1.	Name of the Department: Education							
2.	Course Name	TECHNIQUES OF TEACHING			L	Т	Р	
3.	Course Code	ED 407			3	1	0	
4.	Type of Course (use tick mark)				Core (√)	DE ()	FC ()	
5.	Pre-requisite (if any)	Graduation in any discipline	6. Frequency (use tick marks)	Even (v)	Odd ()	Either Sem ()	Every Sem ()	
-	Total Number of Lectures Tutor	7 Total Number of Lastings Tutarials Duesticals						

7. Total Number of Lectures, Tutorials, Practicals

Lectures = 30 Tutorials = 10 Practical = Nil

8. COURSE OBJECTIVES: The purpose of this undergraduate course is to impart basic and key knowledge of Educational techniques. By using the principal of learning and teaching students may enable themselves a better teacher.

. After successfully completion of course, the student will able explore subject into their respective dimensions.

9. COURSE OUTCOMES (CO):

After the successful course completion, learners will develop following attributes:

COURSE OUTCOME (CO)	ATTRIBUTES
CO1	Student will be able to know the concept characteristics and important teaching skills.
CO2	Understand the classification of Bloom's taxonomy of Educational Objectives.
CO3 Explain the various merits and demerits of various approaches to teaching.	
CO4 Apply various teaching methods in class room teaching.	
CO5	Describe uses of ICT in teaching and learning.
CO6 Know Innovative methods of teaching.	

10. Unit wise detailed content

Unit-1 Number of lectures = 08 Title of the unit: concept and objectives of teaching

Concept and characteristics of good teaching.

Micro-Teaching: Meaning, Concept and Micro-Teaching Cycle.

Important teaching skills – Set-Induction , questioning , Reinforcement ,

Explanation, Stimulus variation, Black-Board, Illustration with example

Unit-2 Number of lectures = 08 Title of the unit: AIMS AND OBJECTIVES OF TEACHING:

Need and importance of defining aims and objectives of teaching in terms of

learning outcomes.

Bloom's taxonomy of educational objectives. Factors affecting teaching and learning..

Unit-3 Number of lectures = 08 Title of the unit: APPROACHES TO TEACHING

Maxims of teaching: Known to unknown, simple to complex, easy to difficult, concrete

to abstract, whole to part etc.

Merits and demerits of various teaching methods: Lecture, Demonstration, Project, Problem-solving and Discussion, Inductive, Deductive, Heuristic.

Unit-4 Number of lectures = 08 Title of the unit: INNOVATIVE TEACHING

Use of ICT in teaching and learning.

E-learning and changing nature of class-room. Collaborative learning: Meaning and Application

Virtual Classroom: Meaning and Uses

Unit-5 Number of lectures = 08 Title of the unit: PROGRAMMED LEARNING

Programmed Learning: Meaning, Origin

Linear programming: Meaning and Characteristic Branching programming: Meaning and Characteristic Mathetics programming: Meaning and Characteristic Development of Programme Learning Material

11. CO-PO mapping

COs	Attributes	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	Student will be able to know the concept characteristics and important teaching skills.	3	3	2	2	2	1	2
CO2	Understand the classification of Bloom's taxonomy of Educational Objectives.	2	2	2	2	2	1	1
соз	Explain the various merits and demerits of various approaches to teaching.	3	1	2	2	2	1	1
CO4	Apply various teaching methods in class room teaching.	3	3	1	2	3	2	1

CO5	Describe uses of ICT in teaching and learning.	3	1	1	2	3	2	1
CO6	Know Innovative methods of teaching.	2	3	2	3	3	3	1

3 Strong contribution, 2 Average contribution , 1 Low contribution

12. Brief description of self learning / E-learning component

https://images.app.goo.gl/trnvhnAPAsRG2J5A6

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- Woods, P. (2011), "Critical Events in Teaching and Learning", Routledge Library Edition, London.
- www.teacher.co.in

2.CourseName			Assess	sment of Learning		L		T			P	
3.CourseCode		1	ED408			3		1			0	
4.TypeofCourse(u	usa tiekma					Core(√)	DE()			FC()		
5.Pre-	use tickina		raduation in any Discipline	6.Frequency(usetick	Even(√)	Odd()	,	rSem()		EverySe	m()	
requisite(ifa	fany)		radation in any Discipline	marks)	Even(v)	J Gua()	Eithe	arsem()		Every Se.	()	
7.TotalNumberof	fLectures,T	Tutorials,P	Practicals									
Lectures=30				Tutorials=10		Practical=N	iil					
				of this graduate course is to impart theoretical and practical knowledge of Assessment. By studying the different types o tudents will be able to do measurement and evaluation. Students can draw conclusions and prediction about progress.								
			nerswilldevelopfollowingati	swilldevelopfollowingattributes:								
COURSEOUTCOM	ME(CO)		ATTRIBUTES									
CO1			Understand the concep				-		Measu	rement		
CO2			familiarize with new t	rends and innovation	ons in Meas	urement &	Evaluat	ion				
CO3			Know the concept of S	Statistics and centra	l tendency	and its use	in educa	ation				
CO4			use the different types tool	of tool for measure	ement and	evaluation,	characte	ristics	of goo	d measu	ıriı	
CO5			Be acquainted the new	v reforms in examin	ation syste	m						
10.Unitwisedetaile	edcontent		1									
Unit-1		Numbero	oflectures=8	Titleoftheunit:Conc	ept of Evalua	ion						
s of good measuring instruments andfact			oflectures=10 Titleoftheunit:Tools and Techniques of Evaluation tors affectingthem, Reliability and Validity of Tools, Tools of evaluation:-Quantitative – Written, Oral and Practical (Types all three domains of Learning-Cognitive, Affective and Psychomotor) Qualitative – Observation, Introspection, Projections									
s of good measuring	g instrumen	its andfacto	ors affectingthem, Reliability	y and Validity ofTools,	Tools ofeval	ation:-Quanti	tative – W	ritten, C	Oral and	Practical	(T	
s of good measuring Questions: Short, Lo	ong, MCQs	its andfactors covering	ors affectingthem, Reliability	y and Validity ofTools, ig-Cognitive, Affective a cumulative records of le	Tools ofevalued of the control of th	ation:-Quanti tor) Qualitativ ol	tative – W ve – Obser	vation, I	Oral and introspec	Practical tion, Proj	(Ty	
s of good measuring Questions: Short, Lo	ong, MCQs	ts andfactors covering for interna	ors affectingthem, Reliability all three domains of Learnin	y and Validity ofTools, ag-Cognitive, Affective ε	Tools ofevalued of the control of th	ation:-Quanti tor) Qualitativ ol	tative – W ve – Obser	vation, I	Oral and introspec	Practical tion, Proj	(Tr	
s of good measuring Questions: Short, Lo Sociometry, Use of Unit-3	Long, MCQs f these tools	nts andfactors covering for international Numbero	ors affectingthem, Reliabilit all three domains of Learnin al assessment &maintaining	y and Validity ofTools, gg-Cognitive, Affective a cumulative records of le	Tools of evaluand Psychomo earners in Schoolical Methods	nation:-Quanti otor) Qualitativ ol and Interpreta	tative – W ve – Obser tion of Sco	vation, I	ntrospec	tion, Proj	ect	
s of good measuring Questions: Short, Lo Sociometry, Use of Unit-3 History of Statistic, 1	Long, MCQs f these tools	nts andfactors covering for international Number of the portance of the state of th	ors affectingthem, Reliability all three domains of Learnin al assessment &maintaining offectures=6	y and Validity ofTools, gg-Cognitive, Affective a cumulative records of le	Tools ofevali and Psychomo earners inScho ical Methods Histogram, Fr	nation:-Quanti tor) Qualitativ ol and Interpreta equency Polys	tative – W ve – Obser tion of Sco	ores arts, Pero	ntrospec	tion, Proj	ect	
s of good measuring Questions: Short, Lo Sociometry, Use of Unit-3 History of Statistic, I (Meaning & Uses) Unit-4 Measures of Central	Need & Im	Numbero Numbero Numbero Numbero	ors affectingthem, Reliability all three domains of Learnin al assessment &maintaining offectures=6 f Statistics in Evaluation, Gr	y and Validity ofTools, ag-Cognitive, Affective a cumulative records of le Titleoftheunit:Statist raphicalRepresentation, I	Tools ofevaliand Psychomorearners in Schoolical Methods Histogram, Frank Tendency a	nation:-Quanti tor) Qualitativ ol and Interpreta equency Polys	tative – W ve – Obser tion of Sco	ores arts, Pero	ntrospec	tion, Proj	ect	
Questions: Short, Lo Sociometry, Use of Unit-3 History of Statistic, I (Meaning & Uses) Unit-4 Measures of Central	Need & Im	Numbero Numbero Numbero Numbero Numbero Mean, Me	ors affectingthem, Reliability all three domains of Learnin al assessment &maintaining offectures=6 f Statistics in Evaluation, Groffectures=8 dedian, Mode. (Meaning, Charles)	y and Validity ofTools, ag-Cognitive, Affective a cumulative records of le Titleoftheunit:Statist raphicalRepresentation, I	Tools of evaluand Psychomorearners in School ical Methods Histogram, Frank Tendency and Tendency	nation:-Quanti stor) Qualitativ ol and Interpreta equency Polyg	tative – We – Obsertion of Sco gon, Pi Cha	ores arts, Pero	ntrospec	tion, Proj	ect	
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1. Nam	e of the Departme	nt: Education										
	rse Name	METHOD OF TEACHIN	G ENGLIS	SH		L			T			P
3. Cour	rse Code	ED409				3			1			0
4. Type	e of Course (use tic	ck mark)				Core	0		DE (√)	F	C ()
5. Pre-r	requisite (ifany)		6.	Frequency(use tick marks)	Even (√)	Odd	0	Е	ither S	em ()		Every em (
7. Tota	l Number of Lectu	res, Tutorials, Practicals										
		ires = 35		Tutorials = 10					cal = N			
		S:The course is aimed to develo			essary for groomi	ng them in	ito succ	essful	educati	on grad	uate. T	The
		e as basic tools for specialized s	studies in ed	lucation field.								
	URSE OUTCOME	LS (CO): completion, learners will devel	on followin	o attrihutes:								
	RSE OUTCOME		op jouoning		RIBUTES							
(CO)												
	CO1	Understand about nature, conc	ept of langu	age; study problems in	effective teaching	of English						
	CO2	Understand different methods	of teaching	English.								
	CO3	Expertise in different skills of	learning a la	anguage.								
	CO4	List and state importance of al	l teaching ai	ids used in teaching Eng	lish.							
		Expertise in teaching of prose,				same.						
10 Tt. 1	CO5 t wise detailed con	1 0 1	. r.	J una propuro le								
Unit-1	t wise detailed con	Number of lectures=09	DASICO	CONCEPT OF ENGLIS	CH I ANCHACE							
Unit-1	Langua:	ge: nature, concept, types (verb			SII LANGUAGE							
	_	t of language learning and acqu		,,								
		ns and objective of teaching Eng		cond language at the sec	ondary level.							
		sition and role of English in Ind										
	 Problen 	ns in effective teaching of Engli										
Unit-2		Number of lectures=09		ING OF ENGLISH - M	IETHODS AND	APPROA	CHES					
		tion cum grammar method of te method of teaching English and										
		est's Method of teaching English			emerits and criticis	sm						
	 Structur 	ral approach to teaching English	n, Advantage	e and disadvantages.								
		inicative Approach to English,	Advantage a	and disadvantages.								
Unit-3	• Deducti	Number of lectures=09	TEACHI	ING SKILLS								
Onit-3	Teachin	ng of oral skills-characteristics a										
	 Teaching 	ng of reading skills-characteristi	cs, objective	es, types of reading-inter	nsive, extensive, s	ilent and re	eading	aloud v	with exp	pression		
** * 4	• Teachin	ng of writing skills-characteristic			vriting.							
Unit-4	. Mi	Number of lectures=09		VISUAL AIDS								
		g and importance of teaching ai ge Laboratory and Its important			ses.							
	Lungua	• •		-								
Unit-5		Number of lectures=09	TEACHI ENGLIS	ING OF PROSE, POE	ΓRY, GRAMMA	R AND T	EXT B	OOKS	FOR	TEACI	HING	
	Teachin	ug of Grammar -place of gramm										
	 Teaching 	ng of prose, poetry and gramma	r-aims and o	objectives.								
		planning – teaching of prose, po			-1							
		ok: its characteristics, important ion of existing text-books, analy			OOKS.							
11. CO-F	O mapping										-	
COs		A	ttributes			P	P	P	P	P	P	P
						0	0	0	0	0	0	O
	Understand about	t nature concept of language: et	tudy probler	ms in effective teaching	of English	1	2	3	4	5	6	7
CO1	O1 Understand about nature, concept of language; study problems in effective teaching of English.					1	3	1	2	2	1	2
CO2	Understand differ	nderstand different methods of teaching English.				1	3	1	2	2	1	2
	Expertise in different skills of learning a language.											
CO3	List and state importance of all teaching aids used in teaching English						2					
CO4	Expertise in teaching of prose poetry and grammar and prepare lesson plans for the same											
CO5	1 *	ng contribution, 2 Average co				1	3	1	2	2	1	2
12. Brid		elf-learning / E-learning comp		- 20 contribution								
		m/open?id=1Zb zL3ywprYlUg		Edfj5tUj&authuser=0								
1.00	0 0	m/anan2id=10lavL2aVDIITa7D		J J								

