

Syllabus of B.Ed.: B.Ed. COURSES

PAPER V& VI – (a) TEACHING OF HINDI

M.M. 100

- 1- Definition and nature of language, importance of language to the social and personal life of man
- 2- A brief history of Hindi literature (Prose, Poetry and Grammar) and general principles of Language teaching.
- 3- (a) Intensive study and methods of teaching prose
(b) Study and investigation of the methods of teaching poetry and its appreciation and preparation
(c) Aims of grammar teaching , formal and informal, different methods of teaching grammar and evaluation, correlation with text and composition.
- 4- Factors in language learning .
(a) Oral work – nature ,importance, different type of oral exercise, pronunciation, principles and methods of conducting oral work.
(b) Reading (silent and oral reading), importance of reading , aims, characteristics of model reading by the teacher, organization of oral reading at different stages.
(c) Teaching of spelling , causes of spelling mistakes, technical causes, practical causes, methods of removing spelling mistakes.
- 5- Composition : aims, types of compositional work for different grades, Teaching composition Oral and written work at different level.
- 5- Need of text book, meaning of text book, aims , types of text book , merits and demerits of text book , text book for different levels and their use.
- 6- Evaluation in Hindi – Meaning of evaluation in Hindi teaching, problems of evaluation in Hindi, Utility of evaluation in Hindi, characteristics of evaluation in Hindi.
- 7- Use of Audio-visual aids in Hindi teaching .
- 8- Remedial teaching in Hindi .
- 9- Lesson planning in Hindi (Prose, Poetry and Grammar)

UNIT – 1

Language – its nature and importance in human life, language and society, English language .

UNIT –2

Language as a discipline, structure of a language – phonemes, morphemes , objectives of English morphology, syntax and uses, kinds of sentences .

UNIT –3

Place and importance of English

UNIT – 4

The role of mother tongue in teaching English .

UNIT – 5

Principles of teaching English

UNIT – 6

Aims and objectives of teaching English at junior and senior stages.

UNIT – 7

Method and approaches of teaching English, translation of grammar method , direct method, West’s new method, substitution method, bilingual method, structural approach, situational Approach.

UNIT –8

Teaching of speaking , pronunciation, reading, writing, vocabulary, spelling , prose, poetry, grammar, translation& composition.

UNIT – 9

Organization of an effective programme of English teaching ,
Organization of teaching and learning materials at junior and senior stages.

UNIT – 10

Audio – visual aids in teaching of English.

UNIT – 11

Evaluation in English

UNIT – 12

Lesson planning for teaching English

- 1- The position of Sanskrit in India . Its historical background, its cultural ,literary and linguistic values and its relation with modern Indian languages.
- 2- Aims of teaching Sanskrit at different stages. Comparison and contrast with aims of teaching Hindi and English .
- 3- The place of Sanskrit as a subject in educational and curricular organization with emphasis on when and how it shall start.
- 4- General principles of teaching of Sanskrit
- 5- The method of teaching Sanskrit. The old method as compared and contrasted with new ones. A synthetic approach may be aimed at ; The grammatical method, the translation method, the Analytical method, Explanatory method, the direct method and the Herbartian plan , advantages and limitations of these methods .
- 6- Methods of teaching of different forms at different stages : Prose, Poetry, Grammar, Composition, Translation, Drama, Rapid Reader ; Aims , methods and plan of teaching.
- 7- The importance of phonetics and correct pronunciation
- 8- The importance of audio-visual aids and their use in teaching Sanskrit .
- 9- Qualities of a good Sanskrit teacher .
- 10- Techniques of evaluation – new types of tests in Sanskrit teaching
- 11- Different methods of Reading : Individual reading , silent reading , and loud reading . Their aims, importance and value .
- 12- Importance and use of good handwriting in Sanskrit teaching.
- 13- Importance and use of material aid in Sanskrit teaching
- 14- Action research in Sanskrit teaching , its meaning , development and utility.
- 15- Lesson planning .

UNIT- I Nature of modern sciences – Thrust areas in Physical sciences – Impact of science on

modern communities , globalization and science; major discoveries and landmark developments in science; Eminent foreign scientists – Newton, Einstein, Stephen Hawkins; Eminent Indian Scientists -- C.V.Raman, Homi Jahangir Bhabha, J.C.Bose .

