

Faculty of Education

Study and Evaluation Scheme

Of

Bachelor of Education

(B.Ed)

(Applicable w.e.f Academic Session 2014-15, till revised)



AKS UNIVERSITY, SATNA

Study and Evaluation Scheme

**** The University Authorities reserve all the rights to make any additions/ deletions or changes/ modifications to this syllabus as deemed necessary.**

AKS University, SATNA (M.P.)

SYLLABUS B.Ed. (2014-15)

The syllabus as prescribed by the A.K. S. University, Satna. The structure of the B.Ed. Syllabus comprises Ist Semester and IInd Semester (Theory and Practical) as follows:-

Semester- I

Part – I – Theory

Paper-1. Teacher in Emerging Indian Society. (Ist Sem.)

Paper-2. Essentials of Educational Technology and Management. (Ist Sem.)

Paper-3. Special Methods of Teaching – I (see Table - 1) (Ist Sem.)

Paper-4. Special Methods of Teaching – II (see Table - 1) (Ist Sem.)

Paper 3 and 4 – Special Methods of Teaching.

Category (A) Group I st	Category (A) Group II	Category (B) Group I st	Category (B) Group II
(i) Hindi	Social Science	Science	Mathematics
(ii) English	Civics	Chemistry	Life Science
(iii) Sanskrit	Economies	Physics	Home Science
(iv) Urdu	Geography		
	History		

Category A (Art Group) (One from each group)

Category B Science Group (One from each group)

Note: A candidate is required to offer two subjects, one from each group of either category A and B, 3 papers from group I and 4 papers from Group II.

Practical Work

1. Teaching of Subject I -20 lessons.
2. Teaching of Subject II-20 lessons.
3. Criticism Lessons (Two-one in each subject).
4. Assignments (Two in each subject).

Semester – II

Paper-1. Development of Learner and Teaching Learning Process. (II Sem.)

Paper-2. Problems and Development of Educational System in India. (II Sem.)

Paper-3. Additional Specialization - (see Table - 2) (II Sem.)

Table – 2: Paper 7 – Additional Specialization.

1. Educational Administration
 Organization and Supervision
2. Health and Physical Education 3. Environmental Education
4. Value Education 5. Distance Educaiton.

Note: A candidate is required to offer any one subject for additional specialization.

Practical Work

1. Assignments (Two in each subject).
2. Final lesson in Subject - I 3. Final lesson in Subject - II
4. Work experience (Two crafts) (See Table 3).
5. Working with Community/Social Services.
6. Five Psychology Experiments.
7. Case Study

Table 3-Work Experience

(Any to subject)

1. Drawing and Painting
2. Gardening and Horticulture
3. Music
4. Chalk making
5. Toy Making
6. Food Preservation

Scheme Of Evaluation

Semester –Ist

Part-I

S.No.	Subject	Paper	Total	
			Max.	Min.
1	Teacher in Emerging Indian Society	Paper – I	100	40
2.	Essentials of Educational Technology and Management	Paper – II	100	40
3.	Special Methods of Teaching –I	Paper –III	100	40
4.	Special Methods of Teaching – II	Paper –IV	100	40

Practical Work:-

S.No.	Subject	Max.	Min.	Evaluation
1	Teaching of Subject – I	50	20	Internal
2.	Teaching of Subject – II	50	20	Internal
3.	Criticism Lesson- I	10	5	Internal
4.	Final Lesson in Subject –I	50	20	Internal
5.	Final Lesson in Subject –II	50	20	Internal
6.	Assignment Each paper of 10 marks	40	16	Internal

Scheme Of Evaluation

Semester –II

Part-I

S.No.	Subject	Paper	Total	
			Max.	Min.
1	Development of Learner and Teaching Learning Process	Paper – I	100	40
2.	Problems and Development of Educational System in India	Paper – II	100	40
3.	Additional Specialization	Paper –III	100	40

Practical Work:-

S.No.	Subject	Max.	Min.	Evaluation
1	Work Experience –I	25	10	Int.+ Ext.
2.	Work Experience –II	25	10	Int.+ Ext.
3.	Working with Community Social Services	20	8	Internal
4.	Psychology Experiments	50	20	Int.+ Ext
5.	Assignment Each paper of 10 marks	30	12	Internal

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**SEMESTER- I
Paper – 1
Teacher in Emerging Indian Society**

UNIT-I

- Education: nature and meaning – its objective in relation to the time and place.
- Education in the western context: with specific reference of Rosslea, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in term of progressive trends in education.
- Indian thought and its contribution to educational practices.

UNIT-II

- Philosophy and education: Significance of studding philosophy understanding educational practices and problem.
- Major philosophical systems- their salient futures and their impact on education.
 - (a) Naturalism with reference to the view of Rousseau and Rabindra Nath Tagore.
 - (b) Idealism with reference to plato. Sucrets and Adrab Philosophy.
 - (c) Humanism Historical & Scientific and Buddhists.
- Child centered education: concept of a learner, with reference to Gujju as teacher education.