- https://drive.google.com/open?id=19kwL2sXBIITg7RYLK_rxuW5qmsNDLCpJ&authuser=0
 https://drive.google.com/open?id=1hrxWwR4DLekomJqtQR65fSaxV-5-RtDE&authuser=0
 https://drive.google.com/open?id=15HeutE-O_L5PlCmgn3Hox2t61rAcKzS8&authuser=0
 https://drive.google.com/open?id=1ulSdT0cd2wCq1B9Wjdhr-aRiJFzo4CLn&authuser=0

- https://drive.google.com/open?id=1T1RwQ9qCzlrp4IVFT8Vk6Ibl1wEka9K6&authuser=0
- https://drive.google.com/open?id=1aqKZnrC-hM5OSo0nNIX0tqEQQZhhfSx &authuser=0
- https://drive.google.com/open?id=1JCfEuDZpUW14ffJWCeQhTpNJCacJmGwa&authuser=0

13. Books recommended: CO1, PO2, BT2

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| 1. Name of the Department | : Education | | | | | |
|---|--|---|---|----------------|-----------------------|---------------------|
| 2. Course Name | हिन्दी | ो शिक्षण विधि | | L | Т | P |
| 3. Course Code | ED410 | ED410 | | | 1 | 0 |
| 4. Type of Course (use tick i | mark) | | | Core () | DE (√) | FC () |
| 5. Pre-requisite (if any) | Graduation in any discipline | 6. Frequency (use tick marks) | Even (V) | Odd () | Either Sem () | Every Sem () |
| 7. Total Number of Lectures | , Tutorials, Practicals | | • | | 1 | |
| Lectures = 30 | | Tutorials = 10 | | Practical = N | il | |
| espective dimensions. 9. COURSE OUTCOMES (CO): | teaching skills for their future perspect | | | _ | , , | |
| espective dimensions. 9. COURSE OUTCOMES (CO): | teaching skills for their future perspec | tive. After successfully | | _ | , , | |
| espective dimensions. 9. COURSE OUTCOMES (CO): | teaching skills for their future perspect
pletion, learners will develop followin
ATTRIBUTES | tive. After successfully | v completion | _ | , , | |
| espective dimensions. 9. COURSE OUTCOMES (CO): fter the successful course com | teaching skills for their future perspect
pletion, learners will develop followin
ATTRIBUTES | tive. After successfully | v completion | _ | , , | |
| espective dimensions. 9. COURSE OUTCOMES (CO): Ifter the successful course come OURSE OUTCOME (CO) | teaching skills for their future perspect
pletion, learners will develop followin
ATTRIBUTES
भाषा के महत्त्व ए | tive. After successfully | v completion o | of course, the | student will able exp | ore subject into th |
| espective dimensions. 9. COURSE OUTCOMES (CO): fter the successful course com OURSE OUTCOME (CO) CO1 | teaching skills for their future perspect
pletion, learners will develop followin
ATTRIBUTES
भाषा के महत्त्व ए
हिन्दी भाषा एवं स | tive. After successfully
g attributes:
ावं कार्यों से परिचित हें | r completion of the completio | of course, the | student will able exp | ore subject into th |
| espective dimensions. 9. COURSE OUTCOMES (CO): fter the successful course com OURSE OUTCOME (CO) CO1 CO2 | pletion, learners will develop followin ATTRIBUTES भाषा के महत्त्व ए हिन्दी भाषा एवं स | tive. After successfully
g attributes:
वं कार्यों से परिचित हें
नाहित्य के प्रति धनात्म | r completion
सिकंगे।
सक अभिवृत्तिः
ति हो सकेंगे। | of course, the | student will able exp | ore subject into th |
| espective dimensions. 9. COURSE OUTCOMES (CO): Ifter the successful course com OURSE OUTCOME (CO) CO1 CO2 CO3 | pletion, learners will develop followin ATTRIBUTES भाषा के महत्त्व ए हिन्दी भाषा एवं स | tive. After successfully g attributes: rai कार्यों से परिचित हे साहित्य के प्रति धनात्म त्य के स्थान से परिचि समुचित प्रकार से अभिव | r completion of training the sum of the completion of the complet | of course, the | student will able exp | ore subject into th |

