

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

Course no. INT 3
Credits 10

Title: School Interaction
Total Marks: 250
Routine Work: 50
TPI (A) & TPI (B): 200
Duration: 8 wks

INT3	Activity	Duration	Credits	Marks
	<u>Internship cum Teaching Practice</u>	8 wks	10	250
	a) School Internship (all mentioned activities to be performed as per clause No 5.II)	8 wks	2	50
	b) Teaching Practice (TP1A) comprises of delivery of 40 lessons on one chosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100(60 Internal+40 external)
	c) Teaching Practice (TP1B) comprises of delivery of 40 lessons on other choosen subject in addition to 20 lessons (10 on spot lesson+8 Observation lessons of the peers and 2 Criticism lessons)	8 wks	4	100(60 Internal+40 external)
		8 wks		

Observation

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

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

Methodology of teaching language II

Course no. 301
Credits 04

Title: Teaching of English
Total Marks : 100
Maximum Marks Internal : 00
Maximum Marks External : 00
Duration of Exam : 3hrs

Objectives

To enable the pupil teachers to:

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

UNIT I

Conventional Teaching Aids

Meaning and importance of audio-visuals aids in teaching English viz. Chalk-board, models, charts, audio tapes, video tapes, television, Preparation of low cost teaching English at various levels. Use of the Literary clubs (language skills), School magazines(writing Skills) and Debates (Speaking & Listening Skill). Enactment of the activities in the classroom .How to teach Parts of Speech (through the use of low teaching aids and the Graphic Organiser)

UNIT II

Technological Interventions in teaching learning of Language

Computer Aided Language Learning; Computer Aided Language Teaching; Use of Multimedia in Teaching English Using WEB 2.0 for enhancing learning of English through Social Networks: Suggestopedia, Teaching of English in Smart classrooms (development of lessons & Issues) use of Language Lab in honing skills of Listening & speaking by using the Scaffolding Instructional method. Writing own Blog in English (500 words) on any two themes

UNIT III

Development of the Teaching Material

Development of Literacy Appreciation and Vocabulary Enrichment in English by writing short

stories, letters (formal & Informal) critical analysis of the Prose Chapter in the prescribed text books (VI to IX Classes) on the basis (language, content, Relevancy and value) Assessing use of Narration and Voice aspects of grammar in the language (prose /composition)

UNIT I □

Language Assessment

Concept of Evaluation-Continuous and Comprehensive Evaluation (CCE)

English Language Teaching (ELT), Review of Existing Tests, Examination Patterns: Construction of Long essay type/ Short Answer Type and Objective Based Test Items in English on language basis and on the prescribed text books in the Schools and the comparison. Diagnosis of Learning Difficulties and Remedial Measures. Developing the curriculum of teaching of English as a second Language.

Sessional work

Use of educational technology in teaching English study skills óGathering, Storage and Retrieval-their importance and use in language learning, Language Clubs(Functions ,developing & devising short individualized programs to test and play the skills in Language (piece of writing on great contributors of the society, literature etc; a short characterization, any other innovative devised program) skills through Recording , Re structuring Editing etc, Suggestopaedia. Be a member of Live Mocha & interact.

Note □ or Paper Setters

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

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

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

Books recommended

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

French, F. G., *Teaching of English Abroad- Part 1, 2 and 3*, Delhi ; Oxford University Press

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

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

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

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

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

Educational Publishers, Chandigarh.

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

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

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

Methodology of teaching language II

Course no. 301
Credits 0

Title: Teaching of Sanskrit
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Sanskrit
- get acquainted with the methods of teaching Sanskrit.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- get acquainted with Principles of preparing Curriculum for Sanskrit.
- develop diagnostic and remedial measures through Evaluation in teaching Sanskrit.

CONTENT

Unit I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Sanskrit using Herbartian & RCEM approaches, Advantages and Limitations of these approaches.

Unit II

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition & Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Sanskrit viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Unit III

Curriculum: Meaning, Importance and Principles of preparing good Sanskrit curriculum at Secondary Level.

Text Books: Meaning and importance of Sanskrit Text Book, Qualities of a good text book in the subject of Sanskrit.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Sanskrit through Literary clubs, debates, Dramatics, Quizzes, School magazines

Unit I

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of existing tools of Evaluating different skills of Sanskrit Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Sanskrit Language.

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Sanskrit. 2. Preparation of a Lesson Plan for teaching Sanskrit. 3. Preparation of Blue print in Sanskrit for any class. 4. Development of Teacher made Achievement test in Sanskrit for any one class

Note for Paper Setters

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

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

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

Books recommended

Panday, R. S. (2000). : Sanskrit Shikshan. , Agra: Vinod Pustak Mandir.

