

B.Ed.
Scheme of Examination w.e.f. 2002-2003

The duration of the course leading to the Degree of Bachelor of Education (B.Ed.) shall be one academic year. There will be 6 Theory papers, 2 Practical papers and 2 Skill in Teaching papers carrying 1000 marks. Besides it, participation in community services and co-curricular activities will be compulsory for all students.

Distribution of marks and time for examination for each paper in shown in Table – 1

Table – 1
PART – A (Theory Papers: I to IV)

Paper	Nomenclature	Max. Marks			Time (Hours)	
		Theory (Ext.)	Practical (Internal)	Sessional* (Internal)	Theory (Ext.)	Practical (Internal)
I.	Education in Emerging Indian Society	80	-	20	3	-
II.	Psychology of Teaching and Learning	80	-	20	3	-
III.-A	Secondary Education and School Management	40	-	10	1.30	-
III-B	Any one of the following :					
Opt. i	Education of Exceptional Children	40	-	10	1.30	-
Opt. ii	Yoga Education	40	-	10	1.30	1.00
Opt. iii	Population Education	40	-	10	1.30	-
Opt. iv	Educational & Vocational Guidance	40	-	10	1.30	-
Opt. v	Mental Hygiene	40	-	10	1.30	-
Opt. vi	Adult & Continuing Education	40	-	10	1.30	-
Opt. vii	Health & Physical Education	40	-	10	1.30	-
Opt. viii	Science Technology Education	40	-	10	1.30	-
Opt. ix	Environment Education	40	-	10	1.30	-
Opt. x	Computer Education	40	-	10	1.30	-
IV	Educational Technology	80	-	20	3	-
V	Content-cum-Methodology of Teaching-I Subject Any one of the following :					
Opt. i	Teaching of Hindi	80	-	20	3	-
Opt. ii	Teaching of English	80	-	20	3	-
Opt. iii	Teaching of Sanskrit	80	-	20	3	-
Opt. iv	Teaching of Punjabi	80	-	20	3	-
Opt. v	Teaching of Commerce	80	-	20	3	-
Opt. vi	Teaching of Physical Science	60	20	20	3	1.30
Opt. vii	Teaching of Home Science	60	20	20	3	1.30

VI	Content-cum-Methodology of Teaching-II Subject Any one of the following :					
Opt. i	Teaching of Social Studies	80	-	20	3	-
Opt. ii	Teaching of History	80	-	20	3	-
Opt. iii	Teaching of Civics	80	-	20	3	-
Opt. iv	Teaching of Economics	80	-	20	3	-
Opt. v	Teaching of Mathematics	80	-	20	3	-
Opt. vi	Teaching of life Sciences	60	20	20	3	1.30
Opt. vii	Teaching of Geography	60	20	20	3	1.30
Opt. viii	Teaching of Art	60	20	20	3	1.30
Opt. ix	Teaching of Music	60	20	20	3	1.30
Opt. x	Teaching of Sanskrit **	80	-	20	3	-

* Sessionals include Pedagogical Skill Development/Project Work

** Only for University College of Education, Kurukshetra students admitted against Shastri Seats.

Note:

One of the teaching subject selected in papers V & VI shall be the same as offered at the Degree Course. However, a candidate may also offer teaching of Art if he/she possesses a B.A. degree and Diploma in Drawing & Painting; or has a B.A. degree and has also done Art and Crafts Teachers course from a recognized institution.

PART-B (PRACTICAL PAPERS: VII TO X)

Paper	Nomenclature	Max. Marks		Time (Hours)
		Practical (Ext.)	Sessional (Int.)	Practical (Ext.)
VII.	WORK EDUCATION			
(a)	Chalk Board Writing	32	8	1
(b)	Preparing Teaching Aids & Handling of Available Equipment	48	12	3
	Cane Work (for Blind Students Only)	80	20	3
VIII	WORK EXPERIENCE			
	Group A : Any one of the following			
Opt. i	Drawing & Painting	40	10	3
Opt. ii	Paper Cutting & Card Board Modeling	40	10	3
Opt. iii	Computer Application	40	10	3
Opt. iv	Music	40	10	3
Opt. v	Candle Making	40	10	3
	Group B : Any one of the following			
Opt. vi	Clay Modeling	40	10	3
Opt. vii	Photography	40	10	3
Opt. viii	Interior Decoration	40	10	3
Opt. ix	Gardening	40	10	3
Opt. x	Chalk Making	40	10	3
IX	SKILL IN TEACHING			
(a)	Teaching Subject-I	80	20	30 Minutes
(b)	Teaching Subject-II	80	20	30 Minutes
X	PARTICIPATION IN COMMUNITY SERVICES AND CO-CURRICULAR ACTIVITIES			
	Any one of the following :			
Opt. i	Sports	Grades will be awarded internally on five point scale- O,A,B,C,D		
Opt. ii	Social Services			
Opt. iii	Cultural & Literary Activities			

