



**B.Ed.
Detailed Syllabus**

Semester – II

PE3T

Learning and Teaching

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understanding to the concept of learning & teaching.
- To understand and apply theories of learning.
- To understand and apply the effective teaching and remedial teaching.
- To analyze and evaluate professional development of teachers.
- To analyze, evaluate and create approaches.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand learning, teaching, and key factors affecting learning along with major theories and teaching concepts.	L1
CO2: Apply learning theories, motivation strategies, and professional development approaches in classroom teaching.	L2
CO3: Analyze learning theories, teaching practices, remedial strategies, and professional development methods.	L3
CO4: Evaluate teaching effectiveness, remedial practices, and professional development approaches for improving education quality.	L4
CO5: Evaluate teacher autonomy, accountability, and professional learning systems for continuous professional growth.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	2	–	1	–	1	2	–	1	1	1	3
CO2	3	2	3	2	2	2	1	1	2	2	3	2	1
CO3	-	-	-	1	-	1	–	3	-	-	-	3	-
CO4	2	1	1	1	3	2	1	-	1	2	2	-	3
CO5	-	2	2	1	3	-	3	3	1	1	-	1	2

(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)

Course Contents:

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 Theory Bandura
3. Transfer of Learning: Concept, Types
4. Group Dynamics, Sociometry 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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST-I #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); MST-I, (# MST-I conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbooks:**

- Advanced Educational Psychology: S.K. Mangal, Prentice Hall of India, Second Edition, 2011.
- Shiksha Manovigyan: P.D. Pathak, Agarwal Publication, 2014
- Educational Psychology, B. Yogendrajeet, Agarwal Publication, 2013-14
- Innovation and modern Trends in Education, B. Yogendrajeet, Agarwal Publication, tenth edition, 2011.
- Learning & Teaching: G. Pachori, R. Lall Book Depot, 2016

Reference books:

- Education Psychology: Arun Kumar Singh, Bharti Bhawan Publishers & Distributors, Revised Edition, 2018.
- Educational Psychology: C.E. Skinner, Prentice Hall India Learning Private Limited, Fourth Edition, 1974.
- Learning & Teaching: M. Tiwari, S. Chaturvedi, Agarwal Publication, 2008.
- Advanced Educational Psychology: B.N. Panda, Discovery Publishing Pvt.Ltd., First Edition, 2000

Important Websites:

- <https://youtu.be/Z8EzEMy6YRc>
- <https://youtu.be/A6KI-k-384k?si=ttkYsErQH87xHYds>
- <https://share.google/4t4aoDLsS2zM1057o>
- <https://share.google/VkjNKBG6YwkZOvnpr>
- https://www.researchgate.net/publication/267750204_Bandura's_Social_Learning_Theory_Social_Cognitive_Learning_Theory
- <https://share.google/vZrq0MPwmb9f243v0>
- <https://share.google/uOPciK3UQY3lrp71x>



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**B.Ed.
Detailed Syllabus**

**Semester – II
EF/SI-1P**

**Course Category
L-0 T-0 P-8- C-4**

Pre-Internship

Pre-requisites: Basics Information of Non teaching work in School

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Define the meaning of internship in teacher education. Explain the aims and objectives of internship programs.	L1
CO2: Analyze the significance of school internship in developing teaching competencies.	L3
CO3: Organize and conduct co-curricular activities and prepare reports.	L2
CO4: Design an effective school timetable. Record and analyze parent-teacher meeting proceedings	L3
CO5: Evaluate the effectiveness of teaching methods and institutional resources during internship..	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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

Course Contents:

UNIT I: Introduction of School Internship (20 Hours)

1. Meaning, Concept and Importance of School Internship
2. Objectives and Scope of School Internship Programme
3. Role of School Internship in Teacher Education
4. Structure and Duration of School Internship

UNIT II: Concept of School Internship (20 Hours)

1. Historical Development of School Internship in Teacher Education
2. Principles and Characteristics of Effective School Internship
3. Roles and Responsibilities of Student Teachers, Mentors and Supervisors
4. Professional Ethics and Conduct during Internship

UNIT III: School Internship Activities (20 Hours)

1. School Observation and Classroom Observation
2. Lesson Planning and Teaching Practice
3. Organization of Co-curricular and Community-based Activities
4. Reflective Journal Writing and Action Research

UNIT IV: Various School Records (20 Hours)

1. Attendance Register, Admission Register and Progress Register
2. Teacher's Diary, Lesson Plan Record and Time Table
3. Cumulative Record Card and Anecdotal Record
4. School Stock Register, Examination Record and Administrative Records

UNIT V: Evaluation of Record (20 Hours)

1. Meaning, Purpose and Importance of Record Evaluation
2. Criteria and Techniques for Assessing School Records
3. Evaluation of Internship Portfolio, Lesson Plans and Reflective Journals
4. Preparation and Submission of Final Internship Report and Viva-Voce

Practical Based Assignments:

1. **School Profile and Infrastructure Report** - Description of the school where internship is conducted, including details of building, classrooms, laboratories, library, playground, and other facilities.