Sansanwal, D.N. & Singh, P. (1991): Models of Teaching. Baroda: Society for Educational Research & Development.

Sansanwal, D.N. and Tyagi, S.K. (2006): Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, pp. 18 – 25.

Safaya, R. N.: Sanskrit Shikshan Vidhi, Harayana Sahitya Academy, Chandigarh.

Shastri and Shastri: Sanskrit Shikshan, Rajsthan Prakashan, Jaipur.

Singh, S. D. and Sharma, Shashikala(1999) Sanskrit Shikshan. Agra: Radha Prakashan Mandi.

Weil, M & Joyce, B. (1979). Information Processing Models of Teaching. New Jersey: Prentice Hall Inc.

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

Methodology of teaching language II

Course no. 301

Credits 0

Title: Teaching of Punjabi

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

hone the skill of Lesson Planning at the Secondary level.

understand and organize co-curricular activities for teaching of Punjabi.

get acquainted with the methods of teaching Punjabi.

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

get acquainted with Principles of preparing Curriculum for Punjabi.

develop diagnostic and remedial measures through Evaluation in teaching Punjabi.

CONTENT

Unit I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Punjabi using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit II

Methods of Teaching: Meaning Types, Kindergarten Method, Lecture Method, Question Answer Method, Project method, and Inductive and Deductive method.

Teaching of Composition: Meaning, Definition & Kinds, Need and Importance of written Composition, Methods of Teaching Composition.

Meaning and Importance of Teaching Aids in Teaching Punjabi viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Unit III

Curriculum: Meaning, importance and Principles of preparing good Punjabi curriculum at Secondary Level.

Text Books: Meaning and importance of Punjabi Text Book, Qualities of a good text book in the subject of Punjabi.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Punjabi through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit IV

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of existing tools of Evaluating different skills of Punjabi Language: Construction of Long Essay Type/ Short Answer Type Test and Objective based test items in Punjabi Language

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Punjabi. 2. Preparation of a Lesson Plan for teaching Punjabi. 3. Preparation of Blue print in Punjabi for any class. 4. Development of Teacher made Achievement test in Punjabi for any one class

Note for Paper Setters

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

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

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

Books recommended

Kochhar, S.K. (1989)

Mat Bhasha Dee Shiksha

Safaya, R.N. (1992)

Punjabi Di Shiksha Vidhi,

Dhanpat Rai and Sons, Jalandhar.

Sekhon, Sant Singh(1961)

Punjabi Boli Da Itihas,

Bhasha Vibhag, Punjab, Chandigarh.

Singh, G.B. (1981)

Gurmukhi Lipi Da Janam Te Vikas,

Punjab University Publication Bureau, Chandigarh

Singh Gurdev (1971)

Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.

Nandra Inder Dev

Punjabi Bhasha Te Sahit Adiapan, Tandon

Publication, Ludhiana.

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

Methodology of teaching language II

Course no. 301
Credits 03

Title: Teaching of Urdu
Total Marks : 100
Maximum Marks Internal : 00
Maximum Marks External : 00
Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Urdu.
- get acquainted with the methods of teaching Urdu.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- get acquainted with Principles of preparing Curriculum for Urdu.
- develop diagnostic and remedial measures through Evaluation in teaching Urdu.

CONTENT

Unit I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Urdu using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit II

Meaning and importance of Teaching Aids in Teaching Urdu viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Communicative, Discussion method, Mushaira and Inductive and Deductive method.

A brief history of Urdu literature, various forms of Urdu literature dabistans of Lucknow and Delhi.

Unit III

Curriculum: Meaning, importance and Principles of preparing good Urdu curriculum at Secondary Level.

Text Books: Meaning and importance of Urdu Text Book, Qualities of a good text book in the subject of Urdu.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Urdu through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit IV

Concept of Evaluation Meaning and types of Evaluation, Importance of Evaluation.

Review of existing test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Urdu Language.

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Urdu. 2. Preparation of a Lesson Plan for teaching Urdu. 3. Preparation of Blue print in Urdu for any class. 4. Development of Teacher made Achievement test in Urdu for any one class

Note for Paper Setters

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

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

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

Books recommended

Khan Rasheed Hasan *Zaban –o-Qawad*

Khan Rasheed Hassan *Urdu Imla*

Sadiqi Kamaal Ahmed *Aahang-o-Urooz*

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

Methodology of teaching language II

Course no. 301

Credits 04

Title: Teaching of Dogri

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- hone the skill of Lesson Planning at the Secondary level.
- understand and organize co-curricular activities for teaching of Dogri.
- get acquainted with the methods of teaching Dogri.
- develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- get acquainted with Principles of preparing Curriculum for Dogri.
- develop diagnostic and remedial measures through Evaluation in teaching Dogri.