SCHEDULE FOR TEACHING PRACTICE

Schedule for teaching practice will be according to Table – II

Table – II
Schedule for Teaching Practice

Sr. No.	Activity	No. of Lessons per Subject	No. of Days
1	Micro Teaching	5	5
2	Demonstration Lessons by Teacher Education	1	1
3	Discussion Lessons	1	2
4	Mega Lessons in Simulation	2	5
5	Real Teaching in the schools	15	15
6	Discussion Lessons at the end of Practice Teaching in Schools	1	2

During practice teaching, each student is supposed to take part in the morning assembly of the school, prepare a time-table, organize certain activities in the school, check the home task given to the students, maintain attendance register, prepare cumulative progress card and have knowledge of preparing school leaving certificate etc. He/She will also observe lessons delivered by other student teachers. A record of all these activities and lessons delivered and observed will be kept by the student teachers.

ALLOCATION OF TIME TO DIFFERENT CURRICULAR AREAS

The time allocated to different curricular areas including practical and pedagogical skill development/project work will be according to Table – III.

Table – III
Allocation of Time to Different Curricular Areas

Paper	For the Whole Session			Weekly Calendar (Theory, Project Work & Practicals)
	Theory	Project Work	Practical	
I	80 hours	20 hours	-	6 periods
II	80 hours	20 hours	-	6 periods
III(A)	40 hours	10 hours	-	3 periods
III(B)	40 hours	10 hours	-	3 periods
IV	80 hours	20 hours	-	6 periods
V	80 hours/60* hours	20 hours	-/20 hours*	6 periods
VI	80 hours/60* hours	20 hours	-/20 hours*	6 periods
* for Teaching subjects involving practical. (B) Practical				
Paper	Practical including sessional work			Weekly Calendar (Practical & Sessional work)
VII(A)	40 hours			2 periods
VII(B)	60 hours			4 periods
VIII(A)	50 hours			3 periods
VIII(B)	50 hours			3 periods
IX(A)	100 hours			-
IX(B)	100 hours			-
X	50 hours			-

Time allotted to Theory papers (I to VI), work education and work experience (papers VII & VIII) shall be minimum 150 working days in a session.

EVALUATION SCHEME

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

(A) Theory Part : External Evaluation

The theory part in papers I, II, III(A), III(B), IV, V, & VI will be evaluated through a system of external evaluation. The University will appoint external paper setters and examiners as its practice.

- (a) Papers-I, II, IV, V & VI (Arts & Language Options having no practicals in paper V & VI) (M.M. = 80)

Students will be required to attempt 5 questions in all out of the given 10 questions. Q. No. I will be compulsory and will carry 16 marks. It will have 4 parts comprising 4 marks each. Other questions will also be of 16 marks each.

- (b) Papers – V & VI (Options having practicals) (M.M. = 60)

Student will be required to attempt 5 questions in all out of the given 10 questions. Q. No. I will be compulsory and will carry 12 marks. It will have 4 parts comprising 3 marks each. Other questions will also be of 12 marks each.

- (c) Papers – III(A) and III(B) (M.M. = 40)

Students will be required to attempt 3 questions in all out of given 5 question in each paper i.e. III(A) and III(B), Question No. I will be compulsory in both the papers and will carry 8 marks. It will have 2 parts comprising 4 marks each. Other questions will be of 16 marks each.

Papers III(A) and III(B) will be attempted on separate Answer Books in one sitting of 3 hours. Both papers and answer books will be administered simultaneously at the beginning of the examination.

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

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

The weight age for internal evaluation will be : one house test (25% weight age), project work (50% weight age) and viva-voca (25% weight age) for each paper.

2. Part – B (Practical Papers VII to X)

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

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

- (C) The Evaluation in paper IX-Practical Skill in Teaching (Teaching subject-I and Teaching subject-II) will be done as follow:
- a) The sessional work of this paper i.e., discussion lessons, simulated teaching, preparation of lesson plans, block-teaching practice, observation and maintenance of the concerned record in the note book etc., will be evaluated by an internal committee of the college of education concerned. The Principal and three senior teachers of the college will constitute such a committee.
 - b) The two final examination lessons delivered by the students will be evaluated by three external examiners and the Principal of the concerned college of education appointed for this purpose by the University on the recommendation of the Board of Studies in Education as per the previous practice. The examiners will evaluate 40-50 lessons in a day. If the number of students is large, then two separate panels of examiners may be formed by Board of Studies to evaluate final lessons in I teaching subject and II teaching subject separately.
 - c) Evaluation in paper X (Participation in Community Service and Co curricular Activities) will be done by an internal committee of the college. This committee shall comprise of the Principal and concerned teachers organizing the activities in the college. Only grades will be awarded and recorded separately in the Detailed Marks Card. However, these Grades shall not be counted towards determination of Division etc.

Grades shall be as follow:

Grade O (outstanding), Grade A (Very Good), Grade B (Good), Grade C (Average), Grade D (Below Average).