2. **Assembly Participation and Speech Delivery** - Preparation and delivery of assembly speeches on five different occasions/themes.
3. **Organization of Co-curricular Activities** - Planning, conducting, and reporting of two co-curricular activities.
4. **Preparation of School Notices** - Drafting five notices for different school occasions and events.
5. **Preparation and Maintenance of Attendance Record** - Maintenance of attendance register for one month.
6. **Preparation of School Registers** - Preparation of scholar register and stock register.
7. **Preparation of School Time Table** - Designing and preparing a school/class timetable.
8. **Parent-Teacher Meeting Record** - Documentation and reporting of Parent-Teacher Meeting proceedings.
9. **Classroom Observation Report** - Observation and recording of ten lessons taught by regular school teachers (five lessons in each pedagogy subject).
10. **Question Paper Analysis** - Analysis of question papers based on objectives, content coverage, difficulty level, and question types.
11. **Library Rules and Utilization Report** - Study of library rules, services, resources, and their educational utility.
12. **Internship Portfolio and Record Evaluation** - Compilation, assessment, and submission of internship records, reports, and reflective observations.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Internal Marks)	External Assessment (External Marks)
Weightage (%)	40	60

Internal Marks -CCE-(Attendance and Departmental activity); School internship attendance and File marks. EST. (*Practical exam EST (External Assessment) will be conducted by the CoE office at MU*).

List of Books:

Textbook:

1. National Council of Educational Research and Training (NCERT) Textbooks
– Classes 6 to 12

Reference Books:

1. Mangal, S.K. (2018). *School Internship*. ACD Publications.
2. Aggarwal, J.C. (2017). *Teacher Education*. ACD Publications.
3. Mohan, Radha (2019). *Teaching Practice and School Internship*. ACD Publications.
4. Kochhar, S.K. (2016). *School Organization and Administration*. ACD Publications.

List of e-Learning Resources:

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



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**B.Ed.
Detailed Syllabus**

**Semester – II
CPS7a/b-09**

Methodology of Teaching Geography

Pre-requisites: Basic Geography and Pedagogy Knowledge

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To familiarize students on basic concepts, pedagogy & matters of Geography
- To familiarize students with basic geographical concepts such as latitude, longitude, seasons, and to develop values related to environment, culture, and society.
- 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:

Course Outcomes (COs)	Level *
CO1: understand the concept, branches, and aims of Geography and its importance in school curriculum.	L1
CO2: Understand and apply basic geographical concepts such as latitude, longitude, and seasons in real-life contexts.	L1& L2
CO3: Apply and analyze different teaching methods and techniques of Geography for effective classroom and field-based learning.	L2 & L3
CO4: Understand, analyze, and create <i>principles of curriculum construction and co-curricular activities in Geography</i> .	L1&L3
CO5: Apply, evaluate, and create instructional designs including lesson plans, unit plans, and evaluation tools in Geography teaching.	L2,L3& L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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

CO–PO–PSO Mapping (1 = Low, 2 = Moderate, 3 = High, “—” = No Mapping)

Course Contents:

UnitI: Introduction to Geography in School Curriculum

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

UnitII: Basic Concepts of Geography & Value Development

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

UnitIII: Methods & Techniques of Teaching Geography

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

Unit IV: Curriculum Construction and co-curricular activities

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

Unit V: Instructional Design in Teaching Geography

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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (MST, Assignment, CCE)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:

Reference Books:

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), SamajeekVidnyan Shikshan, Agrawal Publications, Agra
5. Suman Pandey & Shilpi Bhargava (2014), Teaching of Social Studies, Agrawal Publications, Agra

Important Websites:

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



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Semester – II
CPS-7a/b-04
Methodology of Teaching Civics

Course Category
L T P C
4 0 0 4

Course Objective:

- To understand meaning, scope, importance, general principle and maxims of Civics in the school curriculum.
- 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:

Course Outcomes (COs)	Level *
CO1: Explain the meaning, nature, scope, and importance of civics, including its role in the school curriculum and its contribution to developing responsible citizens.	L1
CO2: Describe the aims, objectives, and principles of teaching civics and apply appropriate approaches such as play-way method and discussion of current affairs in classroom situations.	L1& L2
CO3: Apply various teaching methods, techniques, and instructional materials (including audio-visual aids and community resources) and analyze their effectiveness in civics teaching.	L2 & L3
CO4: Analyze the correlation of civics with other subjects and evaluate the role of co-curricular activities, field trips, and community engagement in enhancing civic learning.	L3 & L4
CO5: Design lesson plans, unit plans, and evaluation tools (including blueprints, diagnostic tests, and remedial strategies) for effective civics teaching based on active learning principles.	L4 & L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) –*

Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.

