

Gorakhpur University : B.Ed. Syllabus
4. Educational Administration & Management
—K. P. Singh, Alka Saxena

PRACTICAL ACTIVITIES

(A) READING AND REFLECTING ON TEXTS

COURSE OBJECTS : To enable the pupil teachers to; 1. Read and respond to a variety of texts in different ways. 2. Enhance their capacity as readers and writers. 3. Learn to think together. **Course Content :** Reading and reflecting on any two of the following texts; 1. SHANTINIKETAN by Shivan. Radhakrishan Prakashan, 2007. 2. AAPKA BUNTY by Mannu Bhandari, Radhakrishan Prakashan, 2006. 3. What is Worth Teaching by Krishan Kumar, Hyderabad: Orient Blackswan Pvt. Ltd. 1992. 4. BALKON MEIN BHASHA VIKAS by Krishan Kumar, National Book Trust, 2000. 5. DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi: National Book Trust, 1991.

अनुमोदित पुस्तकें

1. पढ़ना और प्रतिबिधित करना —डॉ. राजकुमार गोयल
2. Text-Reading and Reflections —P. K. Gupta, A.K. Gandhi, S.S. Bhatnagar

B. Ed. SECOND YEAR

COURSE-V: PRINCIPLES AND METHODS OF TEACHING

COURSE OBJECTIVES : 1. To enable students teachers to—1. Acquire the knowledge of principles and stages of teaching. 2. Develop understanding of process of communication and micro teaching. 3. Understand the learner and teacher centered approaches of classroom teaching. 4. Identify exceptional children and understand different techniques of teaching. 5. Understand the teaching as a profession. 6. Develop Understanding of various approaches of teaching. **Course Content : Unit-I : Teaching as a Complex Activity :** • Concept and Principles of Teaching • Theories of teaching. • Stages of teaching • Levels of teaching-Memory, Understanding and Reflective. **Unit-II : Teaching as a Communication Process :** • Process of communication • Classroom approach • Basic Teaching Model • Auto instructional approach : Programmed Instruction Linear & Branching • Basic Teaching Model : Feedback, Devices of Teaching, FIACS, Micro teaching, SSST. **Unit-III : Teaching in Diverse Classroom :** • Teaching learning relationship • Learner centered approaches of teaching • Teacher centered approaches of teaching. • Monitorial system of teaching and training. Distance Education. Open Learning System. **Unit-IV : Methods of Teaching and Lesson Planning :** • Brain storming, Dialogue Method,

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Participatory Method, Project Method, Problem Solving Team Teaching and Multimedia Approach • Lesson Planning **Unit-V : Teaching as a Profession** : • Concept of teaching profession • Qualities of a good teacher • Professional growth of teachers.

अनुमोदित पुस्तकें

1. शिक्षण की विधियाँ एवं सिद्धान्त —अमित कुमार राय
2. **Principles and Methods of Teaching** —N.R. Swaroop Saxena, Shivani Nigam

COURSE-VI/VII : PEDAGOGY OF TEACHING SCIENCES

(A) COURSE-VII/VIII: METHOD OF TEACHING PHYSICAL SCIENCES

COURSE OBJECTIVES : Student teacher shall be able to : • Develop a broad understanding of the principles and procedures used in modern science education. • Develop their essential skills for practicing modern Science Education. • Develop their skills necessary for preparing instructional accessories. • Prepare models; select teaching strategies essential for preparing designs of lessons. Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

Course Content : UNIT – I : Nature of physical sciences – Thrust areas of physics and chemistry – Impact of science on modern life, globalization and science. Path tracking discoveries and land mark development in science; Professions in the area of sciences. **UNIT – II :** Justification for including physical sciences as a subject of study in the school curriculum. Objective of Teaching Physical Sciences at the secondary level of schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioural developers of education. Concept of entering and terminal behaviour. Organization of learning experiences for achieving specified behavioural outcomes. **UNIT – III : Major methods used for physical science instruction:** Lecture, Discussion, Demonstration, Project, Heuristic etc. • Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model. **UNIT – IV : Co-curricular and non-formal approaches:** Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions. **UNIT – V : Planning for teaching and developing year plans, unit plans, lesson plans, content analysis, and pedagogical analysis.** Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan. • Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching physical sciences. **UNIT- VI : Curriculum**

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and resource utilization: Principles for designing a Physical Science curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resources. Practical work in science teaching, record writing for science projects. **UNIT – VII : Curriculum accessories and support material :** Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc – their critical evaluation from the point of view of teaching physical science. **UNIT – VIII : Evaluating outcomes of physical science teaching:** Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