1. A student will have to pass in theory paper (external), practicals (external) and aggregate of each paper separately to pass a paper.

MODERATION OF INTERNAL AWARDS

In case the internal committee(s) awards more than 75% marks to a candidate/candidates in Practicals/Sessionals in one or more papers under clause 1 or 2, a Moderation Committee will review all such cases and revise the results/marks, if needed. The decision taken by the Moderation Committee in this regard shall be final. The Moderation Committee will comprise of Chairman, Board of Studies in Education and four members (one from teaching of language, one form teaching of science, one form teaching of social sciences and one member co-opted by the Chairman, Board of Studies). The Moderation Committee will be approved by the Board of Studies every session.

EDUCATION IN THE EMERGING INDIAN SOCIETY

Paper : 1

THEORY

M. Marks : 80

Time: 3 Hrs.

I. Education and Philosophy

1. Philosophical Analysis of basic concepts of Education

- (1) Education
- (2) Teaching
- (3) Instruction
- (4) Training
- (5) Indoctrination
- (6) Type of Education-formal, Informal and Non-formal

2. Philosophy-Knowledge

- (1) Concept of knowledge
- (2) Type of knowledge
- (3) Sources of knowledge
- (4) Methods of acquiring knowledge

II. Education Philosophy

1. Relationship between Education and Philosophy

Aims of education, curriculum, and methods of teaching, discipline and role of the teacher as influenced by idealism, naturalism and pragmatism.

2. Educational thoughts of Mahatma Gandhi, Tagore and Vivekanand and their impact on Indian Education.

III. Aims of Education in Contemporary Indian Society

1. Education for :

- (1) values;
- (2) modernization;
- (3) vocationalisation;
- (4) health (physical, mental and emotional); and
- (5) development of democratic outlook

2. Agencies of Education

- (1) Formal agencies, School and State.
- (2) Informal agencies, home, community, peer-groups, mass media
- (3) Home-school partnership: school-community collaboration.

IV. Structure and Concerns of Modern Indian Society

1. Structure of Indian Society : class, caste; religion; ethnicity and language.
2. Concerns of Indian Society : Democracy, social justice and equality, human rights, secularism, gender equality, social cohesion, national integration, population explosion, environmental degradation, globalization and privatization.
3. Education and social change

V. Education for National Development and its Futurology

1. Education and national development

- (1) Meaning of national development
- (2) Educational and national development
- (3) Role of education in economic development
- (4) Education and human resource development

2. Futurology

Education in future India; schools, classrooms, teachers, methods, discipline.

PSYCHOLOGY OF TEACHING AND LEARNING

PAPER : II

THEORY

M. Marks: 80

Time: 3 Hrs.

I. Psychology and its Relationship to Teaching.

1. Concept of Psychology
2. Concept of teaching and learning
3. Relationship of Psychology to teaching and learning
4. Level and factors affecting teaching

II. Development of the Learner

1. Concept of growth and development
2. General principles of development
3. Relative importance of heredity and environment in learner's development
4. Stages and aspects of development with special reference to needs and problems of adolescents in the Indian context.

III. Psychology of learning

1. Concept and characteristics of learning
2. Factors affecting learning and motivation
3. Theories of learning
 - (1) Learning by trial and error
 - (2) Classical conditioning
 - (3) Insight theory
 - (4) Operant conditioning

4. Memory and forgetting

IV. Nature of the Learner

1. Intelligence : Meaning, nature and theory of intelligence (two factor theory and Thurston's group factor Theory). Measurement of intelligence and application of intelligence tests.
2. Creativity : Concept, relationship with intelligence; techniques for fostering creativity.
3. Interest and aptitude and their assessment.

V. Guidance and Counseling.

Meaning, significance, types, approaches and techniques.

SECONDARY EDUCATION AND SCHOOL MANAGEMENT

PAPER : III-A

THEORY

M. Marks: 40

Time: 1 ½ Hrs.

I. Development of Secondary Education in India.

1. Significant developments in secondary education during the pre-independence period of India.
2. Review of secondary education in India after independence with special reference to :
 - (1) Secondary Education Commission (1952-53)
 - (2) Indian Education Commission (1964-66)
 - (3) National Policy on Education (1986)
 - (4) Acharya Ram Murthi Committee (1990)
 - (5) Programme of Action
3. Constitutional obligations related to education in India and designed changes in the educational system with special reference to the secondary education.

II. Secondary Education : Problems and Issues

1. General Aims of Secondary education
2. Quality of secondary education with specific reference to its aims and objectives, curriculum, method of teaching, human and physical resources, administration and evaluation.
3. Vocationalization of secondary education : its need and implication.
4. Distance education and open learning.
5. Teacher education at secondary level : Pre-service and In-service.