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	PSO1	PSO2	PSO3
CO1	2	3	-	-	-	-	2	2	1	3	2	1	2
CO2	3	3	1	2	1	-	3	2	2	3	3	2	2
CO3	3	2	2	3	1	3	2	3	2	1	3	3	2
CO4	2	2	2	2	1	-	2	2	3	3	2	2	2
CO5	3	2	2	2	3	1	3	3	2	1	3	3	3

High-3 Medium-2 Low-1

Course Contents:

Unit I: Nature and scope of civics

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

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

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.

Unit IV: Correlation of civics with other subjects and Co-curricular Activities

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.

Unit V: Planning and Construction of Test

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.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Reference Books:

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.

Important Websites:

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



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Detailed Syllabus**

Semester – II
CPS7a/b-03
Methodology of Teaching General Science

Course Category
L T P C
4 0 0 4

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Recall and explain the concept of science, characteristics of scientific enquiry, steps of the scientific method, and contributions of eminent scientists.	L1
CO2: Explain and apply various methods and techniques of teaching science in classroom situations.	L1& L2
CO3: Apply and analyze the principles of science curriculum construction and analyze science textbooks based on given criteria.	L2 & L3
CO4: Understand, and evaluate teaching aids, laboratory organization, and co-curricular activities in science education.	L1 & L4
CO5: Analyze and Evaluate lesson plans, unit plans, test construction, and Continuous and Comprehensive Evaluation (CCE) in science.	L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

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

High-3 Medium-2 Low-1

Course Contents:**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.
2. Project method, observation method, problem solving, analytical and synthetic method.
3. Various techniques in teaching science-Team Teaching, Inquiry training model, supervised study
4. 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.
3. Study of a science text book prescribed for secondary school.
4. 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.
2. science clubs, science fairs, science exhibition, field visit and scientific discussion
3. Science laboratory- need, importance and organization essentials of an ideal science laboratory, improvised apparatus in science teaching.
4. Teaching aid in science types, importance and utility in classroom teaching.

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

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 Science.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); MST, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Text Books:

1. Sood J.K. (2012), Teaching of science, Agarwal publications, 4th edition.
2. Joshi S.R. (2005), Teaching of science, A.P.H. publications 1st edition.

Reference Books:

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

Important Websites:

1. <https://nptel.ac.in/>
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**B.Ed.
Detailed Syllabus**

Semester – II
CPS7a/b-01T
Methodology of Teaching English

Course Category
L T P C
4 0 0 4

Course Objective:

- To understanding to the concept of language.
- To apply teaching techniques and methods.
- To apply approaches of teaching English and teaching aids.
- To analyse and curriculum designing and Co-curricular activities.
- To evaluate and apply micro lesson plan, unit plan, and resource unit.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the importance of English language, principles of language teaching, curriculum construction, and basics of planning and evaluation in English teaching.	L1
CO2: Apply teaching methods, approaches, teaching aids, and co-curricular activities for effective English teaching.	L2
CO3: Apply teaching methods, textbooks, lesson plans, and evaluation techniques used in English language teaching.	L2
CO4: Analyse English curriculum, instructional practices, teaching aids, language laboratory organization, and co-curricular activities in English teaching.	L3
CO5: Evaluate tests, blueprints, lesson notes, and assessment practices used in English language teaching.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	1	–	2	–	1	1	–	1	1	1	3
CO2	3	2	2	3	2	2	2	-	2	2	3	2	2
CO3	-	3	1	1	-	1	–	2	1	–	2	-	1
CO4	2	3	1	1	3	2	1	3	1	2	2	3	-
CO5	1	-	–	–	3	1	1	-	–	–	2	2	2

(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)

Course Contents:

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

12 hours

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 classroom 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 textbook 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

12 hours

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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST-I #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbooks:

- Teaching English in India, A.R. Bisht, Agrawal Publication, eighteenth edition, 2012-13.
- Techniques of Teaching English, Dr. P.S. Chiniwar, A.P.H. Publishing Corporation, 2014.
- Teaching of English, S.R. Tiwari, A.P.H. Publishing Corporation, 2011.
- Teaching of English, D.P. Kaushik, Agrawal Publication, 2010.
- Teaching of Commerce: Dr. Y.K. Singh, A.P.H. Publishing Corporation, 2005

Reference books:

- Teaching of English, Dr. R.A. Sharma, S. Chatyurvedi, R. Lall bookdepot, 2006
- Methods of Teaching English, N. Krishnaswamy, Laxmi Publications, First Edition, 2016.
- Teaching of English, S.C. Chaddha, Loyal bookdepot, 2004.