अनुमोदित पुस्तकें

- विज्ञान शिक्षण (फिजिकल साइंस) — डॉ. कौलश्रेष्ठ, एन० कौलश्रेष्ठ
- विज्ञान शिक्षण भारत — डॉ. ए.बी. भट्टनगर, अनुराग भट्टनगर
- Pedagogy of School Subject Physical Science** — S. P. Kulshrestha, Gaya Singh
- Pedagogy of School Subject Science** — Dr. A. B. Bhatnagar, S.S. Bhatnagar
- Pedagogy of School Subject Science** — S. P. Kulshrestha, K. P. Singh

(B) COURSE-VI/VII: METHOD OF TEACHING BIOLOGICAL SCIENCES

COURSE OBJECTIVES : Student teacher shall be able to :

- Develop a broad understanding of the principles and procedures used in modern biology education.
- Develop their essential skills for practicing modern Biology Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models, select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

Course Content : **UNIT – I : Nature of biological sciences** – Thrust areas of biology and their impact on modern life, globalization and biology. Path tracking discoveries and land mark development in biology; Professions in the area of biological sciences. **UNIT – II : Justification for including biology as a subject of study in the school curriculum.** Objective of Teaching Biology at

the secondary level of schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioural developers of education. Concept of entering and terminal behaviour. Organization of learning experiences for achieving specified behavioral outcomes. **UNIT – III : Major methods used for biology instruction:** Lecture, Discussion, Demonstration, Project, and Heuristic etc. Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.

UNIT – IV : Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Biology teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions. **UNIT – V : Planning for teaching Biology:** developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.

Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching biology. **UNIT – VI : Curriculum and resource utilization:** Principles for designing a Biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Biology; record writing for Biology projects. **UNIT – VII : Curricular accessories and support material :** Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio-video support material, etc – their critical evaluation from the point of view of teaching biology. **UNIT – VIII : Evaluating outcomes of biology teaching:** Merits and limitations of different item formats for assessing learning outcomes of biology teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try-out, item analysis and selection of items suitable for formative and summative evaluation. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

अनुमोदित पुस्तकें

- जैविक विज्ञान शिक्षण — उन्नति विश्वनाथ
- जैव विज्ञान शिक्षण — डॉ. एस. पी. कौलश्रेष्ठ, धर्मेन्द्र तोमर, एस. के. गिल
- विज्ञान शिक्षणशास्त्र — डॉ. ए.बी. भट्टनगर, डॉ. अनुराग भट्टनगर
- Pedagogy of Biological Science** — Dr. S. P. Kulshrestha, Dr. A. K. Kulshrestha
- Pedagogy of School Subject Biological Science** — Sudha Pahuja, Dr. Ravi Kant
- Pedagogy of School Subject Life Science** — Dr. Munendra Kumar

(C) COURSE-VI/VII: METHODS OF TEACHING AGRICULTURAL SCIENCE

COURSE OBJECTIVES : To enable the pupil teachers to ; 1. Acquire the ability to develop instructional Support material. 2. Develop the classroom skills needed for teaching of Agricultural Science using modern methodology. 3. Develop knowledge about the basic principles governing the construction of Agricultural Science curriculum. 4. Develop the ability to organize co-curricular activities and community resource for Promoting Agricultural Science learning. 5. Acquire the ability to complete the plan for instruction.

Course Contents : **UNIT - I :** Concept/Nature of Agricultural Science. • Correlation of Agricultural Science with other Subjects. • Objectives of teaching Agricultural Science at Secondary level. **UNIT - II :** Principles of Agriculture Curriculum construction. **UNIT - III :** Methods of teaching Agricultural Science – Lecture, Discussion, Project, Demonstration, Heuristic method of Practicals. **UNIT - IV :** Co-curricular and non-formal approaches – Activities approach and non-formal methods of teaching such as : Field trips, gardening, visit to Agricultural Research center, Dairy farm, maintenance of herbariums, taking up of Project work. **UNIT - V :** Evaluating outcomes of Agricultural Science teaching: merits and limitations of different item formats for assessing learning outcomes of Agricultural Science teaching writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and Psychomotor domain.