10. Unit wise detailed content

CO7

CO8

CO9

Unit-1 Number of lectures = 08 Title of the unit: भाषा: सम्प्रत्यय एवं भूमिका

गद्य एवं पद्य को मौन वाचन कर सकेंगे।

गद्य, पद्य एवं व्याकरण की पाठ-योजना का निर्माण कर सकेंगे।

गद्य, पद्य एवं व्याकरण की पाठ-योजना का मूल्याङ्कन कर सकेंगे।

भाषा का महत्व एवं उसके कार्य।

हिन्दी भाषा का माध्यमिक स्तर के पाठ्यक्रम में स्थान। राष्ट्रभाषा के रूप में हिंदी की प्रासंगिकता एवं चुनौतियाँ।

आदर्श हिन्दी शिक्षक के गुण।

Unit-2 Number of lectures =08 Title of the unit: पाठ योजना: अर्थ एवं निर्माण

पाठ योजना निर्माण के लाभ गद्य पाठ योजना के पद

Unit-3 Number of lectures = 08 Title of the unit: हिन्दी शिक्षण में विभिन्न पाठ-योजनाएं

पद्य पाठ योजना के पद व्याकरण पाठ योजना के पद रचना-शिक्षण पाठ के पद

Unit-4 Number of lectures = 08 Title of the unit: हिन्दी शिक्षण हेतु विभिन्न विधियाँ

आगमन एवं निगमन विधि: अर्थ एवं इनके मध्य अंतर

श्रव्य- दृश्य सामग्री: अर्थ, महत्व एवं प्रकार भाषा प्रयोगशाला : अर्थ एवं महत्व

पाठ्य - सहगामी क्रियाएं: अर्थ, महत्व एवं शिक्षक की भूमिका

Unit-5 Number of lectures = 08 Title of the unit: हिन्दी शिक्षण में मापन एवं मूल्यांकन

मापन एवं मूल्यांकन : अर्थ, मापन मूल्यांकन के मध्य अंतर एवं सम्बन्ध

वस्तुनिष्ठ परीक्षण : अर्थ, कक्षा शिक्षण में उपयोगिता निबंधात्मक परीक्षा : अर्थ, कक्षा शिक्षण में उपयोगिता

नील पत्रक (ब्लू-प्रिंट): अर्थ एवं निर्माण

11. CO-PO mapping

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PC |
|-----|--|-----|-----|-----|-----|-----|-----|----|
| CO1 | भाषा के महत्त्व एवं कार्यों से परिचित हो सकेंगे। | 3 | 1 | 1 | | 2 | 1 | 2 |
| CO2 | हिन्दी भाषा एवं साहित्य के प्रति धनात्मक अभिवृत्ति को अपने व्यवहार में
प्रदर्शित कर सकेंगे। | 3 | 1 | 2 | | 2 | 1 | 2 |
| соз | . समाज में साहित्य के स्थान से परिचित हो सकेंगे। | 3 | 1 | 2 | | 2 | 1 | 2 |
| CO4 | अपने भावों को समुचित प्रकार से अभिव्यक्त कर सकेंगे। | 3 | 1 | 1 | | 3 | 2 | 2 |
| CO5 | गद्य एवं पद्य को उचित आरोह-अवरोह एवं लय के साथ वाचन कर सकेंगे | 3 | 1 | 1 | | 3 | 2 | 2 |
| Co6 | गद्य एवं पद्य को व्याकरण नियमों के अनुसार लिख सकेंगे। | 2 | 2 | 2 | 2 | 2 | 1 | 3 |
| CO7 | गय एवं पय को मौन वाचन कर सकेंगे। | 2 | 2 | 1 | 1 | 1 | 2 | |
| CO8 | गद्य, पद्य एवं व्याकरण की पाठ-योजना का निर्माण कर सकेंगे। | 2 | 1 | 2 | 2 | 2 | 1 | |
| CO9 | गद्य, पद्य एवं व्याकरण की पाठ-योजना का मूल्याङ्कन कर सकेंगे। | 2 | 2 | 2 | 1 | 2 | 2 | |

3 Strong contribution, 2 Average contribution , 1 Low contribution

12. Brief description of self learning / E-learning component

- 1. चतुर्वेदी, शिखा, हिन्दी शिक्षण : आर लाल बुक डिपो, मेरठ
- 2. सिंह, सावित्री, हिन्दी शिक्षण : इंटरनेशनल पब्लिशिंग हाउस, मेरठ

- 3. लाल, रमन बिहारी, हिन्दी शिक्षण : रस्तोगी पब्लिकेशन्स, मेरठ
- 4. चतुर्वेदी, शिखा, हिन्दी शिक्षण : आर लाल बुक डिपो, मेरठ
- 5. सिंह, सावित्री, हिन्दी शिक्षण : इंटरनेशनल पब्लिशिंग हाउस, मेरठ
- 6. गुप्ता, ममता, हिन्दी शिक्षण : एच.पी. भार्गव बुक हाउस, आगरा
- 7. सिंह, कर्ण, हिन्दी शिक्षण : गोविन्द प्रकाशन, लखीमपुर खीरी

| 1. | Name of the Department: Education | | | | | | |
|----|-----------------------------------|------------------------|-------------------------------|----------|----------|---------------|--------------|
| 2. | Course Name | METHODS OF TEACHING UR | METHODS OF TEACHING URDU | | | | Р |
| 3. | Course Code | ED 411 | ED 411 | | | 1 | 0 |
| 4. | Type of Course (use tick mark) | | | | Core (√) | DE () | FC () |
| 5. | Pre-requisite
(if any) | Graduation | 6. Frequency (use tick marks) | Even (v) | Odd () | Either Sem () | Every Sem () |

7. Total Number of Lectures, Tutorials, Practicals

Lectures = 30 Tutorials = 10 Practical = Nil

8. COURSE OBJECTIVES: The purpose of this undergraduate course is to impart basic and key knowledge of Educational technological techniques. By using the principal of learning and teaching students may enable themselves a better teacher.

After successfully completion of course, the student will able explore subject into their respective dimensions.

9. COURSE OUTCOMES (CO):

After the successful course completion, learners will develop following attributes:

| COURSE OUTCOME (CO) | ATTRIBUTES | |
|---|--|--|
| CO1 | To acquaint the students with meaning, concept and nature of Urdu Language. | |
| CO2 To make the students know the function of Urdu Language. | | |
| CO3 To make the students able to understand the importance of Urdu Language in secondary school curricu | | |
| CO4 | To enable the students to know the aims and objectives of teaching Urdu language at secondary level. | |
| CO5 | To enable the students to be aware about various methods of teaching Urdu language. make the students able to understand the characteristics a good text-book in Urdu. make the students able to explore the various techniques of evaluation. | |

10. Unit wise detailed content

Unit-1 Number of lectures = 08 Title of the unit: Gaseous States

The nature of Urdu Language and its scope. Functions and purpose of Language.

Place of mother tongue in School Curriculum. The role of mother tongue in the education of child. Aims of teaching mother tongue at different levels----Primary,

| Unit-2 | Number of lectures =08 | Title of the unit: Colloidal State | | | | | |
|---|---|------------------------------------|--|--|--|--|--|
| .Methods of Teaching: Teaching | Methods of Teaching: Teaching of Prose (Story, Drama) Teaching of Grammar Teaching of Poetry (Poems, Ghazals) | | | | | | |
| b) Mechanics of Reading: Silent reading Reading aloud Supplementary reading | | | | | | | |

Unit-3 Number of lectures = 08 Title of the unit: Thermodynamics- I

LESSON PLANNING AND TEXT BOOKS:-

Lesson Planning: Meaning, Format, why and how. Format: Prose, Poetry and Drama, Grammar

| Hait A | Normalism of Instrument - 00 | Title of the unit. The management of |
|--------|------------------------------|--------------------------------------|
| Unit-4 | Number of lectures = 08 | Title of the unit: Thermochemistry |

Teaching aids in Urdu-need, importance and types.

Importance and need of curricular activity:

Principles of selection of text books.

| | Unit-5 | Number of lectures = 08 | Title of the unit: Phase Equilibrium |
|--|--------|-------------------------|--------------------------------------|
|--|--------|-------------------------|--------------------------------------|

EVALUATION IN URDU: Meaning and purpose of evaluation, Formative and Summative evaluation, Characteristics of good achievement test, Construction of achievement test in Urdu.

11. CO-PO mapping

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|---|-----|-----|-----|-----|-----|-----|-----|
| CO1 | To acquaint the students with meaning, concept and nature of Urdu Language. | 2 | 1 | 1 | | 2 | 1 | |
| CO2 | To make the students know the function of Urdu Language | 2 | 1 | 2 | | 2 | 1 | |
| соз | To make the students able to understand the importance of Urdu Language in secondary school curriculum | 2 | 1 | 2 | | 2 | 1 | |
| CO4 | To enable the students to know the aims and objectives of teaching Urdu language at secondary level. | 2 | 1 | 1 | | 2 | 2 | |
| CO5 | To enable the students to be aware about various methods of teaching Urdu language. make the students able to understand the characteristics a good text-book in Urdu. | 2 | 1 | 1 | | 2 | 2 | |
| | make the students able to explore the various techniques of evaluation. | | | | | | | |

3 Strong contribution, 2 Average contribution, 1 Low contribution

12. Brief description of self learning / E-learning component

Nil

13. Books recommended:

Ansari, Akhtar Ghazal Aur Ghazal, Taragi-e-Urdu-Board,ki Taleem New Delhi, 1979. Ansari, Akhtar, Ghazal aur Dares-Ghazal, Anjuman Tarikhi-e- Urdu, Aligarh Ansari, Akhtar, Studies in Language and Language Teaching, Friends Aligarh, 1962 Ahmad Hasan Tadrees on Urdu, Marathzara Collage of Education, Aurangabad, 1973.