Important Websites:

- https://diksha.gov.in/?lang=en&utm_source=chatgpt.com
- <https://share.google/XLhSyjHPSMC6Mp14Z>
- <https://youtu.be/yk5k5kNKQcY?si=P9h3seC-XuPmh628>
- <https://share.google/cGncXSPYrBKibF2wQ>



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Semester – II

CPS7a/b-12T

Methodology of Teaching Mathematics

Pre-requisites: Basics of mathematics in school education

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Understand the nature, scope and aims of Mathematics in school curriculum.	L1
CO2: Apply suitable teaching methods and active learning strategies in Mathematics teaching.	L1&L2
CO3: Apply instructional plans, teaching aids and evaluation techniques in Mathematics classrooms.	L1 & L2
CO4: Analyze instructional strategies and relationship of Mathematics with daily life and other school subjects.	L2 & L3
CO5: Evaluate co-curricular activities and assessment practices in Mathematics education	L1, L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	1	3	-	-	-	-	-	1	-	1	3	1	1
CO2	3	2	2	1	-	-	1	1	1	1	3	-	2
CO3	3	1	-	2	-	1	-	2	1	-	3	3	2
CO4	2	-	2	1	3	1	-	2	-	1	-	2	3
CO5	-	1	-	2	3	2	2	-	2	-	2	3	1

High-3 Medium-2 Low-1

Course Contents:

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- Arybhatta, 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 Hour**

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**12 Hours**

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**Examination Scheme: Total – 100 marks**

Components	Continuous Internal Assessment* (Assignment & MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz 2a(3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Text book:**

1. Methods of Teaching Mathematics - [Dr. Anice James \(2015\)](#) Neelkamal Publications Pvt. Ltd.

Reference Books:

1. [unclear] [unclear] – [unclear]. [unclear] [unclear] (2010) [unclear] [unclear], [unclear]
2. [unclear] [unclear] [unclear] [unclear] – [unclear], [unclear]. [unclear] [unclear] [unclear], (2007) [unclear] [unclear]
3. N.C.E.R.T, Teacher and Education – Emerging Indian Society, NCERT Publication, New Delhi, 1986.
4. Mathematics Teaching Practice- Mason J H, (2002) Elsevier Science & Technology

Important Websites:

- <https://www.learningclassesonline.com/2019/08/teaching-of-mathematics-pdf>
- <https://cbseportal.com/ebook/ncert-pedagogy-of-mathematics>



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**Semester – I
CPS7a/b-08T**

Methodology of Teaching History

Pre-requisites: Basics of history in Indian society

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Understand the concepts, aims and scope of teaching History at different levels of education.	L1
CO2: Apply suitable methods, teaching aids and instructional materials in History teaching.	L1 & L2
CO3: Apply lesson plans, unit plans and resource units using active learning strategies.	L1 & L2
CO4: Analyze curriculum construction, co-curricular activities and correlation in History teaching.	L1, L2 & L3
CO5: Evaluate assessment practices and innovative evaluation techniques in History teaching.	L1, L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	-	3	1	-	-	-	1	1	-	1	3	1	1
CO2	3	2	-	-	-	1	1	-	1	-	3	2	2
CO3	3	1	-	1	1	1	-	2	1	-	2	3	-
CO4	3	1	2	1	1	2	1	-	1	2	3	-	1
CO5	1	-	2	-	3	1	-	1	2	2	3	1	2

High-3 Medium-2 Low-1

Course Contents:

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, Active Learning Strategies.
2. Instructional Materials in History - Collateral Reading – Importance, Reading materials, Historical Novels
3. Teaching aids- Auto biography, Magazines, News papers Dramas, 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
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
4. Innovations in Assessment: Self-assessment, Peer assessment, Open Text Book Assessment

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (Assignment & MST)	External Assessment (EST)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); Assignment-II (Application, Research & Problem based Project); Q-Quiz (3 Quizzes), MST-I, MST-II, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi

Reference Books:

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. N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers
4. Vajreswari R (1973) A Hand Book for History Teachers. Allied Publisher's New Delhi
5. R;kxh] xqjljunki ¼2017½ bfrgklf'k{k.k] vkxjk] JhfouksniqLrdeafnj
6. >k]oh.k ,oavfuydqekj ¼2017½ lkekftdfoKku'f'k{k.k 1 ¼bfrgkl ,oaukxfjd'kkL=½ vkxjk]jk[khizdk'kuizk-fy-

Important Websites:

- <https://egyankosh.ac.in/>
- <https://ncert.nic.in/>



**Program - B.Ed.
Detailed Syllabus**

Semester – II

Course Code : CPS7a/b-07

Methodology of Teaching Life Science

Pre-requisites: Basics of Life Science

Course Category

L	T	P	C
4	0	0	4

Course Objectives

1. Understand the nature, scope, and educational values of Biological Science and its relevance to human welfare.
2. Develop a scientific attitude and apply the scientific method in the teaching of Biology.
3. Analyze and formulate instructional objectives of Biological Science in alignment with national curriculum frameworks (NCERT, NCTE, NCF).
4. Apply appropriate approaches, methods, models, and teaching aids for effective Biology teaching.
5. Develop skills in curriculum construction, lesson and unit planning, organization of laboratory and co-curricular activities, and **use** appropriate tools and techniques of measurement and evaluation in Biological Science.