(D) COURSE-VI/VII: METHODS OF TEACHING HOME SCIENCE

अध्ययन के उद्देश्य : इस पाठ्यक्रम के अध्ययन से छात्र में :

1. गृह विज्ञान के प्रति रुचि जागृत होगी।
2. शरीर विज्ञान और स्वास्थ्य शिक्षा का ज्ञान उत्पन्न होगा।
3. पाकविद्या की जानकारी होगी।
4. शिक्षण सहायक सामग्री बनाने की क्षमता विकसित होगी।

पाठ्य-विवरण

1. गृहविज्ञान शिक्षण का लक्ष्य एवं उद्देश्य, उसके विभिन्न क्षेत्रों का महत्व तथा विद्यालय के विविध विषयों से उसका सह-सम्बन्ध। गृहविज्ञान के सैद्धान्तिक तथा व्यावहारिक पक्ष का महत्व। चार्ट, नमूने, यन्त्र तथा सहायक सामग्री का गृह विज्ञान शिक्षण में महत्व। गृहविज्ञान में प्रयोगशाला की आवश्यकता, उसका नियोजन, सामग्री तथा उसका संस्थान। गृहविज्ञान शिक्षण की विधि विधियाँ। गृह कार्यों के निपुणतापूर्ण निर्वाह की विभिन्न विधियाँ।

2. बीस पाठों का संयोजन निम्न विषयों पर किया जाय (अध्यापन हेतु)
 - (क) शरीर विज्ञान, (ख) स्वास्थ्य शिक्षा, (ग) प्राथमिक विकित्सा,
 - (घ) पाकविद्या, (ङ) धुलाई, (च) शिल्पकला।

3. मातृकला अर्थ, मातृत्व के लिये योग्यताएँ

4. उपचारात्मक विकित्सा अतिसार, कब्ज, मोटापा तथा आंत्रशोष (टाइफाइड)
5. व्यवस्थापन समय, ऊर्जा, धन, बचत
6. सक्रामक रोगों से बचाव
7. गृह विज्ञान शिक्षण की विधियाँ—

दस संक्षिप्त पाठ सूत्र विभिन्न व्यन्जनों का तैयार करने की विधि पर अध्या शिल्पकला से सम्बन्धित विभिन्न प्रकार के कपड़ों की सिलाई के ढांगों पर गठित किये जाय।

• स्वास्थ्य तथा स्वास्थ्य शिक्षा, • संतुलित आहार, • जल संग्रहालय तथा उनकी उपयोगिता, • रक्त और उसकी संरचना, • विभिन्न संस्थान रक्त परिप्रेमण संस्थान, पाचन तथा श्वसन संस्थान, • रोगों की रोकथान, • रसोईघर का बीचा, • धुलाई तथा सम्बन्धित सामग्री, • सजावट सम्बन्धित विधि प्रतिविधियाँ तथा घर की विभिन्न सामग्री एवं वस्तुओं की सफाई, • बजट।

8. चार्ट नमूने दो केवल—

- शरीर में विभिन्न जोड़, • विशेष ज्ञानेन्द्रियाँ, • दांत और उनकी बनावट, • लचा,
- मक्का का जीवनचक्र, मक्खियाँ तथा खट्टमल, • विभिन्न संस्थान, • गुरद, • स्वास्थ्य सम्बन्धी चार्ट। • चित्र-पृष्ठिका (एल्बम)

निम्न विषयों से सम्बन्धित चित्रों का संकलन करना आवश्यक होगा।

- आधुनिक ढंग का रहन-सहन, • दर्शक गृह के प्रकार, शयन कक्ष तथा रसोईघर,
- विभिन्न प्रकार की वस्तुयाँ एवं सामग्री, • विविध ढंग से भोजन का व्यवस्थापन,
- कला तथा हस्तकार्य, नमूने तथा खिलौने, • विभिन्न प्रकार के टाकों एवं तमूँ को चित्र रूप में संकलित किया जाय।

अनुमोदित पुस्तकें

1. गृह विज्ञान शिक्षण
2. गृह विज्ञान शिक्षण
3. Pedagogy of School Subject Home Science

B. L. Sharma, B. M. Saxena

— डॉ सुरक्षा बंसल

— डॉ महिमा गुप्ता

COURSE-VI/VII: METHODS OF TEACHING MATHEMATICS

To enable the pupil teacher to : 1. Understand and appreciate the uses and significance of mathematics in daily life. 2. Learn successfully various approaches to mathematics and to use them judiciously. 3. Know the methods of planning instruction for the classroom. 4. Prepare curricular activities and organize the library in it as per the needs. 5. Appreciate and organize activities to develop aesthetics of mathematics. 6. Obtain feedback both about teaching as well as student's learning.