UNIT – II Justification of including science as a subject of study in school curriculum, Objectives of Teaching Science – Taxonomy of educational objectives – Organizing learning experiences for achieving specified learning outcomes.

UNIT – III Major methods used for science instruction, Factors to be considered in the selection of methods.

UNIT – IV Co-curricular and non-formal approaches, Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and organizing science fairs and excursions to be taken up.

UNIT – V Planning for teaching : Developing year plans, unit plans, lesson plans, content analysis and identification of concepts, Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan. Preparation and development of improvised apparatus; preparation, selection and use of teaching aids; innovations in teaching the subject in terms of team teaching , programmed teaching , seminar presentations, micro-teaching and computer assisted teaching.

UNIT – VI Curriculum and resource utilization, Interior for designing a Physical science curriculum, approaches of curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resources. Practical work in science teaching; record writing in science projects .

UNIT – VII Curricular accessories and support material – Textbooks, Journals, Handbooks,

Student’s workbooks, display slides, laboratory materials, audio-video support material etc. .

UNIT – VIII Evaluating outcomes of science teaching ; Test assumptions about evaluation, Items formats, try-outs, item analysis ,developing teacher made tests, scoring procedures, developing tests for measuring specific outcomes – cognitive outcomes, affective outcomes, psycho-motor outcomes. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning .

UNIT – IX Designing lesson plans, ability to convert any teaching unit into an instructional

unit, using accepted pedagogical practices, formation of lesson plans .

COURSE CONTENTS :

- 1- Nature & Importance of mathematics; Brief History of Mathematics; Contributions of Indian mathematicians with reference to Bhaskaracharya , Aryabhata , Ramanujan and contributions of Euclid, Pythagoras and Gauss .
- 2- Aims of mathematics teaching , Objectives of teaching mathematics in terms of instruction and behaviour.
- 3- Methods of Mathematics Teaching -- inductive, deductive, analytical, synthetic, heuristic, project, laboratory, lecture and question-answer ; Techniques of teaching mathematics viz. oral, written, drill, assignment, supervised study, programmed learning, self-study, group work, and review.
- 4- Meaning and importance/ purpose of lesson plan, various approaches of lesson plan, characteristics of a good lesson plan , preparation of a lesson plan on various topics of secondary mathematics.
- 5- Need and type of teaching aids, how to use material aid, characteristics of good teaching aids, Importance and development of mathematics laboratory, recreational mathematics.
- 6- Teaching mathematics to gifted and backward children ; their identification and provisions for mathematics education; Remedial teaching in mathematics – its meaning , principles of diagnosis and remediation.
- 7- Principles and rationale of curriculum development; Types of mathematical problems, their place in curriculum, causes of difficulty in problem solving, suggestions to handle problems, syllabus of mathematics of different grades and their critical evaluation; correlation of mathematics with other subjects .
- 8- Evaluation in mathematics – Purpose of evaluation, types of test items – their merits and demerits, qualities of a good mathematics test, brief procedure of preparation of mathematics achievement test.
- 9- Textbooks in mathematics – importance and qualities of a good textbook in mathematics ; Need , importance and organization of mathematics library.
- 10- Teaching of Arithmetic – objective of arithmetic teaching ; role of drill and constructive play in primary arithmetic, developing speed and accuracy in mathematics, teaching of some important topics of arithmetic.
- 11- Teaching of Algebra – importance of algebra, objectives of algebra teaching , when to teach Algebra, teaching of important topics in algebra .
- 12-Teaching of Geometry- role of hypothesis, axioms, postulates and assumptions in

mathematics teaching, objectives of geometry teaching , stages of geometry teaching – experimental, analytical or deductive systematizing stages, kinds of proof in geometry, teaching of important topics in geometry.

13- Mathematics teacher – functions and qualities of mathematics teacher .