Course Outcomes:

Course Outcomes (COs)	Level
CO1. Students will be able to explain the concept, nature, and scope of Biological Science, its relationship with human welfare, aims of teaching biology, and instructional objectives as per national curriculum frameworks.	L1
CO 2. Students will be able to apply appropriate approaches, methods (e.g., guided discovery), teaching models (e.g., enquiry and memory models), and teaching aids effectively in classroom situations for teaching Biological Science.	L2
CO3. Students will be able to analyze curriculum components, co-curricular activities, laboratory organization, and pedagogical content of secondary school biology textbooks to enhance teaching-learning processes.	L3
CO4. Students will be able to evaluate different types of assessment tools, evaluation techniques (formative, summative, CCE), and construct blueprints and tests to measure students' learning outcomes in Biological Science.	L4
CO5. Students will be able to design and develop lesson plans, unit plans, resource units, instructional materials, and innovative co-curricular activities (e.g., projects, exhibitions, field trips) for effective teaching of Biological Science.	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	3	1	3	1	1	1	-	2	-	2	2	2	3
CO2	2	3	1	2	2	1	2	1	1	2	3	2	2
CO3	2	2	3	2	2	1	1	1	3	2	3	2	2
CO4	1	2	1	2	2	3	1	1	-	2	3	2	2
CO5	2	3	2	3	2	2	2	1	3	3	3	3	3

Course Contents:

Unit I- Introduction to Teaching Biological Science

- Biological Science: Concept, Relationship between Biology & human welfare
- Utilitarian, Cultural and Disciplinary Aims, Scientific Attitude and Training in Scientific Method
- 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

- Approaches: Structure and function Approach, Types specimen Approach, Inductive and Deductive Approach
- Methods of Teaching- Guided Discovery Method
- Models of Teaching: Biological Science Enquiry Model (Joseph Schwab), Memory Model (J. Lucas)
- Teaching Aids - Types, Importance and Utility in classroom teaching

Unit III: Curriculum construction and co-curricular activities

- Curriculum – Concept & principles of curriculum construction
- Meaning, importance and Organization of Co-Curricular Activities
 - Bio Science laboratory - Need and importance, equipping Bio-lab, Organizing the practical Work
 - Project Activities: Aquarium, Vivarium, Terrariums, Museum, School garden,
 - Preservation of specimen through plastination-Meaning, Importance and Steps.

iv. 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: Evaluation

- a. Meaning, Concept and importance of Measurement and Evaluation
- b. Types of Evaluation: Formative and Summative Evaluation, Continuous and Comprehensive Evaluation
- c. Types of Tests: Achievement Test, Teacher made Test and Diagnostic Test
- d. Blueprint of question paper

Unit V: Instruction Design in Teaching Biological Science.

- a. Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State
- b. Lesson Planning- Meaning, Importance and format according to active learning strategies.
- c. Unit Plan - Meaning, importance and steps
- d. Resource Unit - Meaning, importance and components.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST #)
Weightage (%)	40	60

MST (Internal Assessment) will be conducted by the Department & EST (External Assessment) will be conducted by the CoE office at MU.

List of Books:

Textbook:

1. National Council of Educational Research and Training (NCERT) Biology Textbooks – Classes 8, 9 and 10
2. Pedagogy of Biological Science – Laxmi Publications
3. □□□ □□□□□□□ □□□□□□ Pedagogy of Biology 1st Edition, 2016
4. Bharti, R. Teaching of Biological Science. 2023 Edition.

Reference Books:

1. Pedagogy of Science Teaching, Savita Mishra, 2016 Edition
2. Teaching of Biological Sciences, Jasim Ahmad 2nd Edition, 2019
3. Pedagogy of Science Teaching (Life Science), Rakheebrita Biswas, 1st Edition, 2025

Important Websites:

- National Council of Educational Research and Training – <https://ncert.nic.in>
- National Council for Teacher Education – <https://ncte.gov>.



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Detailed Syllabus**

Semester – II

CPS7a/b-05 T

Methodology of Teaching Sanskrit

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- 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 and principles of curriculum construction in Sanskrit
- To understand the different methods of teaching Sanskrit and use them in his practice teaching lessons

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the nature and importance of Sanskrit language.	L1
CO2: Apply lesson planning and teaching methods in Sanskrit teaching.	L2
CO3: Apply professional qualities and co-curricular practices of a Sanskrit teacher.	L2
CO4: Analyze language skills and curriculum design in Sanskrit education.	L3
CO5: Evaluate tests, blueprints and assessment methods in Sanskrit.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	-	3	-	-	-	-	2	2	1	2	1	-	2
CO2	2	2	2	2	1	2	-	1	2	-	2	1	-
CO3	1	1	2	2	-	-	3	2	3	2	-	2	1
CO4	2	2	2	1	2	1	-	2	2	1	2	1	1
CO5	1	1	1	1	3	1	-	2	1	-	2	1	2