CONTENT

Unit I

Lesson Planning: Meaning and importance of lesson Planning at Secondary level Meaning and purpose of Unit and Monthly Plans.

Preparation of Lesson plans for teaching prose and poetry at the secondary level.

Steps for preparing lesson plans for teaching Dogri using Herbartian & RCEM approaches, Advantages and limitations of these approaches.

Unit II

Meaning and importance of Teaching Aids in Teaching Dogri viz Chalk Boards models, Charts, Television, Audio Tapes, Video Tapes, Computers and language laboratory.

Preparation of low cost teaching aids at various levels. How to teach Parts of Speech (Through low cost teaching Aids and Graphic Organiser).

Methods of Teaching: Meaning Types, Lecture method. Question method, Project method, Discussion method, and Inductive and Deductive method.

Unit III

Curriculum: Meaning, importance and Principles of preparing good Dogri curriculum at Secondary Level.

Text Books: Meaning and importance of Dogri Text Book, Qualities of a good text book in the subject of Dogri.

Co-Curricular activities: Meaning, Importance of co-curricular activities for teaching Dogri through Literary clubs, debates, Dramatics, Quizzes, school magazines

Unit I

Concept of Evaluation: Meaning and types of Evaluation, Importance of Evaluation.

Review of existing test Examination Patterns: Construction of Long Essay type/ Short Answer type and Objective based test items in Dogri Language.

Diagnosis of Learning difficulties and remedial measures.

Sessional Work: (Any two of the following.) 1. Preparation of a Unit Plan for teaching Dogri. 2. Preparation of a Lesson Plan for teaching Dogri. 3. Preparation of Blue print in Dogri for any class. 4. Development of Teacher made Achievement test in Dogri for any one class

Note for Paper Setters

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

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

Books recommended

<i>Goswami Om(1985)</i>	<i>Duggar Da Sanskritik Itihas</i>	<i>J&K Academy of Art Culture and Language</i>
<i>Goswami Om (2009)</i>	<i>Hindi-Dogri Dictionary</i>	<i>J&K Academy of Art Culture and Language</i>
<i>Goswami Om</i>	<i>Dogri-Hindi Dictionary</i>	<i>J&K Academy of Art Culture and Language</i>
<i>Shastri Bal Krishan</i>	<i>Dogri Nikas Te Vikas</i>	<i>P.G. Department of Dogri</i>
<i>Singh Gyan</i>	<i>Sada Sahitay</i>	<i>J&K Academy of Art Culture and Language</i>

BACHELOR OF EDUCATION (B.Ed)

Semester III

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

Course No. : 301(Theory)

Credit : □

Title : Teaching in Hindi

Total Marks : 100

Maximum Marks Internal : □0

Maximum Marks External : □0

Duration of Exam.: 3 Hrs.

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vk/kfud fBk.k fof/k; ka ds mfpr Á; kx ds ckjs ea Hkkoh fBkdka dks ifjpr
djokukA

fglNh fBk.k ea I gk; d I kexh ds fueZk vkj Á; kx dh ; kX; rk dk fodkl djukA

Hkkoh fBkdka ea eY; ka du {kerk dk fodkl djukA

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p r f k z b d k b z

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- ❖ eW; kdu Áfof/k; kj & vFk] Hkn ¼fucU/kRed rFkk oLrfuÓ] egRo rFkk mi ; ksx@ I Hkh Ádkj ds ÁDka dk vH; kI A
- ❖ HkkfÓ] dkDyks dks tkpus ds ekf[kd rFkk fyf[kr ÁDka ds Lo: Ik rFkk vH; kI A
- ❖ HkkÓ ds eW; kdu ds ÁDi =ka dk Lo: Ik rFkk fuekZ k ds fl) kUr] foÓ&oLrd] vFkz xg.k rFkk HkkÓHkO; fDr dDyrk A

Lk=h; dk; z

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uk; d I g D **fgUnh HkkÓ fD(k.k)**Voà/h OkLVZ I pj h i fcydD I] i fV; kykA

cjkm+ I oZthr dks] **fgUnh v/; ki u**] dY; k.kh i fcydD I] ngyhA

[kUuk T; kfr] **fgUnh fD(k.k**) /kui r jk; , -M+ I Ut} ngyhA

Xkks y , ñdñ] **fgUnh fD(k.k**) gjh D ÁdkD k efunj] vkxjkA

eDdM+ ufjUn] **fgUnh fD(k.k**) xyukt+ i fcydD I } tkyU/kjA

Note for Paper Setters

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

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

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

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

Methodology of teaching subject II

**Course no. 302
Credits 4**

**Title: Teaching of Social Science
Total Marks : 100**

Maximum Marks Internal : 00

Maximum Marks External : 00

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

Develop a broad understanding of social science.

