparation of its report.
* Preparation of lessons on Models of teaching and delivery of such lessons in the class.

d) REFERENCES

1. Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
2. Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
3. Barle Davide (1960) The Process of Communication, Holt, New York.
4. Bhatta B.D. and Sharma, S.R. (1992) Educational Technology - concept and techniques, Kanishka Pub House, New Delhi
5. Buch, M.B. and Santharam, M.R. (1972) Communication in Classroom,

CASE, Faculty of Ed. and Psy. M.S.Univ. Baroda
6. Cherry Colin (1968) On Human Communication, MIT Press, Massachusetts
7. Dale Edgar (1961) Audio Visual Methods in Teaching (Revised) Holt Rinehart and Einston, New York.
8. Das R.C. (1993) Educational Technology-A Basic Text, Sterling, New Delhi.
9. Davis, Irork (1971) The Management of Learning, McGraw Hill London
10. Jangira N.K. and Ajit singh (1982) Core Teaching skills : The Micro Teaching Approach, NCERT, New Delhi
11. Joyce, B., Weil, M. Models of Teaching, Prentice Hall, New Jersey.
12. Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House 'Ramdoot', Dr. Balerao Marg, Girgaon Bombay
13. Passi, B.K. (1976) Becoming Better Teacher, Micro teaching Approach, Sahitya Mudranalya, Ahmedabad
14. Robbins, Stephens, P., 'Organisational Behaviour' VIIIth Edition, Prentice Hall of India New Delhi.
15. Sharma, R.A. (1983) Technology of Teaching : International Publishing House, Meerut
16. Sampath, K. (1981) Introduction to Educational Technology, Sterling Pub. New Delhi
17. Venktaih, N. (1996) Educational Technology., APH Pub Co., New Delhi

B.ED.(SECONDARY) FIRST YEAR

PAPER III - CURRICULUM, EVALUATION AND ACTION RESEARCH

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Understand the concept of assessment and evaluation
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance
- Devise, Manage and interpret assessment data.
- Appreciate the role of action research in improving classroom practices

b) COURSE CONTENT

UNIT I: CURRICULUM DEVELOPMENT

Concept of curriculum and syllabus, curriculum at different level

(National, State and School), determinants of curriculum – philosophical, psychological, sociology – (Political, cultural and economic). Basic considerations in curriculum development – Teachers experiences and concerns, Nature of Learner and Learning process and subject matter. Dimensions of curriculum – Aims and Objectives, Content, Learning experiences and evaluation. Approaches to curriculum organization – subject centred- child centred and activity centred. National Curriculum Frame work – concept, need and process of development.

UNIT 2: EDUCATIONAL EVALUATION - TOOLS & TECHNIQUES

Assessment and Evaluation as an integral part of teaching-learning process, Evaluation as a continuous and comprehensive process, need and purpose of learner centred assessment, Formative and summative assessments of learning process and outcomes. Different tools and techniques- written and oral tests, observations, rating scales, check lists, Anecdotal record, self reporting techniques, reflective journals. Types of test items- essay type, short answer type and objective type- merits and limitations. Interpretation of student's performance.

UNIT 3: CONSTRUCTION OF CLASSROOM TESTS

- Types of tests : Standardised tests and Teacher made tests : Merits and Limitations
- Construction of an Achievement Test:

a) Planning of tests: Content analysis, weightage to topics/ sub topics, weightage to levels of objectives, preparation of blue print of test.
b) Constructing test items ; reviewing and modifying, editing thetest items and writing directions, planning answer key/ marking scheme.
c) Administering the test, item analysis, difficulty value and discrimination power,
d) Concept of Grading, its need, significance & types.

UNIT 4: ANALYSIS, INTERPRETATION AND REPORTING OF TEST SCORES

Use of test data. Classification and tabulation of data, Graphical representation of data: bar diagram, histogram, frequency polygon, ogive, pie chart. Measures of central tendency : Mean, Median, Mode, Measures of dispersion : Range, A.D. or M.D., Quartile Deviation (QD) and S.D. Correlation; rank difference method. Interpretation of student's performance, Follow up and Feed back measures to improve upon learning processes and learners development.

UNIT 5: ACTION RESEARCH

Concept and Need of Action Research. Steps of action research. Teacher as an innovator of new practices and user of the innovative practices. Action Research approach to improve class and school practices. Development of an Action Research Plan.

TRANSACTION MODE

Lecture cum workshop interactive, self learning and reflective experiences in relation to stage relevant curriculum, assessment and evaluation.

C) PRACTICUM (Any two of the following)

* Critical Analysis of a secondary school curriculum
* Writing assessment objectives
* Construction of tools to assess knowledge and certain social and perfonal trails.
* Adminstration of the tools contextually to students and interpretation of the same
* Planning and organizing students' portfolio
* Analysis of curricular materials with reference principles of selection and organization
* Conducting of an action research and reporting the research.
* Study of the evaluation and learner assessment practices in selected schools
* Critical analysis of textual knowledge.
* Construction and tryout of classroom tests and reporting its results
* Study of assessment of affective dimensions and personal-social qualities of students
* Examine and reflect upon the problems and issues involved in assessment practices of school education

d) REFERENCES

1. Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers
2. Corey, S.M. (1953) Action Research to Improve School Practices New York: Teachers College, Columbia University
3. Das R.C., et al (1984) Curriculum and Evaluation New Delhi : NCERT
4. Davis, I.K. (1976) Objectives in Curriculum Design: London: McGraw Hill.
5. Dewey John (1959) The Child and Curiculum, Chicago, The University of Chicago Press
6. Edwin, A., Harper Junior Erika , S., Harper (1992) Preparing Objective Examination: A Handbook for Teachers, Students and Examiner, New Delhi, Prentice Hall of India Pvt. Ltd.,
7. Garret, H.E. (1971) Statistics in Psychology and Education, Bombay: Vakils, Feffer, Simons (Pvt.) Ltd.
8. Golby Michael (Ed.) (1975) Curriculum Design, London : The Open University Press.
9. Gronlund, N.E. (1970) Stating Behavioural Objectives for Classroom Intsruction, London: Macmillan Co.
10. Hilda, T. (1962) Curriculum Development - Theory and Practice :

Harcourt, Brace and World, Inc.
11. Howson, Geoffray (1978) Developing a New Curriculum, London: Heinmann
12. Hustler, D.C.A., and Cuff E (eds) (1986) : Action Research in Clasrooms and Schools London: Allen and Unwin
13. Kumar K. (1977) Training Module on Action Research Technology New Delhi, NCERT
14. Lewy, Arich (1977) Planning the School Curriculum, Paris, UNESCO
15. McNeil John D. (1977) Curriculum. A Comprehensive Introduction Little Boston Brown and Co.,
16. Meherens, N.A. and Lehmann I.J. (1975) Standardised Tests in Education: New York : Holt, Rinehart and Winston
17. NCERT (1988) National Curriculum for Elementary and Secondary Education: A Framework (Revised)
18. NCERT (2005) National Curriculum Framework for School Education.
19. Noll, V.H. Scannel, D.P. and Craig, C. (1979) Introduction to Educational Measurement, Boston: Houghton Mifflin Co.
20. Norris, N. (1990) : Understanding Educational Evaluation, Kegan Paul Ltd.
21. Ornsteen, Allenc & Hunkins, F.l (2003) Curriculum Foundation, Principles and Issues
22. Padma in Sarangpani (2003), Construching School knowledge, An Ethnography of learning in village, Sage, New Delhi.
23. Patel, R.N. (1978) Educational Evaluation - Theory and Practice Bombay : Himalaya Publishing House Popham, W.J. Prentice Hall.
24. Popham, W.J. (ed) (1978) Criterion - referenced Measurement Englewook Cliffs, N.J., Prentice Hall
25. Popham, W.J.: (1993) Educational Evaluation,New York Allyn and Bacon.
26. Rawat, D.S. (1970) Measurement, Evaluation and Statistics in Education, New Delhi: New Raj Book Depot
27. Saylor, J.S. and Alexander, W. (1964) Curriculum Planning for Better teaching and Learning, New York: Holt, Rinehart and Winston
28. Schubert, W (1986) Curriculum, Perspectives, Paradigms and Possibilities: New York : Macmillan
29. Thorndike, R.L. and Elizabeth (1977) Measurement and Evaluation in Psychology and Education, New York: John Wiley
30. Wiles, John (2004) Curriculum Essentials – A Resources for Educators, Allyn and Bacon
31. Zais, R. (1976) Curriculum Principles and Foundations, New York, Thomas Crow Well

B.ED.(SECONDARY) FIRST YEAR

PAPER IV

PSYCHOLOGY OF TEACHING AND LEARNING

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- acquire the basic principles of psychology and the implications for teaching learning.
- understand learner characteristics and learners with special needs and implications for teaching learning
- understanding learners' mental health, problems and choose appropriate strategies to cope with such problems.
- apply the various psychological principles and approaches to learning and teaching.
- appreciate the role of psychology in teaching learning process.

b) COURSE CONTENT

UNIT I: PSYCHOLOGY AND TEACHING LEARNING

- Educational Psychology Meaning, scope and various methods: Case study survey and experimental, implications for curriculum and instructions
- Understanding learner characteristics and development
- Cognitive, physical, social, emotional and value development patterns and characteristics among adolescent learners.

UNIT II: UNDERSTANDING DIFFERENCE AMONG LEARNERS AND LEARNERS WITH SPECIAL NEEDS

- Diversity among learners and learning needs with reference to specal needs, multilingual background concept and philosophy of inclusive education.
- Concept of special children with educational needs
- Physical impairment : Visual, Hearing and Locomotor impairments
- Developmentally delayed children, slow learners and under achievers
- Learning disability
- Gifted children
- Appropriate teaching learning strategies to meet learner differences and diverisifed special needs in regular classroom.

UNIT III : LEARNERS AND MENTAL HEALTH

- Concept of mental health Human adjustment and personality
- Factors influencing mental health human adjustment and personality

- Group Dynamics and teacher's role
- Role of guidance and counselling for reducing, maladjustment and improving mental health.

UNIT IV: LEARNING AND INSTRUCTION

- Concept of learning, its theories and its educational implications
- Skinners' operant conditiving, cognitivist's (Piaget)
- Gestalt (Lewin), Social Cognitive learning (Bandura)
- Nature of Intelligence and its development
- Types of intelligence with reference to multiple intelligence and emotional intelligence.
- Constructivism

UNIT V : TEACHING APPROACH

- Task Analysis (Gagne)
- Advance Organiser (Ausubel)
- Cognition : Meaning and nature perception, attention, concept formation and memory.
- Effective classroom management
- Different approacher : cooperative learning, multimethodology (multi-sensory)

TRANSACTION MODE

Lecture cum discussion, Discussions based on different teaching episodes, Analysis of influential factors of learning based on self-reflection and similar activities.

c) Practicum : Any two of the following **:**

- Study of a case and prepare a report on influential factors of learning.
- Analysis of maladjustment case of an adolescent learner.
- Critical analysis of a school situation in terms of its role in promoting learners cognitive and non-cognitive learning outcomes.
- Preparation of learners profile based on cognitive and non-cognitive characteristics to depict inter and intra individual differences.
- Analysis of classroom teaching episode in the light of factors given in unit 5/V.
- Critical study of the implications of Piaget/ Viagotsky/ Ausubel/ Gagne approach to teaching learning.
- Administer any one standardized test (Intelligence/aptitude/creativity achievement/ values/ attitude, emotional competence) and interpret the data.
- Other activities similar to above mentioned Practicum works.

d) REFERENCES

1. Chauhan S.S. (2002). Advanced Educational Psychology
2. Clayton, T.E. (1965) Teaching and Learning: A psychological Perspective, Prentice Hall Inc.

3. Dececco, J.P. (1970); Psychology of Learning and Instruction: Educational Psychology, Prentice Hall of India Ltd., New Delhi
4. Derville, Leonore, M.T. (1982) The use of psychology in teaching Longman, London.
5. Dunn, M.L.(1963) Exceptional children in Schools, Holt Rinehart and Winston
6. Flemming, C.M. (1964) Teaching: A psychological analysis, University Paperback.
7. Gagne, E. (1985), The cognitive psychology of school learning, Boston : Little, Brownan & Co.
8. Gagne, R.M. (1965) Cognitive Development, An Information Processing Approach Basil Blackwell, Oxford
9. Klausmeir, H.J. (1964) Learning and Human Abilities, Educational Psychology, Harper and Row and John Weather Hill, Tokyo.
10. Mayer, R.E. (1987) Educational Psychology : A cognitive Approach, Little, Brown and Company, Boston
11. NCERT (2005) National Curriculum Framework, New Delhi

B.ED. (SECONDARY) FIRST YEAR

PAPER V - ENVIRONMENTAL EDUCATION

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES:

On completion of the course, the student teacher will be able to :

- understand the concept, aims, objectives and importance of environmental education.
- understand possible environmental hazards and their negative effects and methods to minimize them.
- identify various methods and strategies for realizing the objectives of environmental education;
- establish the relationship of man with environment;
- appreciate the role of various, agencies working in the area of environment.

B) COURSE CONTENT :

UNIT I : INTRODUCTION OF ENVIRONMENTAL EDUCATION

1.1 Philosophy of Environmental Education
1.2 Development of Concept of Environmental Education, its scope and importance
1.3 Aims and objectives of Environmental Education
1.4 Ecological perspectives and nature of Environmental Education.

1.5 Multidisciplinary and inter disciplinary Environmental Education, characteristics essential to Environmental Education curriculum.

UNIT II : ENVIRONMENTAL EDUCATION IN THE CURRICULUM

2.1 Strategies, Separate subject, theme based programmes and fusion approach : advantages and limitations

2.2 Present status of a environmental education in school curriculum in India.

2.3 Methods of teaching : Experiment, project, survey, simulation methods, poblem solving, activity, value clarification and lecture cum demonstration method.

2.4 Role of media - Print, Films, TV and Audio visual aids; Eco club, Ecolab and exhibition in environmental education.

2.5 Evaluation of Environmental Education

UNIT III : ECOSYSTEM AND MAN

3.1 Ecosystem, structure and function, producer, consumer and decomposers;

3.2 Food chain, food web and ecological pyramids.

3.3 Flow of energy : bio geo-chemical cycles : oxygen, carbon, nitrogen, water and phosphorus.

3.4 Types of eco systems : forest, grass land, desert and aquatic.

3.5 Effect of human activities on ecosystem.

UNIT IV : ENVIRONMENTAL CRISIS

4.1 Pollution- causes, effects and remedies of Air, Water, Soil, Noise and Radiation pollution.

4.2 Acid rain, green house effect, global warming ozon depletions.

4.3 Loss of biodiversity, deforestation and soil degradation, measures to arrest them.

4.4 Population explosion and its effect on environment, crisis of energy, resources and quality of environment.

4.5 Disaster : Natural and man made, Disaster management and its mitigation

UNIT V : SUSTAINABLE DEVELOPMENT

1.1 Need for conservation of Environment

1.2 Sustainable development, Role of education

1.3 Movement to Save environment

1.4 Role of International agencies UNEP, WWF, NGO's and Government organization.

1.5 Role of cultural, legal and political agencies for conservation of environment. Important environmental laws.

c) PRACTICUM : Any two of the following :

- Energy consumption by a family.
- Food chains and food webs in a specific local eco system.
- Population studies of plant/animal species in a local eco system like pond, grass land and garden.
- Plantation programmes in locality/campus.

- Preparation of teaching aids for teaching environmental education.
- Pollutants of local industry or in a locality.
- Water pollution,
- Air pollution

d) REFERENCES

1 NCERT (1981) Environmental Education at School Level, New Delhi
2 Odum, E.P. (1971) : 'Fundamental Ecology' London : W.B.Saunders Company.
3 Palmer, Joy A. (1998) Environmental education in the 21st Century, London : Routledge,
4 Sharma R.C. and Tan, Marle C (Eds.) (1990) Resource Book in Evironmental education for secondary school lectures : Bangkok, Unesco.
5 Sharma, R.C. (1981) 'Environmental Education: New Delhi, Metropolitan Publishers.
6 हरिशचन्द्र व्यास (2001) पर्यावरण शिक्षा, नई दिल्ली : विद्या विहार
7 सक्सेना हरिमोहन, (2003) पर्यावरण अध्ययन, श्रीगंगानगर : अग्रवाल साहित्य सदन
8 पंकज श्रीवास्तव (1998) 'पर्यावरण शिक्षा' भोपाल : मध्यप्रदेश हिन्दी ग्रंथ अकादमी,
9 सक्सेना ए.बी. (1998),पर्यावरण शिक्षा नई दिल्ली : आर्य बुक डिपो,
10 UNESCO. 1990 . Sourcebook in Environmental Education for Secondary School Teachers Bangkok.

B.ED.(SECONDARY) FIRST YEAR

PAPER VI - CONTENT CUM METHODOLOGY OF TEACHING ENGLISH

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) Objectives:

On completion of the course, the student teacher will be able to :

- understand the nature and resources of language and issues related to language acquisition, variation and change;
- use the knowledge and skills needed to understand, analyse, evaluate their own performance;
- appreciate the uniqueness of multilingualism in India as a linguistic and sociio-linguistic phenomenon and its implications for pedagogy;
- acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India
- develop the four basic skills i.e. listening, speaking, reading and writing

among the students;
- enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them
- improvise and use appropriate aids for teaching English
- know, compare and analyse various methods and approaches of teaching English as a second language
- plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different State Boards of Secondary Education in the Northern Region
- use various techniques for the evaluation of learner's achievement in English
- identify and analyse errors and plan and execute remedial instruction

B) COURSE CONTENT

UNIT I
- Language: Nature, concept, types (verbal & non-verbal), functions
- Concept of language learning and acquisition
- Multilingualism as a resource
- The objectives of teaching English as a second language at the secondary level
- The position and role of English in India
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions
- Psychological, linguistic and pedagogical principles of teaching English as a second language

UNIT II
- Determiners
- Infinitives and Participles
- Tenses
- Prepositions
- Question Forms including Question Tags
- Direct and Indirect speech
- Connectors
- Punctuation
- Auxiliaries and Modals
- Phrasal Verbs
- Subject- verb concord
- Adverbs
- Active and Passive Voice
- Clauses
- Conditionals

UNIT III
- Reading — its meaning and importance
- Methods of teaching Reading
- Loud and Silent Reading
- Intensive and Extensive Reading
- Skimming and Scanning
- Reading defects and their cure
- Reading Comprehension
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay

and Story

- Different literary and poetic devices
  - Rhyme
  - Rhythm
  - Simile
  - Metaphor
  - Alliteration
  - Pun
  - Repetition

UNIT IV

- Grammar - translation method
- Direct method
- Structural- situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic approach
- The skill of questioning

UNIT V

- Teaching of Prose — detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Teaching of Composition
- Lesson planning in all the above four areas
- Unit planning

TRANSACTION MODE

The approach to be followed is the Eclectic Approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be on learner- centered teaching.