III. Specific issues at the Secondary Level

1. Moral Education
2. Women Education
3. Study of secondary education system of two developed countries : U.S.A & U.K.

IV. School Management

1. Concept of school management
2. Management of human resources and material resources.
3. Construction of time-table
4. Class management.
5. Maintenance of school records.
6. Organization of school library.
7. Organization of co-curricular activities.

HEALTH AND PHYSICAL EDUCATION

PAPER : III-B (Option VII)

THEORY

M. Marks: 40

Time: 1 ½ Hrs.

I. Concept

1. Health-concept, factors influencing, School health programmes, School health Services.
2. Health Education-concept, aims & objectives, role of a teacher in school health programme.
3. Physical Education-general concept, mis-conception aim and objective, Relation with general education.

II. Physiological systems, Nutrition and Blanced Diet

1. Elementary Knowledge of different physiological systems viz. Respiratory and circulatory.
2. Nutrition and balanced diet-components and mal-nutrition.

III. Hygiene, Communicable diseases and First Aid.

1. Hygiene-Personal, environmental.
2. Communicable diseases-control and prevention.
3. First aid in the following-Mammarge, Laceration, Continution, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

IV. Posture and Physical

1. Posture-concept, values, Postural deformities and their management.
2. Physical fitness : Meaning, elements, impotence.

ENVIRONMENTAL EDUCATION

PAPER : III-B (Option viii)

THEORY

M. Marks: 40

Time: 1 ½ Hrs.

- I. Concept of Environmental Education and its Need and Objectives at Secondary School Level.**
- II. Methodologies of Environmental Education.**
- III. Curriculum Development in Environmental Education.**
- IV. Projects in environmental Education in India and Abroad.**
- V. Environment and Global Environmental Issues.**
 1. Components of environment
 2. Concept of healthy environment and efforts in this direction.
 3. Global environment issues.
 - (1) Conservation of environment : Govt. commitment in national and international fields.
 - (2) Depletion of ozone layer.
 - (3) Global warming (green house effect)
- VI. Environmental Pollution-**
 1. Soil Pollution
 2. Water Pollution
 3. Air Pollution
 4. Noise Pollution
- VII. Miscellaneous Environmental Issues**
 1. Forests and their conservation
 2. Wildlife and its conservation
 3. Conservation of energy resources
 4. Alternate sources of energy
 5. Waste management
 6. Population and environment
 7. Indoor environment.

EDUCATIONAL TECHNOLOGY

PAPER : IV

THEORY

M. Marks: 80

Time: 3 Hrs.

I. **Concept of Educational Technology**

1. Meaning and nature
2. Types
3. Scope and significance
4. Instructional technology

II. **Communication Process**

1. Concept & Process
2. Principles
3. Barriers
4. Classroom Communication (Verbal and non-verbal)
5. Different media of communication

III. **Techniques of Behavior Modification**

1. Micro-teaching
2. Flanders interaction analysis
3. Role playing and gaming

IV. **Programmed learning**

1. Meaning, Principles, Types
2. Development

V. **Action Research**

1. Concept
2. Procedure
3. Significance in Teacher Education.

VI. **Thinking Skill**

1. Concept
2. Types
3. Teaching thinking
4. Various strategies for developing thinking
5. Problem solving

VII. **Information Technology**

1. Meaning, nature and significance of information technology in teaching -learning.
2. Different media of information technology.
3. Different types of Network :
 - (1) LAN
 - (2) WAN
 - (3) MAN
 - (4) Computer
 - (5) E-mail
 - (6) Internet
 - (7) Website

TEACHING OF ENGLISH

PAPER : V & VI Group-A (Option i)

THEORY

M. Marks : 80

Time: 3 Hrs.

I. Concept

1. Nature of language
2. Importance of language
3. Functions of language
4. Linguistic principles
5. Aims and objectives of teaching English
6. Stating objectives in behavioral terms.

II. Content and Pedagogical Analysis

1. Teaching of prose, poetry, composition and grammar.
2. Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation of at least one topic from prose, composition and grammar.
3. Preparation of micro lessons based on any of the following skills :
 - (1) Questioning
 - (2) Explaining
 - (3) Illustration
 - (4) Stimulus variation

III. Methods of Teaching and Skill of Teaching

1. Difference between an 'approach' and 'method'. Major methods of teaching English; Grammar-cum-translation method, direct method and bilingual method.
2. Structural approach : Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
3. Latest development in the approach and methods of teaching English including the Linguistic communicative approach.
4. Development of following linguistic skills :
 - (1) Listening and understanding
 - (2) Speaking
 - (3) Reading
 - (4) Writing

IV. Instructional Material

1. Importance of instructional material and their effective use.
2. Use of following aids :
 - (1) Chalk board
 - (2) Flannel board
 - (3) Pictures
 - (4) Pictures cut-out
 - (5) Charts
 - (6) Tape-recorder
 - (7) Record-player (linguaphones)
 - (8) Radio
 - (9) Television
 - (10) Film and filmstrips
 - (11) Overhead projector
 - (12) Language laboratory

V. Evaluation

1. Basic principles of testing English. The difference between measurement and evaluation
2. The meaning and significance of comprehensive and continuous evaluation in English.
3. Development of good test items in English (objective type, short answer type and essay type).
4. Preparation of an achievement test.