High-3 Medium-2 Low-1

Course Contents:

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



- Total: 60 Hours**

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

Components	Continuous Internal Assessment* (CCE, Assignment-I,II,III,IV,V & MST)	External Assessment (EST)
Weightage (%)	40	60

Important Websites:



DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

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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>



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Semester – II

CPS7 a/ b-11

Methodology of Teaching Economics

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- To understand to the concept of teaching economics.
- To apply and evaluate teaching methods, techniques and aids.
- To understand apply, analyse curriculum teaching strategies, qualities and challenges of teacher.
- To analyse and evaluate planning of teaching economics.
- To evaluate and create test and blueprint.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understanding the fundamental concepts, scope, objectives, and significance of Economics as a school subject and its relationship with other disciplines.	L1
CO2: Apply appropriate methods, techniques, teaching aids, and instructional materials for effective teaching of Economics in school classrooms.	L2
CO3: Analyze the curriculum structure, classroom organization, teacher competencies, and challenges in teaching Economics effectively.	L3
CO4: Analyze lesson planning strategies and different types of tests used in Economics teaching for improving instructional effectiveness.	L3
CO5: Evaluate various assessment and evaluation approaches including formative, summative, and CCE along with construction of blueprints for quality assessment.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	2	–	–	–	1	1	–	1	1	1	2
CO2	3	-	-	3	2	2	1	1	2	1	3	2	-
CO3	-	-	2	2	1	–	-	-	1	-	-	-	1
CO4	-	1	-	1	-	1	-	-	-	–	3	2	-
CO5	-	2	1	-	3	2	-	2	1	1	2	-	3

(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)

Course Contents:

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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST-I #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); MST-I, EST. (# MST-I conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbook:**

- Teaching of Commerce A Practical approach: J.C. Agrawal, Vikas Public House, 2004.
- Tedagogy of School subject Economics: R. Singh, D. Kumar, R. Lal Book Depot, 2008.
- Teaching of Economic: R.K. Upadhyay, S.K. Dubey, Radha Prakashan Mandir (P) Limited, Agra.
- Economics Education in the Global era, S.A. Tewari, Delhi Adhyan Publication, 2005.
- Teaching of Economics, S. Tomar, Vinod PustakMandir, 2005.

Reference Books:

- Principles and Methods of Teaching Economics: B.D. Bhatia & K.K. Bhatia, Doaba House, New Delhi, 2011
- Teaching Methods for Economics and Commerce: K.K. Sharma, Deep & Deep Publications, 2012
- Methodology of Teaching Economics: Y.K. Singh, APH Publishing Corporation, New Delhi, 2012

Important Websites:

- https://ncert.nic.in/dess/pdf/Teaching_Economics_in_India.pdf
- <https://diksha.gov.in>
- <https://share.google/JSm1oRd5IfBjG6rmt>
- <https://share.google/s3Yhins38YNWKu1WH>



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Detailed Syllabus**

**Semester – II
CPS7 a/ b-06T
Methodology of Teaching Commerce**

Course Category
L T P C
4 0 0 4

Course Objective:

- To understanding to the concept of teaching commerce.
- To understand, apply and evaluate teaching methods, techniques and teaching aids.
- To apply, analyse curriculum construction and Co-curricular activities.
- To analyse and evaluate planning of teaching commerce.
- To evaluate and test and blueprint.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concept, importance, and role of commerce in the school curriculum, its relationship with other subjects, and the basics of curriculum, testing, and evaluation in commerce education.	L1
CO2: Apply various teaching methods, techniques, teaching aids, active learning strategies, and co-curricular activities for effective teaching-learning of commerce at the secondary school level.	L2
CO3: Analyze teaching methods, curriculum types, learning materials, and evaluation techniques used in commerce education for their suitability and effectiveness.	L3
CO4: Analyze the commerce curriculum, instructional practices, and apply lesson plans, teaching aids, and co-curricular activities in commerce education.	L3
CO5: Evaluate blueprints, tests, and assessment tools, and differentiate between measurement and evaluation in commerce teaching.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix:

COs \ POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	1	–	1	–	1	1	–	1	1	1	3
CO2	3	2	2	3	2	2	1	-	2	1	3	2	2
CO3	-	-	1	1	-	-	–	2	1	–	-	3	-
CO4	2	3	1	1	3	1	1	3	1	1	2	-	3
CO5	-	2	–	–	3	1	1	2	–	–	1	2	2

(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)

Course Contents:**Unit I: Introduction of Teaching Commerce in School Curriculum** **12 hours****1. Introduction of teaching Commerce in School Curriculum**

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 hours**

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

Unit V: 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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST-I #)	External Assessment (EST #)
Weightage (%)	40	60

* A-Attendance; Assignment-I (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project); MST-I, EST. (# MST-I & II conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:**Textbooks:**

- Methods of Teaching Commerce: T. Shankar, Crescent Publishing Corporation, 2008
- Teaching of Commerce: Dr. Y.K. Singh, A.P.H. Publishing Corporation, 2005
- Teaching of Commerce: Dr. B.L. Sharma, R. Lall Book Depot,
- Teaching of Commerce: A. Dubey, Dr. A. Mittal, Radha Prakashan Mandir, 2017
- Teaching English in India, A.R. Bisht, Agrawal Publication, eighteenth edition, 2012-13.