- 1- Social Studies teaching : need and justification of teaching Social study as a separate subject in school curriculum ; fundamental principle of social studies course .
- 2- Objectives of teaching social studies; Objectives of teaching subject at different levels, scope of social studies and values of teaching social studies .
- 3- Need for the planning of curriculum, construction of curriculum, general pattern of social studies curriculum.
- 4- Various methods & techniques of teaching social studies .
- 5- Audio-visual aids in social studies, need , principles for use of teaching aids, Advantages and Problems in the use of material aids .
- 6- Textbook of social studies; importance, value , characteristics of good textbook .
- 7- Social studies library and laboratory, need and management, material and equipments.
- 8- Evaluation in social studies; meaning, purpose, objectives and criteria of good examination, Evaluating the results of SST.
- 9- Lesson planning : value and importance, types of lesson planning, steps in lesson planning (herbartian)

Paper –V & VI (g)

TEACHING OF COMMERCE

UNIT-I

- a) Place of Commerce in school curriculum and its relationship with other subjects e.g. geography, agriculture, psychology and other physical and social science.
- b) Objectives of teaching commerce in schools.

UNIT-II

- a) Skills to be developed in students –teachers:
 - i) Intellectual skills (ii) Psychomotor
- b) Skills to be developed in school students:
 - i) Ability to understand the specific terms used in commerce
 - ii) Ability to understand the general principles that govern the trade and commerce of the country
 - iii) Understanding the processes used in commerce and industry
 - iv) Knowledge of forming the firms and commercial establishments, trade unions and labour organization
 - v) Making skilful traders –organizers and entrepreneurs.

UNIT-III

- a) Methods of teaching commerce:
 - i) Deductive method (ii) Demonstration method (iii) Narration (iv) Observation (v) illustration (vi) Examination (vii) Drill.
- b) Lesson Planning and Unit planning in commerce:
 - i) Necessity of planning for commerce teaching (ii) Characteristic of good lesson planning.(iii) Preparation of lesson plans and unit plans in commerce subjects.

UNIT- IV

- a) Teaching aids for commerce: (i) Audio-visual aids (ii) Visual aids (iii) Traditional aids- blackboard, Text –book.

UNIT-V

- a) Curriculum construction in commerce:
 - i) Principles of formation of commerce syllabus for classes IX, X, XI, & XII classes
 - (ii) Selection and organization of content for different classes (iii) New trends in curriculum construction in commerce.

UNIT-VI

- a) Textbooks in commerce:
 - i) Importance and need of textbooks for IX, X, XI, & XII Classes.
 - ii) Selection of textbooks IX, X, XI, XII classes.
 - iii) Review of some commerce textbooks prescribed for these classes.

UNIT-VII

- a) Evaluation in teaching commerce:
 - i) Meaning and purpose of evaluation (ii) Need of evaluation in commerce (iii) Relationship of objectives & evaluation (iv) Evaluation procedures.

UNIT-VIII

- a) Developing commerce room/ library, Laboratory and commerce teacher's forum.
- b) Commerce teacher's professional qualities.
- c) Related practical work.
 - i) Survey of villages-population, occupation of the people, their income, standard of living etc.
 - ii) Visits to shops and factories- study of their working, purchases and sales department, account keeping, correspondence and other business writing.
 - iii) Production processes.
 - iv) Visits to fairs and arranging exhibition etc.

PAPER-V & VI (h)

TEACHING OF BIOLOGY

COURSE CONTENTS

1. Development of science education, development of biology education: Biology-meaning and nature, branches of biology, importance of biology.
2. Aims and objectives of biology teaching: Need and types-general & specific, Taxonomy of educational objectives-cognitive, affective and psychomotor domain.
3. Methods of biology teaching-Lecture, Observation, Laboratory, Demonstration, Supervised study, Heuristic, Project, Historical, Discussion, Problem solving, Concentric- their characteristics and limitations. New techniques for biology teaching- Investigation, Enquiry, Field trip, Team Teaching.
4. Curriculum-Attempts to develop biology curriculum, present day curriculum-limitation and improvements, innovations in development of biology curriculum like. Blue vision, Yellow vision, Green vision, Nuffield Project, etc..co-curricular activities in biology.
5. Text-books of Biology-need, characteristics and defects. Biology library, selection of books for library.
6. Teaching Aids in Biology-purpose, characteristics and classification: Aquarium, Terrarium and Vivarium, Herbariums, organizing science fairs, organization of Biology Laboratory.
7. Evaluation in Biology: need, techniques -their merits and demerits, experimental projects in biology.
8. Teaching of gifted and backward students at Biology-their in the curriculum characteristics and provision for education, diagnostic work and remedial teaching.
9. Correlation of Biology with other subjects.
10. Lesson Planning in Biology-need, characteristics and limitations.
various approaches of lesson planning.

11. Biology Teacher-characteristics of good biology teacher.