

Bachelor of Education

Semester-II

L-4 T-0 P-0 C-4

CPS7 a/ b-06: Methodology of Teaching Commerce

Course Objectives

- To familiarize students on basic concepts of teaching Commerce in school curriculum
- To understand the concept, nature and uses of different methods, techniques and aids of teaching commerce
- To develop the skill in pupil- teachers with the methodology of teaching of commerce used in state and central schools
- To encourage pupil- teachers to use a wider range of commerce teaching techniques and strategies
- To acquaint pupil teachers with the role of teaching aids, textbooks and co-curricular activities for commerce teaching

Course Outcomes (COs)

1. Understand the basic concepts of teaching commerce in school curriculum
2. Apply the knowledge methods, techniques and aids of teaching commerce
3. Analyze the need & importance curriculum construction and co-curricular activities
4. Analyze planning of commerce in school curriculum
5. Evaluate innovative trends in commerce construction of test and evaluation

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction of teaching Commerce in School Curriculum

12 Hours

1. Concept, need and importance of commerce
2. Place of commerce in secondary school curriculum and its critical appraisal
3. Commerce and its relationship with other social sciences
4. Commerce and its relationship with other general sciences and math's

UNIT II: Methods, Techniques and aids of Teaching Commerce

12 Hours

1. Different methods of teaching commerce, uses and critical analysis lecture method, demonstration method, project method, problem solving method, active learning method
2. Commerce text-books and supplementary materials
3. Techniques of teaching commerce subject questioning, answering, assignment, observation, explanation and Illustration
4. Teaching aids of commerce

UNIT III: Curriculum Construction and Co-curricular activities**12 Hour**

1. Commerce curriculum- meaning, principles of curriculum construction, demerits of present
2. Curriculum of commerce, various types of curriculum
3. Co-curricular activities for commerce teaching- concept, importance, types
4. Laboratory of commerce, commerce room

UNIT IV: Planning of Commerce**12 Hours**

1. Lesson planning in commerce- meaning, need and importance
2. Construction of composite lesson plan, lesson plan according to active learning strategies
3. Planning need and importance
4. Various types of tests, qualities of good tests

UNITV: Construction of test and Evaluation**12 Hours**

1. Steps of test construction
2. Construction of blue print
3. Meaning and importance of evaluation
4. Difference between evaluation and measurement, techniques of evaluation

Total: 60 Hours**Practical based Assignments**

1. Evaluation of a commerce text-book at secondary level
2. Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced

Reference(s)

1. Agarwal J.C (2004) Teaching of Commerce A Practical approach New-Delhi, Vikas Public House
2. Nataraj S. (2006) Learning to teach, V.V. Nagar CVM
3. Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication
4. Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir
5. Venkat E.T. (2004) method of Teaching of Commerce, New Delhi, Discovery Public House

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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Bachelor of Education

Semester-II

L-4 T-0 P-0 C-4

CPS7 a/ b-11: Methodology of Teaching Economics

Course Objectives

- To familiarize students on basic concepts of teaching Economics in school curriculum
- To understand the concept, nature and uses of different methods, techniques and aids of teaching Economics
- To develop the skill in pupil- teachers with the methodology of teaching of Economics used in state and central schools
- To encourage pupil- teachers to use a wider range of Economics teaching techniques and strategies
- To acquaint pupil teachers with the role of teaching aids, textbooks and co-curricular activities for Economics teaching

Course Outcomes (COs)

1. Understand the basic concepts of teaching Economics in school curriculum
2. Apply the knowledge of methods, techniques and aids of teaching Economics
3. Analyze the need & importance of curriculum construction and co-curricular activities
4. Analyze planning of Economics in school curriculum
5. Evaluate innovative trends in Economics construction of test and evaluation

Articulation Matrix

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CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction of teaching Economics in School Curriculum

12 Hours

1. Concept, need and importance of Economics
2. Place of Economics in secondary school curriculum and its critical appraisal
3. Economics and its relationship with other social sciences
4. General and Specific objectives of Teaching Economics

UNIT II: Methods, Techniques and aids of Teaching Economics

12 Hours

1. Different methods of teaching Economics, uses and critical analysis lecture method, demonstration method, project method, problem solving method, active learning method
2. Economics text-books and supplementary materials
3. Techniques of teaching Economics subject questioning, answering, assignment, observation, explanation and Illustration
4. Teaching aids of Economics

UNIT III: Curriculum Construction and Co-curricular activities **12 Hour**

1. Curriculum and content of Economics- (i) Concept and importance of curriculum., (ii) Objectives and Principles of selection of content Economics
2. Organization of Economics room and various curricular activities to motivate teaching Of Economics
3. Qualities and competencies of a good Economics teacher.
4. Challenges faced by an Economics teacher

UNIT IV: Planning of Economics **12 Hours**

1. Lesson planning in commerce- meaning, need and importance
2. Construction of composite lesson plan, lesson plan according to active learning strategies
3. Planning need and importance
4. Various types of tests, qualities of good tests

UNITV: Construction of test and Evaluation **12 Hours**

1. Meaning, importance of evaluation
2. Types of evaluation-oral test, written test - Essay type test, Objective types test, and short answer type,
3. Formative and Summative Evaluation, Continuous and comprehensive Evaluation (CCE),
4. Construction of Blue Print

Total: 60 Hours

Practical based Assignments

1. Visit to any one place of Economical importance (Bank, Financial institution) and Write a report (Planning, Organization, Learning experiences, Reflection)
2. Compare the objectives of teaching economics at secondary and higher secondary level of various boards (SSC, CBSE, ICSE) any one level.