Develop teaching competencies related to social science at secondary level.

Become effective teachers in order to perform desired role as a social science teacher.

Familiarize themselves with the type of audio-visual aids and acquire the ability to develop and use them.

Familiarize themselves with the techniques and methods of teaching required for teaching of social science.

Evaluate students' performance.

UNIT I

Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.

Important social and economic issues and concerns of the present day Indian society.

Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

UNIT II

Audio-visual aids: Meaning, importance, types and use of following A-V aids for teaching of social science:

Chalkboard

Atlas

Maps

Globe

Charts

Models

Graphs and visuals

Multimedia

Internet

Scrapbooks

Role and organization of the following in the teaching of social science:-

Field trips

Social science clubs

Self study learning activities

Analysis of news(newspaper, TV, radio)

Techniques of teaching:-

Lecture method.

Discussion method.

Project method.

Story telling method

Problem solving method

UNIT III

Evaluation: Meaning, need and objectives of evaluation in social sciences.
Types of evaluation-formative and summative evaluation and their salient features.
Evaluation tools-their relative merits and demerits.

Oral test.
Essay type tests.
Objective tests.
Diagnostic testing.

UNIT –I

Social stratification and social change in India.
Fundamental rights.
Fundamental duties.
Structure and functions of Govt. at different levels- Distt. And local bodies (panchayats and municipalities)

Sessional Work

Report on a visit to different local govt. bodies in their district to observe actual functioning.

Note for Paper Setters

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

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

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

Books recommended

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

S.K Kochar : Teaching of social studies

J.C .Aggrawal : Teaching of social studies

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

Methodology of teaching subject II

Course no. 302 (Theory)

Credits 0

Title: Teaching of Physical Science

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

Develop a broad understanding of physical science.

Develop teaching competencies related to physical science at secondary level.

Become effective teachers in order to perform desired role as a physical science teacher.

Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of physical science.

Evaluate students' performance and provide remedial teaching.

Unit I

Concept of physical science, Physical science and society (Physical science for health , and physical science for environment).

Contribution of some eminent scientists (Issac Newton, John Dalton, Eienstein, Bohr and C.V.Raman).

Role of school, Professional qualities and professional growth of a physical science teacher.

Unit II

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of physical science.

Role and organization of the following in teaching of physical science -field trips, science clubs, science museum, science fairs, physical science lab and preparation of low cost teaching aids in teaching of physical science.

Techniques of teaching: lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

Unit III

Evaluation: meaning and purpose of evaluation.

Types of evaluation – Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests

Unit I

Reflection: Reflection of light at curved surfaces, images formed by spherical mirrors.

Refraction: laws of refraction, refractive index, refraction of light through a prism, dispersion and scattering of light.

Metals and non metals: Physical and chemical properties, difference between metals and non-metals, corrosion and prevention of corrosion.

Sessional work

Report on a visit to area of natural calamity/ science museum /science fair

Note for Paper Setters

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

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

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

References:

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

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

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

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

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

Methodology of teaching subject II

Course no. 302

Credits 0

Title: Teaching of Biological Science

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Develop a broad understanding of biological science.
- Develop teaching competencies related to biological science at secondary level.
- Become effective teachers in order to perform desired role as a biological science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of biological science.
- Evaluate students performance and provide remedial teaching

Unit I

Concept of biological science. Biological science and society (Biological science for health and biological science for environment).

Contribution of some eminent scientists (Aristotle, Robert Hooke, Gregor Johann Mendel, Charles Darwin and William Kerby).

Role of school. Professional qualities and professional growth of a biological science teacher.

Unit II

Audio-Visual Aids: Meaning, importance, types and use of audio - visual aids for teaching of biological science.

Role and organization of the following in teaching of biological science -field trips, science clubs, science museum, science fairs, biological science lab and preparation of low cost teaching aids in teaching of biological science.

Techniques of teaching: Lecture cum demonstration method, project method, problem solving method, inductive deductive method and heuristic method

Unit III

Evaluation: meaning and purpose of evaluation.

Types of evaluation of Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

Unit I

Tissues: Types and functions of plant and animal tissue.

Organ system: A brief outline of the different organ systems in plants and animals.