C) PRACTICUM : Any two of the following

- Tracing the objectives of teaching in a given passage
- Preparation of unit plans and lesson plans
- Framing suitable exercises on a given topic/passage
- Framing comprehension questions and finding correct answers
- Participation in conversation
- Describing places after visiting them
- Preparing different teaching aids
- Development of language games
- Action research on different problems of teaching English in India
- Assignments on the prescribed suitable topics
- Abstracting and review of articles published in standard journals

D) REFERENCES

1. A University Grammar of English: R Quirk and S Greenbaum (Longman)
2. A Practical English Grammar (OUP): AJ Thomson and A V Martinet
3. Intermediate English Grammar (C.U.P.): Raymond Murphy
4. A Training Course for TEFL (DLBS/OUP): Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler
5. Developing Reading Skills (C.U.P.) : Francoise Grellet
6. English Vocabulary in Use (C.U.P.): Michael Mc Carthy, Felicity O'Dell
7. The Techniques of Language Teaching (Longman): F.L.Billows
8. Teaching Foreign Language Skills (University of Chicago Press): Wilga Rivers
9. Introduction to English Language Teaching (Longman): John Haycraft
10. Teaching Writing Skills (Longman): Donn Byrne
11. Language Teaching Games and Contests (O.U.P.): W.R. Lee
12. Visual Materials for the Language Teacher (Longman): A Wright
13. Teaching English as Communication (O.U.P.): H.G.Widdowson
14. An Introduction to the Pronunciation of English (Edward Arnold): A C Gimson
15. Better English Pronunciation (C.U.P.) : J.D.O.' Connor
16. Problems and Principles in English Teaching (Pergamon): CJ Brumfit
17. The Communicative Approach to Language Teaching (O.U.P.): CJ Brumfit and K.Johnson
18. Teaching English Through English (A Course in Classroom Language and Techniques) (ELBS): Jane Willis
19. Approaches and Methods in Language Teaching (C.U.P.) : Richards and Rodgers
20. The Oxford Advanced Learner's Dictionary of Current English (O.U.P.): AS Hornby

B.ED.(SECONDARY) FIRST YEAR

PAPER VI - CONTENT CUM METHODOLOGY OF TEACHING HINDI

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

mnn'; &

if'k{k.kkFkhZ &

1 माध्यमिक स्तर पर पढ़ाई जाने वाली हिंदी भाशा और उसकी वि ाय वस्तु को पूरी तरह जान समझ सकें तथा उसकी ि ाक्षण विधियों का कु ालतापूर्वक प्रयोग कर सकें ।

2 हिंदी भाशा की मौखिक एवं लिखित अभिव्यक्ति के ि ाक्षण के लिए भाशा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्ले ाण कर सके तथा हिन्दी भाशा के व्यवहारिक रूप का कक्षा ि ाक्षण में प्रयोग कर सके।

3 छात्रों में भाशा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विशयवस्तु, यथा–कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के भौक्षणिक उद्दे य और उनका अलग अलग महत्व समझ सके तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कु ालतापूर्वक कर सकें ।

i;Fke bdkbZ &

(अ) ध्वनि : हिंदी की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण

o.kZekyk rFkk ek=kk,a

वर्णमाला का स्वरूप । देवनागरी लिपि और उसका मानक स्वरूप। स्वर और व्यंजन । मात्राओं का प्रयोग । ''र'' के प्रकार और प्रयोग । संयुक्त स्वर और व्यंजन, उनकी संधि, प्रकार और प्रयोग।

¼vk½ & mPpkj.k &

हिदी भाशा में उच्चारण की समस्याएं । अ ाुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक ि ाक्षण । कक्षा ि ाक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाशिक क्रियाएं ।

द्वितीय इकाई

(अ) भाब्द और भाब्द रचना

भाब्द और उसके प्रकार –

(क) अर्थ की दृश्टि से – (एकार्थी, अनेकार्थी, पर्यायवाची,विलोम)

(ख) प्रयोग की दृश्टि से – (सामान्य, तकनीकी)

(ग) इतिहास की दृश्टि से – (तत्सम,तद्भव,देभाज और विदेभाी)

'kCn jpuk

उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएं तथा भाब्द रचना में उनकी भूमिका उनके प्रकार और प्रयोग तथा हिन्दी भाब्द रचना में रूपांतरण का महत्व

'kCn 'kfDr;k &

अभिधा, लक्षणा और व्यंजना का भाशा भिाक्षण में महत्व तथा साहित्य की सौन्दर्यपरक व्याख्या में इनकी भूमिका

(अ) भाब्दार्थ भिाक्षण में भाब्द की प्रकृति के अनुरूप विधियों का प्रयोग यथा – उपसर्ग, प्रत्यय, संधि, समास, व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा भाब्दार्थ भिाक्षण की विधि

r`rh; bdkbZ

(अ) वाक्य रचना तथा लेखन

1 हिंदी वाक्यों का रचना विधान । वाक्यों के प्रकार। हिंदी में अर्थ विज्ञान और अर्थ बोध तथा अर्थ परिवर्तन। मुहावरे तथा लोकोक्तियों का भाषा में स्थान और महत्व।

2 पत्र लेखन, निबंध लेखन, तार तथा संवाद लेखन आदि की कुभालता के

fodkl dh izfof/k

(आ) कक्षा भिाक्षण के समय वाक्यों के सार्थक रूप से बोलने की भाशिक भंगिमाओं से परिचित कराने के अभ्यास की विधि, लिखित रूप में भी भा ाक भंगिमाओं को स्प ट रूप से अभिव्यक्त कर सकने के अभ्यास की विधि । मुखर और मौन वाचन के उद्देभय । पठन के प्रकार, साधारण पठन । अर्थ ग्रहण के साथ पठन । विचारात्मक एवं सर्जनात्मक पठन।

prFkd bdkbZ &

हिंदी भाशा भिाक्षण में मातृभाशा का महत्व। भाशा भिाक्षण के सिद्धांत और भाशिक कौभाल। भाशा भिाक्षण में इन कौभालों का अन्योन्याश्रय संबंध । मातृभाशा के रूप में हिन्दी भिाक्षण के उद्देभय तथा द्वितीय भाशा के रूप में इसके उद्देभयों में अंतर ।

भारतीय भाशाओं में हिन्दी भाशा का स्थान तथा संपर्क भाशा के रूप में हिन्दी की भूमिका और महत्व । हिन्दी भाशा की बोलियां और उनका क्षेत्र ।

ikpe bdkbZ

1 पाठ योजना और उसकी उपयोगिता

2 कविता, कहानी, निबंध नाटक भिाक्षण के उद्देभय और भाशा भिाक्षण में इनका महत्व और भूमिका ।

1 कविता 2 कहानी

3 निबंध 4 नाटक

आदि की पाठ योजनाओं के सोपान तथा उनके उद्देभय। प्रभनोत्तर विधि तथा कक्षा में की जाने वाली विभिन्न क्रियाओं का रूप ।

(नवीं कक्षा की निर्धारित पाठ्य पुस्तक के पाठों को आधार बनाकर प्रत्येक विधा के दो दो पाठों का प्रभिाक्षणार्थियों के सहयोग से उदाहरण स्वरूप विकास करना अनिवार्य)

Hkk"kk f'k{k.k esa ekf[kd rFkk fyf[kr i'uksa dk Lo:i &

(क) कक्षा भिाक्षण के समय अध्यापक द्वारा अर्थ ग्रहण, सराहना, सौन्दर्य बो ध तथा रचनात्मकता के मूल्यांकन के लिए किये जाने वाले प्रभनों के रूप तथा विधियां ।

(ख) लिखित अभिव्यक्ति में किए जाने वाले अर्थ ग्रहण, सराहना तथा ऐसे रचनात्मक प्रभन जिनके द्वारा छात्रों की सर्जनात्मक क्षमता तथा मौलिक कल्पना भाक्ति का मूल्यांकन किया जा सके । साथ ही वे सराहना तथा सौन्दर्य बोधात्मक प्रभन जिनके द्वारा भाव सौन्दर्य,जीवन दृश्टि तथा रचनागत सौन्दर्य आदि के विवेचन की क्षमता का मूल्यांकन किया जा सके ।

कक्षा भिक्षण के अतिरिक्त छात्रों की भाशागत रचनात्मकता के विकास के लिए की जाने वाली अन्य क्रियाएं – कविता लेखन, कहानी लेखन तथा निबंध लेखन आदि की छोटी छोटी कार्यभ्ालाओं के आयोजन का स्वरूप और उनका महत्व ।

v/;kiu fof/k;k

व्याख्यान के साथ साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा भिक्षण ।

¼l½ i;kZxkRed % निम्नलिखित में से केवल दो

1 छात्रों की भाशा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन विभलेशण तथा निदान के उपाय ।

2 ऐसे छात्र समूहों अथवा किसी विभिाश्ट छात्र की भाशा सीखने सम्बंधी समस्याओं कठिनाइयों का निदानात्मक उपचार जो सर्वथा विभिाश्ट और भिन्न हो ।

3 पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से समकालीन पत्र पत्रिकाओं से पूरक सामग्री का चयन ।

n½ lanHkZ iqLrd &

1. भाटिया, एम. एम. और नारंग सी. एल., 1987, आधुनिक हिंदी भिक्षण विधियां, लुधियानाः प्रकाभा ब्रदर्स
2. लाल रमन बिहारी, 1993 हिंदी भिक्षण, मेरठ, रस्तोगी पब्लिकेभान्स
3. तिवारी, भोलानाथ : भाशा विज्ञान : इलाहाबाद, किताब महल
4. वर्मा, रामचंद्र, 1976 अच्छी हिन्दी : इलाहाबादः लोकभारती प्रकाभा
5. जायसवाल, माता बदल, 1997 मानक हिंदी का ऐतिहासिक व्याकरण, इलाहाबाद, महामति प्रकाभान
6. सिंह, निरंजन कुमार, 1994 माध्यमिक विद्यालयों में हिंदी भिक्षण, जयपुर : राजस्थानी हिंदी ग्रंथ अकादमी

B.ED.(SECONDARY) FIRST YEAR

PAPER VI - CONTENT CUM METHODOLOGY OF TEACHING URDU

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

A) OBJECTIVES

On completion of the course the student teacher will be able to :

- understand the nature and mechanics of language.
- use the knowledge and skills needed to understand, analyse, evaluate their non performance
- Appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its implications for pedagogy
- identify the components of the four language skills.
- develop acquaintance with approaches and methods of teaching.
- plan and teach lessons in Urdu Prose, poetry, drama, grammar and composition.

B) COURSE CONTENT

UNIT I

- Concept of language (verbal & non-verbal) concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- Multilingualism as a resource
- Objectives of teaching Urdu at secondary levels.
- Origin and development of Urdu language.
- The qualities of a good language teacher.

UNIT II

- Writing : Elementary knowledge of Urdu scripts- Khat-e-Naskh Khat-e-Nastaliq and Khat-e- Shikast.
- Teaching of alphabets, borrowed from Arabic, parsian and Hndi, their shapes and nomenclatures.
- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal)
- Essay writing

UNIT III

- Reading- Its importance, concept and meaning.
- Types of reading – Silent and loud reading, Extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure

UNIT IV

Methods of teaching

- Translation method
- Direct method
- Play way method
- Bilingual method
- Structural approach
- Communicative approach

UNIT V

- Teaching of prose
- Teaching of poetry
- Teaching of Grammar
- Teaching of Composition
- Lesson planning in all the above areas
- Skill of questioning
- Teaching aids in Urdu

C) PRACTICUM : Any two of the following

- Preparation of objective type tests
- Writing of objectives for teaching of prose
- Writing of objectives of teaching poetry
- Preparation of teaching aids
- Framing suitable exercises on given topic
- Preparation of lesson plan and unit plans
- Participation in conversation
- Practicum on suitable topics

D) REFERENCES:

1. Urdu Zaban ki Tadrees : Moinuddin, NCPUL, West Block, RK Puram, New Delhi, 2000
2. Hum Urdu Kaise Parhayen : Moinuddin,2000
3. Tadrees e Zaban e Urdu : Inamullah Khan Sharwani 1989
4. Urdu Lisaniat : Shaukat Sabzwari, Educational Book House, Aligarh
5. Usool-e-Taleem aur Amal e taleem : Garden D.S./Khalilur Rahman Saifi Premi, NCPUL, New Delhi, 1998
6. Urdu Kaise Likhen : Khan, Rasheed Hasan, Maktaba Jamia Limited, Jamia Nagar, New Delhi. 1997
7. Ibarat Kaise Likhen : Khan Rasheed Hasan, Maktaba Jamia Limited, Jamia Nagar, New Delhi. 1997
8. Insha aur Talaffuz : Khan Rasheed Hasan, Maktaba Jamia Limited, Jamia Nagar, New

Delhi. 1997

9. Sanvi Madaris Mne Tadrees : Bosang N.L./Masroor Ali Akhtar Hashmi, 1998 NCPUL, New Delhi
10. Tareekh-e-Aadab Urdu : Noor-ul-Hasan Naqvi, 2004 Educational, Book House Aligarh
11. Urdu Kaise Padhaen : Saleem Abdullah, 2004 Educational Book House, Aligarh
12. Urdu Ki Lisani Tashkeel : Mirza Khalil Ahmad Beg, 2000. Educational Book House, Aligarh

B.ED.(SECONDARY) FIRST YEAR

PAPER VI/VII - CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCE I

(HISTORY AND CIVICS)

Contact Hours : 4 periods/week **Max. Marks : 100**
Exam. Duration : 3 Hours **Theory : 75**
Practicum : 25

a) OBJECTIVES

On completion of the course, the student teacher will be able to :

- understand the concept, nature and scope of Social Science (History and Civics)
- understand the aims and objectives of teaching History and Civics
- apply appropriate methods and techniques of teaching History and Civics
- develop competencies in teaching History and Civics at Secondary stage
- acquire knowledge of various evaluation procedures and to devise effective evaluation tools.
- use different instructional materials for effective teaching of History and Civics.

B) COURSE CONTENT

UNIT I -SOCIAL SCIENCE AND SOCIAL STUDIES.

- Problems of integration and correlation of the Social Science disciplines.
- The modern concept of History- Distortions in History
- The concept and development of Civics – Core components of Civics
- Objectives of teaching History and Civics
- Taxonomy of instructional objectives and teaching History and Civics
- Developing critical thinking about History, Civics and connected fields.

UNIT II : MANKIND THROUGH AGES :

a) Archaeology and pre-history, Paleolithic and Neolithic ages
- Bronze Age Civilisations: Harappa, Mesopotamia, Egypt and Chinese
- Iron age Societies; Indian, Chinese, Iranian, Greek, Roman

b) Social Formations in the Medieval Period
- Europe: Feudalism, Role of Church
- Arab Civilisation
- India: Social and Economic life, Development of Culture and Science

c) Beginning of modern age
- Disintegration of Feudal System
- Renaissance, Reformation, Discoveries and Explorations
- Rise of Nation States
- Struggle against Absolutism, The English Revolution

UNIT III

a) Industrial Revolution :
- Rise of Capitalism : Imperialism and Colonialism
- Colonization of Asia and Africa. Effects of Imperialism
- Revolutionary and Nationalist Movements, revolutionary ideas, American Revolution, French Revolution.
- Socialist ideas and movements : Russian Revolution

b) Civics :
- Man as a Citizen, Human needs and Interdependence, individuals relationship with Family and Community.
- Meaning of Citizen and Citizenship.
- Government at Local Level : Citizen and local Government, Village Panchayat, Municipal committee, Corporation etc.

UNIT IV-

a) Methods of Teaching and planning instruction :
- Selecting appropriate methods for teaching History and Civics.
- Relative merits and limitations of different methods : Lecture, Assignment, Supervised Study, Source method, Community Resource Method, Socialised, Recitation, Problem Solving, Project method, Concept Mapping,Concept Structuring
- Using different techniques for teaching Hisory and Civics: Questioning, Note making, Note taking, Chalk board, Summary, Narration

b) Analysis of the Content
- Identification of instructional objectives and writing them in behavioural terms; preparation of the lesson plan.
- Planning for mixed ability groups

UNIT V EVALUATING LEARNING
- Importance and purpose of evaluation, selecting appropriate evaluation procedure : Oral and Written tests
- Preparation of test items : Essay, Short answer, very short answer
- Framing objective test items : One word answer type, filling the blank, true false, matching test, multiple choice, completion type, sequence of events, classification test.

- Setting question paper: Blue print, Scoring key, Question analysis.
- Continuous evaluation and feedback, Diagnosis and remediation
- Devising achievement test in History and Civics

TRANSACTION MODE

Participatory mode, Group work, Assignment, Lecture cum discussion etc. Brain storming, co-operating learning.

C) PRACTICUM : Any two of the following

The following activities are proposed :

- Seminars on current relevant topics/issues.
- Construction of achievement test in History and Civics
- Study of effectiveness of teaching methods
- Organising quiz for school student.
- Organising Social Science exhibition/fairs of Social Science club activities
- Field study
- Case study
- Preparation of Scrap book

D) REFERENCES

1. Teaching of History : Agarwal, J.C.
2. Teaching of History : Kochhar, S.K.
3. Effective Teaching of History in India, Chaudhary, K.P.
4. The Teaching of History in Elementary and Secondary Schools: Johnson, H.
5. Teaching History in Secondary School : NCERT, New Delhi
6. The curriculum for the ten year school : NCERT, New Delhi
7. Handbook of History Teachers: NCERT, New Delhi
8. Teaching of Civics in India : Harlikar
9. Education for Democrative Citizenship : Crary Ryland W
10. Social Studies for Children in Democracy : Michael J.V.
11. Teaching History and Civics : Brune, H.E.
12. Nagrik Shastra ke Shikshan : Tyagi,G.S.C.
13. World History : Bhargava, V.S.
14. The Wonder that was India : Basham, A.L.
15. What is History : Carr, E.H.
16. The idea of History : Collingwood R.G.
17. Historians' craft : Mare Block
18. India through the Ages : Sarkar, J.N.
19. A Source Book of Interactive Methods for Teaching with Texts : Hayes, D.A.
20. Prescribed text books of History and Civics for IX classes.
21. मध्यकालीन भारत का इतिहास भाग 1 व 2 खन्ना, कैलाश अर्जुन पब्लिकेशन्स दिल्ली 2003 प .276

B.ED.(SECONDARY) FIRST YEAR

PAPER VII - CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCE II

(GEOGRAPHY AND ECONOMICS)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

A) OBJECTIVES:

On completion of the course, the student teacher will be able to :

- understand concept, meaning and scope of Social Sciences.
- get acquainted with appropriate methodology as applicable to social sciences.
- prepare unit plan and lesson plan.
- enrich the knowledge of basics of economics and to acquaint with the Indian economy.
- develop the skill in preparing and use of instructional aids.
- develop understanding of man and environment relationship.
- understanding core relationship between human occupation, natural resources and natural regions.
- acquire skill in teaching Social sciences.
- acquire knowledge of various evaluation procedures and to devise effective evaluation tools.

b) COURSE CONTENT

UNIT I : NATURE AND SCOPE OF SOCIAL SCIENCES

- Social Sciences and Social studies : Core subjects of social sciences – History, Civics, Geography and Economics, Inter relationship between them.
- Structure and scope of Geography, Geography as a basic discipline, its importance in day to day life and their role in international understanding. Study of home region and place of local Geography in teaching.
- Definition of Economics and Economy, relationship between Geography and Political Sciences.
- Instructional objectives of teaching Geography and Economics at secondary level.

UNIT II : GENERAL GEOGRAPHY OF WORLD

- Natural environment : The atmosphere – factors determining weather and climate. The Lithosphere – the changing face of earth, external and internal processes. The Hydrosphere – relief of the ocean floor. The Biosphere – inter relationship between man with atmosphere, lithosphere and hydrosphere.

- Resources and their classification : renewable and non renewable, potential and developed resources. Distribution and utilization of resources – land, soil, forest, fisheries, power resources and their conservation.
- Population – Distribution, growth and density of population.
- Occupation : - Primary occupation- food gathering, animal husbandry and mining, Secondary occupation – industries. Teritary occupation – trade, transport, communication and services.
- Man's intervention : needs and efforts to improve the quality of environment. Major natural regions of the world.

UNIT III : INTRODUCTORY ECONOMICS

- Types of Economy – Capitalistic, Socialistic and Mixed Economy. Developed and developing economy.
- Consumption : Meaning, definition, utility- kinds of utility
- Consumer, Producer, Demand and supply – Meaning, Definition, Law of Demand, Price mechanism.
- Indian Economy : Main sectors and regions. Sectors according to the ownership – Private and Public, Sectors according to the types of activity – rural and urban. Significance of the various sectors and their inter relationship.

UNIT IV : INSTRUCTIONAL PLANNING

- Defining teaching method; selection of appropriate method, different methods and their relative merits and demerits.
- Methods : Lecture, Project, Discussion, Assignment, Problem solving, Demonstration, Inductive and Deductive, Regional, Case study methods, Field trip, observation, Illustration, questioning techniques.
- Content Analysis, Writing objectives in behavioral terms.
- Preparation of unit plan and lesson plan.

UNIT V- EVALUATION

- Objectives of evaluation in Social Sciences, developing a Blue Print – objective, content, types of item in it.
- Essay type, short answer type and objective type questions in Social sciences, their advantages and limitations, Framing different types of questions.
- Construction of achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

TRANSACTION MODE :

Lecture cum discussion, demonstration etc. problems solving, demonstration, questioning, illustration, assignment and various instructional aids will be used.

C) PRACTICUM : Any two of the following

- Preparation and analysis of achievement test,
- Preparation of unit plan
- Preparation of teaching aids,
- Preparation of scrap book

D) REFERENCES

1 Aggrawal D D (2000) Modern Methods of Teaching of Geography, New Delhi, Sarup and Sons
2 Aggrawal, A.N. and Kundanlal (2001) Economics of Development and planning, New Delhi, Vikas Publishing House.
3 Bining and Bining (1952) Teaching of Social Studies in Secondary School, McGraw Hill.
4 Chopra, P.N. (2000) Micro Economics, Kalyani Publisher
5 Dwivedi, D.N. (2002) Principles of Economics, New Delhi, Vikas Publishing.
6 Kochar, S.K. (1968) The Teaching of Social Studies, New Delhi, Sterling Pub.
7 Mishra, S. Puri (2001) Indian Economy. New Delhi, Radha Publishing
8 Rai, B.C. (1999) Methods of Teaching of Economics, Lucknow Prakashan Kendra
9 Sharma, A. P. (2000) Arthashatra Shikshan, Agra Gyan Prasad & Sons
10 Shukla, R. R. (2000) Arthashatra Shikshan, Varanasi, Nand Kishore & Sons
11 Singh (2003) Geomorphology, Allahabad, Prayag Pustak Bhawan
12 Tyagi, G.D. (1979) Arthashatra Shikshan, Agra Vinod Pustak Mandir
13 Source Book of Teaching Geography UNESCO
14 Saxena, H.M. पर्यावरण एवं पारिस्थितिकी भूगोल
15 श्रीवास्तव : के भूगोल शिक्षण

B.ED.(SECONDARY) FIRST YEAR

PAPER VI - CONTENT-CUM-METHODOLOGY OF TEACHING SCIENCE -I

(FOR PHYSICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

A) OBJECTIVES :

On completion of the course the student teacher will be able to:

- understand the nature and structure of science
- understand the aims and general objectives of teaching science at secondary level.