Reference(s)

1. Singh Rampal, Kumar Dharmendra, 2008 pedagogy of School subject Economics, R. Lal Book Depot, Meerut
2. Upadhyay R.K. Dubey S.K., Teaching of Economic, Radha Prakashan Mandir (P) Limited, Agra
3. Tewari S.A (2005) Economics Education in the Global era Delhi, Delhi Adhyan Publication
4. Tomar S. (2005) Teaching of Economics Agra, Vinod PustakMandir

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CPS7a/b-02: Methodology of Teaching Hindi

Course Objectives

- To understand the importance of Hindi language and its contribution to Indian culture and emotional integration
- To understand the aims and objectives of teaching Hindi and state them in the form of Specific behavioral changes
- To prepare objective based lesson plans and implement them
- To understand the basics skills of language learning
- To understand the different methods of teaching Hindi and use them in his practice teaching lessons

Course Outcomes (COs)

1. Understand basic concept of methodology teaching Hindi
2. Apply various methods of teaching Hindi
3. Analyze techniques of teaching Hindi
4. Analyze process and techniques of curriculum construction and co - curricular activities
5. Evaluate various types of planning and construction of test

Articulation Matrix

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CO1	2	-	-	-	1	1	-	1	1	1	-	1	-	2	1
CO2	2	3	-	1	-	1	-	1	-	-	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	1	-
CO4	-	1	-	-	1	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction to Hindi Subject in School Curriculum

12 Hours

1. Meaning , concept and different forms of language
2. Place and importance of Hindi languages in the school Curriculum
3. Nature, aims and objectives of teaching Hindi
4. Correlation of Hindi language with other school subjects

UNIT II: Methods of Teaching Hindi.

12Hours

1. Different methods of teaching Prose, Poetry, and Grammar Method
2. Composition -Lecture method, Inductive method , Deductive Method
3. Rapid reading of Hindi Language
4. Integration of Content and Methods

UNIT III: Techniques of Teaching Hindi

12 Hours

1. Storytelling and Dramatization techniques of teaching Hindi
2. Language Games and Guided Composition techniques of teaching Hindi
3. Letter writing and Narrative and Dialogue techniques of teaching Hindi
4. Diagnostic and remedial approach of teaching Hindi

UNIT IV: Curriculum Construction and Co-curricular Activities**12 Hours**

1. Curriculum construction: concept & principles of curriculum
2. Criteria of a good text book and critical study of the text book of language prescribed for secondary school
3. Co-curricular activities, language laboratory-need, importance and organization
4. Teaching aids types, importance and utility in classroom teaching

UNITV: Planning and Construction of Test**12Hours**

1. Planning: Need and importance, planning of prose, Poetry and Grammar lessons
2. Tests-Types, qualities of good tests, steps of test construction, construction of Blueprint
3. Processing of lesson notes and micro lesson plans
4. Unit plan, Resource unit-concept and administration

Total: 60 Hours**Practical Based Activity**

1. Solving grammar exercise of 8th and 9th Standard Textbooks of second Language Hindi
Third Language Hindi
2. Report on constitutional provisions–provided to Hindi and the implication
3. Construction of substitution–tables on the concerned text
4. With reference to class six to eight in Hindi language; collect ten examples of grammar and discuss them in the group

Reference(s)

1. B. D. Bhatt (1995) Modern Methods of Teaching, Kanishka Publishers, Delhi
2. Dr. H K Gourav (2000) Teaching Aspects of Hindi language, Nutan Prakashan, Pune
3. Dr. R. A Sharma (2006) Teaching of Hindi, R. Lall book depot, Meerut
4. D. P. Kaushik (2010) Teaching of Hindi, Agra, Agrawal Publication
5. S. C Chaddha (2004) Teaching of Hindi, Loyal book depot Meerut
6. N. Krishnaswamy (2005) Teaching Hindi, Macmillan

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Bachelor of Education

Semester-II

L-4 T-0 P-0 C-4

CPS7a/b-01: Methodology of Teaching English

Course Objectives

- To understand nature and scope of English language
- To develop proficiency in the language
- To be familiar with the psycholinguistics and sociolinguistics aspects of language
- To understand the skill of language
- To be aware of the pedagogical practices required for teaching English on second language

Course Outcomes (COs)

1. Understand the basic fundamental concepts of English Language
2. Apply the knowledge of techniques and methods of teaching English
3. Analyze the need & importance of modern approach of teaching English
4. Analyze the need of co-curricular activities for English content understanding
5. Evaluate use and importance of Action Research in English Language

Articulation Matrix

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CO2	2	3	-	1	-	1	-	1	-	-	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	1	-
CO4	-	1	-	-	1	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Fundamentals of Language

12 Hours

1. English Language Its nature and importance
2. Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
3. Language Acquisition vs. Language Learning
4. Correlation of English language with other school subjects
5. Principles and Maxims of Language Teaching

UNIT II: Techniques and Methods of Teaching English

12Hours

1. **Techniques** (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization) Poetry: Methods (Recitation, Song-action), Techniques of Appreciation Grammar Types (Functional, Formal), Methods (Inductive, Deductive)
2. **Various Methods-** Translation Method, Direct Method, Dr. West Method, Eclectic Method, Bilingual Method

UNIT III: Approaches of Teaching English and Teaching Aids

12 Hours

1. Approaches of Teaching English- Constructivist Approach
2. Communicative approach, Structural Method, Situational Method
3. Teaching Aids- Types, importance and utility in class room teaching

- UNIT IV: Curriculum Designing and Co-curricular activities** **12 Hours**
1. Curriculum Construction – Concept & Principles of Curriculum
 2. Criteria of a good text book and critical study of the text book of language prescribed for Secondary School
 3. Co-Curricular Activities for Effective English Teaching
 4. Language Laboratory Need, Importance and Organization

- UNIT V: Planning, Action Research and Learner Evaluation** **12Hours**
1. Planning: Need and Importance, Planning of Prose, Poetry and Grammar lessons
 2. Tests: Types, qualities of good tests, steps of test construction, construction of Blueprint
 3. Processing of Lesson Notes and Micro Lesson Plans
 4. Unit Plan, Resource unit Concept and Administration

Total: 60 Hours

Practical Based Activity

1. Discuss in groups how the role of English language has changed in the 21st
2. Topic for Debate — Globalization & English
3. Discussion on the topic 'War begins When Words Fail'
4. Visit 5 schools in the neighborhood and prepare a report on the three language formula being implemented in the schools
5. Prepare a book review of an English text book of class VIII
6. Observing, interviewing and writing comprehensive profile of a student

Reference(s)

1. B. D. Bhatt (1995) Modern Methods of Teaching, Kanishka Publishers, Delhi
2. Dr. H K Gourav (2000) Teaching Aspects of English language, Nutan Prakashan, Pune
3. Dr. R. A Sharma (2006) Teaching of English, R. Lall book depot, Meerut
4. D. P. Kaushik (2010) Teaching of English, Agra, Agrawal Publication
5. S. C Chaddha (2004) Teaching of English, Loyal book depot Meerut
6. N. Krishna Swamy (2005) Teaching English, Macmillan

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CPS7a/b-03: Methodology of Teaching General Science