Course Contents : **UNIT – I :** Meaning of Mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavathi, Ramanujam and contribution of Euclid, Pythagoras, Rene Descarte. **UNIT – II :** Objectives of teaching mathematics in terms of instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill assignment, supervised study and programmed learning. **UNIT – III :** Meaning and importance/purpose of a lesson plan. Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan, purpose of an yearly plan, developing/preparing low cost improvised teaching aids relevant to local ethos, skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR. **UNIT – IV :** Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children, Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi. **UNIT – V :** Using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a math's laboratory; learning about the short cuts mentioned in Vedic mathematics.

अनुमोदित पुस्तकें

1. गणित शिक्षण	—डॉ. ए०क० कुलश्रेष्ठ
2. गणित शिक्षण	—डॉ. उन्नति विश्नोई
3. गणित शिक्षण	—डॉ. ए०व० भट्टाचार्य
4. गणित शिक्षण	—उन्नति विश्नोई
5. Pedagogy of School Subject Mathematics	—Dr. A. K. Kulshrestha

COURSE-VI/VII: PEDAGOGY OF TEACHING SOCIAL STUDIES

(A) COURSE-VI/ VII: METHODS OF TEACHING CIVICS

COURSE OBJECTIVES : Student-teacher will have the ability to: 1. Know the concept and significance of Civics. 2. Propagate the social ideals through teaching of Civics. 3. Know the methods of planning instruction for the classroom. 4. Know the principles and maxims of teaching the subject. 5. Learn successfully various methods of teaching Civics. 6. Develop instructional support materials. **UNIT – I :** Meaning, nature and scope of Civics, place and importance of Civics in school curriculum, Importance of Civics in the development of International Understanding correlation of Civics with other subjects. **UNIT – II :** Objectives of teaching Civics in democratic India, objectives of teaching the subject at

different stages. Instructional objectives. Microteaching, lesson plans for developing the skills of introduction. **UNIT – III :** General principles and maxims of teaching Civics. Presentation of subject matter of Civics at different stages. Teaching techniques of Civics. Evaluation of text book of Civics. **UNIT – IV :** Considerations for the selection of methods of teaching, methods of teaching Civics: Lecture, Textbook, Project, Discussion Supervised study and Problem solving. **UNIT – V :** 1. Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids. 2. Evaluation of attainment in Civics. Different types of test-essay type, short answer type and objective type. Merits and Demerits of Objective type test; Lesson planning in Civics.

अनुमोदित पुस्तकें

1. सामाजिक विज्ञान शिक्षण	—डॉ. गजेन्द्र सिंह तोमर
2. सामाजिक विज्ञान शिक्षण	—डॉ. मोहन लल आर्य, डॉ. महेन्द्र प्रसाद पाण्डेय, भूपेन्द्र कीर, डॉ. राजकुमारी गोला
3. Pedagogy of School Subject Social Science	—Dr. R. A. Sharma, Shiksha Chaturvedi
4. Pedagogy of School Subject Social Science	—Gurwinder Kaur, Vijay Kumar Gupta, Nisha Singh
5. Pedagogy of School Subject Social Science	—Ravi Kant

(B) COURSE-VI/ VII: METHODS OF TEACHING HISTORY

COURSE OBJECTIVE : To enable the pupil teacher to; 1. Appreciate the need for learning History. 2. Develop knowledge about the basic principles governing the construction of history curriculum. 3. Develop the classroom skills needed for teaching History using modern methodologies. 4. Acquire the ability to complete the plan for institution. 5. Develop the ability to organize co-curricular activities and community resource for promoting history learning. 6. Acquire the ability to develop instructional support materials. **UNIT – I :** Need and significance of teaching history in schools • Concept of history. • Correlation and differentiation of History with Geography, Political Science, Economics and Literature. • Objectives of teaching History at secondary level. **UNIT – II :** Principles of History curriculum construction • Approaches to organize History curriculum in terms of Concentric, Spiral, Chronological and • Correlation approaches. **UNIT – III :** Importance of instructional strategies in teaching history • Methods of teaching History – Lecture, Lecture-cum-discussion, Source method, Project, Social Recitation, Supervised Study, Story Telling, Chronological and Team Teaching. **UNIT – IV :** • Content analysis and formulation of instruction objectives. Lesson plan and unit plan. • Micro planning with reference to following skills: Introduction, Questioning, Explanation, Similes-variation, Black board, using of audio-visual aids. (Illustration). • Arranging, organizing, planning, executing and reporting of Field trips. History

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room. Role-playing. **UNIT - V** : • Purpose of evaluating History learning. • Salient features of summative and formative evaluation in History. Remedial teaching. • Question preparation in objective and essay type tests • Preparation of Achievement test in History.