- apply the principles of learning processes in the teaching of science.
- discuss a topic in science effectively by adopting appropriate teaching strategy.
- construct test items to measure objectives belonging to various cognitive levels.
- identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- use effectively the teaching aids in teaching science.

The whole syllabus is divided into five units : two units consisting of pedagogical foundations, one unit containing Physical Science (Physics & Chemistry topics) and two units containing Biology.

Questions would be set from each unit with equal weightage. Only internal choice would be given. No question would be set based on pure content. Every question related to content must carry integrated pedagogical aspect.

Unit I

History, Philosophy and nature of science, its role and importance in daily life, Objectives of teaching science.

Planning the instruction: Behavioural objectives, types of objectives, writing instructional objectives in behavioural terms, identification of teaching points, Organising the content, designing learning experiences, Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus, preparation of unit and lesson plan. In the light of NCF-2005 treatment of children's learning as an isolated outcome should be replaced by the application of developmental norms that assume a holistic pattern of growth in motivation and capacity.

Unit II

Planning the teaching by using the following methods: Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, team-teaching.

Evaluation: Oral, observation and written, objective and essay type questions, types of objective test items: short answer type, multiple choice type, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their construction, preparation of blue print. In the light of NCF-2005 constructivist approach be adopted.

Unit III

- Newton's laws, qualitative concept of relativity, Universal law of gravitation, its discovery, Kepler's law, solar system, stars, constellation,

galaxy, universe, formation of earth and its structure.

- Heat as energy, temperature, transfer of heat, thermal expansion and change of state. Method of mixture. Reflection and refraction of light on plane and curved surface. Refractive Index, Prism, pure spectrum, optical instruments, microscope, telescope, defects of vision, mirage, total internal reflection, wavelength of various colours.
- Rate of chemical reaction and chemical Equilibrium:
  Elementary idea of rate of reactions, show and fast reactions, reversible and irreversible reactions, Chemical equilibrium – dynamic nature only acids and bases. pH scale, Heat changes during chemical reactions.

Unit IV

Cell structure, Prokaryotic and Eukaryotic, Brief account of functions of various cell organelles, cell division: Mitosis elementary idea of Meiosis. Structure and function of meristems (Apical meristems), permanent tissue (Complex, secretory,) Epidermis.

Unit V

Feeding mechanism, nutrients, balance diet and nutrition deficiency diseases. Communicable and non communicable diseases, structure and functions of Epithelial, connective, muscular and nervous tissues.

In the light of NCF-2005 Unit III, IV and V be highlighted on activity based learning.

Transaction Mode : Lecture, discussion and demonstration method.

PRACTICAL

Demonstration by the teacher and observation by the students on a pre designed questionnaire of the following.

a) Magnetic effect of current
b) Defects of eye audits correction
c) Spectrum
d) Convection current
e) Coupled oscillation
f) Exothermic and endothermic reactions
g) Evolution of oxygen in photosynthesis
h) Evolution of heat and CO_2 in respiration
i) Identification of pests
j) Diffusion and osmosis
k) Dissection of a vertebrate and invertebrate and exposure of different systems.
l) Preparation of blood film.
m) Types of chemical reactions (combination/decomposition reaction)
n) Preparation of gases like H_2, O_2, NH_3, Cl_2, & CO_2

Activities to be conducted by the students :

a. Measurement using following instruments : meter scale, vernier calipers, screw gauge, thermometer, ammeter, voltmeter.
b. Salivary amylase activity.
c. Production spectrum using prism.
d. Image formation by convex and concave lens.
e. Differential transpiration from two sides of a leaf.
f. Plasmolysis and deplasmolysis.
g. Stomatal movement - its opening and closing.
h. Absorption and uptake of water through xylem.
i. Pollen germination
j. Preparation of cheek smear.
k. Preparation of onion root tip smear for mitosis division.
l. Reaction between Zn + $CuSO_4$ (aq), Fe + $CuSo_4$

PRACTICUM: Any two of the following

- Preparation of teaching aids : charts, models, OHP transparencies etc. Preparation of ball and stick models of CH_4, C_2H_5, C_2H_4, C_2H_2, NH_3,H_2, CO_2
- Maintenance of science laboratory equipment.

a) Museum, herbarium and aquarium
b) Preparation of solutions and laboratory reagents
c) Use of first aid and awareness of safety rules
d) Organisation of science club and hobby club
e) Organisation of science exhibition

REFERENCES:

Lewis , J. Teaching of school physics, Penguin Book, UNESCO, 1972.
Anderson, Hans O and Koutnik, Paul G., Towads More effective science Instruction in secondary education. The MacMillan Co., New York and Courier MacMillan, London, 1972.
Clark, Lenoard H. and Strr irving S., Secondary School teaching method MacMillan Publishing Co., New York & Courier MacMillan London.
Das, RC. Et a. Curriculum and Evaluation. National Council of Educational, Research
And Training, New Delhi, 1984.
Novak, J.D. and Gowin, D.B.Learning how to learn Cambridge University Press, Cambridge.
Driver, R.The pupil as scientist? Open University Press, Buckigham, 1983.
Saxena.A.B.
Vigyan Shikshan Ka Ayonjan Har Prasad Bhargava & Sons, Agra, 1988.
Verma H.C.Concepts of Physics Vol.I & II Bharti Bhawan, Patna.
NCERT Publications : Chemistry for class XI and XII (Two volumes each)
Physics for class XI and XII (Two volumes each)
Biology for Class XI and XII (Two volumes each)

B.ED.(SECONDARY) FIRST YEAR

PAPER VII - CONTENT-CUM-METHODOLOGY OF TEACHING MATHEMATICS

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Note : Ten questions will be set in all two from each unit. Candidates have to answer 5 questions taking one Question from each unit. Questions in Unit I, II will test methodological aspect through the given Content areas.

Objectives

On completion of the course the student teacher will be able to:

- understand the importance of aims and objectives of teaching mathematics.
- formulate instructional objectives for different topics of mathematics.
- select suitable methods appropriate to transact the subject matter.
- structure instructional strategies and make use of different resources for effective teaching.
- understand the techniques of evaluation and develop the competency in preparing tools of evaluation in mathematics.
- develop the competencies in preparation of appropriate teaching aids, unit plan, lesson plan and test items.

Unit I

Content enrichment in the following areas:

- Sets, Relations, Functions and Number System.
- 2D – Geometry : Straight lines, Circle.
- Commercial Mathematics : Percentage, profit and loss, Banking, Taxes.

Unit II

Teaching of different topics of Mathematics

- Trigonometric Ratios, Height and distances.
- Geometry: Triangles and circles
- Mathematical Induction, Binomial Theorem.

Unit III

Instructional Objectives.

- Aims Objectives and Scope of Mathematics, Place of Mathematics in School Curriculum. Correlation of Mathematics with other subjects. Writing of objectives for each stage of school (Primary, Secondary, Sr, Secondary) Writing of objectives in behavioural terms for each stage, Piaget's operational thinking.

Unit IV

(a) Methods of Teaching

Inductive and Deductive
Analytic and Synthetic
Demonstration and laboratory
Heuristic and Project
Problem Solving

(b) Planning Instructions in Mathematics

Selecting content for instruction, Identifying teaching points for mathematics lesson, organization of content. Stating instructional objectives for the mathematics lesson and identifying learning outcomes in the behavioural terms. Designing learning experiences: appropriate strategies; Teaching aids. Developing Unit plan and Lesson Plan for teaching of Mathematics. Role of multiplicity of approaches NCF-2005.

Unit V

Evaluation in Mathematics

- Meaning of evaluation, difference between evaluation and examination, Its characteristics and functions.
- Relation between objectives, learning experiences and evaluation.
- Preparation and use of tests for evaluation such as achievement test, diagnostic test, aptitude tests, observation schedules in mathematics.
- Characteristics of a good evaluation tool in mathematics.

Practicum: **Any two of the following**

- Preparation of a unit plan.
- Preparation of lesson plans on two different approaches on a selected content matter.
- Preparation of teaching aid.
- Designing of mathematics kits for secondary classes.
- Preparation and analysis of achievement test on a unit.

REFERENCES

- NCERT, N.Delhi : A test book of content-cum-Methodology of teaching Mathematics.
- Cooney T.J and others : Dynamics of Teaching secondary school mathematics .
- Mangal, S.K. Teaching of Mathematics, Prakash Brothers, Ludhiana
- Bhatnagar, A.B. : New Dimensions in the teaching of Mathematics, Modern Publishers, Meerut.
- Sidhu K.S. : Teaching of Mathematics, Sterling Publications, New Delhi.
- S M S G & N M P : Text Books and Teacher's Guides.
- UNESCO : Trends in Mathematics Teaching.
- Modern abstract Algebra by Shanti Narain.
- Computer Fundamentals and problem solving: P.S.Grover.
- Trigonometry S.L.Loney.
- Co-ordinate geometry : PATNI and Singhvi.

B.ED. (SECONDARY) FIRST YEAR

PAPER VI - CONTENT-CUM-METHODOLOGY OF TEACHING SCIENCE- II

(FOR BIOLOGICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Objectives

On completion of the course the student teacher will be able to:

- Understand the aims and objectives of teaching science and its inter relationship with other branches of science.
- Appreciate the role of science in day to day life and its relevance to modern society.
- Develop adequate skills to use different methods of science for an effective classroom teaching.
- Develop competency to organize laboratory facilities and equipment.
- Prepare and use lesson plans and unit plans required for instructional purposes.
- Develop abilities and competencies to effectively organize teaching – learning experiences with maximum involvement of students.
- Fabricate and use the adequate low cost teaching – learning materials for effective teaching in sciences.
- Analyze the organization of science content at secondary level.
- Develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.

Note : The whole syllabus is divided into five units: two units consisting of pedagogical aspects, two units containing Physics topics and one unit containing Biology.

Questions would be set from each unit with equal weightage. Only internal choice would be given. No question would be set based on pure content. Every question related to content must carry integrated pedagogical aspect.

Unit I

History, Philosophy and nature of science, its role and importance in daily life, Objectives of teaching science.

Planning the instruction: Behavioral objectives, types of objectives, writing instructional objectives in behavioral terms, identification of teaching points, Organising the content, designing learning experiences, Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart,

models, improvised apparatus, preparation of unit and lesson plan. Constructivist approach NCF-2005.

Unit II

Planning the teaching by using the following methods: Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, team – teaching. In the light of NCF-2005 constructivist approach be also followed.

Evaluation: Oral, observation and written, Objective and essay type questions, types of objective test items: short answer type, multiple choice type, fill-in-blank type, true – false, matching type, making of test items, achievement test, diagnostic test and their construction, preparation of blue print.

Unit III

Nutrition: Balance diet and nutrition deficiency diseases.

Structure and function of different animal tissues.

Communicable and non communicable diseases, their symptoms, prevention and control.

Cell structure, prokaryotic and Eukaryotic, functions of various cell organelles, cell division (Mitosis, Meiosis), Apical meristems, tissue system, permanent tissue (complex, secretory), epidermis.

Unit IV

- Motion, Force, Work and Energy:
- Displacement, motion and its types: speed, velocity and acceleration, angular velocity and acceleration.
- Force: Magnitude and direction, Addition and subtraction, resultant, balanced and unbalanced force, Momentum.
- Work: Work done by force, dependence of work on relative orientation of force and displacements, energy, (kinetic and potential) work – energy equivalence, power conversion of K.E. into P.E. and vice-versa, law of conservation of energy and momentum, Gravitation: Newton's Laws of gravitation, acceleration due to gravity, factors affecting 'g' motion of planets around sun.

Unit V

- Waves and Oscillation, Heat and Light.
- Simple pendulum, restoring force, SHM, displacement, amplitude, frequency, time period, expression for time period, wave motion, propagation of wave through a medium, longitudinal and transverse waves, wave length, relation between speed, frequency and wavelength, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.

- Heat as form of energy: work and heat, temperature, specific heat, thermal expansion, coefficient of linear expansion, Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and their correction, perception of colour, colour blindness, composition of white light, wavelength and colour of light.
- In Unit III, IV and V activity based learning be highlighted as per NCF-2005

  Transaction mode: Lecture-cum-demonstration, question answer, discussion,

  Experimentation, assignment, project work etc.

PRACTICUM: Any two of the following

Suggested topics: Analysis identification and classification of various concepts and hard spots in science at secondary stage.

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
- Designing lessons for selected concepts in science for class IX.
- Preparation of designs of ideal laboratory/Herbarium/Aquarium/terrarium.
- Practice the skill of collection, fixation and preservation of biological materials.
- Methods of preparation of common laboratory reagents.
- Measuring the rates of water absorption and loss in plants and animals.
- Using chromatography techniques to demonstrate that plant leaves contain a range of pigments.
- To demonstrate that green leaves produce starch in the presence of light.
- To design and perform experiment to demonstrate that by product of Respiration in plants and animals is heat.
- To demonstrate oxygen consumption during respiration in plants and animals.
- Perform experiments to detect the presence of carbohydrates, lipids and proteins in food by qualitative chemical tests.
- To design and perform experiments to investigate the mechanism of breathing.
- Observing blood flow in the capillaries of living organism.
- Microscopic examination of human blood- to observe the cellular components of blood.
- Observing the principle features of the mammalian brain using models or drawings.
- Observing Neuron and Neuro-muscular function on prepared microscopic slides.
- Observing the stages of embryo developments in plants and animals using preserved material.
- Preparing microscopic slides to demonstrate stages of mitosis and

meiosis.

- Collection of samples of angiospermic plants, presenting examples of vegetative reproduction in plants.
- Measurement of length, mass, time and temperature and graphic manipulation like (a) distance- time graph (b) velocity – time graph (c)Voltage – current graph (d) temperature – time graph (e) force extension of spring or elastic chord graph etc.
- Study of motion under force (design and demonstration).
- Study of laws of reflection and refraction.
- Design and study of working of (a) telescope and microscope (b) Pinhole camera (c) eclipse formation.
- To demonstrate (1) image formation in spherical mirrors and lenses (2) resultant of forces acting at a point or body (3) work done in lifting a weight or compressed spring to raise a body (4) Waves on Stretched rope and water surface (5) Various relations in waves (6) myopia and hypermetropia and their correction.
- Measurement of rise of temperature with time of different materials kept under sun and shadow with interpretation of result.

References

1. P.K.G.Nair, principle of Environmental Biology, UNESCO training of science teachers and educators Bangkok UNESCO 1985.
2. NCERT: Teacher Education curriculum framework, NCERT, New Delhi 1978.
3. Environment Education: A process for Pre-service Teacher Training Curriculum Development, UNESCO – UNEP International series 26 prepared by NCTE, New Delhi.
4. Procedures for developing an Environmental Education Curriculum, UNECO – UNEP.
5. International Environmental Education Programme, Environmental Education series 22, prepared by NCERT, New Delhi.
6. Living in the Environment A source book for Environmental Education: Edited by K.M. Sytink, an UNESCO publication.
7. Teaching of Physcis and Life science by S.Mangal, Arya Book Dep., New Delhi.
8. Teaching life Sciences by J.K.Sood published by Kohli Publication.
9. Teacher guide for Life sciences (A Modern course by John M Mason and Ruth T.Paters. Published by D.Van Nostrand company, Inc. New York.
10. Environment Education in the School Curriculum Developed by NCERT 1995, New Delhi.
11. Science Teaching in Schools by Das.R.C.(1985), Sterling publication.
12. Modern Science teaching by Heiss, E.d. Obourn, E.S.Hoffamn, C.W

(1961) Macmillian Publication, New York.
13. Innovations in Teacher Education Science Teacher Education Project (STEP) Mac Graw Hils, New York.
14. NCERT (1996) Science for Class IX & X New Delhi.
15. Modern Science Teaching by R.C.Sharma Dhanpat Rai & Sons, Delhi.
16. Teaching Technology for College Teachers, New Delhi Sterling publishers.
17. Recent trends in secondary Education by Mohan Lal Arya Book Dept.
18. A source Book of Science projects by R.C. Mathur Arya Book Deptt., New Delhi.
19. Food and Nutrition by E.P.G. Arya Book Depot.New Delhi.

B.ED.(SECONDARY) FIRST YEAR

PAPER VI - CONTENT –CUM-METHODOLOGY OF TEACHING CHEMISTRY

(FOR BIOLOGICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Note : There will be five questions in all. Questions will be set from each unit with internal choice. No Question would be set based on pure content. Every Question related to content must carry integrated pedagogical aspect.

OBJECTIVES:

On completion of the course the student teacher will be able to:

- Spell out the general and specific objectives of chemistry: learn essentials of different methods of teaching at secondary stage.
- Make use of relevant method/approach of teaching different topics of chemistry with more emphasis on learning.

UNIT I

Nature of Chemistry and Instructional objective

(A) Nature of chemistry

- (a) Chemistry as a specific branch of science
- (b) Relation of chemistry with other subjects – Physics, Biology, Mathematics and Social Sciences.

(B) Objectives of Chemistry Teaching.

- (a) Educational objectives and objectives of a subject. Objectives of Chemistry teaching. Classification of objectives.
- (b) Defining behavioural objectives, writing behavioural objectives, Function of behavioural objectives.
- (c) Instructional objectives in Chemistry teaching.

UNIT II

(A) Instructional Strategies.

a) Lecture Method
b) Demonstration Method
c) Demonstration cum discussion Method.
d) Problem Solving Method
e) Project Method
f) Concept Making
g) Inductive and Deductive Method.

(B) Unit and Lesson Plan in Chemistry

a) Unit Plan and its preparation
b) Lesson Planning and its preparation.
c) Multiplicity of approaches NCF-2005.

UNIT III

Evaluation in Chemistry

a) Meaning of evaluation, purpose of evaluation, Types of evaluation.
b) Tools and technique of evaluation characteristics of a good tool. Construction of objectives based test (multiple choice, true/false, fill in the blanks, short answer and long answer)
c) Preparation of achievement test
Design a Blue print and marking scheme.

UNIT IV

Nature and Language of Chemistry

- Historical approach of teaching structure of atom-discovery of protons, electrons and neutrons, arrangement of electrons in different shells, concepts of atomic number, isotopes, isobars, calculation of number of neutrons in an atom.
- Symbols, valency, formula and writing of chemical equations, Discovery of X-ray and radioactivity, emission of alpha, beta and gamma rays. Concept of half life period and used of (radioactivity) in daily life.
- Nature of matter: Classification of matter based on chemical constitution elements, compounds and mixtures, types of mixtures- homogenous and heterogeneous solution, suspension and colloid, concentration of solution (percentage only).
- Atoms and molecules, atomic theory of matter (Dalton's postulates), atomic and molecular masses, the mole, law of constant proportion, calculation of percentage composition of elements in simple compounds, determination of empirical and molecular formulae of simple substances.

UNIT V

Chemical Reaction

- Introduction to chemical reactions, types of chemical reactions – combination, decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible).
- Introduction to the electronic concept of oxidation reduction, oxidation number of redox reactions by demonstrating different redox reactions in the class and discussing their chemical equations.
- Endothermic and exothermic reactions by performing the activities of dissolution of NH_4Cl in water, evaporation of water, spirit (endothermic) and adding water to quick line, dissolution of NaOH in water, H,SO_4 in water and neutralization reaction (exothermic) of aq. NaOH by aq. HCl. Concept of rate of reaction, factors affecting the reaction rate: effect of
- (i) Concentration
- (ii) Temperature
- (iii) Pressure and
- (iv) Catalyst
- Elementary idea of electro chemical cell and dry cell.
- Rusting of Iron & preventive measures mole concept and solving of numerical problems related to the Mole concept.
- As per NCF-2005 Unit IV and V be taught with the help of activity based learning. (ABL).

TRANSACTION MODE: Lecture cum demonstration, project, assignment etc.

PRACTICUM: Any one of the following

- Unit planning and lesson planning on any one of the topic/Unit of NCERT's science textbook for class IX
- Preparation of any two teaching Aids.