TEACHING OF MATHEMATICS

PAPER : V & VI Group-B (Option i)

THEORY

M. Marks: 80

Time: 3 Hrs.

I. Nature of Mathematics :

1. History of number system and metric system.
2. Meaning of Mathematics, assumptions, postulate, axioms.
3. Aims and objectives of teaching of Mathematics at secondary stage.
4. Fundamentals of logic namely use of if & then, and/or 'If & If' only.
5. Translation of objectives in terms of behavioral outcomes.
6. Relationship with other subjects.
7. Values to be taught through teaching of Mathematics.
- 8 Contribution of Indian Mathematicians : Arya Bhatt, Bhaskaracharya & Ramanujam.
9. Development of curriculum.

II. Methods and techniques of Teaching of Mathematics

1. Methods :
 - (1) Inductive deductive
 - (2) Analytic-synthetic
 - (3) Problem Solving
 - (4) Laboratory
 - (5) Project
2. Techniques :
 - (1) Oral Work
 - (2) Written work
 - (3) Home assignment
 - (4) Supervised Study.

III. Pedagogical Analysis

1. Unit Analysis
 - (1) Objectives formulation
 - (2) Learning experience
 - (3) Choosing method and material
 - (4) Evaluation

2. Pedagogical analysis of the following :

- (1) Sets
- (2) Congruency
- (3) Area
- (4) Volume
- (5) Ratio and Proportion
- (6) Equations

IV. Instructional Planning & Material Development

1. Preparation of micro lesson plan
2. Preparation of simulated lesson plan
3. Preparation of classroom lesson plan
4. Preparation and use of audio-visual material and equipments
5. Application of computer in teaching of Mathematics

V. Evaluation

1. Comprehensive and continuous evaluation
2. Development of test items
 - (1) Short answer
 - (2) Objective type
3. Diagnostic testing and remedial teaching
4. Preparation of an Achievement Test
5. Criterion and norm reference test.

TEACHING OF HOME SCIENCE

PAPER : V & VI Group- B (Objective ii)

THEORY

M. Marks: 60

Time: 3 Hrs.

I. Concept

1. The concept of Home Science : meaning and components; place of Home Science in Secondary Education.
2. Aims and objectives of teaching of Home Science.
3. Writing objectives in behavioral term.
4. Correlation of Home Science with other school subjects.

II. Pedagogical Analysis

1. Food, Nutrition & Health
2. Child Care
3. Fiber and Fabric
4. Home management-importance of planning, principles of budget making.
5. Hygiene and sanitation.

III. Methods of Teaching of Micro-teaching Skills.

1. General principles and methods of teaching project method, discussion method, demonstration, practical, individual work.
2. Micro-teaching skills-explaining, questioning, illustration and stimulus variation.

IV. Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory.

1. Evaluation in Home Science-meaning and importance of evaluation.
2. Comprehensive and conenose evaluation.
3. Evaluation devices written, oral, observation, practical work, assignment.

TEACHING OF COMMERCE

PAPER : V & VI Group-B (Option iii)

THEORY

M. Marks: 80

Time: 3 Hrs.

I. Meaning, Nature and Concept of Commerce.

1. Meaning, nature and scope of Commerce.
2. Place of commerce in secondary school curriculum.
3. Aims, objectives and values of teaching commerce.
4. Bloom's taxonomy of objectives.

II. Contents and their Pedagogical Analysis.

1. Office Management
2. Bank
3. Trade
4. Insurance

Teacher will demonstrate pedagogical pedagogical analysis of any one of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner, therefore, can ask for pedagogical analysis of any one of the given topics.

Following point should be followed for pedagogical analysis.

1. Identification of concepts.
2. Listing behavioral outcomes.
3. Listing actives and experiments.
4. Listing evaluation techniques.

III. Development of Instructional Material

1. Development and designing of curriculum.
2. Development of text books.
3. Development of self-instructional material modules.
4. Development, Utilization of instructional aids-Charts, Maps, Graphs, Tables, Models, Film strips, T.V. Computers.
5. Development of lesson plan.

IV. Methods of Teaching & Skills of Teaching.

1. Method :
 - (1) Discussion method
 - (2) Problem solving method
 - (3) Project method

2. Skills of Teaching Commerce

- (1) Skills of narration
- (2) Skill of probing questions.
- (3) Skill of stimulus variation.

V. Evaluation.

- 1. Meaning & Importance of evaluation.
- 2. Evaluation devices-written, oral, observation, records.
- 3. Preparation of unit test.

TEACHING OF LIFE SCIENCE

PAPER : V & VI Group-C (Option i)

THEORY

M. Marks: 60

Time: 3 Hrs.