Course Objectives

- To develop understanding of the nature of science
- To appreciate the contribution of Indian and foreign scientists in development of science
- To use different methods and techniques of teaching science effectively
- To organize co-curricular activities in science
- To construct a unit test in science

Course Outcomes (COs)

1. Understand the basic concept of teaching general science
2. Apply different methods of teaching general science
3. Analyze curriculum and non-curriculum activities used in science teaching
4. Analyze effective use of different teaching aids used in teaching science
5. Evaluate different test and methods of evaluation of general science

Articulation Matrix

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CO2	1	-	-	-	-	-	-	1	1	2	-	1	3	1	2
CO3	1	-	-	-	-	2	-	-	2	1	-	2	-	-	1
CO4	1	-	-	-	-	2	-	1	2	1	-	2	1	1	2
CO5	2	2	-	-	-	-	-	1	1	2	1	1	2	1	2

High-3 Medium-2 Low-1

UNIT I: Introduction to Science Subject in School Curriculum

12 Hours

1. Concept of science, science as a domain of enquiry and characteristics of a scientific enquiry observation, steps in scientific method
2. Values developed through science
3. Correlation of science with other school subjects
4. Contributions of eminent Indian and western scientists Jagdish Chandra Bose, Dr. Hargobind Khorana, Salim Ali, Darwin, Mental Watson

UNIT II: Various Methods, Techniques of Teaching Science

12 Hours

1. Various methods of teaching science – lecture, demonstration, lecture-cum demonstration, laboratory, heuristic method, inductive & deductive method, project method, observation method, problem solving, analytical and synthetic method
2. Various techniques in teaching science-Team Teaching, Inquiry training model, supervised study
3. Science Teacher- qualities of good science teacher, professional growth of science teacher

UNIT III: Nature of Curriculum of General Science

12 Hours

1. Nature of science curriculum and principles of curriculum construction
2. Textbook of science- importance and utility of science textbook, criteria for a good science text book, critical study of a science text book prescribed for secondary school
3. Modern trends in science curriculum.

UNIT IV: Teaching aids, Labs and co-curricular Activities of Science **12 Hours**

1. Co-curricular activities in science education- needs, importance and organization of science clubs, science fairs, science exhibition, field visit and scientific discussion
2. Science laboratory- need, importance and organization essentials of an ideal science laboratory, improvised apparatus in science teaching
3. Teaching aid in science types, importance and utility in classroom teaching

UNIT V: Planning, Construction of test and Evaluation **12Hours**

1. Planning need and importance, lesson plan, unit plan, annual plan- concept and organization
2. Test Construction- concept, construction of achievement test, diagnostic and remedial test
3. Open-Book Tests: strengths and limitations, Blue print: meaning, concept, need and construction
4. Continuous and Comprehensive Evaluations (CCE) in Sciences

Total: 60 Hours

Practical Based Activity

1. Report on a case study on identifying and addressing issue of alternative concepts in Physical science
2. Critical review of a recently published research paper in Science/Biology Education Journal
3. Critical review of a Textbook of Science/Biology.

Reference(s)

1. Sharma, Dr. H. L.(1989), School Science Education in India, Ansari Road, Murari Lal Street New Delhi
2. Sharma, L.M. (1977), Teaching of Sciences & Life Sciences, Loyal Book Depot, Meerut
3. Yadav M.S. (2000), Modern Methods of Teaching Sciences Anmol Publisher Delhi
4. Venkataih S (2001), Science Education in 21st Century Anmol Publishers, Delhi
5. S. C Chaddha (2004) Teaching of Science, Loyal book depot Meerut

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Bachelor of Education
Semester-II

L-4 T-0 P-0C-4

CPS-7a/b-04: Methodology of Teaching Civics

Course Objectives

- To understand meaning, scope and importance of Civics in the school curriculum
- To understand the general principle and maxims of teaching Civics
- To understand the meaning, importance of correlation
- To develop proficiency in correlating Civics with other school subjects
- To acquire the knowledge of teaching method & lesson planning
- To acquire the knowledge of civics room and qualities of good Civics Teacher

Course Outcomes (COs)

1. Understand the basic concept of Civics
2. Understand aims and objectives of teaching Civics
3. Apply methods, techniques and instructional material of teaching Civics
4. Analyze correlation and co - curricular activities of teaching Civics
5. Evaluate various types of planning and construction of test

Articulation Matrix

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CO3	2	-	-	1	-	1	-	2	1	2	-	3	2	1	2
CO4	1	-	-	-	-	1	-	1	2	1	-	1	1	1	-
CO5	2	-	-	-	-	-	-	-	-	1	-	1	1	-	1

High-3 Medium-2 Low-1

UNIT I: Nature and scope of civics

12 Hours

1. Meaning, Nature, importance and scope of civics, place and importance of civics in school curriculum
2. Civics - an art or Science
3. Utility of Civics, Aims and objective of Civics teaching at different stages
4. Man as a social animal and as a citizen

UNIT II: Aims and objectives of teaching civics

12Hours

1. General Principles and Maxims of Civics Teaching
2. Instructional objectives and values of teaching civics
3. Current affairs and controversial topic in civics
4. Meaning of Play way, Play way in civics, merits of Play way

UNIT III: Methods of Teaching, techniques and instructional material of teaching civics

12Hours

1. Methods of teaching Civics: (i) Traditional method (ii) Dynamic method
2. Teaching aid use in teaching civics- Audio-Visual aids, Classification of audio-visual aids. Usable aids in civics teaching
3. Importance of newspaper and journals in the teaching, civics, Importance of exhibits and museums in civics teaching
4. Meaning and Importance of Civics room, Planning equipping for Civics room & Qualities of an effective Civics Teacher, Self-evaluation of teacher

UNITIV: Correlation of civics with other subjects and Co-curricular Activities **12 Hours**

1. Meaning and importance of correlation.
2. Correlation of civics with History, Geography, Economics and Literature.
3. Co-curricular activities in civics.
4. Importance of organization of field trips, visits.

UNITV: Planning and Construction of Test **12Hours**

1. Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies
2. Resource Unit, Unit plan, Year Plan
3. Evaluation in civics- Difference between Measurement, Assessment and Evaluation
4. Diagnostic test and Remedial teaching, Construction of Blue Print, Criterion referenced testing and Norm referenced testing

Total: 60 Hours

Practical Based Activity

1. Critical evaluate History civics content of 8th 9th 10th Standard
2. Conducting quiz Competition in civics
3. Survey of the locality and collection of information about places or institutions of historical interest
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in Civics
6. Student is also allowed to do his own interested practical work pertaining to the syllabus

Reference(s)

1. Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
2. Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi.
3. Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
4. N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers.