Reference Book:

- Teaching of Commerce A Practical approach: J.C. Agrawal, Vikas Public House, 2004
- Commerce Education in the Global era: S.A. Tiwari, Delhi Adhyan Publication, 2005
- Teaching of Commerce: S. Tomar, Vinod Pustak Mandir, 2005.
- Method of Teaching Commerce: E.T. Venkat, Discovery public House, 2004

Important Websites:

- <https://share.google/I3ypqQVZes0g72Mdo>
- <https://share.google/OXrtCMXI0GCAo6JFe>
- <https://share.google/TXMJbYpx0FtUW0H2T>
- <https://share.google/3e7BkAmXeQVzPD5nF>



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Detailed Syllabus**

**Semester – II
CPS 9**

**Course Category
L-4 T-0 P-0 C-4**

Assessment for Learning

Pre-requisites: Basics of Assessment and Evaluation

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Explain the concepts, principles, processes, and significance of assessment, measurement, and evaluation, including Revised Bloom's Taxonomy.	L1
CO2: Differentiate various types of evaluation, grading systems, and assessment approaches used in educational practices.	L3
CO3: Apply tools and techniques of assessment such as observation, questionnaires, rubrics, and achievement tests in classroom situations.	L2
CO4: Compute and interpret statistical measures including mean, median, mode, variability, and correlation in educational assessment.	L3
CO5: Evaluate modern approaches of assessment such as online exams, open book exams, and feedback mechanisms for enhancing learning outcomes.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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	PSO1	PSO2	PSO3
CO1	2	3	1	1	1	2	-	2	1	-	2	2	3
CO2	3	3	2	2	-	1	-	2	-	2	3	2	2
CO3	2	3	2	2	-	-	-	-	2	1	3	2	3
CO4	2	2	1	1	-	-	-	1	1	2	2	2	2
CO5	3	3	2	3	-	-	-	1	1	2	2	3	3

Course Contents:

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.

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.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

*CCE-(Attendance and Departmental activity); Assignment (Class Assignment/Home Assignments/Case Discussions/Term Papers/Mini Project), MST, EST. (MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

- Asthana Vipin (2017-18), Assessment for learning, Agra, Agrawal Publications.
- izks- jeu fcgkjh yky] (2017), vKWdyu vkSj vf/kxe] vkj- yky cq d fMiks] eSjB
- MWk- HkVukxj ,- ch- (2017), vf/kxe gsrq vWkdyu] vkj- yky cq d fMiks] eSjB
- MWk- dkSjtljkt (2017),] vf/kxe dk vWkdyu] vkj- yky cq d fMiks] eSjB

Reference Books:

- S.K.Mangal Statistics in Psychology and Education, PHI Learning Private Limited, New Delhi, (2012).
- Psychology and Education, 8th Edition, PHI Learning Private Limited, New Delhi, (2011).
- Rambhai,N.Patel, Educational Evaluation –Theory and Practice, Himalaya Publishing
- House, Ramdoot, Dr.BhalleradMarg, Girgoan, Bombay

List of e-Learning Resources:

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



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**Bachelor of Education
Detailed Syllabus**

Semester – II

CPS7a/b-02 T

Methodology of Teaching Hindi

Course Category

L	T	P	C
4	0	0	4

Course Objective:

- 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:

Course Outcomes (COs)	Level *
CO1: Understand the importance and objectives of Hindi teaching.	L1
CO2: Apply methods of teaching Hindi.	L2
CO3: Apply techniques and activities in Hindi teaching.	L2
CO4: Analyze curriculum and co-curricular activities in Hindi.	L3
CO5: Evaluate lesson planning and testing in Hindi teaching.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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/P O/PSO	PO1	PO2	PO3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO1	PSO 2	PSO 3
CO1	2	3	2	-	-	-	2	2	2	2	2	2	3
CO2	3	2	1	3	1	1	-	2	2	-	3	2	3
CO3	3	2	-	-	-	-	-	3	1	-	3	2	2
CO4	2	3	1	1	-	-	-	2	2	2	2	3	3
CO5	3	2	-	1	3	-	2	2	-	-	3	2	3

High-3 Medium-2 Low-1

Course Contents:

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.