Saiyadin, K.G.Zindagi, Zaban aur Taleem, Anjuman Tariq-e- Urdu, Aligarh, 1971

Moinduddin Urdu Zaban ki Tadrees, Tarikhi-Urdu Bureau, New Delhi, 1983 Gurrey, P. Teaching the Mother Tongue in Secondary Schools, Longamans London 1958.

| 2.CourseName | partment: Edu | ication | METHODS | OF TEACHING HISTORY | | L | | Т | 1 | P | , |
|--|---|--|--|---|---|--|--|--|-------------|-------------|-----|
| 2.CourseName | | | METHODS (| OF TEACHING HISTORY | | L | | 1 | | r | |
| 3.CourseCode | | ED413 | | | | 3 | | 1 | | 0 | 1 |
| 4.TypeofCourse | (use tickmark) | | | | (| Core(√) | DE() |) | F | C() | |
| requisite(ifany) | | Graduat | | Frequency(usetickmarks) Even() | (| Odd(√) | Eithe | erSem() | E | EverySem(|) |
| 7.TotalNumber | ofLectures,Tuto | orials,Practicals | 8 | | | | | | | | |
| Lectures=30 | | | | Tutorials=10 | | actical=N | | | | | |
| | | | | eisto equip students with strong for | | | | | fields of | Teaching I | Iis |
| | | | | ningand teaching students may en | | iselves a b | etter teac | her. | | | |
| | <u>, , , , , , , , , , , , , , , , , , , </u> | | twillableexploresub | ectinto theirrespective dimension | S | | | | | | |
| | FCOMES (CO) | | lldevelopfollowingat | tuibutas | | | | | | | |
| COURSEOUT | | | naeveiopjonowingai
RIBUTES | iributes. | | | | | | | |
| COURSEOUT | CO1 | | | vith the concept and importance of | History i | n secondai | v school o | curricului | m | | |
| | | | <u>*</u> | | | | | | | | |
| | CO2 | | | w about aims and objectives of tea | | | | | | | |
| | CO3 | To er | able the students app | oly appropriate method and technic | ques for te | eaching of | History at | seconda | ry level. | | |
| | CO4 | To ac | quaint the students v | vith significance of lesson planning | g in Histor | ry | | | | | |
| | CO5 | То ас | quaint the students v | vith significance of about unit plan | ning and | syllabus p | lanning. | | | | |
| 10.Unitwisedeta | iledcontent | | | | | | | | | | |
| Unit-1 | | T 1 C1 4 | | | | | | | | | |
| | μN | Number of lectu | res=8 | Title of the unit: MEANING | , NATUR | E AND S | IGNIFIC | ANCE (|)F HISTO | RY: | |
| Meaning, nature | and scope of His | istory, Modern c | | istory, Relation of History with ot | | | | | | | da |
| Meaning, nature | and scope of His
m, Role of histor | istory, Modern c | oncept of teaching He and development o | istory, Relation of History with ot | her school | l subjects, | Importanc | ce of teac | hing histor | | da |
| Meaning, nature school curricului | and scope of Hism, Role of histor | istory, Modern c
ry teacher for use | oncept of teaching H e and development o res=8 | istory, Relation of History with other f History. Title of the unit: AIMS AND | objec | subjects, | Importanc | ce of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curricului | and scope of Hism, Role of histor | istory, Modern c
ry teacher for use | oncept of teaching H e and development o res=8 | istory, Relation of History with ot
f History. | objec | subjects, | Importanc | ce of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curricului | and scope of Hism, Role of histor N ween aims and o | istory, Modern c
ry teacher for use | oncept of teaching H e and development o res=8 etives: types, Aims an | istory, Relation of History with other f History. Title of the unit: AIMS AND | OBJECT | rives of | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet | and scope of Hism, Role of histor N ween aims and o | istory, Modern cory teacher for use Number of lectures objectives, Objectives | oncept of teaching He and development ores=8 res=8 res=8 | istory, Relation of History with other firstory. Title of the unit: AIMS AND and objectives of teaching history at | OBJECT secondar OF TEAC | FIVES OF | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 | and scope of Hism, Role of histor N ween aims and o | istory, Modern c
ry teacher for use
Number of lectu
objectives, Objectumber of lectu | oncept of teaching He and development ores=8 res=8 res=8 | istory, Relation of History with other fluid History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of | OBJECT secondar OF TEAC | FIVES OF | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 | and scope of Hism, Role of histor N ween aims and o | istory, Modern c
ry teacher for use
Number of lectu
objectives, Object
Number of lectu
Number of lectu | oncept of teaching He and development of res=8 tives: types, Aims and res=8 res=8 | istory, Relation of History with other fluid History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of | OBJECT secondar OF TEAC | FIVES OF | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 | and scope of Hism, Role of histor N ween aims and o | istory, Modern c
ry teacher for use
Number of lectu
objectives, Object
Number of lectu
Number of lectu | oncept of teaching He and development of res=8 res=8 res=8 d lesson plan, Steps | istory, Relation of History with other fluid History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of Title of the unit: LESSON Plant is the story at the control of the unit. | OBJECT Secondar OF TEAC | rives of school lo | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 | and scope of Hism, Role of histor N ween aims and o N nificance, Chara | istory, Modern c
ry teacher for use
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objectives, Object
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acteristics of goo
Number of lectu | oncept of teaching He and development of teaching He and development of teaching He and development of the and development of the and | istory, Relation of History with other filestory. Title of the unit: AIMS AND and objectives of teaching history at the file of the unit: METHOD of the unit: LESSON Plot of lesson plan in History Title of the unit: SYLLABUS | OBJECT Secondar OF TEAC | rives of school lo | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: concep | and scope of Hism, Role of histor N ween aims and o N nificance, Chara | istory, Modern c
ry teacher for use
Number of lectu
objectives, Object
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Number of lectu
acteristics of goo
Number of lectu | oncept of teaching He and development of res=8 res=8 res=8 d lesson plan, Steps | istory, Relation of History with other filestory. Title of the unit: AIMS AND and objectives of teaching history at the file of the unit: METHOD of the unit: LESSON Plot of lesson plan in History Title of the unit: SYLLABUS | OBJECT Secondar OF TEAC | rives of school lo | Importance TEACH evel, Supp | ne of teac | hing histor | ry at secon | ıda |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: conceptions of the conception of the concep | and scope of Hism, Role of histor N ween aims and o N nificance, Chara | istory, Modern c
ry teacher for use
Number of lectu
objectives, Object
Number of lectu
Number of lectu
acteristics of goo
Number of lectu | oncept of teaching He and development of teaching He and development of teaching He and development of the and development of the and the angle of t | istory, Relation of History with other filestory. Title of the unit: AIMS AND and objectives of teaching history at the file of the unit: METHOD of the unit: LESSON Plot of lesson plan in History Title of the unit: SYLLABUS | OBJECT SECONDARY OF TEAC | rives of y school le | TEACH evel, Supp ISTORY: | ING HIS | hing histor | material. | |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: concep | and scope of Hism, Role of histor N ween aims and o N nificance, Chara not and factors cor oing | istory, Modern c
ry teacher for use
Number of lectu
objectives, Object
Number of lectu
Number of lectu
acteristics of goo
Number of lectu
nsidered when p | oncept of teaching He and development of teaching He and development of tres=8 trives: types, Aims and tres=8 d lesson plan, Steps res=8 lan a syllabus, Unit I | istory, Relation of History with other History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of lesson plan in History Title of the unit: SYLLABUS Plan in History. | OBJECT SECONDARY OF TEAC LANING FOLIANING | rives of school lost school lo | TEACH evel, Supp ISTORY: IT PLAN | ING HIS | bing histor | material. | |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: conceptions c | and scope of Hism, Role of histor N ween aims and o N nificance, Chara N and factors cor Ding To acquaint | istory, Modern cory teacher for use Number of lecture objectives, Objectives, Objectives of lecture objectives of good Number of lectures of good Number of lectures objectives objectives of good Number of lectures objectives o | oncept of teaching He and development of teaching He and development of tres=8 trives: types, Aims and tres=8 d lesson plan, Steps res=8 lan a syllabus, Unit I | istory, Relation of History with other filestory. Title of the unit: AIMS AND and objectives of teaching history at the file of the unit: METHOD of the unit: LESSON Plot of lesson plan in History Title of the unit: SYLLABUS | OBJECT SECONDARY OF TEAC LANING FOLIANING | rives of y school le | TEACH evel, Supp ISTORY: | ING HIS | hing histor | material. | |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: conceptions of the conception of the concep | and scope of Hism, Role of histor Not and factors corbing To acquaint school curric | istory, Modern cory teacher for use Number of lecture objectives, Objectives, Objectives of lecture objectives of good Number of lecture objectives of good Number of lecture objectives of good Number of lecture objectives of good objectives of good Number of lecture objectives of good objectives objectives of good objectives objectives of good objectives of good objectives o | oncept of teaching He and development of teaching He and development of teaching He and development of the and development of the and the and development of the and the and development of the and th | istory, Relation of History with other History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of the unit: LESSON Plant of lesson plan in History Title of the unit: SYLLABUS Plan in History. | OBJECT SECONDARY OF TEAC LANING PO1 1 | rives of y school le CHING H : | TEACH evel, Supp ISTORY: IT PLAN PO3 2 | ING HIS ING | PO5 | material. | P |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: conceptions c | and scope of Hism, Role of histor Not and factors coroning To acquaint school curric To make the | istory, Modern cory teacher for use Number of lecture objectives, Objectives, Objectives of lecture objectives of good Number of lecture objectives objectives of good Number of lecture objectives objectives of good Number of lecture objectives | oncept of teaching He and development of teaching He and development of the and development | istory, Relation of History with other History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of lesson plan in History Title of the unit: SYLLABUS Plan in History. | OBJECT SECONDARY OF TEAC LANING FOLIANING | rives of school lost school lo | TEACH evel, Supp ISTORY: IT PLAN | ING HIS | bing histor | material. | |
| Meaning, nature school curriculus Unit-2 Differentiate bet Unit-3 Unit-4 Meaning and sig Unit-5 Syllabus: concept COs CO1 CO2 | and scope of Hism, Role of histor Not and factors corbing To acquaint school curric To make the To enable the History at se | istory, Modern cry teacher for use Number of lecture objectives, O | res=8 tives: types, Aims arres=8 d lesson plan, Steps res=8 lan a syllabus, Unit I Attributes th the concept and in about aims and object appropriate method | istory, Relation of History with off History. Title of the unit: AIMS AND and objectives of teaching history at Title of the unit: METHOD of lesson plan in History Title of the unit: SYLLABUS Plan in History. | OBJECT secondar OF TEAC LANING PO1 1 2 | rives of subjects, rives of subj | TEACH evel, Supp ISTORY: PO3 2 1 | ING HIS ING | PO5 | material. | |