Life processes: Basic concept of nutrition, respiration, transportation and excretion in plants and animals

Sessional work:

Report on a visit to a biological park/ herbarium/ museum/ preparation of a scrap book.

Note for Paper Setters

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

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

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

Books recommended

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

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

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

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

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

Methodology of teaching subject II

Course no. 302

Title: Teaching of Home Science

Credits 3

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

OBJECTIVES

To enable the student teachers to:

- develop practical skills to organize various activities related to Home Science.
- develop skills and competencies required for preparing teaching aids in teaching of Home Science.
- develop competencies and skill for effective evaluation in Home Science.

UNIT I

Resources in learning Home Science

School based and community based resources-concept and classification.

School based resources-Home Science laboratory; Home science library; Visual aids:

charts, posters, boards, models, real objects; Audio aids; Audio Visual aids ó Computers web resources. Text books, reference books, hand books; sourcebooks of Home Science. Human resource-Eminent persons, teachers, professors as resource persons from different fields of Home Science and other subjects related to Home Science. Definition, classification and management of resources; Process of management, optimal management and use of resources, conservation of resources.

UNIT II

Techniques of Teaching Home science

Techniques of Teaching: Description, Narration, Explanation, Questioning and Illustration.

Savings-Importance and types of savings. Fundamentals of Interior Decoration-Elements of arts and colours.Consumer Education-Problems of a consumer, Rights and Responsibilities; Definition and functions; classification of foods, Nutrients: importance and sources, concept of balanced diet and malnutrition, prevention of malnutrition; methods of cooking.

UNIT III

Home Science& Extension Activities

Activities for professional development of a home science teacher-orientation programs, refresher courses, seminars, conference, workshops, projects and action research. Professional ethics of home science teacher. Extension and communication: Definition and scope; Types, process, barriers of

communication; community outreach programs; classification and use of audio visual aids. Meal Planning-Factors to be considered in Meal Planning for a family, balanced diet for different age groups; Food preservation and food storage-principles, preservatives, methods of food preservation common methods of food storage.

UNIT I □

Evaluation in Home Science

Continuous and comprehensive evaluation - Formative and Summative evaluation

Construction and use of Achievement tests, diagnostic tests, check lists, rating scales, and rubrics in Home Science. Portfolio assessment and performance assessment. Formative & Summative Evaluation. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans. Meaning, Importance and Essentials of lesson Planning. Steps for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitations of these approaches.

Sessional work

Experience in setting up exhibitions with messages related to Nation Goals, Organizing street plays, Developing projects for community welfare; Observing mid day meal program in a nearby school Collection and recording of different textiles and their uses Organizing healthy Tiffin competition, salad making competition

Note □ or Paper Setters

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

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

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

Books recommended

- *Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi*
- *Chandra, Arvinda: Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.*
- *Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi*
- *Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi*
- *Kapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana*
- *Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.*
- *Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi*
- *Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi*
- *Begum, Fahmeeda(2006) : Modern Teaching of Home Science, Anmol Publications, New Delhi*

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

Methodology of teaching subject II

Course no. 302
Credits 0

Title: Teaching of Commerce
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0

Objectives

To enable the pupil teachers to:

- Develop a broad understanding of commerce.
- Develop teaching competencies related to commerce at secondary level.
- Become effective teachers in order to perform desired role as commerce teacher
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of commerce
- Evaluate students performance and provide remedial teaching

Unit I

Relevance of commerce to industry and trade.

Business ethics and constraints in imparting commerce education.

Role of school towards commerce education. Professional qualities and professional growth of a commerce teacher.

Unit II

Audio-Visual Aids: Meaning, importance, selection and use of audio- visual aids for teaching of commerce.

Role and organization of the following in teaching of commerce -field trips, commerce clubs, commerce lab and preparation of low cost teaching aids in teaching of commerce

Techniques of teaching: lecture cum demonstration method, project method, problem-solving method, inductive deductive method and market studies.

Unit III

Evaluation: meaning and purpose of evaluation .

Types of evaluation of Formative and summative evaluation.

Evaluation tools - Diagnostic testing and remedial teaching, oral tests, quizzes, essay type tests and objective type tests.

Unit I

Commercial organization: sole trade, HUF, partnership, companies.

Role of financial institutions: RBI and commercial banks.

Introduction to privatization, liberalization and globalization.WTO.

Sessional work:

Analysis of a unit / chapter in a commerce text book.