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Bachelor of Education
Semester-II
CPS7a/b-05: Methodology of Teaching Sanskrit

L-4 T-0 P-0

Course Objectives:

- To understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration
- To understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioral changes
- To prepare objective based lesson plans and implement them
- To understand the basic skills of language learning
- To understand the principles of curriculum construction in Sanskrit
- To understand the different methods of teaching Sanskrit and use them in his practice teaching lessons

Course Outcomes (COs):

1. Understand the Contributions & importance of Sanskrit
2. Apply awareness of objectives of teaching Sanskrit at the Elementary and Secondary level
3. Analyze the different aspects of Sanskrit Grammar and Lesson Plan in Sanskrit Language
4. Evaluate get acquainted and frame Behavioral Objectives for teaching Poetry, Prose, Composition and Grammar in Sanskrit
5. Plan the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit

Articulation Matrix

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CO2	2	1	1	1	-	1	2	-	2	1	1	1	1	1	1
CO3	-	2	-	-	1	-	-	2	-	-	-	1	-	-	-
CO4	-	1	-	-	-	1	1	-	1	2	-	1	-	1	-
CO5	1	1	-	-	3	-	-	1	1	1	-	1	-	2	-

High-3 Medium-2 Low-1

Unit 1 : Sanskrit Language – Nature and Importance

12 Hours

1. Importance of Sanskrit language
2. Contributions of Sanskrit to other Indian Languages to Indian culture
3. Contributions of Sanskrit tradition and to emotional integration
4. Relation of Sanskrit with other Indian languages.

Unit 2 : Place of Sanskrit in the Secondary School Curriculum

12 Hours

1. Aims & Objectives of teaching Sanskrit with reference to three language formula

2. Instructional Objectives - Specifications of each objective in the form of specific behavioral changes
3. Importance of Sanskrit in Indian History
4. Principles of Construction of Syllabus in Sanskrit

Unit 3 : Lesson Plan in Sanskrit Language

12 Hours

1. Planning lesson plans in prose, poetry, grammar and composition
2. Unit plan : importance, characteristics, format
3. Resource unit: importance, characteristics, format
4. Micro lesson plan: importance, format, practice

Unit 4 : Development of Language Skills, Curriculum Design

12 Hours

1. Listening: importance, activities for its development
2. Speaking: importance, characteristics of good speaking, activities for its development
3. Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading
4. Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures

Unit 5 : Planning and Construction of unit test

12 Hours

1. Planning – Need and Importance, Various types of Tests, Qualities of good tests
2. Steps of test construction, Construction of Blue print
3. Different Methods of Teaching Sanskrit: Traditional Method, Text -book Method, Direct Method and Translation Method
4. Transaction of curricular/ co-curricular activities, Subject teacher – Essential qualities of a Sanskrit teacher

Total: 60 Hours

Practical based Assignments:

1. Solving grammar exercise of 8th and 9th Standard Textbooks of second Language Sanskrit /Third Language Sanskrit
2. Report on constitutional provisions–provided to Sanskrit and the implication

References Books:

1. डॉ. पाण्डेय] रामषकल (2008 संस्कृत शिक्षण श्री विनोद पुस्तक मन्दिर आगरा -2
2. डॉ. पाण्डेय रामषकल (2010½ संस्कृत शिक्षण श्री विनोद पुस्तक मन्दिर आगरा -2
3. वत्स बी. एल. (2011½ संस्कृत शिक्षण अग्रवाल पब्लिकेषन्स आगरा -2
4. दवे अमृत लाल डा. पाटनी डॉ. नागदा (2013½ संस्कृत का शिक्षण राधा प्रकाशन मन्दिर आगरा
5. डॉ. (श्रीमती) शर्मा राजेश शर्मा भरत भूषण (2013½ संस्कृत शिक्षण अग्रवाल पब्लिकेषन्स आगरा
6. शर्मा शिखा (2014½ संस्कृत शिक्षण अग्रवाल पब्लिकेषन्स आगरा
7. डा. पाण्डेय रामषकल (2016½ संस्कृत शिक्षण श्री विनोद पुस्तक मन्दिर आगरा
8. श्रीमती शर्मा राजकुमारी डॉ. शर्मा रजनीष डॉ. महर्षि ओमप्रकाश डॉ. भारद्वाज ऋतु (2016½ संस्कृत शिक्षण राधा प्रकाशन मन्दिर आगरा
9. डॉ. मिततल संतोष (2008½ संस्कृत शिक्षण आर. लाल बुक डिपो. मेरठ

List of e-learning Resources:

1. <https://www.learningclassesonline.com/p/sanskrit-lesson-plan.html>
2. <https://collegedunia.com/courses/bachelor-of-education-bed-sanskrit/syllabus>

**Bachelor of Education
Semester-II**

L-4 T-0 P-0 C-4

CPS7a/b-07: Methodology of Teaching Life Science

Course Objectives

- To understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences
- To understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
- To acquaint with the Resources for teaching Biology & their effective utilization
- To get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans
- To understand the concept of curriculum, principles of curriculum construction

Course Outcomes (COs)

1. Understand the concept, aims and objectives of teaching life science at different levels
2. Apply skills relating to planning lessons and presenting them effectively
3. Analyze the life science curriculum with reference of textbooks
4. Evaluate teaching skills of teaching life science
5. Plan of evaluation using various types of tests in life science

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
CO1	3	-	2	-	1	1	-	-	1	-	1	1	1	-	-
CO2	3	-	1	-	-	2	-	2	2	2	-	1	3	-	-
CO3	2	-	-	2	1	2	-	2	2	1	-	-	-	2	-
CO4	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-
CO5	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction to Teaching Biological Science

12 Hours

1. Biological Science: Concept, Relationship between Biology & human welfare
2. Utilitarian, Cultural and Disciplinary Aims, Scientific Attitude and Training in Scientific
3. Instructional Objectives: Bio - Science in secondary schools
 - As per NCERT CurriculumFramework-2000
 - As per NCTE Curriculum Framework
 - As per National CurriculumFramework-2009
 - Behavior Specifications of Instructional Objectives: Knowledge, Understanding, Application, Skill