2

2

2

2

3 Strong contribution, 2 Average contribution, 1 Low contribution12.Briefdescriptionofselflearning/E-learningcomponend

13.Booksrecommended:

CO5

Chaudhary, K.P. (1975), The Effective Teaching of History in India. New Delhi NCERT Aggarwal, J.C. (2003), Teaching of Social Studies: A Practical Approach, Vikas Publishing

House, Pvt. Ltd. New Delhi Ghate, V.D. (1956), Teaching of History (English & Hindi) Bombay, Oxford University, Press. Ghate, V.D.

To acquaint the students with significance of about unit planning and syllabus

| 1.NameoftheDepartment:Edu | ucation | | | | |
|-----------------------------|--------------------------------|------------------------------------|---------------|-------------|------------|
| 2.CourseName | METHODS OF TEACHIN | G ECONOMICS | L | Т | P |
| 3.CourseCode | ED 416 | | 3 | 1 | 0 |
| 4.TypeofCourse(use tickmark | :) | | Core(√) | DE() | FC() |
| 5.Pre-
requisite(ifany) | Graduation with any Discipline | 6.Frequency(usetickm Even(V) arks) | Odd() | EitherSem() | EverySem() |
| 7.TotalNumberofLectures,Tu | torials, Practical | | | | • |
| Lectures=03 | | Tutorials=1 | Practical=Nil | | |

8. COURSEOBJECTIVES-

- know aims and objectives of teaching Economics at School level
- understand the basic subject matter of the economics
- Understand the meaning and concept of lesson planning
- Understand the resources required for classroom transactions
- Select appropriate Instructional Media for teaching commerce at higher secondary stage
- Apply different Evaluation techniques in Economics

9.COURSEOUTCOMES (CO):

Afterthesuccessfulcoursecompletion, learners will develop following attributes:

| COURSEOUTCOME(CO) | ATTRIBUTES |
|-------------------------------|--|
| CO1 | Students will be able to define Meaning, Nature, Scope and Importance of Economics.itsr elation with other Discipline. |
| CO2 | Students will be able to explain various theories in Economics |
| СОЗ | Students will be able to understand Need and Importance of Economics Room Co-curricular Activities and prepare lesson plans in Economics |
| CO4 | Students will be able to understand the different types of Instructional Media |
| CO5 | Students will be able to understand Meaning and Purpose of Evaluation and its types. |
| 10 Unituries detailedes atoms | |

10.Unitwisedetailedcontent

| Unit-1 | Numberoflectures=02 | Titleoftheunit: Aims, Objectives and Nature of Economics as a Discipline |
|--------|---------------------|--|
|--------|---------------------|--|

Meaning, Nature, Scope and Importance of Economics. Relation of Economics with other Discipline.

Aims and Objectives of Economics teaching at secondary and Senior secondary stage.

| Unit-2 | Numberoflectures=02 | Titleoftheunit: Subject Matter in Discipline |
|--------|---------------------|--|
| | | |

Theories of Demand and Supply, Consumer Behaviour, Theory of Production, Cost Theories

Types of Market Structures, Cost and Revenue curves under PCM and Monopoly

Theory of Income and Employment, National Income, Budget.

Latest Trends in National and International Economes

Number flectures - 03

| | Unit-3 | Numberoflectures=02 | Titleoftheunit: Lessson Planning and Resources supplementing Teaching-Learning |
|--|--------|---------------------|--|
|--|--------|---------------------|--|

Meaning Need and Preparation of Lesson Plan in Economics

Need and Importance of Economics Room

Co-curricular Activities: Types, Role and Significance of Co-curricular Activities in teaching Economics

Unit-4 Numberoflectures=02 Titleoftheunit: Instructional Media

Instructional Media: Concept, Importance and types of instructional Media and their use in teaching of Economics

Unit-5 Numberoflectures=02 Titleoftheunit: Evaluation in Economics

Meaning and Purpose of Evaluation, Formative and Summative Evaluation

types of Test: Essay type Test and Objective Type Test-Characteristics, Merits and Demerits

11 CO-POmanning

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|---|------|-----|-----|-----|-----|-----|-----|
| CO1 | Students will be able to define Meaning, Nature, Scope and Importance Economics.itsr elation with other Discipline. | of 2 | 1 | 1 | 2 | 2 | - | - |
| CO2 | Students will be able to explain various theories in Economics | 1 | 1 | 1 | 2 | 2 | - | - |
| соз | Students will be able to understand Need and Importance of Economics
Room Co-curricular Activities and prepare lesson plans in Economics | 2 | 2 | 2 | 2 | 2 | - | - |
| CO4 | Students will be able to understand the different types of Instructional Media | 2 | 2 | 1 | 1 | 2 | - | - |
| CO5 | Students will be able to understand Meaning and Purpose of Evaluation and its types. | 2 | 2 | 2 | 1 | 2 | - | - |

 ${\tt 3Strong contribution, 2Average contribution, 1Low contribution}$

 ${\bf 12.} Brief description of self-learning/E-learning component$

- Tyagi, Gurusarandas: Economics Teaching, Vinod Pustak Mandir, Agra-5 Arora, P.N (1985) Evaluation in Economics, New Delhi, NCERT. Bawa, MS (1995): Evaluation in Economics IASE, Delhi University, New Delhi Kanwar. B.S. (1973) Teaching of Economics, Prakash Brothers., Ludhiana Siddiqui M.H. (1993) Teaching of Economics, Ashish Publishing House, New Delhi.

| 1.NameoftheDepartment:Education | | | | | | |
|---|---|-------------------------------|-----------|---------------|-------------|------------|
| 2.CourseName | 2.CourseName METHODS OF TEACHING COMMERCE | | | L | Т | Р |
| 3.CourseCode | ED 417 | ED 417 | | | 1 | 0 |
| 4.TypeofCourse(use tickmark) | | | | Core(√) | DE() | FC() |
| 5.Pre-
requisite(ifany) | Graduation with any Discipline | 6.Frequency(usetickr
arks) | n Even(√) | Odd() | EitherSem() | EverySem() |
| 7. Total Number of Lectures, Tutorials, Practical | | | | | | |
| Lectures=3 | | Tutorials=1 | | Practical=Nil | | |

8. COURSEOBJECTIVES

- To know aims and objectives of teaching commerce at higher secondary level
- To understand the basic subject matter in Commerce Discipline
- To understand the meaning and concept of lesson planning
- To understand the resources required for classroom transactions
- To Select appropriate Instructional Media for teaching commerce at higher secondary stage
- Apply different Evaluation techniques in Commerce

9.COURSEOUTCOMES (CO):

Afterthesuccessfulcoursecompletion, learners will develop following attributes:

| COURSEOUTCOME(CO) | ATTRIBUTES | | |
|----------------------------|--|--|--|
| CO1 | Students will be able to understand Meaning, Nature, Scope and Importance of commerce as a Discipline and its relatio with other disciplines | | |
| CO2 | Students will be able to understand different subject matters of commerce such as Trade, Management, Banking etc. | | |
| CO3 | Students will be able to understand Need and Importance of Commerce Room Co-curricular Activities and prepare lesson plans in Economics | | |
| CO4 | Students will be able to understand the different types of Instructional Media | | |
| CO5 | Students will be able to understand Meaning and Purpose of Evaluation and its types. | | |
| 10.Unitwisedetailedcontent | • | | |
| Unit 1 | Number of lectures = 02 Title of the unit. Aims. Objectives and Neture of Commence as a Dissipline | | |

Unit-1 Numberoflectures=02 Titleoftheunit: Aims, Objectives and Nature of Commerce as a Discipline

Meaning, Nature, Scope and Importance of commerce as a Discipline and its relation with other disciplines, Historical Perspective with development of Commerce as Subject and Discipline. Aims and Objectives of Commerce teaching at higher secondary stage.