I. Importance, Aims and Objectives :

1. Importance of Life Science in School Curriculum
2. General aims and objectives of teaching Life Science
3. Bloom's Taxonomy of educational objectives.
4. Formulation of specific objective of Life Science in behavioral terms.

II. Contents and Pedagogical Analysis

1. Contents :

- (1) Photosynthesis
- (2) Human digestive system-Respiratory, Excretory, Circulatory.
- (3) Cell structure
- (4) Micr-organism
- (5) Food chain
- (6) Ecological balance

2. Pedagogical analysis

Following points should be followed for pedagogical analysis

- (1) Identification of concepts.
- (2) Listing behavioural outcomes.
- (3) Listing activities and experiments
- (4) Listing evaluation techniques

Teacher will demonstrate pedagogical analysis of any one of the topics mentioned under contents above (II(i)). The examiner therefore can ask for pedagogical analysis of any of the given topics.

III. Development of Instructional Material

1. Transaction of contents

- (1) Unit Planning
- (2) Preparation of teaching aids.
- (3) Development of aquarium, vivarium etc.
- (4) Development of demonstration experiments.

2. Development of self-instructional material (Linear programme)

IV. Methods of Teaching of skill (Practical and Micro-teaching)

1. Methods of teaching
 - (1) Lecture-demonstration methods
 - (2) Project method
 - (3) Problem-solving method
2. Practical skills
 - (1) Preparation of temporary and permanent mounts
 - (2) Collection and preservation of specimen
3. Micro-teaching skills
 - (1) Skill of introducing the lesson (set induction)
 - (2) Skill of Questioning
 - (3) Skill of illustration
 - (4) Skill of explaining
 - (5) Skill of stimulus variation

V. Evaluation

1. Concept of measurement and evaluation
2. Formative evaluation
3. Summative evaluation
4. Different types of grading
5. Attributes of a good achievement test
6. Preparation of an objective type and achievement test.

TEACHING OF PHYSICAL SCIENCES

PAPER : V & VI Group-D (Option i)

THEORY

M. Marks: 60

Time : 3 Hrs.

I. Concept

1. Importance of Physical Science in school curriculum.
2. General aims and objectives of teaching Physical sciences at secondary school stage.
3. Bloom's Taxonomy of educational objectives.
4. Formulation of specific objectives of behavioral terms.

II. Contents and Pedagogical analysis

1. Concepts
 - (1) Energy-types
 - (2) Transmission of heat
 - (3) Atomic structure
 - (4) Magnetism
 - (5) Friction
 - (6) Water as universal solvent

Pedagogical analysis of any one of the above topics

Following points should be followed for pedagogical analysis:

 - (1) Identification of minor and major concepts
 - (2) Listing behavioral outcomes
 - (3) Listing activities and experiments
 - (4) Listing evaluation procedure.

III. Transaction of contents and Development of Instructional Material

1. Transaction of contents
 - (1) Unit planning and lesson planning
 - (2) Preparation of teaching aids
 - (3) Development of demonstration experiments
 - (4) Co-curricular activities
2. Development of self-learning material (Linear programme)

IV. Methods of Teaching of Skills involved in teaching

1. Methods of teaching
 - (1) Lec-Demonstration method
 - (2) Project Method
 - (3) Problem-solving method

2. Skills

- (1) Practical demonstration using laboratory
- (2) Improvisation of apparatus
- (3) Skill of introducing the lesson (set induction)
- (4) Questioning
- (5) Skill of Illustration with examples (visual)
- (6) Skill of explaining
- (7) Skill of using Black Board
- (8) Skill of stimulus variation

V. Evaluation

1. Concept-Measurement and evaluation and grading
2. Formative evaluation
3. Summative evaluation
4. Diagnostic evaluation
5. Characteristics of a good test
6. Preparation of achievement test-objective tests.

TEACHING OF SOCIAL STUDIES

PAPER : V & VI Group-D (Option iii)

THEORY

M. Marks: 80

Time: 3 Hrs.

I. Concept, Objectives and Values

1. Meaning, scope and importance of Social studies in schools.
2. Aims and objectives of teaching social studies with special reference to present Indian Condition.
3. Bloom's Taxonomy of objectives.
4. Formulating specific objective of social studies in behavioral terms.
5. Values of teaching social studies.

II. Content and their pedagogical analysis (upto Secondary level)

1. Evolution of Indian Civilization, golden period.
2. Mughal dynasty and impact on Indian Culture.
3. History of freedom movement.
4. Concept of democracy, secularism and socialism.
5. Constitution, Preamble, salient feature of Indian constitution, fundamental duties.
6. Factors affecting Indian society.
7. Globe : general information about globe, longitude and latitude
8. Structure of Indian economy today.
9. Major issues facing Indian economy today.
10. National presumes
11. Current five year plan

Teacher will demonstrate pedagogical analysis of any one of the above topics. The students are expected to do pedagogical analysis of all the above topics. The examiner therefore can ask for pedagogical analysis of any one of the given topics.