Note or Paper Setters

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

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

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

Books recommended

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

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

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

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

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

Methodology of teaching subject II

Course no. 302
Credits 04

Title: Teaching of Performing Art
Total Marks : 100
Maximum Marks Internal : 40
Maximum Marks External : 60
Duration of Exam : 3hrs

Objectives:

To enable the pupil-teacher to

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

Unit – I

A brief history of Dance (Kathak)

Method of teaching of Dance, Footsteps, Mudras, Knowledge of Tukdas, Param, Chakradhar etc,

Role of Folk Dance and its objectives

Unit – II

Theatre, Drama & Skit: Historical Background, Concept, importance & objectives

Acting: Concept, importance & objectives

Theatre in Education: History, Role of NSD & NCERT

Unit – III

Dance & Theatre Lesson Planning:

- (a) Meaning, importance and objectives
 - (b) Construction of Lesson plan (General and specific)
- Audio- visual Aids for teaching Dance & Theatre

Continuous & Comprehensive Music Evaluation: Concept, Techniques and Weightage distribution (VI to VIII, IX to X),
Types of test items for evaluation, Essay type, Short answer type, and Objective type

Unit – I □

Forms of Dance & Theatre
Qualities and training of Dance & Theatre teacher
Suggestions to popularize Dance & Theatre, Innovative practices in Dance & Theatre

Sessional Assignment:

1. Folk Dance
2. Classical Dance
3. Presentation: Theatre, Drama & Skit
4. Theatre in Education

Note □or Paper Setters

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

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

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

Books Recommended:

- *Awasthi. S.S (1964) A critique of Hindustan Music and Music Education Jalandhar.*
- *Bhatkhande ,V.M (1987) : KRAMIK pustak Mahika Laxmi Narayan Garg Hathras.*
- *Bhatnagar, S. (1988): Sangeet Shikshan Parichaya*
- *Bhartiya Nritya Shiksha Pathamal BT Pt. Raja Ram Shastri*
- *Kathak Nritya Shaili by Sh. Brij Nath Vishwakarma*
- *Kathak Nritya by Sh. Laxmi Narayan Garg*
- *Khanna, Jyoti (1992): Teaching of Music.*

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

Methodology of teaching subject II

Course no. 302

Credits 04

Title: Visual Art

Total Marks : 100

Maximum Marks Internal : 00

Maximum Marks External : 100

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting, sculpture.

UNIT I

Define Miniature Painting- Mughal, Rajasthani and Pahari, Bengal school of art Raja Ravi Verma and followers. Post independent art in India.

Brief history of modern art movements Romanticism, Realism, Impressionism, Cubism, Expressionism, Surrealism, Abstract art. Experiments in modern sculpture and art between 1960-2000

Elaboration of Rasa. Art as Emotion (Tolstoy's view). Art as INTUITION (Croce's Theory)

UNIT II

Curating, organizing, planning art exhibitions where the students will be involved in conceptualization research, writing of write ups display and mounting of exhibitions.

Publication (e.g. creating topics for articles, researching information for producing drafts of articles; exhibition catalogues)

Art & journalism :Art and Print journalism, Art review columns, cultural Heritage notes

Profiles of artists, Interviews and Reportage.

Unit – III

Qualities and effective education of Visual teacher.

Evaluation: Continues & Comprehensive.

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

Audio- visual Aids for teaching of visual art.

Unit – I

Lesson planning: need and importance.

Preparation of composite lesson plan:

Use of object, nature, human figures and animals for 2D surface.

Copy from masters painting (Academic and modern) and copy from miniature paintings.

Study of various types of clay.

Creative expressions through any material.

Sessional Work

Landscape from memory: simple composition with common flowers, mountains, birds, animals and human figures in action in any medium ó 1 full sheet.

Decoration and design: pictorial composition in water colour/ Acrylic colour / Oil colour.

- ☒. Still life drawing and painting of group of two or three simple objects in any medium.
- ☒. Collage Making.
- ☒. Presentation of art work.

Note for Paper Setters

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

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

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

BOOKS RECOMMENDED:

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

Arya Jai, Kala ka Adhyapam. Agra: Luxmi Narayan Aggarwal.

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

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

Brown, Percy (1953). Indian Painting, Calcutta.

Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

Lowenfeld Viktor . Creative and Mental Growth

.Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.

Sharma, L.C., History of Art, Goel Publishing House, Meerut.

Read, Herbrt. Education through art [paperback].

Shelar, Sanjay. Still Life. Jyotsna Prakashan.