Unit-2 Numberoflectures=02 Titleoftheunit: . Subject Matter in Discipline

Trade: Meaning, Concept, importance and Functions Business Organization: Concept, Importance and Types

Concepts of Accountancy: Book-Keeping, Journal, Subsidiary Books, Final Accounts, Bill of Exchange, Partnership, Shares and Company Final Accounts

Management: Concept, Principles Functions (POSDCoRB) Banking: Meaning, Types and functions. Concept and Process of E-Commerce

Unit-3 Numberoflectures=02 Titleoftheunit: Lesson Planning and Resources supplementing Teaching-Learning

Meaning, Need and Preparation of Lesson Plan in Commerce, Need and Importance of Commerce Room Co-curricular Activities: Types, Role and Significance of Co-curricular Activities in teaching Economic

Unit-4 Numberoflectures=02 Titleoftheunit: Instructional Media

Instructional Media: Concept, Importance and types of instructional Media and their use in teaching of Economics

Unit-5 Numberoflectures=02 Titleoftheunit: Evaluation in Commerce

Meaning and Purpose of Evaluation, Formative and Summative Evaluation, Construction of an Achievement Test in Commerce, Characteristics of Good Achievement Test

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|---|-----|-----|-----|-----|-----|-----|-----|
| CO1 | Students will be able to understand Meaning, Nature, Scope and Importance of commerce as a Discipline and its relation with other disciplines | 2 | 2 | 2 | 2 | 2 | - | - |
| CO2 | Students will be able to understand different subject matters of commerce such as Trade, Management, Banking etc. | 2 | 1 | 1 | 2 | 2 | - | - |
| соз | Students will be able to understand Need and Importance of Commerce Room Co-curricular Activities and prepare lesson plans in Economics | | 2 | 1 | 2 | 2 | - | - |
| CO4 | Students will be able to understand the different types of Instructional Media | | 2 | 1 | 1 | 2 | - | - |
| CO5 | Students will be able to understand Meaning and Purpose of Evaluation and its types. | | 2 | 2 | 1 | 2 | - | - |

3Strongcontribution,2Averagecontribution,1Lowcontribution

12.Briefdescriptionofself-learning/E-learningcomponent

- 1. Agrawal, A.N. Business methods and machinery, kitab mahal, Allahabad, 1981
- 2. Bhusham, Y. K. Fundamental of business organization and management, sultan Chand & sons, Darya Ganj,New Delhi-1991
- 3. Haradway, M. Testing and Evaluation in business education, Cincinnati, south western publishing co, 1966.
- 4. Kapoor, N.D. Principles and practice of accountancy, Pitamber publishing co., New Delhi, 1990.
- 5. Khan M,S. commerce Education, sterling publishers, pvt. Ltd. New Delhi, 1982.

| 2.CourseName | Education METHO | DDS OF TEACHING SOCIAL STUDIES | L | Т | P | | |
|--|---|--|--|--|---------------------|--|--|
| 3.CourseCode | ED418 | | 3 | 1 | 0 | | |
| 4.TypeofCourse(use tickn | | | Core(√) | DEO | FC0 | | |
| requisite(ifany) | Graduation | 6.Frequency(usetickmarks) Even() | Odd() | EitherSem() | EverySem() | | |
| 7.TotalNumberofLecture | | o.i requency (userexmarks) Even() | Odd(1) | Ettiler Sem() | EverySem() | | |
| Lectures=30 | 5,1 utoriais,1 racticais | Tutorials=10 | Practical=Ni |
I | | | |
| 8. COURSEOBJECTIV Byusingtheprincipal of te | aching History Byusingthepring on of course, the student will able to the student will be student with the student will be student will be student with the student will be | luatecourseisto equip students with strong found
cipaloflearningand teaching students may enab
exploresubjectinto theirrespective dimensions | dation of knowled | ge and skills in the fie | elds of Teaching H | | |
| | | · II - · · · · · · · · · · · · · · · · · | | | | | |
| COURSEOUTCOME(CO | ompletion,learnerswilldevelopy O) ATTRIBUTE | | | | | | |
| COURSEOUTCOME(CO | | students with the concept and importance of So | saial Studios in sa | aandam; sahaal | | | |
| COI | * | • • | | • | | | |
| CO2 | To make the st | idents know about aims and objectives of teaching | ing Social Studies | | | | |
| CO3 | To acquaint the | students with significance of lesson planning in | n Social Studies. | | | | |
| CO4 | To develop am | ong students competencies in teaching of Social | Studies at second | lary level. | | | |
| CO5 | | tudents to prepare a year plan and unit plan. | | • | | | |
| 10.Unitwisedetailedconte | nt | | | | | | |
| Unit-1 | Number of lectures=8 | Title of the unit: MEANING, N | ATURE AND SI | GNIFICANCE OF | HISTORY: | | |
| Concept of Social Studies,
Social Studies, Importance | differentiate between Social Stu
of teaching Social Studies at se | dies and Social Science The need for teaching of condary school curriculum. Principle of designi | different subjects in
ng Social Studies | in Social Studies. Pre-
curriculum. | sent perception abo | | |
| Unit-2 | Number of lectures=8 | Title of the unit: AIMS AND O | BJECTIVES OF | TEACHING HISTO | ORY | | |
| Differentiate between aims | and objectives. Aims and objec | ives of teaching social studies at Secondary Sch | nool Stage. Teachi | ing aids- Meaning, No | eed and types | | |
| Unit-3 Number of lectures=8 | | Title of the unit: METHOD OF | Title of the unit: METHOD OF TEACHING HISTORY: | | | | |
| Unit-4 Number of lectures=8 | | Title of the unit: LESSON PLA | Title of the unit: LESSON PLANING: | | | | |
| Methods: concepts and me | aning. Assignment Method Tea | m Teaching Method Supplementary reading ma | terial | | | | |
| Unit-5 | Number of lectures=8 | Title of the unit: SYLLABUS P | LANNIG & UNI | T PLAN: | | | |
| | | | | | | | |

11.CO-POmapping

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|--|-----|-----|-----|-----|-----|-----|-----|
| | To acquaint the students with the concept and importance of Social Studies in | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| CO1 | secondary school | | | | | | | |
| CO2 | To make the students know about aims and objectives of teaching Social Studies | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO3 | To acquaint the students with significance of lesson planning in Social Studies. | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO4 | CO4 To develop among students competencies in teaching of Social Studies at secondary level. | | 2 | 2 | 2 | 2 | 2 | 2 |
| CO5 | To enable the students to prepare a year plan and unit plan. | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

3 Strong contribution, 2 Average contribution, 1 Low contribution

12.Briefdescriptionofselflearning/E-learningcomponend

13.Booksrecommended:

Chaudhary, K.P. (1975), The Effective Teaching of History in India. New Delhi NCERT
Aggarwal, J.C. (2003), Teaching of Social Studies: A Practical Approach, Vikas Publishing
House, Pvt. Ltd. New Delhi
Ghate, V.D. (1956), Teaching of History (English & Hindi) Bombay, Oxford University, Press.