Any one of the following:

- Critical study of science laboratory
  Content analysis of science textbook of the respective states.
  Construction of Achievement Test for class IX
  Preparation of write up on demonstrations for five teaching concepts. (Laboratory work in Chemistry)

Note: Following laboratory work will be performed by the pupil teachers. During the academic sessions. Students will be subjected to continuous evaluation:

Preparation of laboratory reagents and standard solutions.
Study the rate of flow of different liquids.
Study the rate of sublimations of (i) ammonium chloride (ii) Naphathalene
Preparation of crystals of $CuSO_4$, $5H_2O$
Determination of solubility of water soluble salts at room temperature.
Separation of substances from a given mixture like (i) NaCl – NH_4Cl and

sand (ii) Sulphur + NaCl + Iron scrap

References

1. Thurber W.A aqnd Colletes A.T – Teaching Secondary Schools
2. Richaradson john. S – Science Teaching in Secondary schools.
3. Unesco – Source Book for Science Teaching.
4. Kieffer, W.F – Chemistry Today.
5. Vaidya, N – The impact Science Teaching.
6. Mangal, S.K. – Sadaran Vigyan Shkishan.
7. Sharma, R.C – Modern Science Teaching.
8. Saxena, N.R and Oberoi, S.C – Technology of Teaching.
9. Morrison and Boyd – Organic Chemistry, VI Edition.
10. Soni P.L. Textbook of physical Chemistry.
11. Behl and Tuli – Essential of Physical Chemistry.
12. Soni, P.L – Fundamental Chemistry, Vol. I and Vol. II.
13. Gurudeep Raj / Inroganic Chemistry.
14. Saxena, A.B. – Vigyan Shikshan ka Ayojan.

B.ED. (SECONDARY) FIRST YEAR

C. OTHER ACTIVITIES (WORKING WITH COMMUNITY)

Time: 7 days/year **Evaluation: 5 point grade scale**

OBJECTIVES

On completion of the course, the student teacher will be able :

- To acquaint the pupil teachers with the factors working within the society/community i.e. knowledge of social realities.
- To develop the dignity of labour among them.
- To arouse their interest in the social and economic reconstruction of the country.
- To make them aware with the educational problems and needs of the society.
- To enable them for preparing youth for sustainable development.
- To develop the personality of the pupil teacher through community service.

The students will spend 7 days at a stretch during the academic year in the identified village. Separate activities may be undertaken every year out of the following or given by the Institute.

SUGGESTED ACTIVITIES

- Study of educational scenario of a community. Reporting the profile of each institution/NGO/social orgainsation, which is directly or indirectly concerned with educational /literacy programme.
- Micro planning exercises for assessing the educational status of the community.

- Organisation of "Nukad Natak" "Cultural Programmes", "Rallies" etc. for motivating the villagers for sending their wards to schools.
- School mapping exercises for assessing the educational need of the community.
- Study of enrolment, stagnation and wastage problems.
- Exploiting the community resources and finding means and ways of using them for school.
- Adopting a community
- Implementation of the Lab Area Concept in adopted community.
- Survey or nearby community (adapted community) and assessing their educational needs, social needs etc.
- Conducting awareness programmes in the community – like Environment conservation, tree plantation, watershed management, health programmes like vaccination, polio drop etc. AIDS awareness, electoral awareness, road safety, human rights, women rights etc.
- Literacy programmes in the community
- Cleanliness drives in the community and awareness about its needs.
- Character building programmes
- Developing healthy food habits among the community
- Training community in some simple vocations for self employment.
- Establishing and maintaining library in a community.
- Remedial teaching work for poor and needy in the community.
- Action Research regarding local problems in consultation with the community.
- Establishing the peace committees and making them function effectively.
- Conduction Adult Education programmes
- Assistance and working with local community in actual relief work whenever needed.
- Training of community in First Aid.
- Helping the children with special needs.

B.ED. (SECONDARY) FIRST YEAR

WORK EXPERIENCE: AGRICULTURE PRACTICES

Duration: 3 hours **Max. Marks: 50**

Min. for Pass : 20

a) OBJECTIVES :

On completion of the course the student teacher will be able to :

- Identify commonly spreading tree species and their importance for common people.
- Know the importance of traditional medicinal plants.
- Identify important hedges creepers and weeds
- Develop a nursery

- Use qualitative seeds for sowing
- Appreciate the various irrigation and drainage methods and systems.

b) COURSE CONTENT

UNIT 1 GENERAL AGRICULTURE:

- Meaning, definition, scope, history, branches of agriculture
- Definition of soil and soil profile.
- Concept of water shed management, principles and objectives.
- Agro -climatic zones of India
- Systems of irrigation

UNIT II HORTICULTURE

- Definition and branches of horticulture.
- Vegetative propagation methods like,
- cutting
- budding
- graftage
- layering
- tissue culture
- Planning, planting and maintaining lawns
- Identification of summer flowers
- Identification of winter flowers

UNIT III : AGRICULTURAL PRACTICES

- Preparation of land
- Selection of seeds
- Thinning, hoeing and weeding
- Plant protection measures
- Harvesting and storage

UNIT IV : PROJECT PREPARATION ON CROPS

- Mango and banana
- Citrus fruits
- Papaya and sapota
- Pomegranate and ber
- Aoula and datepalm

UNIT V HERBAL GARDENING OF CROPS

- Ashwagandha
- Guarpatha
- Satawari
- Yellow kachnar
- Amaltas
- Opium
- Datura

EVALUATON :

Evaluation will be done on the basis of practicals, records and tests and viva.

B.ED. (SECONDARY) FIRST YEAR

WORK EXPERIENCE: OFFICE PROCEDURE

Contact hours3 periods/week **Max. Marks: 50**
Min. for Pass : 20

a) OBJECTIVES

On completion of the course the student teacher will be able to :

- develop the ability to write different types of letters.
- use postal and telephone services.
- develop the competence in maintaining different types of office registers.
- develop the skill in filing and indexing of letters properly.
- appreciate the place of office in life

UNIT I

Letter writing- Qualities of a good letter, format of a letter,

Commercial letters – Letters of inquiry, quotation and order, complaints and recovery

Letters of complaint – Railways and post office

Government letters – Meaning and characteristics, types of official letters, Format of ordinary official letter. D.O. letter, Memorandum and circular letter.

UNIT II

Meaning of office and office procedures. , office organization and office management

Office communications- Meaning and characteristics, types of communication, Internal and external communication, Departmentisation of office

Making travel arrangement – Tour programme, Reservations, Tour Advance, Submission of T.A.Bills

UNIT III

Postal services – Types of postal services, filling in different types of forms and proformas, preparing postal packet and parcel and sealing them. Writing a telegram, Operation of intercom, receiving a call, making notes about calls, use of telephone directory. Private branch Exchange (PBX), Speed Post, Western Union & Instant Money order

Postal saving schemes : Term Deposits, Kisan Vikas Patra (K.V.P.), National Saving Certificate (NSC), MIS, PPF, RD,

UNIT IV

Handling of correspondence/Mail – Record of inward and outward mail. Making entries in important registers – stock register, attendance register, medical bill registers, inward and outward register, peon book and letter recepts and dispatch register

UNIT V

Filing and indexing – aims of filing , characteristics of good filing, types of filling, Horizontal and vertical filing systems, indexing, meaning and need, types of indexing– simple, card and visible indexing.

EVALUATION :

Evaluation will be done on the basis of practicals, records and tests and viva.

0B.ED. (SECONDARY) FIRST YEAR

WORK EXPERIENCE: ELECTRICITY

Contact hours : 3 periods/week **Max. Marks: 50**

a) OBJECTIVES

On completion of the course the student teacher will be able to :

- recognize and use different tools/materials/instruments
- read the sketch/drawing of the job/project
- develop the skills for making simple projects/models
- inculcate healthy values related to work culture.

UNIT 1

Precautions used for making any electrical connection, conductors & insulators. Symbols for electrical components, knowledge of electrical accessories and their rating.

UNIT II

Tools used for making any electrical connection, their size and use.

UNIT III

Series and parallel connections of lamps (upto four lamps). Staircase wiring of one, two and three lamps, Godown wiring, connection for fan.

UNIT IV

Different types of wire, use of SWG, Different types of wiring such as – Batten wiring CTS wiring, casing capping wiring, Cleat and conduit wiring. Their advantage and disadvantage on each other. Selection of fuse wire. Selection of fusewire and use of DP and T.P. switches. Knowledge of power consumed in Different Electirical and electronics gadgets.

UNIT V

Testing of energy meter, connection of energy meter and checking of electrical bills. Construction of Multimeter and knowledge of measuring the current, voltage and resistance in any circuit by using multimeter.

c) **PRACTICUM :** (Any one of the following)

- Clap switch
- IR Remote switch (fan, tube light)
- Remote operated musical bell

- House security system
- Automatic speed controller for fan

B.ED.(SECONDARY) FIRST YEAR

HEALTH AND PHYSICAL EDUCATION

Contact hours 2 Pds/week **Max. Marks : 50**

OBJECTIVES

On completion of the course the student teacher will be able to:

- develop physical fitness
- understand the rule and regulations of different physical education activities
- develop competencies in games and athletic events and other activities
- understand their role in conducting matches and annual sports
- develop leadership qualities
- develop and appreciate the values of physical education program

UNIT – I PHYSICAL EDUCATION

1.1 Concept of Physical Education
1.2 Definition of Physical Education
1.3 Aims & objectives of Physical Education
1.4 Importance of Physical Education
1.5 Meaning of Physical fitness
1.6 Scope of physical Education
1.7 Definition of Physical fitness
1.8 Components of Physical fitness

UNIT – II HEALTH EDUCATION

2.1 Meaning and defunction of Health & Helath Eudcation
2.2 Objectives of Health Education
2.3 Importance of Health Education
2.4 Dimensions of Health
2.5 Principles of Health Education
2.6 Baance Dict its element and sources Mal Nutrition and adultration
2.7 School Health Programme

UNIT III MAJOR GAMES

3.1 History of Game
3.2 Measurement of Court/Ground
3.3 Fundamental skills
3.4 Techniques & Tactics of Games/Sports
3.5 Rules & Regulations
3.6 Major championship/competitions
3.7 Awards & Honour of Particular Games/Sports

Note : student teacher shall participate and learn minimum of two games in a year from the following : badminton, basketball, cricket, football, table tennis, tennikoit, volleyball and any other similar game.

UNIT IV : ATHLETICS

4.1	Short Distance (Sprints)	100M., 200M., 400M. Run
4.2	Middle distance	800M., 1500M. Run
4.3	Distance Runs	3000M., 5000M., 10000M. Run
4.4	Relay	4x100M., 4x400M.
4.5	Skills : Starts	(Crouch start, standing start) Striding, Finishing, exchange of baton etc.

UNIT V : YOGA

5.1 Meaning and defunction of Yoga and Meditation
5.2 Element of Yoga (Practice of selected Asanas)
5.3 Importance of Yoga
5.4 Types of Pranayama (Practice of selected Pranayams)

REFERENCES:

1. Methods in Physical Education – By. M.L.Kamlesh
2. Educational Dimensions of Physical Education- V. KRISHNA MURTHY AND N. PRAMESWARA RAM : Sterling Publishers Pvt. Ltd.
3. Physical Education Games and Athletics for Training Colleges – MABEL DAVIES, RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD, LONDON
4. Intramurals – LOUIS E. MEANS, PRENTICE HALL, Inc.
5. Rules of Games and Sports – YMCA PUBLISHING HOUSE, jai Singh Road, New Delhi – 1
6. Yoga- Vivekananda Kendra Prakashan, Madras
7. Principles of Evaluation in Physical Education – PHILIPA, SMITHELLS, PETER E. CAMERON, HARER AND BROTHERS PUBLISHERS, new York.
8. Foundations of Physical Education, CHARLES A. BUCHER
9. Principles of Physical Education, J.F.WILLIAMS
10. Physical Education and Health – Dr. A.K.Uppal, Dr. G.P.Gautam, Friends Publications, New Delhi
11. Basics of Basketball, Pal & Ruhal : World Vision Publication, Gwalior
12. Essentials of Physical Education, Ajmer Singh
13. Athletics Rules & Regulation, T.S.Brar
14. Preventive and Social Medicine, By J.E.Park
15. Physical Education, By Khan
16. Sports Training by Hardayal Singh
17. Essential of Physical Education – Ajmer Singh
18. Principles of Physical Education by M.L. Kamlesh.

B.ED. (SECONDARY) FIRST YEAR

SPECIAL PAPER COMPULSORY

PAPER VII

COMPUTER EDUCATION

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**50**
	Practicum	**:**	**50**

(Practicals will be evaluated by a team of experts of the Institute)

a) OBJECTIVES

On completion of the course the student teacher will be able to :

1 To develop knowledge about micro computer system.
2 To understand and develop skills in using computer in field of education.
3 To develop skills in using application software for the purpose of educational management.
4 Enable him to learn programming for the purpose of developing educational softwares.

B) COURSE CONTENT

UNIT I - COMPUTER & ITS USES

- What is Computer?
- History & Technological Development.
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting. Banking, Research, Defence, Business, Census etc.
- Limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.
- Globalisation of Community through Computer (Internet)

UNIT II - CHARACTERISTICS & HARDWARE

- Characteristics of Computer.
- Classification of Computer (According to Technology & Capacity wise).
- Personal Computer.
- Input Unit, Output Unit, Processing Unit.
- Memory of Computer.

UNIT III - OPERATING SYSTEM

- Types of Operating system (DOS, Unix, Windows)
- DOS Internal Commands, External Commands.
- Introduction of UNIX.
- Brief Introduction of Windows.
- Utility & Application of Software.

UNIT IV : INTRODUCTION TO COMPUTER SOFTWARE

- BASIC & Its simple Programming.
- DBMS & Database Software (DBASE, FOXBASE, Fox pro)
- C++ & its Simple Programmes.

- Ms-Word & Word Star

UNIT V: SPREAD SHEETS

- Introduction of Lotus-1-2-3.
- MS-Excel

1. Tally.

(These all software has following details
File creating, Editing, Printing, Graphs and File conversion into other language data files.

PRACTICUM :

a	Records and Practicums	6 Marks
b	Practical Exercise (DOS)	6 Marks
c	Practical Exercise (Window 98)	6 Marks
d	Practical Exercise (MS-Word)	6 Marks
e	Practical Exercise (MS-Excel)	6 Marks
	Total	30 Marks

Note:

1 Paper for Computer Education shall consist of 100 objective type questions of ½ mark each and rest 50 marks shall be for practical evaluation.

2 Practical evaluation marks will consist of (a) Two tests of 10 marks each (Total 20 marks) (b) Record and files prepared by the students on the practical work of 30 marks. The details and scheme of Practical Work is given above.

3 Marks as secured by the students shall not be added to the aggregate. If a student secures 36% marks it should be recorded in his mark-sheets.

4 If a student fails to secure 36% marks, he/she will not be awarded degree till he secures 36% marks. Such candidates have to appear in subsequent examination(s) in order to be eligible for the degree of B.Ed (Secondary).

B.ED. (SECONDARY) SECOND YEAR

PAPER I - SECONDARY EDUCATION IN INDIA – STATUS, ISSUES & PROBLEMS

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of this course student teacher will be able to:

- understand the concept, objectives and nature of secondary education.
- development of secondary education in India after independence.

- understand different types of schools and their related issues.
- identify the problems and issues of secondary school teachers.
- identify the challenges, concerns, issues and problems of secondary education efforts towards solution.

b) COURSE CONTENT

UNIT 1: CONCEPT AND OBJECTIVES OF SECONDARY EDUCATION

- Concept and meaning of secondary education in India and its place in the education system thereof
- Linkages with elementary and senior secondary stage.
- Aims and objectives functions, scope and basics
- Quantitative and Qualitative development after independence with reference to schools, students and teachers.

UNIT II: STATUS AND CONCERNS OF SECONDARY EDUCATION

- Recommendations of secondary education commission (1952-53), Education Commission (1964-66), NPE (1986) and POA (1992) on various aspects.
- Present situation-access, structure, facilities and National Curriculum Framework.
- Status of secondary education within the status and achievement
- Major concerns as enrolment, retention, dropouts and equity, achievement in relation to sex and caste.
- Major shift in curriculum development of secondary school curriculum 1988, 2000 and 2005.

UNIT III: VARIETY IN SECONDARY SCHOOLS IN INDIA

- Types of secondary schools and related issues like functions, selection of students and students service
- working conditions of teachers
- resources, utilization, autonomy, medium of instruction, and organizing co-curricular activities,
- transactional strategies, evaluation, community and parents involvement.
- Management and administrative set up in the union and states

UNIT IV: SECONDARY SCHOOL TEACHER IN INDIA

- Status and professional preparation of competency and commitment oriented secondary school teacher through Pre-service and Inservice programmes
- Teacher organizations and their role.
- Code of professional ethics for teachers their role in curriculum development and management of classroom teaching

UNIT V: CHALLENGES & PROBLEMS OF SECONDARY EDUCATION IN INDIA

- Open schooling-national and state open schools, Alternative school
- Vocationalisation of secondary education.

- Education of special group-disadvantaged, disabled and minorities.
- Student unrest
- Language controversies
- Universalisation of secondary education : concerns and resources
- Regional Imbalances in Educational standards

TRANSACTION MODE : Lecture cum discussion, group discussion, Brain storming, Panel discussion, Seminar, group work, library work, symposium and school visits.

c) PRACTICUM : Any two of the following :

- Analyse recommendations and views of different commissions for quality secondary school education.
- Visits of different types of schools and preparation of school profiles.
- Conduct interview with teachers/students/parents of different schools and prepare a report.
- Preparation of status report on performance of teachers in classroom.
- Preparing status report of a school with reference to enrolment, equity and achievement.
- Preparing a report of the existing status of the teachers, recruitment salary and promotion structure.
- Visit alternative educational centers and preparation of report.
- Survey of educational needs of disadvantaged/disabled/minority groups.

d) REFERENCES:

1. Ayyar, RVV (1996) Educational Policy, Planning and Globalisation, Elserjer Sc. Ltd. Britai.
2. Govt. of India-National Policy on Education, 1986 (with modifications undertaken in 1992) MHRD, Deptt. of Education.
3. R.P. Singh (Ed.) Teacher Training in India, Looking Ahead Federation of Management and Educational Institution.
4. Brook, Colin (Ed.)(1997) Global Perspectives on Teacher Education, Trainglo Book, Willingford, U.K.
5. Kundu, C.L. (Ed.) (1984) Indian Year Book on Teacher Education, Sterling Publishers Pvt. Ltd. New Delhi.
6. Chopra, R.K. (1993) Status of teachers in India, NCERT, New Delhi.
7. Murthy, K. Sachidanand, (1991) Ethics, Education, Indian Unity and Culture, Ajata Pub. Delhi.
8. Peters, R.S.(1971) Ethics and Education, George allen Unwin Ltd. London.
9. NCERT, (1992) Fifth All India Educational Survey.
10. NCERT (1997) Code of Professional Ethics for Teachers.
11. MHRD (1953) Secondary Education Commission, Report GOI, New Delhi.
12. MHRD Indian Education Commission (1964-66) Report, GOI, New Delhi, 1966.
13. NCTE, 'Competency Based and Commitment Oriented Teacher Education

for Quality School Education'.
14. NCTE, 1998 'Policy perspective in Teacher Education', New Delhi

B.ED.(SECONDARY) SECOND YEAR

PAPER II - SCHOOL MANAGEMENT

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

OBJECTIVES

On completion of the course the student teacher will be able to :

- understand the concept of Educational Management, School organisation and school administration.
- acquaint with the basic principles of school management
- develop skills for optimum utilisation of resources available
- identify factors conducive to the effective implementation of various school activities.

UNIT I : EDUCATIONAL MANAGEMENT AT THE SCHOOL LEVEL

- Concept and Function of Educational Management : Basis of management - planning, organising, control, direction and financing.
- Centralisation v/s Decentralisation in Educational Planning - District Level Planning and its extension to school level planning - functional, financial as well as administrative decentralisation.
- Concept of Democratic Decentralisation with Monitoring.
- Concept of Multi - Level Planning in School Management.
- School as a unit of Decentralised Planning.
- Monitoring and Evaluation in terms of Modern Management Techniques-Case study, Man Power surveys
- Educational Management Information System (EMIS).

UNIT II - MICRO PLANNING FOR SCHOOL MANAGEMENT

- Micro and Macro level planning - concept only
- Institutional Planning - Principles, planning, execution : School clusters.
- Block Resource Centers and Cluster Resource Centers - Scope to be extended to secondary education. Their use for resource generation.
- School Mapping - Need, Factors and Scope
- Community participation, Lab. Area Approach, Mobilising the
- community resources - community for the school and School for the community. Organisation of Village Education Committees (VECs)

UNIT III - MANAGEMENT OF TIME AND RESOURCES

- Time Management - Time schedules for various activities of schools-weekly, monthly and yearly calender of activities
- preparation of daily, weekly, monthly and yearly plans for the individual

and the school.
- Management of Material Resources
- School building, library, laboratory, hostels, playground etc.
- Procurement and optimum use of equipment , furniture, books, physical facilities etc.
- Management of Human Resources- Analysing inter-personal and inter-group relations, teacher taught relations, teacher - teacher relations, head teacher - teacher relations. Relationship with management and administration, group dynamics.
- Management of Financial Resources - Developing and monitoring budgets at school level.