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

Methodology of teaching subject II

Course no. 302

Credits 0

Title: Teaching of Computer Education

Total Marks : 100

Maximum Marks Internal : 0

Maximum Marks External : 0

Duration of Exam : 3hrs

Objectives :

To enable the pupil teachers to:

study and understand the resources for teaching Computer Science

study and understand the skills in teaching of the computer skills to the students teachers for programming and Networking.

study and understand the skill in organizing extended curricular activities in Computer Science

study and understand the skill in preparing special programs for gifted and slow learners
develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

UNIT I

Elements of Computer Working Programming

Algorithm, flowchart, elements of C programming with simple illustrations. Elements of database and its applications, Introduction to cloud computing, Network of Computers: Network, Types of network, Categories of network. Working Principle of Types of LAN of Wi-Fi of Uses; E-mail of Meaning & its working. The Project Method and the Demonstration method- the elements, the merits and the demerits. Use of the methods for teaching the Elements of the Computer working.

Unit II

Resources for teaching Computer Science:

Text Books of Qualities of good computer science text book Use of text book role of text book in teaching computer science Criteria for evaluation of computer science text book. Computer Science Library of Meaning, organization and importance. Computer Science Lab of Need for planning the

computer laboratory special features of computer laboratory. Essential infrastructure ó laboratory management & maintenance of records.

Unit III

Use of Different Activities in & Out of Lab:

Computer Science Club-Meaning, Objectives, Organization, activities & importance; Computer Science Quiz, Computer Science Exhibition, Science Fair, Computer Visit- Meaning, Objectives-Organization & Importance; Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement; Professional Competencies of Computer Science Teacher. Netiquettes

Unit IV

Evaluation Techniques in Computer Science

Concept of unit test, construction of unit test, weightages to the components of unit test, designing three-dimensional chart/blue print, construction of items, format of unit test Question paper, IOTAQB ó meaning, development and importance; E-evaluation ó meaning and procedure.

Sessional work

Preparation of branched program material consisting of twenty frames in Computer Science; Preparation of mathematics program material consisting of twenty frames in Computer Science; Multimedia presentation (Minimum of 20 slides); Preparation of a Lesson using computer Assisted Instruction (CAI).

Note for Paper Setters

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

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

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

Books recommended

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

Ra

jaraman, V. Fundamentals of Computer.

Saxena, Sanjay A first course in computers – Vikas

Books.

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

Methodology of teaching subject II

Course no. 302

Credits 04

Title: Teaching of Health & Physical Education

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives:

To enable the pupil teachers to:

Understand various aspects of evaluation in health & physical education:

Develop understanding of Personal Hygiene.

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

Be acquainted with the organization of activities in Physical education.

UNIT I

TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION:

Test Measurement and Evaluation its meaning, importance & principles in Physical education. Purpose of evaluation, continuous and Comprehensive evaluation different types of test and Measurement techniques, used for evaluation in Physical Education.

UNIT II

HEALTH EDUCATION & PERSONAL HYGIENE:

Health Education, Definition, objective importance & Scope in Health Education, Principles of Health Education, Meaning of Personal Hygiene, Cleanliness in Physical Education.

UNIT III

TECHNIQUE OF TEACHING IN HEALTH & PHYSICAL EDUCATION:

Traditional sports & Games practiced in the region. Use of Audio-visual Aids-Coaching of Sports activities in schools. Health full school environment. Role & Responsibility of teacher in school Health Programme.

UNIT I

ORGANIZATION AND ADMINISTRATION:

Planning & organization of Physical Education activities, Play Fields, courts, equipment. Gymnasium & Swimming Pool. Planning Sports competitions in Schools, Intramurals and Extramural, Qualities of a good organizer and Administrator in Physical Education for congenial Environment.

Sessional work

Report on Planning of sports competition in school/ college with photographs

Note for Paper Setters

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

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

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

References:

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

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

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

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

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

Methodology of teaching subject II

Course no. 302

Credits 04

Title: Teaching of Mathematics

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3hrs

Objectives

To enable the pupil-teachers to:

study and Understand the different teaching aids in the Teaching of Mathematics

study and Understand the different techniques for the evaluation of the students of Mathematics

study and Evaluate the Student's Performance in Mathematics through the use of the scientific tools.

UNIT I

Mathematics and Teaching Aids

Text book, Teacher Hand book, Assignment Book, Mathematics Magazine, Mathematics Laboratory, Audio-visual Aids, etc. Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentations for mathematics teaching. Evaluation of Text books of Mathematics prescribed by the J&K and CBSE Boards on the parameters of the Content and the level of Explanation for the specific class. The statistics- central tendency (Mean, Median & Mode ;Bar Graph and Histogram, frequency polygon).The Use of Computer is to be made in tabulating the data and calculation through the spreadsheet on Computer.