अनुमोदित पुस्तकें

1. इतिहास शिक्षण
2. Pedagogy of School Subject History

—प्र०. रामपाल सिंह, डॉ. राजकुमार

—Rampal Singh Dharmendra Kumar

(C) COURSE-VI/VII: METHODS OF TEACHING GEOGRAPHY

COURSE OBJECTIVES : To enable the pupil teacher to : 1. Develop an understanding of teaching Geography. 2. Develop the classroom skills needed for teaching Geography. 3. Develop geographical sense, critical thinking and scientific outlook. 4. Acquire the ability to develop instructional support materials. **UNIT - I** : • The modern conception of Geography. • Scope of Geography • Importance of Geography in the school curriculum. • Aims and objectives of teaching Geography at various levels. **UNIT - II** : • Correlation of Geography with other school subjects. • Principles of curriculum construction. • Presentation of subject matter of Geography at different stages. **UNIT - III** : • Microteaching Concept, steps, skills, advantages and limitations. • Microteaching: Lesson plans for developing the skills. **UNIT - IV** : • Methods of teaching Geography • Lecture method. • Discussion method. Regional method. Excursion method. Project method. **UNIT - V** : • Need and importance of Geography room, equipments and museum • Evaluation in Geography: Traditional and modern concepts of evaluation. • Different types of tests-essay type, short answer type and objective type, their merits and demerits. • Writing of lesson plans in Geography.

अनुमोदित पुस्तकें

1. भूगोल शिक्षण
2. Pedagogy of School Subject Geography

—जै० फौ० वर्मा, मंत्र० वर्मा

—Dr. R.P. Singh, Dr. Gita Dudeja

(D) COURSE-VI/VII: METHODS OF TEACHING ECONOMICS

COURSE OBJECTIVES : To enable the pupil teacher to : 1. Appreciate the need for learning economics. 2. Develop knowledge about the basic principles

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governing the construction of Economics curriculum. 3. Develop the classroom skills needed for teaching of Economics using modern methodologies. 4. Acquire the ability to complete the plan for instruction. 5. Develop the ability to organize co-curricular activities and community for promoting Economics learning. 6. Acquire the ability to develop instructional support materials.

COURSE CONTENT : **UNIT - I** : • Need & Significance of teaching economics. • Concept/Nature of teaching Economics. • Correlation and differentiation of Economics with other Social Science subjects-Geography, History, Political science. **UNIT - II** : • Principles of Economics curriculum construction. • Approaches to organize Economics curriculum in terms of Concentric, Correlation, and Integration approaches. **UNIT - III** : • Importance of instructional strategies in teaching Economics. Strategies in teaching Economics. • Methods of teaching Economics - Lecture, Lecture-cum-discussion, Projects, Source method & Team-teaching. **UNIT - IV** : • Objectives of teaching Economics for: • Lesson Planning. • Unit Planning • Microteaching for developing the skills of Introduction, Explanation, questioning, Stimulus variation and providing illustrations with relevant examples. **UNIT - V** : • Arranging, organizing, planning, executing and reporting of field trips. • Organizing economic clubs and thought provoking programmes like quizzes. **UNIT - VI** : • Purpose of evaluation in Economics. • Salient features of summative and formative evaluation. • Question preparation for objective and essay type examinations.

अनुमोदित पुस्तकें

1. अर्थशास्त्र शिक्षण
2. Pedagogy of School Subject Economics

—रामपाल सिंह, धर्मेन्द्र कुमार

—Rampal Singh, Dharmendra Kumar

(E) COURSE-VI/VII: METHODS OF TEACHING COMMERCE

To enable the pupil teacher to : 1. Appreciate the need for learning Commerce. 2. Develop the understanding of principles of developing Commerce curriculum. 3. Develop the skills needed for classroom teaching of commerce and using its teaching methodology. 4. Acquire the ability to prepare and teach the lesson plans for classroom instructions. 5. Develop the ability to organize co-curricular activities and use community resources for promoting Commerce learning. 6. Acquire the ability to develop instructional support material for Commerce teaching. **COURSE CONTENT** : **UNIT - I** : • Concept and nature of Commerce teaching. • Need and significance of teaching Commerce. • Correlation and differentiation of Commerce with other subjects like economics, statistics and accountancy. • Aims and objectives of teaching Commerce at different levels.