UNIT II: Approaches, Methods, Models and Aids of Teaching Biology

12 Hours

1. Approaches: Structure and function Approach, Types specimen Approach, Inductive and Deductive Approach
2. Methods of Teaching- Guided Discovery Method

3. Models of Teaching: Biological Science Enquiry Model (Joseph Schwab), Memory Model (J. Lucas)
4. Teaching Aids - Types, Importance and Utility in classroom teaching

UNIT III: Curriculum Construction and co-curricular activities

12 Hours

1. Curriculum – Concept & Principles of curriculum construction
2. Meaning, importance and Organization of Co-Curricular Activities
3. Bio Science laboratory - Need and importance, equipping Bio-lab, Organizing the practical work
4. Project Activities: Aquarium, Vivarium, Terrariums, Museum, School garden
5. Preservation of specimen through plastination -Meaning, Importance and Steps
6. Bio-Science Club – organization & its activities, Bio Science Exhibition, Fieldtrips, Bio-Science Quiz, Nature Study, Bird watching, Collection & Preservation of Specimens- Plants and Animals

UNIT IV: Instruction Design in Teaching Biological Science

12 Hours

1. Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
1. Lesson Planning- Meaning, Importance and format according to active learning Strategies
3. Unit Plan - Meaning, importance and steps
4. Resource Unit - Meaning, importance and components

UNIT V: Evaluation

12 Hours

1. Meaning, Concept and importance of Measurement and Evaluation
2. Types of Evaluation: Formative and Summative Evaluation
3. Types of Tests: Achievement Test, Blue Print, Teacher made Test and Diagnostic Test
4. Meaning, concept and importance of Continuous and Comprehensive Evaluation

Total: 60 Hours

Practical Based Activity

1. Preparing power point slides for any selected unit in VIII or IX class Biology
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology
4. Writing of Instructional objectives & behavioural specifications on a selected Unit
5. Preparing improvised apparatus in Biology

Reference(s)

1. Chikkara & Sharma (1989) Teaching of Biology, Prakash Bros Ludhiyana
2. Guddalli NM (1993) – Vignana Bhodane, Bharat Book Dept. Dharwad
3. NCERT (1982) Teaching of Science in Secondary Schools, New Delhi Venkataih S
4. Patil S. S & Rakkasagi (1998) – Jeeva Vignana Bhodane, Vidyanidhi Prakashan, Gadag

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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Bachelor of Education

Semester-II

L-4 T-0 P-0 C-4

CPS7a/b-08: Methodology of Teaching History

Course Objectives

- Understand meaning, scope and importance of History in the school curriculum.
- To acquire knowledge of aims and instructional objectives of teaching history
- To acquire the knowledge of Instructional Material and resources in teaching history.
- To preparing suitable teaching devices & using them & organizing field trips.
- To acquire the knowledge of content of History for various standards in the state.
- To develop necessary skills in the application of methods and techniques in the classroom.

Course Outcomes (COs)

1. Understand levels and aims of History and its features.
2. Apply the modes and approaches in pedagogy of teaching history.
3. Analyze the development of curriculum and utility of co curricular activities for teaching history.
4. Evaluate various planning methods in instructional designing.
5. Create various evaluation and assessment techniques to check the attainment of teaching objectives.

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	-	2	3	-	-	1	3	-	1	-	1	-	2	3
CO2	1	1	2	1	-	-	3	-	-	-	2	1	2	3
CO3	-	1	1	-	3	1	2	1	2	-	1	1	2	1
CO4	2	-	-	2	2	-	2	1	1	1	3	2	-	2
CO5	-	3	1	-	-	-	1	1	-	1	2	1	-	2

High-3 Medium-2 Low-1

UNIT I – Introduction to History in school curriculum

12 Hours

1. Concept of History, History - an art or Science
2. Different levels of History - World History, National, Regional and Local History
3. General aims of teaching history, Specific aims, aims of teaching history in present conditions of India, aims of teaching history at the different stage of education
4. Correlation – Concept, Importance, Types of correlation, Correlation of History with other School Subject

UNIT II- Methods, Techniques, and Instructional Materials of teaching History

12 Hours

1. Methods and techniques of teaching History –discussion, project, problem solving, field trip, Active Learning Strategies
2. Instructional Materials in History - Collateral Reading – Importance, Reading materials, Historical Novels
3. Teaching aids- Auto biography, Time line, Magazines, Newspapers, Dramas, Battle Plans & Coins, Journals, Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance
4. Procedure of using maps, pictures, charts, models, film strips, diagrams

UNIT III- Curriculum construction and co curricular activities**12 Hours**

1. Curriculum – Concept & principles of curriculum construction, Types of Curriculum
2. Meaning, importance and Organization of Co-Curricular Activities
3. Co curricular activities in History.
4. Laboratory of History

UNIT IV- Instructional design in Teaching History**12 Hours**

1. Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
2. Lesson Planning- Meaning, Importance and format according to active learning strategies.
3. Unit Plan - Meaning, importance and steps
4. Resource Unit - Meaning, importance and components

UNIT V- Evaluation in Teaching History**12 Hours**

1. Evaluation and Assessment in History- Formative, Summative
2. Continuous and Comprehensive Assessment
3. Assessment at different stages; issues in assessment, Construction of Blue Print
4. Innovations in Assessment: Self-assessment, Peer assessment, Open Text Book Assessment

Total: 60 Hours**Reference(s)**

1. Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi
2. Bhattacharya S. (1966) Teaching of Social Studies in Indian Schools. Acharya Books Depot, Baroda.
3. Bruce Joyce and Marshal Weill (1990) Models of Teaching. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi. “
4. N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers
5. Vajreswari R (1973) A Hand Book for History Teachers. Allied Publisher’s New Delhi

List of e-Learning Resources:

- <https://nptel.ac.in/>
- <https://www.coursera.org/>

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**B.Ed.-Bachelor of Education
Semester-II**

L-4 T-0 P-0-C-4

CPS7a/b-09: Methodology of Teaching Geography

Course Objectives

- To familiarize students on basic concepts, pedagogy & matters of Geography
- To understand Aims, Objectives & teaching approaches of Geography
- To create deeper understanding on school syllabus, textbooks & teaching methodology of Geography
- To provide knowledge of different types of teaching aids & planning types