UNIT IV - MANAGING THE SCHOOL ACTIVITIES
- Role of a teacher in administration work -admission, classification, maintenance of Office and School Records.
- Organisation and Management of various co-curricular activities in schools.
- Management of school associations.
- Managing the examination / Evaluation.
- Organisation of Health Programme : - Health Instructions, Healthful living and Health services in schools.

UNIT V - SCHOOL ADMINISTRATION AND SUPERVISION
- School administration, management and supervision, monitoring etc.
- Areas of School Organisation - Changing directions
- Decision Making - Preparing for leadership
- Responsibility for effective school functioning
- Techniques of school supervision
- Educational Administration - Structure at different levels - NCERT, NIEPA, NCTE, SCERT/ SIE / SISE, IASE, DIRECTORATES OF EDU, CBSE, SBE (STATE BOARDS OF SE) etc.

Transaction Mode –

Lecture cum Discussion, Brain storming, Panel Discussion, Symposium, Group work, Block exercise, interview with teachers, seminars, extension lectures, field dta and analysis.

c) PRACTICUM : Any two of the following

1 Study of District Level Planning.

2 Estimation of school infra structure and teacher requirement

3 Preparation of a plan of action to be implemented during the next three years for improving the functioning of school.

or

Discussion of a plan with the school officials and colleagues and listing activities to be undertaken in next year.

4 Preparing a table highlighting various facilities needed for a school or

a cluster.

5 Formulation of a plan for a cluster of 4 schools along with facilities distribution assuming optimum utilisation of resources.

6 Preparation of village map on the basis of given infra structural facilities available.

7 Organisation of a staff meeting to discuss the examination results of terminal grade children.

8 Developing plan for improvement of results of children of school incoming years.

d) REFERENCES

1 Awasthi, A: (1974) Public Administration, Laxmi Narayan Agarwal, Agra,

2 Blumberg, A. and Greenfield, W.(1986) : The effective Principal, Allyn and Bacon, London.

3 Coombs, P.H.(1970) : What is Educational Planning ? IIEP (UNESCO) Paris.

4 Chesswas, J.D. (1969), Methodologies for Educational Planning for Developing Countris, 2 Volumes, IIEP,. Paris.

5 George, H.L. and Robert, A.S. (1976) : Motivation and Organisational Climate, Harward University, Boston.

6 Hardy, C. and Altken, R. (1986) : Understanding Schools as Organisations,Panguin, London.

7 Mukherjee (1991) : On Planning Problematic - The Role of Institutional Planning, Segments, New Delhi.

8 Naik, J.P. (1970) : Institutional Planning , Asia Institute for Educational Planning and Administration, New Delhi.

9 NCERT: School Health Programme in Selected Schools of Delhi, New Delhi

10 NIEPA (1988) : School Mapping ,New Delhi.

B.ED.(SECONDARY) SECOND YEAR

PAPER III (A-1) - OPTIONAL CLUSTER

(A): EDUCATIONAL TECHNOLOGY

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

A) OBJECTIVES

On completion of the course the student teacher will be able to :

- Understand the concept, principles of educational technology and its socio academic relevance.
- make use of different models of teaching.
- understand the concept and process of communication

- identify the constraints of communication
- understand the different dimensions of system approach and education as a system
- understand the concept and operational details of open learning system.

B) COURSE CONTENT

UNIT I : CONCEPT OF EDUCATIONAL TECHNOLOGY

Meaning and Development of Educational Technology

Approaches of Educational Technology : hardwares and softwares

Forms of Educational Technology : teaching technology, instructional technology, behaviour technology

Factors Influencing the Application of Educational Technology: political, cultural, economical, social, technological and educational

Socio Academic Relevance of Educational Technology,

Limitations of Educational technology.

UNIT 2:COMMUNICATION AND COMMUNICATION TECHNOLOGY

Concept, type, process and functions of communication, role of verbal and non-verbal communication, communication skills, problems of communication.

Growth of communication technology

Print Medium :

Development of self instructional material and it's advantages and limitations.

Audio Medium:

Development of audio material and it's advantages and limitations.

Audio visual media :

Television, video disc, video text, tele conferencing computer as an educational aid, Multimedia including CD ROM

- Voice mail, virtual class, electronic mail.

UNIT 3 : SYSTEM APPROACH

Concept of system approach, systems, sub-systems, system components

Close and open system

System designing

Role of system approach in education.

Macro and micro educational systems.

Advantages of system approach to education : effective planning, increased control and coordination, optimum utilization of resources.

UNIT 4 : INFORMATION TECHNOLOGY

Concept of data and information.

Concept of information technology (IT) and information system (IS).

The relationship between information systems (IS) and technology.

Challenges of information systems :

work force down sizing, information overload, employee mistrust,

difficulty of building information systems, security breaches.
Relevance of IT in India.
Web based education and training.

UNIT V : DISTANCE EDUCATION

Meaning, aims, needs and importance of distance education,
Growth of distance education
Educational practices in distance education
Students support services
Open school and open university.

TRANSACTION MODE : Lecture cum discussion, group discussion, school based practicum

c) PRACTICUM : Any two of the following

i) Pre requisites for the use of educational technology.
ii) Agencies of educational technology
iii) Educational technology and national educational policies.
iv) Preparing an abstract of any recent articles on above studied topics.
2. Critical review of TV or radio programme of NCERT, NOS, IGNOU, UGC etc.
3. Preparation of script for radio or TV programme
4. Preparation of self instructional material
5. To study and prepare a report on any given education system at micro or macro level.
6. To study and prepare a flow chart on any given school system.
7. On the basis of field experience of open system of learning students are required to prepare a write up on any given topic.

Note: Many more activities can be taken up by the teacher based on any topic from above units.

d) References :

1 Bajpai, A.C. and Leedham, J.F., Aspects of Educational Technology, art IB Pitman Publishing Co., New York.
2 Banghart, F.W., Educational System Analysis, London, MacMillan.
3 Buch, M.B. and Santhanam, M.R. Communication in Classroom, CASE, BARODA
4 Budgett, R. and Leednum, J.Aspects of Educational Technology (Eds) London, Pitman.
5 Dececco, John P. The Psychological Learning and Instruction, Prentice Hall, India.
6 Gupta, Uma. Information Systems Success in the 21st century. Prentice Hall, NJ USA

B.ED.(SECONDARY) SECOND YEAR

PAPER III (A-2)

OPTIONAL CLUSTER (A): VALUE EDUCATION

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

A) OBJECTIVE

On completion of the course the student teachers will be able to :

- understand the nature and sources of values.
- classify the values under different types
- understand the process of value education.
- differentiate the indicators of values
- appreciate role of values in life.

B) COURSE CONTENT

UNIT I : THEORETICAL BASIS OF VALUE EDUCATION

- Nature and Sources of values, Meaning of values
- Values and Education : Philosophical Perspective
- Values and Education : Psychological Perspective
- Values and Education : Sociological Perspectives

UNIT II : VALUES IN INDIA's INTELLECTUAL TRADITIONS

- Values in Indian culture – Tolerance, Peace
- Universal brotherhood
- Values in Indian Constitution and Fundamental Duties of citizens
- Characteristics of Instructional material for values.

UNIT III : CLASSIFICATION OF VALUES

- Personal and social values
- Intrinsic and extrinsic values on the basis of personal interest & social good.
- Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
- Identification of Analysis of emerging issues involving value conflicts
- Design and develop of instructional material for nurturing values

UNIT IV : VALUES IN RELIGIOUS SCRIPTURES

- Bhagwadgita – Nishkam Karma, Swadharma, Laksagrah & Stithpragya
- Bible – Concept of truth, compassion, forgiveness
- Dhamnipada – Astangmarg, Aryastya & Madhyamarg
- Gurugranth Sahib – Concept of Kirath, Sunsat, Paugat & Jivanmukti
- Quarn – Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.

UNIT V : METHODS & EVALUATION OF VALUE EDUCATION

- Traditional Methods : Story Telling, Ramleela, Tamasha street play & folk songs.
- Practical Methods : Survey, role play, value clarification, Intellectual discussions
- Causes of value crisis : material, social, economic, religion evils and their peaceful solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmsankat) and one's duty towards self and society

TRANSACTION MODE

Lecture-cum-discussion, Field work, Group work, Surveys, Panel discussion, Debate

c) PRACTICUM : Any one of the following

(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units).

1 Analysis of morning assembly programme of a school from the point of view of value education.
2 Analysis of a text book of a school subject from the point of view of values hidden.
3 Practice of role-play in two situations and preparation of report.
4 Administration of value scales available in the psychology lab. in the school and report writing
5 Report on value conflict resolution in a situation

D) REFERENCES

1. Dhokalia, R.P. 2001. External Human Values and World Religions. New Delhi: NCERT.
2. Gandhi, M.K. 1976. My Experiments with Truth. Ahmedabad : Navjivan Publishing House
3. Government of India 1999. Fundamental Duties of Citizens: Report of the Committee set up by the Government of India to Operationalise the suggestions to Teach Fundamental Duties to the Citizens of the Country (Vol. I & II) New Delhi: MHRD.
4. Government of India. 2000. The Constitution of India New Delhi
5. Gupta, K.M. 1989. Moral Development of School Children Gurgaon: Academic Press.
6. Krishnamurthy, J. 2000. Education and the Significance of Life., Pune : KFI.
7. Mahaprayna, Acharya 1999. Thoughts at Sunrise. Ladnun: Jain Vishva Bharti
8. MHRD 1992, National Policy on Education 1986 (With modification undertaken in 1992) New Delhi

9. NCERT. 2000. National Curriculum Framework for School Education New Delhi.
10. Radhakrishnan S., Indian Philosophy Vol. I
11. Rajput, J.S. 2001. Symphony of Human Values in Education. New Delhi, NCERT
12. Saiyuddain, K. G. 1965 The Faith of an Educationist : A Plea for Human Values. New Delhi : Asia Publishing House.
13. Sanghi, Seema 2002. Towards Personal Excellence New Delhi : Response Books
14. Seshadri,C., Khader, M.A. Adhya G.L. (Ed.) 1992 Education in Value New Delhi: NCERT London, Allen and Unwin
15. UNESCO 1996. Learning: The Treasure Within. Paris.

– जोशी, शान्ति, ''नीतिशास्त्र'', बनारस ज्ञान मण्डल लिमिटेड – 1956
– झा और मिश्र, 'आचारशास्त्र के मूल सिद्धांत', इन्डियन प्रेस प्रा. लिमिटेड, इलाहाबाद, 1968
– दिनकर, रामधारी सिंह, 'संस्कृति के चार अध्याय', राजपाल एण्ड सन्स, दिल्ली 1956
– तिलक, बालगंगाधर, 'श्रीमद्भगवद्गीता रहस्य', के सही मुद्रणातय, पूना – 1911
– वर्मा, वेद प्रकाश, 'नीतिशास्त्र के सिद्धांत' ऍलाइड पब्लिशर्स प्रा. लिमिटेड, नई दिल्ली – 2004
– लोढ़ा महावीर, 'नैतिक शिक्षा : विविध आयाम' राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
– जोशी किरीट, 'वेद और भारतीय संस्कृति', स्टेण्डर्ड पब्लिशर्स, नई दिल्ली – 2003
– कुमार दीपक, 'भारतीय संस्कृति', राज पब्लिशिंग हाऊस, जयपुर – 2004
– Singh, R.N. (Ed.) 2003, Aualytical Study of Sikh Philosophy, Commonwealth Pubishers New Delhi – 02
- Khan Masood Alia (Ed.) (2006), Islamic Thoughts and its philosophy, commonwealth publishers New Delhi - 02
- Khan, Intakhab Alam (2007), Peace, Philosophy and Islam, Academic Excellence, Delhi - 31

B.ED. (SECONDARY) SECOND YEAR

PAPER III (A-3) - OPTIONAL CLUSTER (A): EDUCATIONAL TRENDS IN INTERNATIONAL PERSPECTIVE

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- understand the aims, objectives and purpose of the secondary education in the global perspectives especially in the countries like USA, UK, India and China.
- understand the factors, forces and operative trends of secondary education in these countries.
- get acquainted with the secondary education global problems.
- get acquainted with the problems and issues of secondary education of U.K., USA., India and China.
- Understand the management perspectives.

B) COURSE CONTENT

UNIT I : SECONDARY EDUCATION IN GLOBAL PERSPECTIVES

- Aims, objectives, purpose and scope of secondary education in International perspectives.
- Factors, forces and trends operating in secondary Education of USA, UK, India and China.
- A brief account of historical development of secondary education in these countries, recommendations of major commissions /committees, implementation and consequences.
- Life skill oriented education

UNIT II : STATUS OF SECONDARY EDUCATION

- Existing social, cultural, political and economic scenario in USA, UK, INDIA and CHINA - Educational Implications
- Curriculum construction: Principles, needs and functions, developing course contents.
- Transaction of curriculum/syllabi, mode of teaching, strategies, uses of print and non -print resource materials.
- Teacher Education/ Teacher Training and institutions
- Pre service and in-service Teacher Education /Training
- Examination system, accreditation and examining bodies.
- Strategies for promotion of peace and international cooperation.

UNIT III: EDUCATIONAL MANAGEMENT PERSPECTIVES

Management:

Principles, Planning, Organisation, Control, Functionaries, their powers;

appointment of teachers and services, infrastructure, financial and academic support, community resources and participation, classroom strategies - teaching learning materials, use of mass media and evaluation. Types of secondary schools- structure, time frame, class size – teacher-pupils ratio, period, tutorials.

UNIT IV : PROBLEMS AND ISSUES

- Universalisation of Education: Access Enrollment, Retention, dropouts.
- Education of Girls - Minority group - Linguistic - Alternative mode of teaching.
- Democratisation and socialization of education
- Entering into the world of work
- Autonomy and accountability
- Environmental Concerns and Ecological imbalances, educational implications
- Education futuristic 21st century - planning and utilization of manpower for quality education.
- Concerns of Secondary education.

UNIT V : ROLE OF AGENCIES

- UNESCO- role and functions
- UNICEF- Functions and contributions
- Recommendation of Delor's commission
- Illich (De-schooling)

National Agencies : NCERT, NIEPA and NCTE

TRANSACTION MODE FOR ALL UNITS

Lecture-cum-discussion, group discussion and question answer. The comparison of secondary education will be made in case of USA, UK, India and China for all practical purposes.

c) PRACTICUM : Any two of the following

(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units).

- Design a model of Instructional classroom strategy for an Indian Secondary School.
- Identification of emerging issues in preparation of a Secondary School Curriculum.
- Assigning of a comparative map of the structures of secondary schools in India and its neighbouring /developed countries.
- Identification of issues of Secondary Education in global perspectives.
- Drawing of an outline of any one classroom strategy practiced in any country (out of 4)

d) REFERENCES:

1. Policies, Sociology and Economics of Education: Interdisciplinary and Comparative perspectives, Heinz Sunker

2. Comparative Education system, Mothmal
3. Comparative Methods in Education- Bardey
4. Encyclopedia of Educational problems
5. Ideas and Ideologies- Lanereys
6. Comparative Education - Chaubey , S.P. (1998)
7. Textbook of Comparative Education- Sodhi, T. S. (1998)
8. Comparative Education - Rai, B.C. (1999)
9. Major Recommendations of Educational Commissions Agarwal, J.C. Education in India since, 1991. Agarwal, J.C. (1998)
10. Course Material on two year B.Ed. Secondary on ETIP : Pandey, M. M. et al 2001, Deptt. of Education, RIE, Ajmer

B.ED.(SECONDARY) SECOND YEAR
PAPER IV (B-1) - OPTIONAL CLUSTER
(B): PEACE EDUCATION

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarise themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life

B) COURSE CONTENT

UNIT I : IMPORTANCE OF PEACE

- Aims, Objectives and importance of Peace Education
- Barriers – Psychological, Cultural, Political
- Factors responsible for disturbing Peace : Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective

UNIT II ; EMPOWERMENT FOR PEACE

- Justice – Social economics, Cultural and religions
- Equality – Egalitarianism, Education for all, equal opportunity
- Critical thinking : Reasoning and applying wisdom
- cooperation
- Learning to be and learning to live together

UNIT III : DEVELOPMENT PERSPECTIVES : ADOLESCNECE

- Cognitive, moral, social reasoning and wisdom.

- Bad habits : drug, abuses, theft, indiscipline.

UNIT IV : PEDAGOGY OF PEACE

- Conflict resolution
- Brain storming
- Problem Solving Model
- Activity Performance

UNIT V : STRATEGIES FOR PEACE

- Emotional integration : Rapproachment, story telling, narration of scenario with zest
- Understanding background : Survey, action researches
- Violence in School, home and society
- Negotiation Persuasion, rapproachment, co-existence.

c) PRACTICUM ; Any one of the following :

(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units).

1 Preparation of a report on school programmes for promoting of peace.
2 Case study of a child suffering from bad habit.
3 Observation of classroom situation and identification of factors promoting peace.
4 Identification of situations where conflict resolution has been successfully practiced.
5 List out the resources for effective implementation of Peace Education programme.

d) REFERENCES

1 Delors, Jackques (1996). Learning the Treasure within. Report of International Commission on Education for the 21st century. Paris : London.
2 Dhan, H. (2000). Teaching Human Rights. A Handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal.
3 Galtung, J and Ikeda, D. (1995). Choose Peace. London : Pluto Press.
4 Government of India (1948-49). Report of the University Education Commission, New Delhi, Ministry of Education.
5 Government of India (1966). Report of the Education Commission 1964-66 on educational National Development, New Delhi, Ministry of Education.
6 Government of India (1986). Report of the National Policy on Education (1986), New Delhi, Ministry of Human Resource Development.
7 Government of India, (1993) Learning without Burden , New Delhi : Ministry of Human Resource Development, Department of Education, Govt. of India.
8 Government ofIndia (1952-53). Report of the secondary Education Commission, New Delhi, Ministry of Education

9 Handa, M.L. (1983), Manifesto for Peaceful World Order : A Gandhian Perspective Gandhi Bhavan Unit of Delhi, Delhi.
10 Harris, Ian, M. (1988); Education for Peace. MC Farland and Company, London
11 Kali for Women (2003) Terror Counter terror, New Delhi-16
12 Pandey, S. (2004) Education for peace Self Instructional Package for Teacher Educators

B.ED.(SECONDARY) SECOND YEAR
PAPER IV (B-2) - OPTIONAL CLUSTER
(B): POPULATION EDUCATION

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- Develop understanding of population concepts and reconceptualisation of population education.
- Analyse the role of population in development.
- Develop instructional material and evaluate performance
- Understand population issues in India in the world perspective.
- Understand Adolescence Education and its importance in schools.

b) Course content

UNIT I: POPULATION EDUCATION

Meaning and definition, scope, need and importance of population education, role and purpose of population education as an integral part of education.

UNIT II : POPULATION OF INDIA IN A WORLD PERSPECTIVE

Structure and dynamic trends of Indian population, National health and population policy, over population, under population, Growth distribution and density of population with demographic data of India in world perspective.

UNIT III : TEACHER OF POPULATION EDUCATION AND EDUCATIONAL ACTIVITIES

Preparation qualities, role of teacher, educational activities for population education and their organization, extension lectures, debates, survey, camps, exhibitions, dramas, meeting with parents, preparation of teaching aids.

UNIT IV : EMERGENCE OF POPULATION EDUCATION

Action taken for population educational (Historical Background). Introduction of population education in schools, colleges and teacher

education Institutions.

Role of different Agencies and organizations : Home, school, community, Govt. (Policy and programmes, Voluntary Agencies, mass media).

UNIT V : ADOLESCENCE EDUCATION

- Adolescence Education in schools – concept, objectives, need and problems of Adolescence education.
- Process of Growing map, Physical Growth and development, socio cultural development, gender roles.
- HIV/AIDS : Basic information, its prevention and control, sexually transmitted diseases, Drug abuse, concept and concerns.

Transaction Mode

Panel discussion, Group discussion, Debate, Interview, Lecture cum Discussion, Survey, Poster making, supervised study, symposiumm, seminar, conferences observation and review.

c) PRACTICUM : Any two of the following

(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units).

- Survey of atleast 10 household on population awareness.
- Comparison of small family and large families in respect of quality of life.
- Study of health habits of students in schools.
- Preparation of teaching aids.

d) REFERENCES

1 Agarwal, S.N., Age at Marriage in India, Allahabad, Kital Mahal, 1962

2 Alikhan, M., and N. Ayesha, Status of Rural Women in India, New Delhi, Upal Publishing House, 1982

3 Brembeck, C.S. Ed., New Strategies for Educational Development, East Lansing, Michigan State University Press, 1973.

4 Coroc, N. and T. Dyson, India's Demography: Essays on the Contemporary Population, New Delhi, South Asia Publications, 1984.