| 2.CourseName | Methodology of | Methodology of Teaching of Mathematics | | | T | P | |
|-----------------------------------|---|---|--------------|-----------------|--------------------|--------------------|--|
| 3.CourseCode | ED419 | ED419 | | | 1 | 0 | |
| 4.TypeofCourse(use tickmark) | | | | Core(√) | DE() | FC() | |
| 5.Pre-
requisite(ifany) | Graduation in any Discipline | 6.Frequency(usetick marks) | Even(√) | Odd() | EitherSem() | EverySem() | |
| 7.TotalNumberofLectures,Tute | orials,Practicals | | | | | 1 | |
| Lectures=36 | | Tutorials=10 | | Practical=Ni | l | | |
| of educational research and proce | | earch in different areas,Ap | | | | | |
| | ion,learnerswilldevelopfollowinga | ttributes: | | | | | |
| COURSEOUTCOME(CO) | ATTRIBUTES | | 1 1 1 | 0. 1: | 36.3 | | |
| CO1 | Understand the Meaning, Concept, aims and objectives of teaching Mathematics at Secondary stage | | | | | | |
| CO2 | Know the different ty | pes of Correlation o | f Mathema | atics with oth | er subjects | | |
| CO3 | Acquaint students ab | Acquaint students about Lesson and Unit planning in Mathematics | | | | | |
| CO4 | Methods and Technic | Methods and Techniques for teaching Mathematics at school level | | | | | |
| CO5 | Understand the Meas | urement and Evalua | ion in Ma | thematics | | | |
| 10.Unitwisedetailedcontent | | | | | | | |
| Unit-1 Nu | imberoflectures=12 | Title of the unit: Conc | ent and Obi | ectives of Teac | hing Mathematics | | |
| Meaning, Concept and De | finitions of Mathematics, | | | | | ture and Values | |
| • | ns and Objectives of Teachi | | | | | | |
| Unit-2 Nu | ımberoflectures=8 | Title of the unit: Uni | t Planning I | n Mathematics | | | |
| Meaning and Definitions | of Unit Planning, Need ar | nd Importance of U | nit Planni | ng for a tead | cher, Steps for p | preparation in Un | |
| Planning, Sample Unit plan | for teaching of Arithmetic, | Algebra, Geometry | and Trigo | nometry | | | |
| | umberoflectures=8 | Title of the unit: Lesson Planning In Mathematics | | | | | |
| Unit-3 Nu | | | | | 1 6. 6 | , т | |
| Meaning and Definitions o | f Lesson Planning, Need an | * | | _ | her, Steps for pro | eparation in Lesso | |
| Meaning and Definitions o | f Lesson Planning, Need an
an for teaching of Arithmeti | * | | _ | her, Steps for pro | eparation in Lesso | |

Meaning, definitions and Merits and Demerits of Analysis-Synthesis. Induction Deduction.

Unit-5 Numberoflectures=8 Title of the unit: Measurement and Evaluation In Mathematics

Meaning and Definitions of Measurement and Evaluation in Mathematics, Techniques of Teaching, Mathematics: Oral, Written and Drill-work, Home Assignment, Self-study, Characteristics of a Good Measuring Tool: General Criteria and technical Criteria

11.CO-POmapping COs Attributes PO1 PO2 PO3 PO4 PO5 PO6 PO7 Understand the Meaning, Concept, aims and objectives of 2 2 2 2 CO1 teaching Mathematics at Secondary stage 2 2 Know the different types of Correlation of Mathematics with 3 1 2 1 1 CO₂ other subjects 2 Acquaint students about Lesson and Unit planning in 3 3 1 2 1 1 CO₃ Mathematics 2 3 2 2 1 Methods and Techniques for teaching Mathematics at school 1 CO₄ 2 2 1 Understand the Measurement and Evaluation in Mathematics **CO5**

3Strongcontribution,2Averagecontribution,1Lowcontribution

${\bf 12.} Brief description of self learning/E-learning component$

- 1. Kulshreshtha, A.K. (2006). "Teaching of Mathematics" R.Lall Book Depot, Meerut
- Bhatnagar, A.B. (2010). "Teaching of Mathematics" R.Lall Book Depot, Meerut
- Arora, S.K. (1998). "How to teach Mathematics" Shanti Publishers, Bhiwani
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers
- Rawat, M.S. "Teaching of Mathematics" Vinod Pustak Mandir, Agra
- Sidddhu, K.S. "Teaching of Mathematics" Sterling Publication, New Delhi

- Kapur, J.N. (1991). Suggested Experiments in School Mathematics. New Delhi: Arya Book Depot
 Jain, S. L. (1973). Ganit Shikshan. Jaipur: Hindi Granth Academy
 Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog. New Delhi: Arya Book Depot

- 10. Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT.

| 1. | . Name of the Department: Education | | | | | | | |
|-----|--|-----------------------------------|----------------------------------|----------|-----------------|---------------|--------------|--|
| 2. | Course Name | Methods of Teaching Home S | Methods of Teaching Home Science | | | Т | Р | |
| 3. | Course Code | ED420 | ED420 | | | 0 | 3 | |
| 4. | 1. Type of Course (use tick mark) | | | | | DE (√) | FC () | |
| 5. | Pre-requisite
(if any) | Graduation with any
Discipline | 6. Frequency (use tick marks) | Even (v) | Odd () | Either Sem () | Every Sem () | |
| 7. | 7. Total Number of Lectures, Tutorials, Practicals | | | | | | | |
| Lec | tures = 30 | | Tutorials = 10 | | Practical = Nil | | | |

8. COURSE OBJECTIVES: The purpose of this course is to impart basic and key knowledge of Home Science. After successful completion of course, the student will able to develop skill and competence for effective teaching and evaluation in Home Science.

9. COURSE OUTCOMES (CO):

After the successful course completion, learners will develop following attributes:

| ATTRIBUTES |
|--|
| |
| |
| Understand the concepts, aims and objectives of teaching Home Science and their use in class room situation |
| Acquire competence in various methods, strategies and techniques of teaching Home Science at secondary level |
| Familiarize with the meaning, need and steps of Unit Planning |
| Acquaint with the meaning, need and steps of Lesson Planning |
| Develop skill and competence for Practical aspects in Home Science |
| |

10. Unit wise detailed content

Title of the unit: AIMS AND OBJECTIVES OF TEACHING HOME SCIENCE Unit-1 Number of lectures = 08

The Modern concept of Home Science Education & its relevance.

Meaning, nature, scope and importance of Home-Science.

Aims and Objectives of teaching Home-Science at Secondary level.

| Unit-2 | Number of lectures =08 | Title of the unit: METHODS AND TECHNIQUES OF TEACHING HOME SCIENCE |
|--------|------------------------|--|
| | | |

Lecture Method: Guidelines for effective lecture. Merits and Demerits of Lecture method.
Lecture Cum- Demonstration method: Merits and Demerits Preparation for effective demonstration.
Laboratory method: Merits and Demerits.
Project method: Meaning and the main features of a project. Advantages and
Discreptions of Project method.

Disadvantages of Project method.

Unit-3 Number of lectures = 08 Title of the unit: UNIT PLANNING

Meaning and Importance of Unit Planning

Steps of Unit Planning

Features of a Good Unit.

| Unit-4 | Number of lectures = 08 | Title of the unit: LESSON PLANNING |
|--------|-------------------------|------------------------------------|

Meaning and Importance of Lesson Planning

Steps of Lesson Planning

Quality of a Good Lesson Plan

A Model of Lesson Plan of Home Science.

| nit-5 Number of lectures = 08 | Title of the unit: PRACTICAL ASPECTS OF HOME SCIENCE |
|-------------------------------|--|
|-------------------------------|--|

Preparation of different Recipes

Diet Planning

Samples of Embroidery Stitches

11 CO BO mannin

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|--|---|-----|-----|-----|-----|-----|-----|-----|
| CO1 | Understand the concepts, aims and objectives of teaching Home Science and their use in class room situation | | 3 | 3 | 2 | 2 | 1 | 2 |
| Acquire competence in various methods, strategies and techniques of teaching Home Science at secondary level | | 1 | 3 | 3 | 2 | 3 | 2 | 3 |
| CO3 | Familiarize with the meaning, need and steps of Unit Planning | | 3 | 2 | 3 | 3 | 2 | 2 |
| CO4 | Acquaint with the meaning, need and steps of Lesson Planning | | 3 | 2 | 3 | 3 | 2 | 3 |
| Develop skill and competence for Practical aspects in Home Science CO5 | | 1 | 2 | 1 | 3 | 3 | 1 | 3 |

3 Strong contribution, 2 Average contribution, 1 Low contribution

12. Brief description of self learning / E-learning component

https://classroom.google.com/c/OTM5MTY5NDUyODJa/p/MTQyMDE4NjgyNzA0/details https://classroom.google.com/c/OTM5MTY5NDUyODJa/m/MzEyMjI3NDE1Nzc2/details

https://classroom.google.com/c/OTM5MTY5NDUyODJa/m/MzEyMjEzMDU5Mjly/details

- Bansal Suraksha & Maheswari Sudha, (2010), Teaching of Home Science, Meerut, International Publishing House.
 Sheri G.P & Saran D.P (2008) Teaching of Home Science, New Delhi: Vinod Pustak Mandir

- 4. 3. Yadav Seema (2001) Teaching of Home Science, New Delhi: Anmol Publication. 5. 4. Sahni Madhu , (1998) ,Indian Home Science, Varanasi: Hindi Prakashak Publications.
- 6. 5. Moorthy Gayatri, (1998), Home Management, New Delhi, Arya Publishing House.