Course Outcomes (COs)

1. Understand the basic concepts of Geography & school curriculum
2. Apply the knowledge of Geography for value development
3. Analyze the need & importance of methods and techniques of teaching Geography
4. Analyze the need of co-curricular activities for content understanding of Geography
5. Evaluate modern techniques & instructional design of teaching Geography

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of Cos with Pos and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
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CO2	3	-	1	-	-	2	-	2	2	2	-	1	3	-	-
CO3	2	-	-	2	1	2	-	2	2	1	-	-	-	2	-
CO4	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-
CO5	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction to Geography in School Curriculum 12 Hours

1. Concept & Importance of Geography, International relations and study of Geography
2. Branches of Geography & its importance: Physical, Economic, Human and Political
3. Intellectual aims, Cultural aims, Environmental aims, Utilitarian aims & Aesthetic aims
4. Taxonomy of teaching Geography – Knowledge, understanding, Application, Evaluation

UNIT II: Basic Concepts of Geography & Value Development 12 Hours

1. Latitude, Longitude, Gratitude
2. Seasons and its impact on Indian Occupation
3. Values in Geography Education: Educational Values, Environmental Value, Recreational Value, Cultural Value
4. Geography Teachers and requirements of Basic Conceptual Knowledge

UNIT III: Methods & Techniques of Teaching Geography 12 Hours

1. Different methods of teaching Geography, Lecture Method, Laboratory Method, Observation Method, Excursion Method, Project Method, Discussion Method
2. Techniques of Teaching Geography: Questioning- Answering, Assignment, Observation, Explanation and Illustration
3. Meaning, Concept and Need of field visit for geographical understanding
4. Correlation of Geography with Science, Mathematics and languages

UNIT IV: Curriculum Construction and co-curricular activities**12 Hours**

1. Curriculum- Concept & Principles of Curriculum construction
2. Meaning, importance and organization of co-curricular activities
3. Geography Lab: need, Importance, management & equipment's
4. Co-curricular activities in Geography, Importance & organization of field trips, Visits, Geography Based hobby clubs / societies

UNIT V: Instructional Design in Teaching Geography**12 Hours**

1. Selection of relevant content, selection of appropriate teaching devices, assignments, Plan according to active learning strategies
2. Lesson Planning- Meaning, Importance & format according to active learning strategies
3. Unit Plan, Resource Unit- Meaning, importance & Steps
4. Evaluation of Geography: Meaning, Purpose, objectives, Criteria of good examination, Construction of Blue Print

Practical Based Assignment-

1. Complete article from newspapers, magazines, and the internet discussing on Geographical issues and prepare report. Conduct survey based study on social condition or rural people and prepare Action Research Report
2. Preparation of Charts, Models, Globe of Geography
3. Drawing & Interpretation of Weather Maps

Reference(s)

1. Bedi Yeshpal,(1980), Social and Preventive medicine, Kar mesegate, Delhi
2. Gilby Thomas, (1953), Between community and society, Greenland co. London New York
3. Chitambar J. B. (1987), Introductory Rural Sociology, Wiley Eastern Limited New Bangalore
4. Roma Shrivastav, Punam Madan (2014), Samajeek Vidnyan Shikshan, Agrawal Publications, Agra
5. Suman Pandey & Shilpi Bhargava (2014), Teaching of Social Studies, Agrawal Publications, Agra

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Semester-II

L-4 T-0 P-0-C-4

CPS7a/b-10: Methodology of Teaching Social Science

Course Objectives

- To familiarize students on basic concepts, pedagogy & matters of social science
- To understand Aims, Objectives & teaching approaches of social science
- To create deeper understanding on school syllabus, textbooks & teaching methodology of social science
- To provide knowledge of different types of teaching aids & planning types

Course Outcomes (COs)

1. Understand the basic concepts of social science & school curriculum
2. Apply the knowledge of social science for value development
3. Analyze the need & importance of methods and techniques of teaching social science
4. Analyze the need of co-curricular activities for content understanding of social science
5. Evaluate modern techniques & instructional design of teaching social science

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of Cos with Pos and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	2	-	1	1	-	-	1	-	1	1	1	-	-
CO2	3	-	1	-	-	2	-	2	2	2	-	1	3	-	-
CO3	2	-	-	2	1	2	-	2	2	1	-	-	-	2	-
CO4	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-
CO5	3	2	-	-	-	-	-	1	1	2	-	1	3	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction of Social Science in School Curriculum

12 Hours

1. Concept & Importance of social Science, International relations and study of Social Science
2. Social Science as a separate subject in school curriculum and fundamental principles of social science
3. General & specific objectives of teaching Social Science
4. Correlation of Social Science with other subjects

UNIT II: Basic Concepts of Social Science & Value Development

12 Hours

1. Indian Culture, Issues related to genders equality, Dignity, Socialism, Secularism
2. Right of Dalits, Tribes, Minorities, Women & Children and Disabled
3. Values in Social Science Education: Educational Values, Social Value, Recreational Value, Cultural Value
4. Organizing social activities such as exhibitions, social fair for development of scientific attitude and popularizing social science education

UNIT III: Methods & Techniques of Teaching Social Science

12 Hours

1. Different methods of teaching Social Science, Lecture Method, Laboratory Method
2. Observation Method, Excursion Method, Project Method, Discussion Method
3. Techniques of Teaching Social Science: Questioning- Answering, Assignment, Observation, Explanation and Illustration
4. Meaning, Concept and Need of field visit for social understanding

- UNIT IV: Curriculum Construction and co-curricular activities** **12 Hours**
1. Curriculum- Concept & Principles of Curriculum construction
 2. Meaning, importance and organization of co-curricular activities
 3. Social studies library & laboratory need, management & equipment's
 4. Co-curricular activities in Social science, Importance & organization of field trips, Visits, social Science Based hobby clubs / societies

- UNIT V: Instructional Design in Teaching Social Science** **12 Hours**
1. Selection of relevant content, selection of appropriate teaching devices, assignments, Plan according to active learning strategies
 2. Lesson Planning- Meaning, Importance & format according to active learning strategies
 3. Unit Plan, Resource Unit- Meaning, importance & Steps
 4. Evaluation in Social Studies: Meaning, Purpose, objectives, Criteria of good examination, Construction of Blue Print

Practical Based Assignment-

Complete article from newspapers, magazines, and the internet discussing on social event and prepare report. Conduct survey based study on social condition or rural people and prepare Action Research Report