Following points should be followed for pedagogical analysis :

1. Identification of concepts
2. Listing behavioral outcomes
3. Listing activities and experiments
4. Listing evaluation techniques

III. Development utilization of Instructional material

1. Development of Lesson Plan
2. Development and evaluation of curriculum and textbooks in social studies.
3. Development of self-instructional modules.
4. Development of self-instructional material.
 1. Preparation of slides & transparencies
 2. Bulletin board
 3. Maps
 4. Charts
 5. Graphs
 6. Models
 7. Scrap books
 8. Application of Radio, Video, Computer & O.H.P.
 9. Dramatization
 10. Use of community resources
 11. Designing of social studies lab.

IV. Methods of Teaching and Skills involved in teaching

1. Story telling Method
2. Project Method
3. Problem Method
4. Inductive and deductive method
2. Skill of Planning
 - (1) Skill of questioning
 - (2) Skill of explaining
 - (3) Skill of illustration with examples
 - (4) Skill of stimulus variation
 - (5) Skill of map reading

V. Evaluation

1. Meaning, need and objectives of evaluation
2. Evaluation devices
 1. Oral test
 2. Essay Type
 3. Objective type
 4. Diagnostic testing and remedial measures observation
 5. Interest inventory
 6. Rating scale

WORK EDUCATION & WORK EXPERIENCE

PAPER VII & VIII

CHALK BOARD WRITING

M. Marks: 30

THEORY

1. Kinds of different chalk boards.
2. Strengths and Limitation of chalk board writing.
3. Correct use of chalk board writing.
4. Pitfalls in chalkboard writing.
5. Use of stencils and multiple chalk holders on the chalk board.
6. Knowledge of paint and chalk.

PREPARING TEACHING AIDS

THEORY

1. Meaning, Concept and significance of teaching aids.
2. Importance and need of teaching aids.
3. Classification of teaching aids.
4. Material required for preparing teaching aids as paper colour.
5. Effective use of teaching aids.

HANDLING OF AVAILABLE EQUIPMENT

M. Marks: 35

THEORY

Each Teacher Education Institution will make available the following equipments for use of students :

1. Over-head projector
2. Slide-Projector
3. Tape-Recorder
4. Epidiascope
5. T.V.& Video-Cassette Recorder

DRAWING AND PAINTING

M. Marks: 40+10

THEORY

1. Arts and its place in Education
2. Definition of Arts
3. Element of Arts
4. Principles of Arts
5. Colour Theory
6. Design & its kinds
7. Art material
8. Appreciation of Art

CLAY MODELLING

M. Marks: 40+10

THEORY

1. Clay and its preparation
2. Source of clay
3. Knowledge of tool
4. Description of Following-
 - (1) Low-relief
 - (2) Bas-relief
 - (3) Sculpture in round
 - (4) Modeling
 - (5) Casting & Terra-cotta
5. Different Methods of working in clay.
6. Different Methods of baking clay objects.

PHOTOGRAPHY

M. Marks: 40+10

THEORY

1. Photography in Teaching Learning Process.

- (1) Concept, need and importance of work experience (Photography).
- (2) Objectives of teaching photography in schools.
- (3) Photography as a means of visual communication.
- (4) Methods student work
- (5) Evaluating student work

2. Materials and Tools

- (1) Photographic plates-types, uses and sources
- (2) Photographic films-types, uses and sources
- (3) Cameras-types, construction, uses and functions
- (4) Dark Room-Structure, Importance

3. Content Enrichment.

Principles involved in the formation of images on the films/papers Creative photography-composition and aesthetics.

PAPER CUTTING AND BOARD MODELLING

M. Marks : 40+10

THEORY

- (1) Raw material and their sources.
- (2) Card Board.
 - (1) Methods of its preparation
 - (2) Its classification and their characteristics.

1. Different useful tools for card board modeling.
2. Abri and its utility : different types of methods of preparing abripapers.
3. Paste : types of pastes and their preparation. The most suitable paste for card board modeling.
4. Papers : types, sources and uses.

INTERIOR DECORATION

M. Marks: 40+10

THEORY

1. Importance of Interior Decoration.
2. Principles of Interior Decoration.
3. Factors to be considered while selecting furniture & Furnishing of a house.
4. Colour combination & Colour schemes.
5. Importance and types of flower arrangement.