5 Desai, P.B. Size and Sex Composition of Population in India, Asia Publications, 1969

6 D'Souza, V.S., Economic Development, Social Structure and Population growth, sage, New Delhi, 1985.

7 Eckholm, Erik, P., Losing Ground : Environmental Stress and World Food prospects, New York, W.W. Norton, 1976.

8 Fraser, Steward E. China : Population Education and People, Canberra Publishing, 1987.

9 Ganguli, B.N., Population and Development, S. Chand and Co.,

10 Gore, M.S., Education and Modernisation in India, Rawat Publishing, Delhi, 1982.

11 Houser, Phillip, M.Ed., World Population and Development : Challenges

and Prospects, New York, Syracuse University Press, 1979

12 Jayasuriya, J.E. Curriculum Innovation through population education, Colombo, Sri Lanka, Associated Educational publishers, 1978.

13 Jayasuriya, J.E., 'Population Change and Educational Development, International Social Science Journal, Paris, UNESCO, Vol. XXVI No.2, 1974

14 Khan, Ansari, Ali, Population Education in Asia – Nature and Scope, paper presented in the Workshop on Development of Mannuals for Field workers, 27 Sept., 1987.

15 Kang, Pat and JohnLandah, teaching Population Concepts, Scatle, Dolphin Enterprises, 1976.

16 Kapadia, K.M., Marriage and family life in India, London Oxford University Pressm 1982.

17 Khan Ansari Ali Family life education- Concept, Goal and scope paper presented in National Seminar on Family life Education in Malaysia, 25th April, 1986

18 Mascarenhas, M.M. Population Education for Quality life Bangalore, family welfare center, 1974.

19 Ministry of Education, Challenge of Education: A policy perspective, MOE, Government of India, August, 1985.

20 Ministry of Human Resource Development, National Policy on Education, Department of Education, MHRD, Government of India, New Delhi, November, 1986.

21 NCERT, Population Education in School Curricula (Social Sciences): A working document , NCERT, New Delhi, 1970

22 National Resource Book on Population Education, NCERT,New Delhi, April, 1991

23 Rennie, J.K. Population Resource and Development: A Guide Book,Gland IUCN, 1988.

24 Siddh, K.K. Family Planning the Reigious Factor, Abhinav Publications, New Delhi, 1974

25 Taylor, Cart E et al., Interactions between Health and Population, Studies in Family Planning, Vol.9 No.4 April, 1976

26 UNESCO Population Education: Innovative strategies and approaches, Report of a Regional Workshop, 23-29 Oct.,1979, New Delhi

B.ED.(SECONDARY) SECOND YEAR

PAPER IV (B-3) - OPTIONAL CLUSTER B: EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Contact Hours	**: 4 periods/week**	**Max. Marks**	**: 100**
Exam. Duration	**: 3 Hours**	**Theory**	**: 75**
		Practicum	**: 25**

OBJECTIVES

On completion of the course the student teacher will be able to:

1 identify the children of special needs.
2 Understand the nature of special needs, their psycho-educational characteristics and functional limitation.
3 Familiarise with assessment and placement procedure for children with special needs.
4 Develop understanding about accommodating special needs in regular classroom.
5 appreciate the education of children with special needs.

b) Course Content

UNIT I: SPECIAL NEEDS AND EDUCATION

- Concept and types of special needs
- Education of Children with special needs and its implication for Universalisation of Elementary Education
- Understanding and respecting diversity
- Trends of education for children with special needs in India.
- Policies, schemes and Legislations about the education of children with special educational needs

UNIT II : NATURE, TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS

psycho-social and educational characteristics. Functional limitations with reference to

- Locomotor Impairment:
- Hearing Impairment:
- Visual Impairment:
- Learning Disability:
- Gifted and disadvabntaged children: ,
- Mental retardation and slow learners

UNIT III : Inclusive Education

- Concept and philosophy of inclusive education
- Teaching competencies required for Inclusive Education
- Role of class teachers and resource teachers in Inclusive Education
- School and Classroom Management for implementing Inclusive Education

- Guidance and Counselling in Inclusive Education
- Specific role of family and community participation
- Support services needed for Inclusive Schools

UNIT IV : Identification and Assessment of children with Special Educational Needs

- Concept and Techniques of Assessment
- Identification and functional assessment of children with special needs
- Implication of Assessment for Instructional Planning and Curriculum

Unit V : Curriculum, Adaptation, Teaching strategies and Evaluation in Inclusive Schools.

- Principles and methods of curriculum adaptation and adjustment to address diversity
- Teaching learning strategies for Children with Special Educational Needs : cooperative learning, peer tutoring, Behaviour Modification, Multisensory approach, perceptual strategy and system approach.
- Individual Educational Programme (IEP) and use of emerging technologies
- Adaptation in Evaluation Procedures.

c) Practicum : Any one of the following

(Suggested practicum, but more activities can be take up by the teacher based on any topic from above units).

1 Preparation of a report on importance of education for children with special needs.
2 Case study of children with special needs in school situation.
3 Observation of classroom situation and identification of special needs
4 Identification of gifted/creative/slow learner/children with learning disability using standardized tests.
5 Preparation of a teaching plan for accommodating special needs (any one type) in regular classroom.
6 List out the resources for effective implementation of integration programme with reference to any one category of special needs.

Apart from the above, Similar activities from the five units will be identified and given.

d) REFERENCES:

1 Montgomary, D. (1990) Special need in ordinary schools : Children with learning difficulties, Cassel Educational Limited, London.
2 Ainscow, M. (1990) Special needs in the classroom : A teacher education resource pack, UNESCO.
3 Hallahan and Kauffman J.M. (1984)Excetional Children, Prentice Hall
4 Haring, N.G. (1986) Exceptional children and youth. Ohio : Columbus Charles E Merril Publishing Co. A Bell and Howell Co.
5 Hegarty S. and Mithu Alur (2002) Education and Children with special

Needs Sage Publication India Pvt. Ltd., New Delhi
6 UNESCO (1994) The Salmanca Statement and Framework for Action on Special Needs Education Paris, UNESCO
7 The Persons with Disability Act (1995) Ministry of Law, Justice and Company, Affairs, Govt. of India, New Delhi, Chapter V
8 Chadha, Anupriya (1999) A Handbook for Primary School Teachers of Children with Learning Disabilities. Educational Consultant of India Limited, New Delhi
9 Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A practical Approach for Teachers New Delhi, Kanishka Publishers Distributors.
10 Loreman, Tim; Deppeler J. and Harvey D. (2005) Inclusive Education – A Practical Guide to supporting Diversity in the class. London: Rout ledge falmer.
11 Nind, M.; Rix, J.; Sheehy, R. and Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education Values and Practice London; Routledge Folmer.

B.ED.(SECONDARY) SECOND YEAR

PAPER V - CONTENT–CUM-METHODOLOGY OF TEACHING ENGLISH

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) Objectives

On completion of the course, the student teacher will be able to :

- acquire a knowledge about the role, status, objectives and problems of teaching English as a second language in India
- enrich the knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them
- improvise and use appropriate aids for teaching English
- know, compare and analyse various methods and approaches of teaching English as a second language
- plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different State Boards of Secondary Education in the Northern Region
- use various techniques for the evaluation of learner's achievement in English
- identify and analyse errors and plan and execute remedial instruction

a) Course content

UNIT-I

- Techniques of teaching vocabulary

- Using a dictionary
- Word formation
- Audio-visual aids
  Models, charts, pictures, flash cards, blackboard , flannel board, overhead projector, radio, T.V. and tape recorder
- Language Laboratory— its set up, uses and limitations

UNIT-II

- Mechanism and organs of speech
- Vowels and consonants
- Word and sentence stress
- Strong and weak forms
- Intonation
- Phonetic transcription of words
- Conversation in English including polite expressions
- Listening comprehension

UNIT-III

- Qualities of good handwriting
- The way of improving handwriting
- Linking and cohesive devices
- Reordering of sentences
- Describing persons, places and objects
- Describing events
- Summarizing and elaborating
- Note-taking ,notices, telegrams and advertisement
- Formal and informal letters
- Writing applications
- Writing of dialogues

UNIT-IV

- Textbook— its characteristics and utility
- Supplementary reading material
- Teacher's Handbook
- Workbook
- Characteristics of a good textbook, analysis and evaluation of a textbook
- Co-curricular activities and their organization

UNIT-V

- Evaluation —its concept and meaning
- The concept of continuous comprehensive evaluation
- Criteria of a good language test
- Error analysis and remedial teaching
- Various types of language tests
- Framing of test items in :

○ Listening comprehension

- Vocabulary
- Grammar
- Reading comprehension
- Speech skills
- Written expression

Transaction Mode

The approach to be followed is the Eclectic Approach . It includes questioning, Lecture-cum-discussion, Demonstrations, Communicative activities, Situational teaching and Learning by Doing. The emphasis will be on learner- centred teaching.

c) Practicum : Any two of the following

1 Observation and recording of practical difficulties in the teaching of English at upper primary and secondary levels
2 Framing suitable exercises on a given topic /passage
3 Describing places after visiting them
4 Preparing a small dictionary of the difficult words used in the upper primary and secondary textbooks
5 Preparing different teaching aids
6 Analysing errors committed by secondary students
7 Development of language games
8 Action Research on different problems of teaching English in India
9 Analysis of textbooks
10 Analysis of syllabus

d) REFERENCES

1. A University Grammar of English: R Quirk and S Greenbaum (Longman)
2. A Practical English Grammar (O.U.P.) : A. J. Thomson and A V Martinet
3. Intermediate English Grammar (C.U.P.) : Raymond Murphy
4. A Training Course for TEFL (ELBS/OUP) : Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler
5. Developing Reading Skills (C.U.P.) :Francoise Grellet
6. English Vocabulary in Use (C.U.P.) Michael Mc-Carthy,Felicity O'Dell
7. The Techniques of Language Teaching (Longman) :F.L. Billows
8. Teaching Foreign Language Skills (University of Chicago Press): Wilga Rivers
9. Introduction to English Language Teaching (Longman): John Haycraft
10. Teaching Writing Skills (Longman): Donn Bryne
11. Language Teaching Games and Contests (O.U.P.): W.R.Lee
12. Visual Materials for the Language Teacher (Longman): John Haycraft
13. Teaching Writing as Communication (O.U.P.) : H.G. Widdowson
14. In Introduction to the Pronunciation of English (Edward Arnold): A C Gimson
15. Better English Pronunciation (C.U.P.) J.D.O'Connor

16. Problems and Principles in English Teaching (Pergamon): C J Brumfit
17. The Communicative Approach to Language Teaching (O.U.P.): C J Brumfit and K Johnson
18. Teaching English through English (A Course in Classroom Language and Techniques) (ELBS) : Jane Willis
19. Approaches and Methods in Language Teaching (C.U.P.) : Richards and Rodgers
20. The Oxford Advanced Learner's Dictionary of Current English (O.U.P.) AS Hornby.

B.ED.(SECONDARY) SECOND YEAR

PAPER V - CONTENT CUM METHODOLOGY OF TEACHING HINDI

Contact Hours : 4 periods/week | **Max. Marks : 100**
Exam. Duration : 3 Hours | **Theory : 75**
Practicum : 25

mn~n'; &

if'k{k.kkFkh

1 भाषा के मौखिक एवं लिखित सौन्दर्य के कारक तत्वों यथा – छंद, अलंकार, लोकोक्ति – मुहावरे तथा उनके उपादानों का अध्ययन – विभलेशण कर सकें, तथा छात्रों में भाशा सौन्दर्याभिरूचि के विकास के उपाय कर सकेंगे।

2 छात्रों की भाशा सीखने वि ायक कठिनाइयों एवं समस्याओं की पहचान कर सके एवं उनके निदान के उपाय खोज सकेंगे ।

3 हिंदी भाशा एवं साहित्य के विकास एवं उनकी प्रवृत्तियों से परिचित होकर भाशा के ऐतिहासिक –सांस्कृतिक स्वरूप का प्रसंगानुकूल कक्षा ि ाक्षण में उपयोग कर छात्रों की सौन्दर्य दृश्टि के उन्नयन तथा व्यक्तित्व के रचनात्मक विकास में सहायक हो सकेंगे ।

4 अहिन्दी भाशा – भाशी छात्रों को हिन्दी भाशा सिखाने के उद्देभय तथा उसकी भिाक्षण विधियों का प्रयोग कुभालतापूर्वक कर सकेंगे ।

iFke bdkbZ

(अ) हिंदी का उद्भव और विकास (संस्कृत से लेकर आज तक)

1 हिंदी और उसका स्वरूप

2 व्याकरण पद – विचार

क भाब्द और पद, पद भेद (संज्ञा,सर्वनाम,विभोशण,क्रिया और अव्यय)

ख पद परिचय

3 छंद और अंलकारों का सामान्य परिचय

छंद – मात्रिक और वार्णिक (दोहा, चौपाई, सोरठा, कवित्त, सवैया, घनाक्षरी

आदि)

अलंकार – भाब्दालंकार (अनुप्रास, यमक, भलेश)

अर्थालंकार – (उपमा, रूपक, उत्प्रेक्षा, अन्योक्ति, अतिभयोक्ति)

f}rh; bdkbZ &0;kdj.k f'k{k.k dh fof/k;k &

1 आगमन और निगमन विधियों में अंतर और उनका कक्षा भिाक्षण में उपयोग

2 व्याकरण छंद तथा अलंकार भिाक्षण की पाठ योजनाओं के प्रारूप

r`rh; bdkbZ

1 हिंदी साहित्य के इतिहास का संक्षिप्त परिचय,काल विभाजन एवं प्रत्येक काल की प्रमुख विभोशताएं।

2 आधुनिक हिन्दी गद्य के विकास का परिचय, निबंध, कहानी, नाटक, उपन्यास तथा अन्य विधाएँ ।

3 हिन्दी साहित्य की समकालीन प्रवृत्तियां, स्वातंत्रयोत्तर नई कविता, नई कहानी, उपन्यास और नाटक

prFkd bdkbZ

हिंदी भाशा भिाक्षण में मूल्यांकन –

(क) मौखिक और लिखित मूल्यांकन

(ख) भाशिक कौभालों को जांचने के मौखिक एवं लिखित प्रभनों के स्वरूप और अभ्यास

(ग) वस्तुनिश्ठ, लघुत्तर, निबंधात्मक प्रभनों का हिन्दी भा ाा भिाक्षण में महत्व और उपयोग । सभी प्रकार के प्रभनों का अभ्यास

(घ) भा ाा के मूल्यांकन में प्रभन पत्रों का आधार तथा उनके स्वरूप का विभलेशण।

(ड) भा ाा के मूल्यांकन में प्रभन पत्रों का स्वरूप तथा उनके निर्माण के प्रमुख सिद्धांत, वि ाय वस्तु , अर्थग्रहण, भाशाभिव्यक्ति कुभालता, विचारात्मकता तथा सर्जनात्मकता के मूल्यांकन के लिए अंको तथा प्रभनों का समुचित आनुपातिक विभाजन ।

ipe bdkbZ

1 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम और उसका आलोचनात्मक अध्ययन। हिन्दी भाशा का अन्य पाठ्य वि ायों से सहसम्बंध तथा आदर्भा हिन्दी भिाक्षक के अनिवार्य गुण

2 हिन्दी भिाक्षण में दृश्य और श्रव्य सामग्री की भूमिका और उसका स्वरूप

3 हिन्दी भा ाा भिाक्षण में पाठ्य सहगामी क्रियाओं का स्वरूप और भाशाभिव्यक्ति के विकास में उनका महत्व और योगदान

4 भाशा की पाठ्य पुस्तक की विशे ाताएं पाठ्य पुस्तक का भाांति भिाक्षा और पर्यावरण भिाक्षा के दृश्टिकोण से विभलेशण

v/;kiu fof/k;k

व्याख्यान के साथ साथ परिचर्चा , छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा भिक्षण ।

द्वितीय व र्ा के सत्र संबंधी मूल्यांकन हेतु अंक :25

fun'k lq>koर &

आंतरिक मूल्यांकन हेतु निम्नलिखित कुछ कार्य सुझाये गये हैं । इन्हीं को आधार बनाकर उनमें समय समय पर आवभयकतानुसार परिवर्तन और सुधार किया जा सकता है तथा नई समस्याओं और नई चुनौतियों को ध्यान में रखकर अन्य नये नये कार्य और प्रायोजनाएं आदि पर विचार किया जा सकता है। इतना ध्यान अवभय रखें कि हर वर्श एक ही तरह के कार्य न दें। इन्हें बदलते रहे ।

l& i;kxkRed % निम्नलिखित में से केवल दो

1 पत्र पत्रिकाओं में प्रकाभित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन विभलेशण और उनकी भौक्षणिक समीक्षा ।

2 आसपास के क्षेत्र के किसी विशि ट समुदाय के लोगों का भा ाा सर्वेक्षण और उनकी भाब्दावली का अध्ययन।

3 रचनात्मक रूप से प्रतिभा सम्पन्न छात्रों के विकास के लिए वर्श भर में कक्षा ि ाक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट

n& lanHkZ iqLrdsa &

1 भार्मा, भिव कुमार, हिन्दी साहित्य युग और प्रवृत्तियां: दिल्ली, अभोक प्रकाभान

2 भार्मा, राजनाथ, साहित्यिक निबंध : आगरा,विनोद पुस्तक मंदिर,

3 सक्सेना द्वारिका प्रसाद 2000 भाशा विज्ञान के सिद्धांत और हिन्दी भाशा मेरठ, मीनाक्षी प्रकाभान

4 जीत भाई योगेन्द्र 1994, हिन्दी भाशा भिक्षण , आगरा, विनोद पुस्तक मंदिर

5 ओझा, मांधाता, हिंदी समस्या नाटक :, दिल्ली, नेभानल पब्लिभिांग हाउस,

B.ED.(SECONDARY) SECOND YEAR

PAPER V - CONTENT CUM METHODOLOGY OF TEACHING URDU

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) Objectives :

On completion of the course the student teacher will be able to :

- understand the nature and mechanics of language.
- identify the components of the four language skills and acquire the same.

- develop acquaintance with approaches and methods of teaching.
- organize different co curricular activities and appreciate their values.
- analyse the syllabus and textbooks.
- plan and teach lessons in Urdu Prose, poetry, drama, grammar and composition.

b) Course Content

UNIT-I

- Organs of speech
- Standard sounds of Urdu : vowels and consonants
- Huroof –e- Shamsi and Qamari
- Stress and intonation
- Improvement in pronunciation

Unit II

- Urdu words, kinds of words- articulate and inarticulate
- Division of articulate words – Prefix, suffix, compound words, synonyms and antonyms.
- Idioms and proverbs
- Strategies for teaching vocabulary
- Using a dictionary

Unit III

A brief history of Literature :

- Main literary movements of Urdu language and literature : Aligarh Movement

Progressive Movement

- Main schools of Urdu poetry :
  Dabistan-e- Lucknow
  Dabistan-e-Delhi
  Various forms of Urdu literature
  Prose- Dastan- Novel- Afsana, Drama, Inshaia
  Poetry- Ghazal, Nazm,Qasida, Marsia and Masnavi

Unit IV

Textbook- Its characteristics and utility

- Supplementary reader, work book and teacher's handbook
- Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective
- A study of the Urdu syllabi at upper primary and secondary level.
- Selection and gradation of textual material
- Co-curricular activities and their organization

Unit V

- Evaluation- Its concept and meaning
- The qualities of a good language test
- Different types of tests : Essay type, short answer and objective type

test

- Error analysis and remedial teaching.

c) Practicum : Any two of the following

1. Identification and correction of common errors in pronunciation
2. Analysis of common errors in writing
3. Compilation of poems suitable for the students of class IX and X
4. Preparing a small dictionary of the difficult words used in the upper primary and secondary textbooks.
5. A survey of methods of teaching Urdu being used in classrooms.
6. Abstracting and review of articles published in Urdu Journals

d) References

1. Urdu Zanban Ki Tadrees : Moinuddin 3rd Edition, National Council for Promotion of Urdu Language, West Block, R.K. Puram, New Delhi
2. Hum Urdu Kaise Parhayen : Moinuddin
3. Urdu Imla : Rasheed Hasan Khan
4. Tadrees-e-Zaban-e-Urdu: Inmaullah Khan Sherwani, 1989
5. Isnaf-e-Urdu : Khaliq Anjuman Tarqqi Urdu (Hind) New Delhi
6. Urdu sarf-o-Nahaw: Iqtidar Hussain Khan, NCPUL, West Block, RK Puram,New Delhi
7. Usool-e-Taleem aur Amal-e-Taleem by Khalilur Rahman Saifi Premi, NCPUL, West Block, RK Puram,New Delhi
8. Qawaid-e-Urdu: Maulvi Abdul Haq Anjuman Taraqqi Urdu (Hind) New Delhi
9. Dars-e-Balaghat: Taraqqi Urdu Beuro
10. Sehat-e-Alfaz: Anjuman Taraqqui Urdu
14. Urdu Kaise Parhaen : Saleem Abdullah, Educational Book House, Aligarh 2004
15. Tareekh-e-Zagab Urdu : Dr. Masood Hussain Khan, 12 edition 2002, Educational Book House, Aligarh
16. Urdu Kaise Likhen : Rasheed Hasan Khan, Maktaba, Jamia Limited, Jamia Nagar,New Dehi
17. Ibarat Kaise Likhen : Rasheed Hasan Khan -do-
18. Insha aur Talaffuz : Rasheed Hasan Khan -do-
19. Aam Lisaniat- Prof.Gianchand Jain, NCPUL, New Delhi
20. Ghazal au Ghazal ki Taleem. Akhtar Ansari 2nd edition National Council for Promotion of Urdu Languate, West Block, R.K.Puram, New Delhi

B.ED.(SECONDARY) SECOND YEAR

PAPER V/VI - CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCE I

(HISTORY AND CIVICS)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) Objectives :

On completion of the course the student teacher will be able to:

- understand the concept, nature and scope of Social Science (History and Civics)
- understand the aims and objectives of teaching History and Civics
- apply appropriate methods and techniques of teaching History and Civics
- develop competencies in teaching History and Civics at Secondary stage
- acquire knowledge of various evaluation procedures and to devise effective evaluation tools.
- use different instructional materials for effective teaching of History and Civics.
- get acquainted with principles and methods of curriculum construction.