SEMESTER-II

| | | JEIVIESTER-II | | | | | | |
|--|--|-------------------|------------|-----------------|----------------|---------|--|--|
| 1. Name of the Department: Education | | | | | | | | |
| 2. Course Name | Course Name METHODS OF TEACHING PHYSICAL SCIENCE | | | | | P | | |
| 3. Course Code | ED421 | | 3 | 1 | 0 | | | |
| 4. Type of Course (use tick | 4. Type of Course (use tick mark) | | | | | FC () | | |
| | | | | | (√) | | | |
| 5. Pre-requisite (if any) | GRADUATION | 6. Frequency (use | Even ((v)) | Odd | Either Sem () | Every | | |
| | | Tick marks) | | | | Sem () | | |
| 7. Total Number of Lectures, Tutorials, Practicals | | | | | | | | |
| Lectu | res = 30 | Tutorials = 10 | | Practical = Nil | | | | |

8. COURSE OBJECTIVES: The course is aimed to prepare the students with the knowledge and skill of teaching physical sciences

9. COURSE OUTCOMES (CO):

After the successful course completion, learners will develop following attributes:

| COURSE OUTCOME
(CO) | | ATTRIBUTES | | | | |
|---------------------------|---------------------------------|--|--|--|--|--|
| CO1 | Enumerate characteristics, ai | numerate characteristics, aims of teaching science and role of science teacher | | | | |
| CO2 | Identify different approaches | dentify different approaches used in teaching physical science | | | | |
| соз | Explain the pedagogical shift | Explain the pedagogical shift and principles of curriculum | | | | |
| CO4 | Plan the teaching of physical s | an the teaching of physical science and prepare the teaching aids | | | | |
| CO5 | Identify the need laboratory as | Identify the need laboratory as learning resource in teaching physical science | | | | |
| 10. Unit wise detailed co | 10. Unit wise detailed content | | | | | |
| Unit-1 | Unit-1 Number of lectures 08 | | | | | |

MEANING OF SCIENCE AND SCIENCE TEACHER: Meaning and nature of science, Aims and objectives of learning physical science, Utility of physical science in school curriculum, Role of science teacher in developing scientific attitude and scientific temper

Unit-2 Number of lectures 08

APPROACHES IN TEACHING PHYSICAL SCIENCE: Approaches and strategies of learning science, Constructivist approach, Collaborative learning approach, Problem solving approach, Inquiry approach

Unit-3 Number of lectures 08

PEDAGOGY IN PHYSICAL SCIENCE

Pedagogical shift-planning teaching learning experiences

Principles of curriculum in physical science, Planning evaluation in physical science

| Unit-4 Number of lectures |
|---------------------------|
|---------------------------|

PLANNING IN TEACHING PHYSICAL SCIENCE

Unit planning and lesson planning, Need, importance and preparation, Preparation of sample plan, Teaching aids in physical science

Unit-5 Number of lectures 08

PRACTICAL ASPECT IN PHYSICAL SCIENCE

Laboratory as learning resource: need and features

Demonstration and concept of, Measurement, Simple circuits, Refraction, Organic and inorganic compounds, Identification of gases

11. CO-PO mapping

| 11. 00 1 | O mapping | | | | | | | |
|----------|---|---|---|---|---|---|---|---|
| COs | Attributes | P | P | Р | P | P | P | Р |
| | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO1 | Enumerate characteristics, aims of teaching science and role of science teacher | 1 | 2 | 2 | 1 | 1 | 1 | 3 |
| CO2 | Identify different approaches used in teaching physical science | 2 | 3 | 2 | 1 | 3 | 1 | 1 |
| CO3 | Explain the pedagogical shift and principles of curriculum | 1 | 3 | 3 | 1 | 1 | 2 | 1 |
| CO4 | Plan the teaching of physical science and prepare the teaching aids | 1 | 3 | 3 | 1 | 2 | 1 | 3 |
| CO5 | Identify the need laboratory as learning resource in teaching physical science | 1 | 3 | 1 | 1 | 1 | 1 | 1 |

3 Strong contribution, 2 Average contribution , 1 Low contribution

12. Brief description of self-learning / E-learning component

13. Books recommended: CO1, CO2,CO3, CO4, CO5

- Das, R.C. curriculum and evaluation, NCERT
- 2. Kulshreshtha, S.P. Teaching of Science, Merrut
- 3. Dayal, Deepak, Modern methods of teaching Physics, New Delhi
- 4. Kalra, R.M. & Gutpta, Vandana, Teaching of science, MVC, Delhi

| 1. | 1. Name of the Department: Education | | | | | | | | | |
|-----|---|--|-------------------------------|----------|--------|---------------|--------------|--|--|--|
| 2. | Course Name | METHODS OF TEACHING BIOLOGICAL SCIENCE | | | L | Т | P | | | |
| 3. | Course Code | ourse Code ED 422 | | | 3 | 1 | 0 | | | |
| 4. | . Type of Course (use tick mark) | | | Core (√) | DE () | FC () | | | | |
| 5. | Pre-requisite
(if any) | Graduation with any
Discipline | 6. Frequency (use tick marks) | Even (V) | Odd () | Either Sem () | Every Sem () | | | |
| 7. | 7. Total Number of Lectures, Tutorials, Practical | | | | | | | | | |
| Lec | Lectures = 20 Tutorials = 10 Practical = Nil | | | | | | | | | |

8. COURSE OBJECTIVES-

- Develop awareness about development in the area of teaching and learning of Biological science
- Develop skill and competencies in the pupil teacher related to Biological Science at Secondary level.
- Use various methods and approaches of Biological Science.
- Develop an understanding of modern technique & approaches for teaching Biological Science.
- Prepare Unit plan, Lesson Plan in Biological Science.
- Acquire necessary skills & training for school-based activities such as Science Clubs, Science Fairs, organization of lab etc.

9. COURSE OUTCOMES (CO):

After the successful course completion, learners will develop following attributes:

| COURSE OUTCOME (CO) | ATTRIBUTES |
|---------------------|---|
| CO1 | Students will be able to understand aims and objectives of Biological Science |
| CO2 | Students will be able to define Teaching Aids |
| CO3 | Students will be able to understand different types of methods. |
| CO4 | Students will be able to define Evaluation |
| CO5 | Students will be able to understand practical aspects of Biological Science |

10. Unit wise detailed content

| Unit-1 | Number of lectures = 04 | Title of the unit: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL |
|--------|-------------------------|---|
| | | SCIENCE |

- Aims and objectives of teaching Biological Science at Secondary School level
- Need and Importance of teaching Biological Science at Secondary School level.

Unit-2 Number of lectures = 04 Title of the unit: AUDIO VISUAL AIDS & LESSON PLANNING

- Unit Planning – Meaning, need, importance and preparation.
 - Lesson planning Meaning, need, importance and preparation.
 - Different types of teaching aids Audio, Visual and Audio visual aids in biological science.

| Unit-3 | Number of lectures = 04 | Title of the unit: METHODS OF TEACHING BIOLOGICAL SCIENCE |
|---------|---------------------------|--|
| Ullit-3 | Nullibel of lectures – 04 | I TITLE OF THE UNIT: MELLHODS OF LEACHING BIOLOGICAL SCIENCE |

- Lecture &Lecture Cum- Demonstration Method: Merits and Demerits.
- Laboratory method: Merits and Demerits.
- Heuristic Method Meaning and use of Heuristic method in biological science. Merits and Demerits of Heuristic method.
- Project method: Meaning and Definition of a project. Steps of Project Method, Merits and demerits of Project Method.

| Unit-4 | Number of lectures = 04 | Title of the unit: EVALUATION & CO-CURRICULAR ACTIVITIES |
|--------|-------------------------|--|

- Concept and meaning of Evaluation.
- Types of test: Essay type test& Objective type test Characteristics Merits and Demerits
- Co-curricular activities in Biological Science-Field trips, Excursion, Science Club and Science Museum.

Animal Kingdom

A Study of Microscope, General survey of Animal Kingdom's Specimen any eight.

Plant Physiology:

Demonstrate and understand the phenomenon of osmosis by potato osmoscope.

Demonstrate and understand the phenomenon of plasmolysis by cells of beet root.

11. CO-PO mapping

| COs | Attributes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|---|-----|-----|-----|-----|-----|-----|-----|
| CO1 | Students will be able to understand aims and objectives of Biological Science | 3 | 2 | 2 | 2 | 2 | 1 | 1 |
| | Students will be able to define Teaching Aids | 2 | 2 | 2 | 1 | 1 | 2 | 2 |

| CO2 | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|
| соз | Students will be able to understand different types of methods. | 2 | 3 | 3 | 2 | 1 | 2 | 2 |
| CO4 | Students will be able to define Evaluation | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| | Students will be able to understand practical aspects of Biological Science | 3 | 2 | 2 | 2 | 1 | 2 | 2 |

3 Strong contribution, 2 Average contribution, 1 Low contribution

12. Brief description of self-learning / E-learning component

- 1. Kulshrestha S. P., (2006), Teaching of Biology, Meerut, R. Lal book Depot.
- 2. BhaskaraRao, D (2000): Teaching of Biology, Nagarjuna Publishers, Gunter
- 3. Kumar Bandre, (2007), A text book of Practical Botony, Meerut, Rastogi Publications.
- 4. Mangal S.K (2005): Teaching of Life Sciences, New Delhi, Arya Book Depot.
- 5. Gupta V.K (1994): Life Sciences Education Today, Arun Publishing House.