UNIT II

Evaluation Assessment Techniques

Diagnosis of Learning Difficulties and Remedial Measures; Backwardness in Mathematics-Enrichment Programmes for the Gifted; Different Types of Tests used for evaluation for the different groups in Mathematics; Concept & use Continuous & Comprehensive Evaluation (CCE) in Mathematics, Construction of Objective Based Test Items in Mathematics on a particular topic

studied and taught (sem I& II) is to be used for preparing the Objective Type and Essay type test on the real basis.

UNIT III

Construction and use of diagnostic test in mathematics ó steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching Portfolio assessment and performance assessment in mathematics

Prepare an Achievement test of Mathematics with Blue print for different topic of Mathematics for any grade.

Prepare any one self-made teaching aid for teaching of Mathematics in secondary school.(for teaching Geometry and the Arithmetic on the innovative basis of the above said topics on 2D,3D Model, GeoBoard)

Prepare a collection of problems in your Mathematics club and published it in as a part of Mathematics Magazine which is to be developed on the Semester Basis.

UNIT I□

Lesson Planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and monthly plans. Steps for preparing lesson plans for teaching mathematics using Herbartian and RCEM approaches. The topics of Triangle, Criteria for Similarity (theorem of BPT) and Theorem of Pythagoras. Advantages and limitations of these approaches. HCF, LCM

Sessional Work

Length of tangent from the external point is always equal (paper folding or paper cutting); Diagonal of a Parallelogram (ll gm) - Divide the ll gm in two congruent triangles and in four triangles (paper folding or paper cutting), Midpoint theorem (paper cutting); Double angle theorem of Circle (by using thread); To prove Pythagoras theorem by paper cutting and pasting; Tree diagram of HCF.

Note □or Paper Setters

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

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

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

BOOKS RECOMMENDED:

*Aiyanyas , N. Kuppaswami, (1982). **The Teaching of Mathematics in New Education**, Delhi;*

Universal Book and Stationary Co.

*Butler , C. H. and Wren, F. L., (1951). **Teaching of Secondary School Mathematics**: New York; Mac Grow Hill*

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

Ltd.

*NCERT, **A Textbook of Content-cum-Methodology of Teaching Mathematics**, New Delhi*

*Sidhu, Kulbirsingh (1996). **Teaching of Mathematics**; (Fourth Ed.), Sterling Publishers Pvt.*

*Aggarwal, S.M. (1999) **Teaching of Modern Mathematics**, Dhanpat Rai and Sons, New Delhi*

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

Course no. 303
Credits 0

Title: Environmental Education & Disaster Management
Total Marks : 100
Maximum Marks Internal : 0
Maximum Marks External : 0
Duration of Exam : 3hrs

OBJECTIVES:

To enable the pupil/teachers to:

- understand the need of environmental Education.
- develop a sense of Awareness about the environmental pollution and possible hazards and its causes and remedies.
- know various ways and means to create healthy environment.
- acquire knowledge about disaster management.

Unit I

Meaning, need and scope of environmental education.

Objectives of environmental education at primary and secondary level.

Types of pollution sources, effects and control of pollutions

Evolution and Development of environmental education.

Unit II

Environmental Hazards causes, effects and its remedies.

Acid rains ozone depletion, impact of deforestation and global warming.

Population and Ecosystem concepts of ecosystem, components of ecosystem- Abiotic and Biotic

Unit III

Biodiversity, conservation of Genetic diversity.

Learning to live in harmony with nature.

Miscellaneous Environmental issues:

- a) Forest and conservations,
- b) Wild life and its conservation

Unit I

Disaster Management: Disaster- Natural and manmade: strategies to tackle disaster: Timed and untimed disasters: Role of teachers in the disaster management: the schools and community participation.

Disaster Management and its outcome on education:

Students and their fallout of disaster on education: how to rebuild the educational program and role of management in overcoming the disaster to the system of education ó role of students and teachers collaborations, the community supports.

Sessional Work

Work on a project related to any issue of environmental preservation and protection.

Prepare a scrap file on environmental issues.

Celebration of various days in relation with environment.

Tree plantation drive

Note or Paper Setters

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

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

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

Books Recommended

Aggarwal, J.C. (2007). Education for values, environment and human rights. Delhi: Shipra Publications.

Dani, H.M. (1996). Environmental Education. Publication Bureau, Punjab University, Chandigarh.

Kohli, V.K. and Kohli, V. (2000): Environmental Pollution and Management. Vivek Publishers, Ambala.

.Nanda, V.K. (1997): Environmental Education, Anmol Publications, New Delhi.

Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad..

Sharma, R.C. Environmental Education, Metropolitan Book Pvt. Ltd.