UNIT I : AIDS FOR TEACHING HISTORY AND CIVICS.

- Using instructional materials : Textbooks, Supplementary materials, workbook, Teachers handbook, self learning materials, reference materials, advanced books on History and Civics.
- Selecting and using teaching aids : Chalkboard, objects and specimens, Histrionics, models, graphs, charts,maps, pictures, slides, films, filmstrips, audio visual aids, projected aids : slide projectors, film projector, overhead projector, epidiascope.

UNIT II : TOWARDS A NEW WORLD ORDER :

- The First World War : Causes and Consequences
- The World between two Wars : Fascism in Italy and Germany
- Emegence of USA, Soviet Union and Japan
- Nationalist Movement in Asia and Africa
- The Second World War and its consequences : setting up of U.N.O., Emergence of Independent nations.
- The Cold War and Military Blocks, Chinese Revolution, Non Alignment movement
- Indian society in the Eighteenth Century
- Colonization of the country, impact of colonial rule on Indian society, Economy and culture, Social religious movements

- India's struggle for independence : From the revolt of 1857 to Partition. Post independence developments

Unit III

a) Heritage of India

- The land and people, Art and Architecture
- The development of painting, Language and Literature, Music and Dance.

b) Civics

- Indian Constitution : Fundamental Rights and Duties
- Government at the State and Central level.
- India as a Nation : Indian Democracy at work
- Challenges before the country , India and World Peace
- Human rights and Education

Unit IV

Curriculum in History and Civics

- Place of History and Civics in secondary school curriculum
- Approaches to curriculum organization: chronological concentric, topical, correlational, patch method, integrated discipline approach, inquiry, conceptual curriculum design.
- Teacher and curriculum Planning, hidden curriculum Evaluation of curriculum, Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective, Gender bias in secondary social science curriculum.

Unit V

a) Social Science teacher –

- Position of Social Science teacher
- Qualities of Social Science teacher
- Professional development of Social Science teacher

b) Co-curricular activities

- Principles of organizing co-curricular activities
- Formation and management of social science club
- Organising Seminar, Debates, Quiz, Exhibition, Competitions, wall Magazine Manuscript Magazine.
- Using community resources
- Organising field trip
- Social Science room

Transaction Mode

Lecture-cum-discussion, Brain storming, Field trip, concept mapping, concept structuring , Discussion, Activity mode, Project etc.

c) Practicum : Any two of the following

1. Preparation of teaching aids including slides and transparency.
2. Action research

3. Study of gender bias in history and Civics textbooks
4. Study of Human rights violation in the country based on news paper report.
5. Debate on current relevant issues or topics
6. Visit to a site of historical importance and preparation of report
7. Organising historical and biographical film shows.
8. Critical study of different aspects of schooling like school management, control of pupils, classroom interaction, assessment etc.
9. Wall magazine/Manuscript magazine.

d) REFERENCES:

1. The Teaching of History : Gunning D.
2. Teaching of History : Agarwal, J.C.
3. Teaching of History : Kochhar, S.K.
4. Effective Teaching of History in India, Chaudhary, K.P.
5. The Teaching of History in Elementary and Secondary Schools: Johnson, H.
6. Teaching History in Secondary School : NCERT, New Delhi
7. The curriculum for the ten year school : NCERT, New Delhi
8. Handbook of History Teachers: NCERT, New Delhi
9. Teaching of Civics in India : Harlikar
10. Education for Democrative Citizenship : Crary Ryland W
11. Social Studies for Children in Democracy : Michael J.V.
12. Teaching History and Civics : Brune, H.E.
13. Nagrik Shastra ke Shikshan : Tyagi,G.S.C.
14. World History : Bhargava, V.S.
15. The Wonder that was India : Basham, A.L.
16. What is History : Carr, E.H.
17. The idea of History : Collingwood R.G.
18. Historians' craft : Mare Block
19. India through the Ages : Sarkar, J.N.
20. Advanced History of India : Mazumdar, Chaudhary and Datta
21. Learning How to learn : Novak and Gowin
22. A Source Book of Interactive Methods for Teaching with Texts : Hayes, D.A.
23. Sexism in Secondary Curriculum, Jaini Whyld (Ed.)
24. Sexism in Indian Education :The lies we tell our children: Kalia, N.N.
25. Powers and Ideology in Education: Karabel, J and Halsey,A/.
26. Prescribed text books of History and Civics for IX classes.
27. भारत का राश्ट्रीय आंदोलन एवं स्वतंत्रता संघर्श प्रथम व द्वितीय (1857–1947) अर्जुन पब्लि., दिल्ली 2003 पृ. 308 एवं 381

B.ED.(SECONDARY) SECOND YEAR

PAPER VI CONTENT CUM METHODOLOGY OF TEACHING SOCIAL SCIENCE I I

(GEOGRAPHY AND ECONOMICS)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

a) Objectives :

On completion of the course the student teacher will be able to:

- get acquainted with appropriate methodology as applicable to social sciences.
- prepare unit plan and lesson plan.
- develop the skills in preparing and using of instructional aids.
- critically evaluate the existing school syllabus and textbooks.
- develop understanding of man and environment relationship.
- understand core relationship between human occupation, natural resources and national regions of India.
- acquire skill in teaching social sciences.
- describe the importance of economic planning and factors affecting the economic development of India.
- analyse the problems faced by Indian Economy.

b) Course content

Unit I- Instructional materials

- Types of instructional material- Textbooks, supplementary materials- Workbooks, Teachers handbook, self learning materials. Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective
- General reference materials, reference book and Journals on Geography and Economics.
- Teaching aids – Role of teaching aids in teaching Social sciences.
- Types of teaching aids – important aids for teaching Geography and Economics. Globe, Maps, Chalkboards, Objects and specimens, Models, Graphs, Charts, Pictures, Sketches, Slides, Films, Radio, TV, Newspapers, etc.

Unit II - Geography of India

- Location and situation – Size, shape, relief and physiographic division of India.
- Climate – Factors affecting Indian climate system, characteristics of

monsoon system.

- Natural Vegetation – Distribution of different types of natural vegetation in India.
- Land and Soil – Types and distribution of major soils in India.
- Resources – Types of resources, Mineral and Power, water and agriculture resources, Distribution of different resources in India.
- Human resources – Factors of population growth, distribution of population, problems arising by uneven distribution of population in India.

Unit III- Economic Development and planning

- Economic development – meaning, factors, role of Agriculture, Industry and Foreign Trade in economic development.
- States role in promoting economic development, Fiscal policy, Monitory policy, public distribution system (PDS) and Rationing, meaning and their importance.
- Economic and social infrastructure – Importance of Education, Health and family welfare, Housing, Transport, Power, Irrigation, Banking and other institution of Indian Economy.
- Economic planning – meaning, needs, objectives and role of planning Commission.
- Problems of Indian economy – Major factors of controlling population explosion, Poverty and Unemployment.

Unit IV- Curriculum designing :

- Principles of curriculum construction, Approaches to curriculum organization (Unit, Concentric and Topical approach).
- Content and syllabus of Geography and Economics for secondary level.
- Evaluating Geography and Economics curriculum, place of these in school curriculum.
- Textbook Analysis – A critical study of the syllabi of upper primary and secondary level Social Science textbook.
- Role of Teacher in curriculum development.

Unit V - Social Science teacher and its qualities

- Position, qualities and professional growth of Social science teacher.
- Principles of organizing co-curricular activities. Role of Social Science teacher in formation of clubs and organizing different activities such as debate, essay writing, quiz competition, exhibition, fair, wall magazine etc.
- Using community resources
- Organising field trips. Role of Social Science teacher in it.

Transaction Mode:

Lecture, discussion, illustration, observation, demonstration, illustrate questioning, case study, inquiry etc.

c) Practicum : Any two of the following

1 Critical study of syllabus
2 Preparation of instructional aids
3 Geonomic survey
4 Excursion of any Geographical region.

d) REFERENCES:

1 flg clr % Hkkjr dk Hkkfrd] vkfFkd ,oa {ks=h; Hkxky
2 Verma, O.P. : Teaching of Geography
3 Shaida, B.D. : Teaching of Social Studies
4 Rao, M.S. Teaching of Geography
5 Teaching of Geography: O. P. Verma
6 Teaching of Social Stdies (Hindi) B.D. Shaida

B.ED.(SECONDARY) SECOND YEAR

PAPER V - CONTENT-CUM-METHODOLOGY OF TEACHING SCIENCE I

(FOR PHYSICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Objectives.

On completion of the course the student teacher will be able to:

- understand the nature and structure of science.
- understand the aims and general objectives of teaching science at secondary level.
- apply the principles of learning processes in the teaching of science.
- teach a topic in science effectively by adopting appropriate teaching strategy.
- construct test items to measure objectives belonging to various cognitive levels.
- identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- use effectively the teaching aids in teaching science.

Note: The whole syllabus is divided into five units: two units containing biological aspects, one unit containing physical aspect (i.e. Physics and

Chemistry) and two units on pedagogical aspects. Questions would be set from each unit with equal weightage. Only internal choice would be given. No question would be set based on pure content. Every question related to content must carry integrated pedagogical aspect.

Unit I

Trends in curriculum development: Strategy and principles of curriculum development for the secondary level, Salient features of PSSC, Nuffield and HPP projects, BSCS project, Common characterisics of science curricular projects and their shortcomings, science curriculum in India, Salient features of NCF – 2005. Basic criteria of validity of a science curriculum in the light of NCF – 2005, A critical study of syllabus of IX and X classes.

Unit – II:

Strengthening science education: Organisation of practicals in laboratory, use of science kits, investigatory project, field trips, science clubs, science fairs changing nature of science, relationship between science and other subjects, integrated science, development of scientific temper and values through science education, salient features of constructivist approach, concept mapping and its use in teaching, Co-operative learning.

Unit III

Energy : Sources of energy: Sun, fuel, thermal, chemical, electrical, nuclear, food intake etc., transformation of energy from one form to another, energy crisis, Alternative sources of energy.

Charge, electrostatic force, quantization of charge, capacitance, potential and potential difference, Ohm's law, series and parallel connections of resistances and capacitances, electric power, magnetic effect, heating effect of current. Faraday's law of induction Lenz Law, motor and generators, Oscillations and waves, periodic and non-periodic motion, sound as wave motion. Longitudinal and transverse waves $V = n \lambda$.

(b) Introduction to Chemical reactions, type of chemical reactions – combination, decomposition, displacement reactions by performing actual classroom activities related to these reactions. Endothermic and exothermic reactions, Concept of oxidation, reduction, redox reactions by demonstrating different redox reactions in the class. Concept of rate of reaction, factors affecting the rate effect of

i. Concentration
ii. Temperature
iii. Pressure and

iv. Catalyst.

Unit IV

Nutrition:

Modes of nutrition, nutrition of Amodeba, Grasshopper, Human digestive system.

Respiration in animals: Respiration through skin, gills, air tubules and lungs, Respiratory organs in human beings.

Transportation: Circulatory, and Excretory system of Human.

Control and coordination in animals.

Reproduction: Types of reproduction, (Asexual, fission, budding, regeneration)

Unit V

Photosynthesis (Main steps), Factors affecting the process of photosynthesis, Respiration in plants both aerobic and anaerobic. Transportation I plants. growth and differentiation in plants. Reproduction: asexual, sexual and vegetative types, pollination, fertilization and phenomenon of parthenogenesis. Heredity and variation, chromosome structure; Elementary idea of structure of DNA, Genes, and Sex-determination.

Transaction mode: Demonstration, Lecture, Project and assignment.

Practicum: Any two of the following

1. Any three of the following with a detailed report

a. Measurement using following instruments: meter scale, vernier calipers, screw gauge, thermometer, ammeter, voltmeter.
b. Salivary amylase activity.
c. Production of spectrum using prism.
d. Image formation by convex and concave lens.
e. Differential transpiration from two sides of a leaf.
f. Plasmolysis and deplasmolysis.
g. Stomatal movement 0 opening and closing.
h. Absorption and uptake of water through xylem.
i. Pollen germination.
j. Preparation of cheek smear.
k. Preparation of onion root tip squash for study of mitosis.

2. Preparation of teaching aids: Charts, models, OHP transparencies etc. Preparation of ball and stick models of CH, C_2H_5, C_2H_4, C_2H_2, NH_3, H_2O CO_2.
3. Maintenance of science laboratory equipments:.
4. Maintenance of Museum, herbarium or aquarium
5. Use of first aid in the Science laboratory and awareness of safety rules.

6. Organisation of science club and hobby club – preparation of report.

Note: Demonstration by the teacher and observation by the students on a predesigned questionnaire of the following:

a) Magnetic effect of current
b) Defects of eye and its correction
c) Spectrum
a) Convection current
b) Coupled oscillation
c) Exothermic and endotherimic reactions
d) Evolution and oxygen in photosynthesis
e) Evolution of heat and CO2 in respiration
f) Identification of pests
g) Diffusion and osmosis
h) Dissection of vertebrate and invertebrate and exposure of different systems.
i) Preparation of blood film
j) Types of chemical reactions (combination/decomposition reaction)
k) Preparation of gases like H_2, O_2, NH_3, Cl_2 and CO_2

2. **Activities to be conducted by the students**

a. Measurement using following instruments: meter scale, vernier calipers, screw gauge, thermometer, ammeter, voltmeter.
b. Salivary amylase activity.
c. Production spectrum using prism.
d. Image formation by convex and concave lens.
e. Differential transpiration from two sides of a leaf.
f. Plasmolysis and deplasmolysis.
g. Stomatal movement – its opening and closing.
h. Absorption and uptake of water through xylem.
i. Pollen germination
j. Preparation of cheek smear.
k. Preparation of onion root tip squash for study of mitosis.
l. Reaction between Zn + $CuSO_4$ (aq.), Fe + $CuSO_4$
1. Preparation of teaching AIDS: charts, models, OHP transparencies etc.Preparation of ball and stick models of CH_4, C_2H_5, C_2H_4, $C2H_2$, NH_3, H_2O, CO_2
2. Maintenance of science laboratory equipment.

a) Museum, herbarium and aquarium
b) Preparation of solutions and laboratory reagents
c) Use of first aid and awareness of safety rules
d) Organisation of science club and hobby club

e) Organisation of science exhibition

REFERENCES

1. Lewis, J. Teaching of school physics, Penguin Book, UNESCO, 1972.
1. Anderson, Hans O and Koutnik, Paul G., Towads More effective science instruction in secondary education. The Macmillan Co., New York and Courier MacMillan, London, 1972.
2. Clark, Lenoard H. and Strr irving S., Secondary School teaching method
4. MacMillan Publishing Co., New York & Courier MacMillan London.
5. Das, RC. Et a. Curriculum and Evaluation National Council of Educational, Research And Training, New Delhi, 1984.
6. Novak, J.D. and Gowin, D.B. Learning how to learn Cambridge University Press, Cambridge.
7. Driver, R. The pupil as scientist? Open University Press, Buckingham, 1983.
8. Saxena, A.B. Vigyan Shikshan Ka Ayonjan Har Prasad Bhargava & Sons, Agra, 1988.
9. Verma H.C. Concepts of physics Vol. I & II Bharti Bhawan, Patna.
10. NCERT Publications: Chemistry for class XI and XII (Two volumes each)
11. Physics for class XI and XII (Two volumes each)
12. Biology for Class XI and XII (Two volumes each).

B.ED. (SECONDARY) SECOND YEAR

PAPER VI - CONTENT-CUM-METHODOLOGY OF TEACHING MATHEMATICS

(FOR PHYSICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Note : Ten questions will be set in all, two from each unit. Candidates have to answer 5. Questions taking one question from each unit. Questions in unit I and II will test Methodological aspects through the content areas.

Objectives

On completion of the course the student teacher will be able to:

- provide content enrichment for better understanding of Mathematics.
- be conversant with the nature, values, structure and scope of Mathematics.
- appreciate the historical perspective and contribution of Indian Mathematicians in the development of mathematics.

- understand the various strategies of curriculum development and evaluate the existing curriculum.
- understand the principles, processes relationships and to design appropriate strategies for teaching them.
- understand developments, innovations in Mathematics at the National and International level.
- develop competencies in designing appropriate diagnostic and remedial tests, discovery modules and undertake action research in the school.
- appreciate relationship, to generalize, to analyse and to Reason out.

Unit I Content Enrichment in the following areas of Mathematics.

I. Mensuration: Volume and surface Area of cube, cone, cylinder, sphere.
II. Linear Equations of one and two variables.
III. Rational Expressions.
IV. Quadratic Equations.
V. Statistics: Mean, Mode and Median, Mortality tables, cost of living index and price index.

Unit II Teaching of different topics of Mathematics.

a) Teaching of Arithmetic and Algebra: Objectives, Teaching of Percentage, ratio and proportion, Interest, Profit and Loss, Fractions, Factors, Equations.
b) Teaching of Geometry: Objectives, Stages of teaching geometry, Merits and defects of Euddidean Geometry, Development of Axiomatic geometry.

Unit III Nature and History of Mathematics

- Importance of Mathematics in the Secondary School curriculum. History of Mathematics and contribution of Indian Mathematics, Meaning of Mathematicians according to the following schools of thought.

I. Logicists.
II. Intuitionists
III. Formalists

Unit III Nature and History of Mathematics

- Importance of Mathematics in the Secondary School curriculum. History of Mathematics and contribution of Indian Mathematics, Meaning of Mathematicians according to the following schools of thought.

I Logicists.
II Intuitionists
III Formalists

Unit IV

a) Recent Trends in curriculum Development: Strategy and principles of curriculum construction for the secondary level, recent trends in Mathematics curriculum. Critical Evaluation of existing Mathematics

curriculum/Text book at different levels of secondary education. Salient features of NCF-2005. Qualities of a good mathematics text books. Qualities of a good Mathematics teacher.

b) Mathematics Laboratory:

Planning and equipment.

Unit V Mathematical trends in International perspective.

Study of Mathematics Projects

I. Nuffield Mathematics Project (N.M.P)
II. Midland Mathematical Experiment (M.M.E)
III. School Mathematics Project (S.M.P)
IV. School Mathematics Study Group (S.M.S.G)

Practicum: Any two of the following

1. Preparation of Discovery Module of work cards on a Mathematical Topic.
2. Development of a working model on a topic of Mathematics.
3. Critical analysis of CBSE/Any Board Secondary School Syllabus in Mathematics.
4. Development of plan of mathematics room
5. Study of learning difficulties at primary level.

References

1. NCERT , New Delhi : A Text Book of Content-cum-Methodology of Teaching Mathematics.
2. Cooney T.J. and Others : Dynamics of teaching Secondary School Mathematics.
3. Mangal, S.K. : Teaching of Mathematics, Prakash Brothers, Ludhiana.
4. Bhatnagar, A.B. : New Dimensions in the teaching of Mathematics, Modern Publishers, Meerut.
5. Sidhu, K.S. : Teaching of Mathematics Sterling Publications, New Delhi.
6. S.M.S.G. & N.M.P. : Text Books and Teacher's Guides.
7. UNESCO : New Trends in Mathematics Teaching.
8. Mathematical Statistics : J.N.Kapur.
9. Calculus : Shanti Narain.
10. Complex Variable : Shanti Narain.