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UNIT - II : • Principles of curriculum construction in Commerce. • Approaches to organize Commerce curriculum in terms of concentric correlation and integration approaches. **UNIT - III** : • Importance of instructional strategies in teaching commerce. • Strategies of teaching Commerce. • Methods of teaching Commerce – Lecture, Lecture cum Discussion, Project method and Team teaching. **UNIT - IV** : • Teaching Commerce with reference to lesson planning. (a) Lesson planning. (b) Unit planning. • Microteaching of developing the skills of Introduction, Explanation, Questioning, Stimulus variation and providing illustration with examples. **UNIT - V** : • Arranging, organizing, planning, executing and reporting of field trips in Commerce teaching. • Organizing Commerce clubs and thought provoking programmes like quizzes. **UNIT - VI** : • Purpose of Evaluation in Commerce. • Salient features of summative and formative evaluation. • Question preparation and objectivity in essay type examinations of Commerce. • Preparation of unit tests.

अनुमोदित पुस्तकें

- वाणिज्य शिक्षण —डॉ वी.एल. शर्मा, इमियाज मंसुरी
- Pedagogy of School Subject Commerce —Dr. S. S. Chandra, Dr. N. L. Sharma, Dr. Amit Sharma
- Pedagogy of School Subject Commerce —Dr. R. P. Singh, Dr. Imtiyaj Mansoori

(F) COURSE-VI/VII: METHODS OF TEACHING ART/HANDICRAFTS

COURSE OBJECTIVES: The study of this paper will enable the students

- To know the historical development to Art/handicraft in India.
- To understand the problems of Art/handicraft in various sections.

COURSE CONTENT : **UNIT - I** : • The place and importance of Art/Handicraft in school curriculum. • Aims and importance of teaching of Art/Handicraft. **UNIT - II** : • Correlation of Art/handicraft with other school subjects. • History of the development of Indian Art and Crafts-Buddhist period, Mughal period, Rajput Art and Modern Art. **UNIT - III** : • Colour study and its educational importance. • Type of Design. • Basic Elements of Paper - Decoration. • Self - Expression. • Object- Drawing. • Memory - Drawing. • Natural - Drawing. • Stencil - Work. • Letter- Writing. • Spray - Work. **UNIT - IV** : • Methods of teaching Art and Craft. • Traditional and Structural approaches in teaching of Art and Craft. **UNIT - V** : • Teaching aids in Art/handicraft, lesson planning. • Evaluation in Art and Craft teaching.

COURSE-VI/VII: PEDAGOGY OF TEACHING LANGUAGES

(A) COURSE-VI/VII: METHODS OF TEACHING ENGLISH COURSE

OBJECTIVES: To enable the student teacher to understand:

1. The nature and characteristics of a language and its use.
2. The required skills for mastering a language.
3. The various approaches to successful language teaching.
4. Approaches/Methods of teaching different aspects of language.
5. The importance teaching aids and other technological devices used for language teaching.
6. Evaluation and testing techniques for obtaining feedback.

COURSE CONTENT : UNIT - I: Teaching of English as a Second

Language: • General characteristics of a language. • Principles of language teaching. • Nature of English language. **UNIT - II: Role of English as a second language in India:** • Its place in the school curriculum. • Aims and objectives of teaching English as a second language. • Teaching of English Vocabulary necessary for a second language learner. • Developing skills of Aural Comprehension and Speaking. • Teaching the mechanics of Reading and Writing.

UNIT - III: Methods of teaching English as a second language:

- Translation Method. Direct Method. • Structural Approach. Bilingual Method.
- Communicative Approach.

UNIT - IV: Teaching and Lesson-Planning of various Aspects of English:

- Prose • Poetry • Grammar • Composition • Structures

UNIT - V: Audio - Visual and Technological Aids:

- Need and importance • Types and purpose • Technological aids as Language Laboratory, CAI

UNIT - VI: Testing and evaluation:

- Concept of Teaching and evaluation. • Need and Importance of testing in English. • Types of Tests - oral, Written and skill testing.