12 Hours

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

UNIT V: 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

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment, MST)	External Assessment (EST)
Weightage (%)	40	60

*CCE- Continuous comprehensive evaluation; Assignment; MST, EST. (MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

1. Hindi Shikshan By Dr. Ramshakal Pandey | Shri Vinod Pustak Mandir | 2016
2. Hindi Shikshan By Dr. Shikha Chaturvedi | R Lall Book Dipo | 2010
3. Hindi Shikshan By Smt. Rajkumari Sharma | Radha Prakashan Mandir | 2009

Reference Books (s)

1. B.D. Bhatt (1995) Modern Methods of Teaching, Kanishka Publishers, Delhi
2. Dr.HK 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. Krishna swamy (2005)Teaching Hindi, Macmillan

Important Websites:

DIKSHA - <https://pmevidya.education.gov.in/diksha.html>

IGNOU- <https://www.ignou.ac.in/>

NCTE - <https://ncte.gov.in/>

List of e-Learning Resources:

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



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**Methodology of Teaching Social Science
Detailed Syllabus**

**Semester – II
CPS7a/b-10T**

Course Category
L T P C
4 0 0 4

Pre-requisites – Basic Knowledge of Social Science Pedagogy

Course Objective:

1. To familiarize students on basic concepts, pedagogy & matters of social science
2. To understand Aims, Objectives & teaching approaches of social science
3. To create deeper understanding on school syllabus, textbooks & teaching methodology of social science
4. To provide knowledge of different types of teaching aids & planning types
5. To develop skills in lesson planning and evaluation techniques for effective teaching of social science.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the basic concepts, importance, nature, and objectives of Social Science and its role in school curriculum and interdisciplinary learning.	L1&L2&L4
CO2: Analyze basic concepts of social science, values, and contributions of social reformers, and develop sensitivity towards marginalized groups	L2&L3
CO3: Apply different teaching methods, techniques, and field-based learning approaches for effective teaching of Social Science at school level.	L2&L4
CO4: Evaluate of curriculum construction, co-curricular activities, social science laboratory, library, and field activities for holistic learning.	L2&L4
CO5: Apply lesson plans, unit plans, instructional strategies, and evaluation tools using active learning approaches in Social Science teaching.	L2&L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

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

CO–PO–PSO Mapping (3 = High, 2 = Moderate, 1 = Low, “–” = No Mapping)

Course Contents:

Unit I: Introduction of Social Science in School Curriculum

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
Correlation of Social Science with other subjects

Unit II: Basic Concepts of Social Science & Value Development

1. Contribution of Eminent Indian Social Reformer
2. Right of Dalits, Tribes, Minorities, Women & Children and Disabled
3. Values in Social Science Education: Educational Values, Social Value, Recreational Value, Cultural Value 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

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

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

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 Evaluation in Social Studies:
4. Meaning, Purpose, objectives, Criteria of good examination, Construction of Blue Print.

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (MST, Assignment,CCE)	External Assessment (EST #)
Weightage (%)	40	60

List of Books:**Textbook:**

- Pandey,S, Bhargva, S Teaching of Social Science, Agarwal Publication .2013
- Singh, Y. K. Teaching of Social Science, APH Publishing Cooperation2014.
- Teaching of Social Studies – Teaching of Social Studies by R. P. Pathak, 2011.
- Teaching of Social Studies: A Practical Approach – Teaching of Social Studies: A Practical Approach by J. C. Aggarwal, 4th Edition, 2010.
- Teaching of Social Science : B. L Sharma , B. K Maheshwari. R Lal Book Depoh. 2010
- Pedagogy of Social Sciences – Pedagogy of Social Sciences by S. K. Mangal and Uma Mangal, 2018.
- Teaching of Social Studies – Teaching of Social Studies by S. K. Mangal and Uma Mangal, 2008.

Reference Book-

- Kochhar, S. K. – *Teaching of Social Studies* (2019), Sterling Publishers
- Mangal, S. K. & Mangal, Uma – *Teaching of Social Studies* (2014), [PHI Learning](#)
- Aggarwal, J. C. – *Teaching of Social Studies: A Practical Approach* (2009), [Vikas Publishing House](#)
- Bhatia, K. K. & Bhatia, B. D. – *The Principles and Methods of Teaching* (2011), [Doaba House](#)
- BediYeshpal,(1980), Social and Preventivemedicine, Karmesegate, Delhi
- Gilby Thomas, (1953), Between community and society, Greenland co.LondonNew York
- Chitambar J.B. (1987), Introductory Rural Sociology, Wiley Eastern Limited New Bengalore.
- Roma Shrivastav, Punam Madan (2014), SamajeekVidnyanShikshan, Agrawal Publications, Agra

Websites-

- https://teachers.institute/pedagogy-of-social-science/?utm_source=chatgpt.com#google_vignette.
- <https://teachers.institute/pedagogy-of-social-science/innovative-social-science-education-practice/?ut>
- <https://ncert.nic.in>
- DIKSHA – <https://diksha.gov.in>
- NCTE – <https://ncte.gov.in>
- IGNOU – <https://ignou.ac.in>
- ePathshala – <https://epathshala.nic.in>