B.ED.(SECONDARY) SECOND YEAR

PAPER V - CONTENT-CUM-METHODOLOGY OF TEACHING SCIENCE- II

(FOR BIOLOGICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

OBJECTIVES

On completion of the course the student teacher will be able to:

- Gain the knowledge and understand the principles of curriculum and analyse the organization of science content at secondary level.
- Select and use the relevant methods, strategies and approaches in science class and laboratory.
- Develop skills in organizing, using and maintaining the available resources in teaching science.
- Transfer the fundamental experimental skills to the pupils and organize different co-curricular activities related to skills to the pupils.

Note: the whole syllabus is divided into five units: two units containing physics content, one unit containing biological content and two units containing from pedagogical aspects. Questions would be set from each unit with equal weightage. Only internal choice would be given. No question would be set based on pure content. Every question must carry integrated pedagogical aspect.

UNIT I: TRENDS IN CURRICULUM DEVELOPMENT:

Strategy and principles of curriculum development for the secondary level, salient features of pssc, nuffield and hpp projects, bscs project, common characteristics of science curricular projects and their shortcomings, science curriculum in india, a critical study of syllabus of ix and x class. Salient features of ncf-2005

UNIT II

Strengthening science education : organisation of practicals in laboratory, use of science kits, investigatory projects, field trips, science clubs, science fairs, changing nature of science, relationship between science and other subjects, integrated science, development of scientific temper and values through science education, salient features of constructivist approach, concept mapping and its use in teaching, co-operative learning. In the light of ncf-2005 constructivist approach be also followed.

UNIT III

Nutrition: nutrition in amoeba, grass hopper, human digestive system. Respiration in animals.

Circulatory. Lymphatic and excretary system ,

Control and coordination in animals.

Reproduction in animals.

Photosynthesis, factors affecting the process of photosynthesis, respiration in plants (aerobic and anaerobic), transportation in plants (aerobic and anaerobic), transportation in plants. Reproduction: vegetative, asexual and sexual types. Pollination, fertilization and partheno-genesis. Heredity and variations, structure of chromosome, dna and gene. Sex determination.

UNIT IV

ELECTRICITY AND MAGNETISM

Charges, forces between charges, coulomb's law, electric field, potential, electric current, measurement of current and potential difference, ohm's law, resistance, factors effecting resistance, electrical energy, power units, heating and magnetic effect of current field of a current carrying conductors, electromagnetic induction, capacity, inductance, elementary ideas about a.c. And d.c. Motors, series and parallel combination of sources and load, energy and universe. Combustion of fuels, conversion of heat into work, heat engine, external and internal combustion engines, sun as a source of energy absorption of solar energy by earth's atmosphere.

UNIT V

Nuclear energy: basic ideas about nucleus binding energy, nuclear fission and fusion, chain reaction, energy release in fission and fusion, controlled fission and fusion, nuclear reactor and power plants, uncontrolled nuclear fission, atom bomb.

Universe: our universe, galaxies, milky way, constellations, stars, life cycle of stars, sun, solar system, formation of planet and satellites, age of solar system and earth, expanding universe, origin of universe. Big bang theory, organization of earth system, lithosphere earth as a special planet, air composition of atmosphere, role of atmosphere in protection from radiations, space exploration, satellite communication, remote sensing and weather monitors in unit iii, iv and v activity based learning be highlighted as per ncf-2005.

Transaction mode: lecture, demonstration, experimentation, discussion, problem solving etc.

Practicum: any two of the following

1. A project on collection of information regarding natural resources in the neighbourhood and the ways they are exploited.
2. Projects on population studies of plant and animal species in different eco-system like ponds, grass land, forests and gardens.
3. Demonstration of (i) magnetic effects of current (ii) laws of induction (iii) interaction between a magnet and current (iv) force between two currents.
4. Determination of given resistance and specific resistance of a material using wheat stone bridge and post office box.
5. Design of some unconventional devices to provide energy and demonstrate its possible use.
6. Analogous experiment of nuclear decay.
   (i) with dices (ii) burette
7. Preparation of charts, figures, models showing various nutrition deficiency diseases in human beings.

Note: demonstration by the teacher and observation by the students on a predesigned questionnaire of the following. The material will be collected by the students.

1. Examine the water samples for qualitative analysis of phytoplankton and zooplankton.
2. Collection and identification of common plants and animals around the locality to construct food chain and food web.
6. To collect various organisms associated with litter.
7. To determine water holding capacity, moisture content, porosity and retentivity in different soil samples.
8. To set an experiment to show the role of plants in checking soil erosion.
9. To determine moisture content of the plant and animal samples.
10. Qualitative chemical tests of some common food stuffs for proteins, carbohydrates and fats.
11. To collect and identify common pests of stored food grains.
12. To examine bacteria from curds and milk under microscope.

References :

1. P.K.G. Nair, Principle Of Environmental Biology, Unesco Training Of Science Teachers And Educators Bangkok, Unesco 1985.
2. Ncert : Teacher Education Curriculum Framework Ncert, New Delhi, 1978.
3. Environmental Education A Process For Pre-Service Teacher Training Curriculum Development, Unesco-Unep International Series 26 Prepared By Ncert, New Delhi.
4. Procedures For Developing An Environmental Education Curriculum, Unesco-Unep. International Environmental Education Programme,

Environmental Education Series 22, Prepared By Ncert, New Delhi.
5. Living In The Environment, A Source Book For Environmental Education: Edited By K.M. Sytnik An Unesco Publication.
6. Teaching Of Physical And Life Sciences By S.K.Mangal, Arya Book Dep., New Delhi.
7. Teaching Life Sciences By J.K.Sood Published By Kohli Publication.
8. Teacher Guide For Life Sciences (A Modern Course By John M Mason And Ruth T Paters.)
9. Environmental Education in the School Curriculum Developed by NCERT, 1995 , New Delhi.
10. Science Teaching In Schools by Das R.C (1985) Sterling Publication.
11. Modern Science Teaching: by Heiss, E.D. Obourn E.S Hoffamn, C.W. (1961) Macmillian Publication, New York.
12. Innovations in Teacher Education Science Teacher Education Project (Step) Mc Graw Hills, New York.
13. NCERT (1996) Science for Class Ix And X New Delhi
14. Modern Science Teaching by R.C.Sharma, Dhanpat Rai & Sons, Delhi.
15. Teaching Technology for College Teachers, New Delhi Sterling Publishers.
16. Recent Treds in Secondary Education by Mohan Lal Arya Book Dept.
17. A Source Book of Science Projects by R.S.Mathur Arya Book Deptt., New Delhi.
18. Food and Nutrition by E.P.G. Arya Book Depot., New Delhi.

B.ED.(SECONDARY) SECOND YEAR

PAPER VI - CONTENT-CUM-METHODOLOGY OF TEACHING CHEMISTRY

(FOR BIOLOGICAL SCIENCE GROUP)

Contact Hours : 4 periods/week	**Max. Marks**	**:**	**100**
Exam. Duration : 3 Hours	**Theory**	**:**	**75**
	Practicum	**:**	**25**

Note : There will be five questions in all. Questions will be set from each unit of equal weightage with internal choice. No question would be set on pure content. Every question related to content must carry integrated pedagogical aspect.

OBJECTIVES

On completion of the course the student teacher will be able to:

- Identify and apply suitable teaching strategies/ skills of imparting classroom instructions in different topics of class X.

- Understand and discuss various metallurgical processes involved in extraction of metals.
- Highlight different methods of preparation of different substances.
- Apply knowledge of chemistry in daily life-removal of hardness of water, making water fit for drinking.
- Generate interest in students for chemistry of Carbon and its components.
- Appreciate the importance of carbon and its compounds to daily life.

UNIT I CURRICULUM AND CHEMISTRY TEACHING.

a) Meaning of Curriculum, principles of curriculum construction Shortcoming in School curriculum, Chemistry curriculum in India and its improvement.

b) Salient features of NCF-2005.

c) Chemical Education Material Study (Chem study) , Nuffield Science Curriculum.

UNIT II FACILITIES FOR TEACHING OF CHEMISTRY.

(A) Resource Material

(a) Printed material : Text books, Reference books, Science Magazines, Characteristics
of good text book.

(B) Electronic Media : Films, Filmstrips, T.V., Radio and Video film, flannel board,
Teaching aids.

(C) Multiplicity of approaches NCF-2005

UNIT III STRENGTHENING OF CHEMISTRY EDUCATION

a. Planning of chemistry Laboratory, Importance of chemistry laboratory, Types of laboratory.

b. Lay out plan, equipment, furniture, Reagents, Preparation of reagents and solution of laboratory.

c. Preparation of low cost/improvised apparatus.

d. Science club, Science fairs, Science exhibition, field trip.

e. Qualifications/Qualities of Science Teacher, Responsibilities of Science Teacher, Professional growth of Science teachers : Need, Programmes for professional growth, professional ethics.

f. Recommendations of NCF 2005 on the content, pedagogy and assessment for different stages of sciences curriculum. Recommendations of National Focus Group on Teaching of Science at secondary level.

UNIT IV : POPULARISATION OF CHEMISTRY AND AWARENESS OF HEALTH HAZARDS.

A. Role of chemistry in our daily life, establishing science club in schools,

organization of simple and interesting science activities for removing taboos, importance of field visit to the nearby chemical and other industries/science centers.

B. Harmful effects of noise, water and air pollution, acid rains, global warming, ozone layer depletion and food adulteration.

C. Overpopulation and development, role of chemistry in checking the birth rate, medicinal plants and their role in the well being of human beings. (The unit may be taught by team teaching method by faculty including of chemistry, physics and life sciences using field visits and project methods.)

D. Exchange visit to different parts of the country and even neighbouring SAARC countries as per NCF-2005.

UNIT V - METALS AND METALLURGICAL OPERATIONS.

Awareness about our metallurgical resources, characteristics of metals, emphasis on difference between ores and minerals, metallurgical operations-dressing of the ore, calcinations, roasting, smelting and refining, concept of electrode potential and electrochemical series, reactivity of metals and non-metals, extraction of metals like iron, copper and aluminum and their applications (special mention of electroplating and galvanization). Different Instructional Strategies be adopted for teaching the above content.

This unit may be taught by field visits or by using suitable teaching aids in the form of charts and models.

As per NCF-2005 this unit be taught with the help of activity based learning (ABL)

PRACTICUM: **Any two of the following**

1. Project report on any near by chemical industry/factory.
2. Preparation of any two teaching aids.
3. Preparation of two low/no cost apparatus.
4. Preparation of blue print, achievement test, try-out and interpretation of data.
5. Preparation of Ball and stick models of methane, ethane, ethane, propene, ethyne and propyne.
6. Comparative study of the syllabus of different state boards.
7. Content analysis of science textbooks of class X chemistry study CBA and chemistry as an experimental approach and preparation of reports.
8. Construction of achievement test for class X.

Note : Demonstration by the teacher and observation by the students predesigned questionnaire of the following. Material will be collected wherever applicable.

1. Preparation of the following gases in the laboratory and study their properties

i. Oxygen gas
ii. Hydrogen gas
iii. Chlorine gas
iv. Carbon dioxide gas
v. Ammonia gas

2. Check adulteration in food items.
3. Study nature of soft and hard water from a given water sample and remove temporary hardness of water from the given water sample.
4. Remove permanent hardness of water from a given water sample.

REFERENCES

1. Thurber W.A and Colletes A.T – Teaching Secondary Schools
2. Richaradson john. S – Science Teaching in Secondary schools.
3. Unesco – Source Book for Science Teaching.
4. Kieffer, W.F – Chemistry Today.
5. Vaidya, N – The impact Science Teaching.
6. Mangal, S.K. – Sadaran Vigyan Shkishan.
7. Sharma, R.C – Modern Science Teaching.
8. Saxena, N.R and Oberoi, S.C – Technology of Teaching.
9. Morrison and Boyd – Organic Chemistry, VI Edition.
10. Behl and Tuli – Essential of Physical Chemistry.
11. Soni, P.L – Fundamental Chemistry, Vol. I and Vol. II.
12. Gurudeep Raj / Inroganic Chemistry.
13. Saxena, A.B. – Vigyan Shikshan ka Ayojan.

B.ED. (SECONDARY) SECOND YEAR

(DURING INTERNSHIP)

C. OTHER ACTIVITIES : WORKING WITH COMMUNITY

B.Ed. Trainees will meet organise parent teachers meeting with two parents during the internship to discuss the problems of their wards and seeking cooperation for the all round development and for over coming learning problems of their wards. Each trainee on the following points will submit its report.

1 Conduction of assessment of the achievement/performance of the children in any one unit/learning area.
2 Identification of any two children, who are having poor performance / achievement in the assessment conducted.
3 Diagnosis of the learning problems for the errors committed by these children and also finding their personal/ social and health problems, if

any.

4 Discussions of the strengths and weaknesses of the two selected children with school teachers and his classmates and deciding about the probable causes of their problems.

5 Discussions of the strengths and weaknesses of the selected childen with their parents.

6 Interaction with the parents to understand the problems of their ward and to develop strategies for improvement of their performance in the subjects taught.

7 Explore and utilise the educational resources of the parents for the proper development of their children.

8 Organise remedial measures to overcome the learning problems of the selected children.

9 Final assessment and comparison of the pre and post performance.

B.ED. (SECONDARY) SECOND YEAR

WORK EXPERIENCE: AGRICULTURE PRACTICES

PERIOD PER WEEK: 03 **MAX.MARKS 50**

A) OBJECTIVES

On completion of the course the student teacher will be able to :

- Identify commonly spreading tree species and their importance for common people.
- Know the importance of traditional medicinal plants.
- Identify important hedges creepers and weeds,
- Develop a nursery,
- Use qualitative seeds for sowing,
- Appreciate the various irrigation and drainage methods and systems.

b) COURSE CONTENT

UNIT I Identification :

a) Seeds of common field crops.
b) Seeds of common vegetables.
c) Important manures.
d) Important fertilizers.
e) Common agricultural tools.

Unit II : Seed and Seedlings

a) Characteristics of a good seed for sowing.
b) Calculation of germination percentage of seeds.
c) Planting and transplanting practices.
d) Raising seedlings in a nursery
e) Seed bed preparation

Unit III : Ornamental gardening

a) Potting and repotting
b) Identification of avenue trees
c) Identification of important hedge plants
d) Identification of important creepers
e) Beautification an area through plantation.

Unit IV : Project preparation on crops :

b) Bajra and maize
c) Wheat and paddy
d) Groundnut and soybean
e) Cotton and potato

Unit V : Herbal gardening:

a) Sadabahar
b) Azadirachta indica (Neem)
c) Tulsi
d) Pudina
e) Gurhal

EVALUATON :

Evaluation will be done on the basis of practicals, records and tests and viva.

B.ED. (SECONDARY) SECOND YEAR
WORK EXPERIENCE: OFFICE PROCEDURE

Contact hours3 periods/week **Max.Marks : 50**
Min. for pass : 20

a) OBJECTIVES

On completion of the course the student teacher will be able to:

- develop the skill in using different office machines.
- develop the competencies in preparing simple office accounts.
- develop the ability in using bank services.
- develop agenda and minutes of conferences and meetings.

b) Course Content

UNIT I

Office Machines: Punching machine, Calculating Machine, Photo Stat Machine, Fax Machine, Cheque Protector, Franking Machine, Close circuit, T.V. etc., Use of Internet, Type writer, Invoicing machine, Numbering machine

UNIT II

Office accounting: Definition and elements of Book – keeping, double entry system, Journal, Ledger and Trial Balance.

UNIT III

Office Accounting: Cash book- Simple Cash Book, Double Column Cash Book and Ledger posting from Cashbook, Petty cashbook & Ledger

UNIT IV

Banking services: Bank – Definition and functions; different types of accounts opened in a Commercial Bank. Cheque Crossing and endorsement of a cheque. Use of ATM and Bank Draft. Procedure of opening a Saving Bank account. Use of E-banking and E-commerce. Filling of different type of form. Credit card & debit cum ATM card.

UNIT V

Meetings and Conferences: Procedure for calling a meeting, Notice for the Meeting, Subject matter of notice, sending notice. Agenda of the Meeting and Quarum, preparing minutes of the meeting and circulating them.

Evaluation : Evaluation will be done on the basis of Practicals, records and Test and viva.

B.ED. (SECONDARY) SECOND YEAR

WORK EXPERIENCE: ELECTRICITY

Contact hours 3 periods/week **Max. Marks: 50**

a)OBJECTIVES

On completion of the course the student teacher will be able to :

- introduce with the shop.
- recognize and use different tools/materials/instruments
- read the sketch/drawing of the job/project
- acquire skill to assemble/prepare simple electric circuits.
- develop the ability in repairing simple instruments in use at IX and X level.
- develop the skills for making simple projects/models
- inculcate healthy values related to work culture.

b) COURSE CONTENT

UNIT I :

Knowledge of Electronic components such as Resistors and Capacitors their specification, construction and colour coding.

UNIT II :

Knowledge of different soldering methods like hand soldering, wave soldering, dip soldering and ultra sonic soldering. Soldering alloy, soldering flux and desoldering pump. Practice of hand soldering.

UNIT III :

Incondescent lamp, arc lamp, sodium vapour lamp, neon lamp, fluorescent lamp, use of choke and starter .

UNIT IV:

Construction of Transformers recognistion of primary and secondary winding, knowledge of step-up and step-down transformer. Use of transformer.

UNIT V :

Electrical appliances : Electric iron, room heater, Immersion heater, geyser, Electric bell, emergency light, Refrigerator etc. making Resistance/ Capacitor boxes, use of making testing board and extension boards for labs.

c) Project (any one)

- Alarm for luggage security
- Mobile cellphone charger using cell
- Power supply failure alarm
- Blown fuse indicator.

B.ED.(SECONDARY) SECOND YEAR

HEALTH AND PHYSICAL EDUCATION

Contact hours 2 Pds/week **Max. Marks : 50**

OBJECTIVES

On completion of the course the student teacher will be able to:

- develop physical fitness
- understand the rule and regulations of different physical education activities
- develop competencies in games and athletic events and other activities
- understand their role in conducting matches and annual sports
- develop leadership qualities
- appreciate the values of physical education program

UNIT I - FITNESS (MOTORABILITIES) DEVELOPMENT

1.1 Development of strength
1.2 Development of Speed
1.3 Development of Endurance
1.4 Development of Flexibility
1.5 Development of Coordinative Abilities

UNIT II - PHYSIOLOGICAL ASPECT OF PHYSICAL EDUCATION

2.1 Warming Up, meaning, definition and importance
2.2 Fatigue

2.3 Oxygen Debt
2.4 Second Wind
2.5 Effect of exercise on:
2.5.1 Muscular System
2.5.2 Digestive System
2.5.3 Respiratony System
2.5.4 Circulatory System

UNIT III - MAJOR GAMES

3.1 Basketball (History, Court measurement)
3.2 Badminton
3.3 Cricket
3.4 Football
3.5 Table Tennis
3.6 Tennikoit
3.7 Volleyball
3.8 Any other game as per available resources in the institute

UNIT IV - ATHLETICS

4.1 Long Jump
4.2 High Jump
4.3 Shot Put
4.4 Discus Throw
4.5 Javelin Throw

UNIT V - ORGANISATION & OFFICIATING

5.1 Organisation & Officiating
5.2 Marking of play fields (Courts & fields)
5.3 Drawing of fixture
5.4 Preparation of Scoresheet
5.5 Organisation of Annual Sports Meet
5.6 Marking of track & Field Areas
5.7 Officiating and Maintenance of Records

REFERENCES:

1. Teaching Methods for Physical Education – CLYDE KNAPP, E PATRIC, A HAGMAN : McGRAW Hill Book Company, Inc: London
2. Educational Dimensions of Physical Education- V. KRISHNA MURTHY AND N. PRAMESWARA RAM : Sterling Publishers Pvt. Ltd.
3. Physical Education Games and Athletics for Training Colleges – MABEL DAVIES, RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD, LONDON
4. Intramurals – LOUIS E. MEANS, PRENTICE HALL, Inc.
5. Rules of Games and Sports – YMCA Publishing House, Jai Singh Road, New Delhi – 1

6. Yoga- Vivekananda Kendra Prakashan, Madra
7. Principles of Evaluation in Physical Education – Philipa, Smithells, Peter E. Cameron, Harper and Brothers Publishers, New York.
8. Foundations of Physical Education, Charles A. Bucher
9. Principles of Physical Education, J.F.Williams
10. Physical Education and Health – Dr. A.K.Uppal, Dr. G.P.Gautam, Friends Publications, New Delhi
11. Sports Training By Hardayal Singh
12. Sports Training By Harre
13. Sports Training By A.K.Uppal
14. Physiological Basis of Physical Education By Mathod and Fax
15. Physiology by CC. Chaterjee
16. Sprots Training by Dick
17. Sports statistics by J.R. Verma

ꣿꣿꣿ