PRACTICAL WORK : • Five method based Lesson-Plans

अनुमोदित पुस्तकें

1. Teaching of English —Geeta Rai
2. Pedagogy of School Subject English —R. A. Mittal, S. K. Lenka, Shiv Pujan Pandey
3. Pedagogy of School Subject English —Dr. R. A. Sharma, Shikha Chaturvedi
4. Pedagogy of School Subject English —Dr. A. B. Bhatnagar Anurag Bhatnagar

(B) COURSE-VI/VII : PEDAGOGY OF TEACHING LANGUAGE COURSE-VI/VII: TEACHING OF HINDI

अध्ययन के उद्देश्य : इस पाठ्यक्रम के अध्ययन से छात्रों में 1. मातृभाषा की भवता का ज्ञान विकसित होगा। 2. मातृभाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा। 3. हिन्दी

के शिक्षण की विधियों की जानकारी विकसित होगी। 4. भाषा के मूल्यांकन की क्षमता का विकास होगा। इकाई-1 भाषा का अर्थ एवं स्वरूप : • भाषा का अर्थ, परिभाषा एवं भाषा की विशेषतायें एवं प्रकृति • अन्य विषयों के साथ सहसम्बन्ध • मातृभाषा का उद्भव एवं विकास, भाषा के विविध रूप • विकास की विभिन्न अवस्थाओं में भाषायिक विकास-विशेषतायें एवं प्रकृति। इकाई-2 मातृभाषा शिक्षण के उद्देश्य एवं लक्ष्य : • मातृभाषा के सामान्य उद्देश्य, विशिष्ट उद्देश्य • शिक्षण उद्देश्यों का वर्गीकरण—ज्ञानात्मक, मात्रात्मक, • उद्देश्यों को व्यवहारिक रूप में लिखने की विधियाँ, आवश्यकता • विकास की विभिन्न अवस्थायें एवं मातृभाषा शिक्षण के उद्देश्य • विभिन्न स्तर की शिक्षा में मातृभाषा की महत्ता • विभिन्न स्तर की शिक्षा के पाठ्यक्रम में इसका स्थान त्रिभाषा सूत्र • हिन्दी भाषा शिक्षण की समस्यायें एवं समाधान इकाई-3 : हिन्दी भाषा की शिक्षण प्रविधि : • हिन्दी भाषा का शिक्षण सिद्धान्त एवं सूत्र • भाषायिक कौशलों का शिक्षण (अवण, वाचन, पठन, लेखन रचना) • सूक्ष्म शिक्षण हारा कौशलों का विकास • मातृभाषा शिक्षण में सहायक सामग्री का अनुप्रयोग, प्रकार एवं महत्व • हिन्दी भाषा शिक्षण—गुण, दशायें एवं विशेषतायें • हिन्दी भाषा शिक्षण में मनोवैज्ञानिक प्रविधियाँ। इकाई-4 : हिन्दी भाषा की विविध विधाओं का शिक्षण एवं मूल्यांकन विधा : • गदा शिक्षण—उद्देश्य, महत्व एवं पाठ्योंजना प्रारूप। • पद्य शिक्षण—उद्देश्य, महत्व एवं पाठ्य योजना प्रारूप। • व्याकरण शिक्षण—उद्देश्य, महत्व एवं पाठ्य योजना प्रारूप। • हिन्दी भाषा में मूल्यांकन की आवश्यकता, महत्व, प्रकार विधियों प्रश्नों का निर्माण, उपलब्धि परीक्षण का निर्माण। इकाई-5 : हिन्दी भाषा शिक्षण में नवाचार : • भाषा शिक्षण में निदानात्मक शिक्षण एवं उपचारात्मक शिक्षण—आवश्यकता एवं निर्माण, अनुप्रयोग • हिन्दी भाषा में क्रियात्मक अनुसंधान—आवश्यकता एवं प्रविधि • भाषा शिक्षण में शिक्षण साधनों का प्रयोग (दृश्य एवं भव्य साधन) • भाषा कक्ष एवं प्रयोगशाला • हिन्दी भाषा शिक्षण में पाठ्य सहमाली क्रियाकलाप • इकाई परीक्षण निर्माण, अनुप्रयोग एवं मूल्यांकन।

अनुमोदित पुस्तकें

1. हिन्दी शिक्षण	—रमन विहारी लाल
2. हिन्दी शिक्षण	—शिखा चतुर्वेदी
3. हिन्दी शिक्षण	—शिखा अग्रवाल

(C) COURSE-VI/ VII: PEDAGOGY OF TEACHING LANGUAGE TEACHING SANSKRIT

अध्ययन के उद्देश्य : इस पाठ्यक्रम के अध्ययन से छात्रों में 1. संस्कृत भाषा की महत्ता का ज्ञान विकसित होगा। 2. संस्कृत भाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा। 3. संस्कृत शिक्षण की विधियों की जानकारी विकसित होगी। 4. संस्कृत भाषा के मूल्यांकन की क्षमता का विकास होगा। पाठ्य विवरण : 1. संस्कृत भाषा की प्रकृति।