Reference(s)

1. Bedi Yeshpal,(1980), Social and Preventive medicine, Kar mesegate, Delhi
2. Gilby Thomas, (1953), Between community and society, Greenland co. London New York
3. Chitambar J. B. (1987), Introductory Rural Sociology, Wiley Eastern Limited New Bangalore
4. Roma Shrivastav, Punam Madan (2014), Samajeek Vidnyan Shikshan, Agrawal Publications, Agra
5. Suman Pandey & Shilpi Bhargava (2014), Teaching of Social Studies, Agrawal Publications, Agra

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**Bachelor of Education
Semester-II**

L-4 T-0 P-0 C-4

CPS7a/b-12: Methodology of Teaching Mathematics

Course Objectives

- To recall the history, meaning, nature and scope of mathematics
- To acquaint aims and objectives of teaching mathematics in Secondary school level
- To plan teaching in mathematics at micro and macro level
- To prepare unit plans, resource unit and organize lesson to meet at different class room situations
- To analysis and evaluate the curriculum of mathematics at Secondary school level

Course Outcomes (COs)

1. Understand the concept of mathematics, its correlation and history
2. Apply the importance of teaching learning material in mathematics teaching
3. Analyze various approaches of mathematics teaching for better up gradation of Students
4. Evaluation of knowledge gained through various strategies during teaching Mathematics
5. Create various techniques, approaches and evaluation strategies of teaching Mathematics

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	3	1	2	-	2	-	-	-	2	-	2	1	1
CO2	1	-	2	1	2	-	1	-	-	-	3	1	2	3	1
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1	-
CO4	1	1	3	1	2	-	2	1	1	1	2	2	-	2	1
CO5	-	1	1	2	2	-	1	1	3	1	2	1	-	3	-

High-3 Medium-2 Low-1

UNIT I: Introduction to Mathematics in school curriculum.

12 Hours

1. Meaning of Mathematics: Number, Quantity, Measurement, Logical reasoning
2. Nature of Mathematics, Place of Mathematics in day today life activities
3. Scope of Mathematics – Engineering, Agriculture, Medicine, Correlation of Mathematics with other subjects
4. Contributions of great mathematicians- Arybhata, Bhaskaracharya, Ramanujan and Shakuntala Devi

UNIT II: Aims, Objectives and Teaching Aids of Teaching Mathematics in Curriculum 12 Hours

1. Disciplinary Aims, Cultural Aims, Intellectual Aims, Aesthetic and Recreational Aims, Moral Aims, Vocational Aims, International Aims
2. Revised Bloom's taxonomy of educational Objectives: Cognitive domain, Affective domain and psychomotor domain
3. Instructional Objectives of teaching Mathematics: meaning and their specifications.
4. Teaching learning material: Meaning, need and importance of teaching learning material in mathematics teaching and use of audio – visual aids in mathematics teaching

- UNIT III: Approaches and Methods of Teaching Mathematics** **12 Hours**
1. Need and importance of teaching methods for mathematics
 2. Methods of teaching mathematics: Inductive, deductive, analytic, synthetic, heuristic, laboratory
 3. Play-way, problem solving, project, guided discovery method and Active learning strategies
 4. Concept mapping – meaning, advantages and disadvantages

- UNIT IV: Techniques of Teaching Mathematics and Evaluation methods** **12 Hours**
1. Techniques of Teaching Mathematics- Supervised study, Oral work and written work
 2. Drill and review
 3. Meaning, steps, techniques and criteria of a good test, blue print
 4. Evaluation of learning mathematics- Formative and Summative

- UNIT V: Instructional strategies in teaching Mathematics and Co-Curricular Activities** **12Hours**
1. Lesson Plan, Unit Plan, Resource Unit, Yearly Planning: Meaning, Steps ,Importance and Format
 2. Co-curricular activities- Meaning, Importance
 3. Types of Co-curricular activities: Mathematics Club, Mathematics Olympiads, Mathematics Quiz, Mathematics Museum, Mathematics Fair, Mathematics Laboratory: Organization, importance and uses
 4. Recreational activities in mathematics: Games, Puzzles, Riddles, etc., Ethno Mathematics

Total: 60 Hours

Practical Based Activity

1. Preparing power point slides for any selected unit in VIII or IX class Biology
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology
4. Writing of Instructional objectives & behavioural specifications on a selected unit
5. Preparing improvised apparatus in Biology

Reference(s)

1. गणित शिक्षण – डॉ. संजय गुप्ता आर ए एस इंटरनेशनल , आगरा
2. गणित का शिक्षण शास्त्र – एच एस शर्मा, डॉ. एस के लवानिया , राधा पब्लिकेशन्स
3. Methods of Teaching Mathematics - Dr. Anice James Neelkamal; First Edition
4. Mathematics Teaching Practice- Mason J H , Elsevier Science & Technology

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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CPS9: Assessment for Learning

Course Objectives

- To familiarize students on basic concepts of Assessment for Learning
- To understand the concept; nature and uses of different types of Evaluation
- To develop the skill in constructing tests and techniques of Evaluation in Education
- To analyze innovative trends in Statistics Assessment for Learning
- To understand the need and use of feedback in learning process

Course Outcomes (COs)

1. Understand the basic concepts of Assessment for Learning
2. Apply the knowledge measurement evaluation and types of Evaluation
3. Analyze the need & importance Tools and Techniques of Assessment for Learning
4. Analyze Statistics in Assessment for Learning
5. Evaluate Innovative Trends in Assessment for Learning

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
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CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Assessment for Learning

12 Hours

1. Assessment, Measurement, Evaluation: Meaning and Importance
2. Differences between Measurement and Evaluation
3. Principles and Process of Evaluation
4. Revised Bloom's Taxonomy of Educational objectives cognitive, affective and psychomotor domain

UNIT II: Types of Evaluation

12 Hours

1. Evaluation: Formative, Summative, diagnostic and prognostic evaluation
2. Continuous and comprehensive Evaluation, Criterion and Norm reference test
3. Grading System Concept, Advantages and Disadvantages
4. Credit based Assessment, Computation of SGPA and CGPA, Grading system v/s marking system

UNIT III: Tools and Techniques of Assessment for Learning

12 Hours

1. Characteristics of Good measuring Instrument: validity, reliability, objectives and practicability Meaning and factors affecting
2. Techniques of Evaluation –observation, questionnaire, checklist, rating scale and interview- nature, construction and uses
3. Rubrics as an assessment tool-construction and uses