CANDLE MAKING

M. Marks: 40+10

THEORY

1. Material used in making-Candles, Moulds, Thread, Colour, oil etc.
2. Origin of Wax
3. Types of Wax
4. Types of candles
5. Use of candles
6. Making of candles
7. Precaution while making candles
8. Preservation of candles

GARDENING

M. Marks: 40+10

THEORY

1. Plan life, Parts of a flowering plant, transpiration photo synthesis and respiration.
2. Soil diffraction, compounds of soil, types of soil, soil.
3. Fertilizers & Manures
Nitrogenous, Prophetic, Potasic Fertilizers, their effect on plants.
Maunds from yard mauna, coupled, green norms.
4. Irrigation
Importance of water of plans, methods of irrigation, loss of water and its control.
5. Tillage
Importance of tillage, Tools and implements of Tillage, Seed bed property, Inter-tillage.
6. Weeds & Diseases
Harmful effects of weeds on crop plants, characteristics of weeds, common diseases and pests and their control.

COMPUTER APPLICATION

M. Marks: 40+10

THEORY

1. Introduction to Windows.
2. Use of Windows in preparing learning material.
3. Essential Modules of M.S. Office.
4. Using M.S. Excel.
Sessional and Practical work
The students will prepare the following-
 1. Development Wall Paper and Screen saver in Windows.
 2. Preparing and editing a document in M.S. Word.
 3. Entering data and creating Graph in M.S. Excel.

Teaching of Hindi

Paper : V & VI Group-A (Option ii)

M. Marks : 80

Theory

Time: 3 Hrs

इकाई-1

1. मातृभाषा शिक्षण अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य।
2. भाषाई कौशलों का सामान्य ज्ञान—
 - (अ) श्रवण कौशल
 - (आ) भाषण कौशल
 - (इ) पठन कौशल
 - (ई) लेखन कौशल
3. हिन्दी में उच्चारण—शिक्षण, अक्षर—विन्यास एवं विराम—चिन्ह।

इकाई-2

1. सूक्ष्म शिक्षण द्वारा विभिन्न कौशलों का ज्ञान
 - (अ) प्रश्न कौशल
 - (आ) उदाहरण कौशल
 - (इ) व्याख्या कौशल
2. पाठ योजना का अर्थ, महत्त्व एवं रूप रेखा
3. हिन्दी—शिक्षण में अनुदेशनात्मक सामग्री का अर्थ, महत्त्व एवं उचित प्रयोग।

इकाई-3

1. हिन्दी की विभिन्न विधाओं का शिक्षण
 - (अ) कविता शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
 - (आ) गद्य शिक्षण
 - (इ) व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)
 - (ई) रचना शिक्षण कहानी रूप में, पत्र एवं निबन्ध।

इकाई-4

1. हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।
2. हिन्दी पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा।

इकाई-5

1. हिन्दी में मूल्यांकन एवं गृह कार्य
 - (अ) हिन्दी में मूल्यांकन का अर्थ व स्वरूप
 - (आ) विधाओं में मूल्यांकन प्रक्रिया
 - (इ) हिन्दी शिक्षण में गृह-कार्य स्वरूप एवं संशोधन।

संस्कृत शिक्षण पाठ्यक्रम

M.Marks:80

Time: 3hrs

इकाई-1

- (अ) संस्कृत भाषा एवं साहित्य का महत्त्व व वर्तमान स्थिति ।
- (आ) संस्कृत शिक्षण के तथ्य एवं उद्देश्य ।
- (इ) अनुदेशनात्मक उद्देश्यों का ब्लूम टैक्सोनमी के अनुसार ज्ञानात्मक कौशलात्मक भावात्मक एवं ।

इकाई-2

- संस्कृत में चार भाषायी कौशलों का सामान्य ज्ञान व अभ्यास-संस्कृत श्रवण भाषा मौखिक अभिव्यक्ति पठन एवं लेखन ।
- संस्कृत पाठ्यपुस्तक निर्माण एवं समीक्षा ।

इकाई-3

- संस्कृत-शिक्षण की पद्धतियां
- (अ) प्रत्यय-पद्धति ।
- (आ) व्याकरण अनुवाद पद्धति ।
- (इ) पाठ्य-पुस्तक पद्धति ।
- (ई) सयुक्त पद्धति ।

इकाई-4

- संस्कृत-में विधाओं का शिक्षण ।
- (अ) संस्कृत व्याकरण शिक्षण महत्त्व, प्रक्रिया एवं पाठ योजना ।
- (आ) संस्कृत गद्य-शिक्षण महत्त्व, प्रक्रिया एवं पाठ योजना ।
- (इ) संस्कृत गद्य-शिक्षण महत्त्व, प्रक्रिया एवं पाठ योजना ।
- (ई) संस्कृत रचना शिक्षण महत्त्व, प्रक्रिया एवं पाठ योजना ।

इकाई-5

- (अ) संस्कृत शिक्षण में मूल्यांकन, अर्थ एवं स्वरूप
- (आ) संस्कृत में मूल्यांकन की प्राचीन एवं अर्वाचीन विधियां ।
- (इ) संस्कृत शिक्षण से गृह कार्य नियोजन एवं संशोधन प्रक्रिया ।

(ई) संस्कृत भाषा की सहपाठ्य क्रियाएं। भाषण, अभिनयीकरण एवं रचना प्रतियोगिताएं।