विषेशतायें, सम्पन्नता, प्रयोग। 2. पाठ्य क्रम में स्थान महत्व—संस्कृत की महत्ता, आवश्यकता। 3. भाषा हेतु अपेक्षित योग्यतायें—सुनना, बोलना, पठन सम्बन्धी, लेखन एवं विन्तन सम्बन्धी। 4. भाषा शिक्षण के सामान्य एवं विशिष्ट उद्देश्य—प्राथमिक, मध्यमिक, उच्च शिक्षा स्तर पर मातृभाषा, शिक्षण के उद्देश्य, सीमायें। 5. भाषा शिक्षण के सामान्य सिद्धान्त—स्वामानिकता, प्रयत्न, लेखन से पूर्ण मौखिक बोलने लिखने में सामन्जस्य, वैयक्तिक मिन्ता बाल केन्द्रित, क्रियाशीलता, चयन, अनुकरण, अभ्यास, स्वयं संशोधन। 6. संस्कृत शिक्षण हेतु वाचित कौशल—प्रस्तावना, प्रश्न पूछना, व्याख्या श्यामपटट लेखन, पुनर्बलन। 7. संस्कृत शिक्षण की विधियाँ—गदा, पद्य, नाटक, कहानी व्याकरण रचना, मौखिक भाव प्रकाशन, उच्चारण, गर्तनी, वाचन शिक्षण। 8. संस्कृत भाषा शिक्षण हेतु उपायम्। 9. भाषा शिक्षण हेतु आवश्यक सहायक सामग्री की जानकारी एवं निर्माण। 10. पाठ्य-योजना बनाना—गदा, पद्य, व्याकरण, कहानी। 11. भाषा में मूल्यांकन—परीक्षा प्रणाली के दोष, सुधार की आवश्यकता, उपाय, मूल्यांकन का अर्थ, उपयोगिता, प्रश्नों के प्रकार।

अनुमोदित पुस्तकें

1. संस्कृत शिक्षण
2. संस्कृत शिक्षण
3. संस्कृत शिक्षण

—डॉ सन्तोष मितल
—सन्त कुमार मिश्र
—रेतु सिंह

COURSE- VIII: POPULATION EDUCATION AND ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES : 1. To develop in the student teacher an understanding of the concept, need & importance of population and environmental education. 2. To enable the students to understand various terminologies connected with population and environmental education and factors responsible for population growth & environmental degradation. 3. To develop an awareness in the student teacher of the implications of population growth and awareness of the environment in the various aspects of social functioning. 4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environmental. 5. To help student teacher to appreciate the role of population education & environmental education for upgrading the quality of social functioning.

COURSE CONTENT: POPULATION EDUCATION : UNIT-I : • Population Education: Meaning, Concept, Need, Scope and Objectives : • Population Dynamics: distribution & density. • Population Composition: Age, Sex, rural, urban, literacy. • Factors affecting population growth: fertility, mortality & emigration. **UNIT-II :** • Population and quality of life: health status, nutrition health services & education : • Effect of unchecked growth of population on

natural resources & environment. **UNIT-III : Population Education in Schools** : • Introduction of population education with the general school curriculum. • Use of Mass-media: News Papers, Radio, T.V. & A.V. Aids in creating population awareness. • Role of Teachers.

COURSE CONTENT : ENVIRONMENTAL EDUCATION

UNIT-IV : • Environmental Education : Meaning, Scope & nature. • Types of environmental pollution. • Learning to live in harmony with nature.

UNIT-V : • Causes and effects of environmental hazard and educational remedies. • Greenhouse effect. • Ozone layer depletion - environmental threat, acid rain, rise of sea level. Salient features of environmental awareness through education. • Programmes of environmental education for attitude changes among children. Role of school in environmental conservation and sustainable development.

अनुमोदित पुस्तकें

1. जनसंख्या एवं पर्यावरण शिक्षा	— अमित कुमार राय
2. पर्यावरण शिक्षा	— डॉ० ए०ब० भट्टनागर
3. पर्यावरण शिक्षा	— गजेन्द्र सिंह तोमर
4. पर्यावरण शिक्षा	— शिल्पी शर्मा, वार्ष्ण्य
5. Environmental Education	— Dr. R.A. Sharma
6. Environmental Education —Dr. A. B. Bhatnagar, Dr. Anurag Bhatnagar	