4. Achievement test: Meaning and Importance - types of achievement test –oral, written and performance tests. Written tests: Essay type test, Short Answer type test, and Objective type test–meaning, characteristic and advantages

UNIT IV: Statistics in Assessment for Learning

12 Hours

1. Statistics: Meaning, importance, frequency distribution steps in preparation of frequency distribution and its advantages. Graphic representation of data-advantages-Histogram, Frequency polygon (construction and uses)
2. Measures of central tendency: Meaning, uses and computation, Mean, Median and Mode
3. Measures of Variability: Meaning, uses and computation of Range, Quartile Deviation Mean Deviation and Standard Deviation (for grouped and ungrouped data and interpretation)
4. Correlation: Meaning, Types of correlation, coefficients of correlation – rank difference and Pearson product moment method, interpretation

UNIT V: Approaches

12 Hours

1. Online exam, off line exam and open book exams: Meaning, objectives advantages and limitations
2. Feedback as an essential component of formative assessment
3. Role of Feedback to enhance the learning process: Parent’s and Teacher’s feedback
4. Online evaluation: Concept and benefits

Total: 60 Hours

Reference(s)

1. Preparation of rubrics tool for assessment of class room activities
2. Construction of diagnostic test
3. Organize an online Assessment for class 8 students
4. Organize and manage the open book assessment

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

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**Bachelor of Education
Semester-II**

L-0 T-0 P-8 C-4

EF/SI-1: Pre-Internship

Course Objectives

- To understand the importance of Internship
- To capture the environment of the school
- To observe school related activities
- To get practical exposure of non-teaching work related to school

Course Outcomes (COs)

1. Understand basic concepts of internship and school activities
2. Apply the experience of internship in professional life of pupil teachers
3. Analyze the various activities of school internship
4. Analyze various school records and documents needed for school administration
5. Evaluate the importance of the school's various records

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	1	2	-	2	1	-	-	1	-	2	-
CO2	1	3	-	1	-	1	-	2	-	2	-	1	-	2	1
CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Introduction of School Internship

24 Hours

1. Meaning of Internship
2. Aims of Internship
3. Importance of Internship

UNIT II: Concept of School Internship

24 Hours

1. Meaning of School Internship
2. Aims of School Internship
3. Importance of school Internship for B.Ed. trainees

UNIT III: School Internship Activities

24 Hours

1. Description of school where internship to be conducted Record of building, classrooms
2. Assembly speech on different occasions (5)
3. Conducting co-curricular activities and preparation of report (2)
4. Preparation of 5 Notice on different occasions

UNITI IV: Various School Records**24 Hours**

1. Preparation of Attendance record (One month)
2. Preparation of scholar register and stock register
3. Preparation of time table
4. Record of parent teacher meeting

UNITV: Evaluate Record**24 Hours**

1. Observation of ten lessons taught by regular teachers in school
(Five in each chosen Methodology subject teachers etc)
2. Analysis of the question paper
3. Rules and utility of library

Practical Based Activity**Total 120 Hours**

1. Observation of School Teachers
2. Observation of School Records
3. Preparation of Various Record Files

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2. <https://www.coursera.org/>

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Semester-II

L-4 T-0 P-0 C-4

PE3: Learning and Teaching

Course Objectives

- To develop an understanding to the concept of learning
- To analyze the factors affecting Learning
- To analyze various theories of Learning
- To apply the Cognitive Perspectives of Learning in the learning process
- To apply constructivist perspectives of Learning in the learning process

Course Outcomes (COs)

1. Understand the basic concept of learning and teaching
2. Apply various theories of learning and teaching
3. Analyze effective teaching practices and techniques of remedial teaching
4. Analyze process of professional development of teachers
5. Evaluate various approaches of teaching and learning

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	-	-	-	-	-	1	-	-	-	1	-	1	-
CO2	2	1	-	1	-	1	-	1	-	1	-	1	-	2	1
CO3	-	3	-	2	-	1	-	-	1	-	-	1	-	-	-
CO4	-	1	-	-	-	-	-	1	1	1	-	1	-	1	-
CO5	1	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Concept of Learning & Teaching

12 Hours

- 1 Learning & Teaching: Concept, Characteristics & Process, Relevance & relationship
- 2 Factors affecting Learning: Attention (Meaning, Types & Educational Implications)
- 3 Motivation (Meaning, Types & Educational Implications)
- 4 Maslow's Theory of Hierarchy of Needs & Learning Styles (Kolb's Classification)

UNIT II: Theories of Learning (Principles & Educational Implications)

12 Hours

- 1 Cognition and its role in Learning, Cognitive Theories: Bruner & Ausubel
- 2 Behaviorist Theories: Classical & Operant Conditioning, Social Learning Theories Bandura & Vygotsky
- 3 Transfer of Learning: Concept, Types
- 4 Group Dynamics, Stoichiometry and Educational Implications

UNIT III: Effective Teaching and Remedial Teaching

12 Hours

- 1 Effective teaching –Concept and Components
- 2 Qualities and role of teacher in changing scenario and teaching maxims & phases
- 3 Remedial and Diagnostics Teaching
- 4 Teaching as Profession (basic characteristics of teaching qualifying it as a profession)

UNIT IV: Professional development of teachers

12 Hours

- 1 Need : link between professional development of teacher
- 2 Need: substantial school improvement and student learning)
- 3 Phases of Professional Development (Pre-service and In-service)
- 4 Teacher Autonomy and Accountability

UNIT V: Approaches**12 Hours**

- 1 Conventional face to face (through various institutions)
- 2 School based INSET and Action Research
- 3 Self-initiated learning and Professional Learning Communities (PLC)
- 4 Professional Development through distance mode

Total: 60 Hours**Reference(s)**

1. Wool folk A.E.(2009) Educational psychology 11th edition prentice hall publications
2. Chauhan S.S. Advanced Educational Psychology Vikas Publishing House, Pvt Ltd.
3. Mangal S.K. Advanced Educational Psychology. Prentice Hall of India, New Delhi
4. Skinner C.E, Educational Psychology (1984) New Delhi, Prentice hall
5. Panda B.N Advanced educational psychology, discovery public
6. Pathak, P.D. Shiksha Manvigyan 2014, Aggarwal Publications, Agra

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