UNIT-III

- Educational thinkers and their contribution in development principles of education
- M.K. Gandhi: Basic tents of Basic education.
- Swami Vivekananda: Man making education.
- Shiri Aurobindo: Integral education, its basic presmises; stages of development.
- Froebel: The play way method.

UNIT-IV

- Knowledge about the Indian constitution and its detective, principles, various articles mentioned in the constitution that are related to education; meaning of secularism social goals; democracy and socialistic pattern of society; meaning of the term “National integrates and emotional integration, factors contributing for achier them, Economic planning and the meaning of five years plans.

UNIT-V

- Sociological basic of education, Relationship between individual to individual and individuals to society un term of Norms given by the existing social order. Education as liberal and entice tarian education as a tool of economic development, education as an a gent of social charge, educations as a means of National welfare through the immediate welfare of the society, education and human resource development.

UNIT-VI

- Meaning of national integration and its need scope of teacher and educational institution in achieving National integration through democratize interaction, explanations of cultural heritage / contributions of different religions (Hinduism), Buddhism, Sikhism, Islam, Christianity and Jainism for the same cause and human up linnet, equal communication, philosophy of celebration of Indian festivals.

UNIT-VII

- Meaning of a new social-order, eradication of illiteracy objectives of NAEP; provision made and channels started for educations of opportunities in terms of casts, tribes, Disabled, Gender and Minorities, Achieving clearing society in terms of distance education, green and clean society & poverty society through planning the populates and available resources state's new programmers and Nations programmers like NCC, NSS, Sarva Shiksha Abhiyan.

Reference:-

1. Anand, C.L. et. Al. : Teacher and Education in Emerging Indian NCERT, New Delhi.
2. Anant Padmnabhan: Population Education in Classrooms, NCERT, New Delhi.
3. Bhatnagar, S: Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
4. Chakravorti M.: Gandhian Dimension in Education, Daya Publishing House New Delhi.
5. Mani R.S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.

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SYLLBUS – B.Ed.- (2014-15)
Paper – IInd
ESSENTIALS OF EDUCATION TECHNOLOGY
AND MANAGEMENT

UNIT-I

- Definition of Education technology, distinction between hardware and software Technologies, Their role in modern education of practices.
- Hardware Technologies- Important access ores and their application-OHP, Still and movie projectors, Audio Video reading Instruments, T.V. Computers, New Technologies like e-mail, Internet etc.
- Use of Strategies like teleconference Micro Teaching, Programed Instructions, CAI. Languages Laboratory.

UNIT-II

- Psychological uses for use of modern Technologies- case of experience (Edger Dale), Multisemory Instruction-advantages.
- Developing programmed Instructional Material-Linear, branching programmers, Tryouts and Natidosion etc.

UNIT-III

- Meaning of Guidance- Rationale for Guidance services concept of counseling – directed and non directed counseling.
- Organization school guidance services, use of community resources for school guidance services.
- Career Guidance Services Career information center, career conferences.
- Personal Guidance – Identity those needing specialists. (referral services)

UNIT-IV

- Meaning of Management in education managing men resources and Materials, Implications for educational initiations.
- Managing curricerlne managing ce-currieculun Managing school discipling Managing Physical recourses.

UNIT-V

- Evaluating Institutional performances Methods use Pupil evaluations, Teachers evaluations, Evaluation Institutional performance.
- Methods of Teacher evaluations- Use of pupil rating, Peer Rating, Supervisor Rating Community rating – Rating used for institutional improvement.
- Accountability in school educational method, used for assessing accountability.
- Use of professional norms 4 ethics.

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SYLLBUS – B.Ed.- (2014-15)
Paper III and IV
Teaching of English

UNIT-I

Objectives of Teaching and learning of English at Secondary Level:

- Second language learning and mother tongue learning.
- The function of a second language in a multilingual society.
- Role of English in India and its place in the school curriculum.
- Development of language and cognitive skills.
- The curriculum of English in the secondary school.

UNIT-II

Spoken Language:

- Sound, stress and intonation patterns, features of pronunciation, e.g. word stress, sentence stress in noun and verbs.
- Social norms in conversation, responses such as expression of gratitude, regret or appreciation polite form of request, instruction agreement or rebuke.
- Reading aloud in classroom, participation in formal and informal and informal discussion or debate, how to ask questions, how to respond to inquiry, how to introduce an talk a speaker, how to interact in an interview situation how to take turns in conversation and maintain a dialogues in the classroom.

UNIT-III

Semantic Structure of Language:

- Semantic field and how to introduce various for meaning and words or lexis connected with them.
- How to expand the vocabulary of trainees.
- Use of dictionary and thesaurus.
- Word meaning in context how to teach contextual meaning.
- How to distinguish between and use appropriate synonyms.
- Dimensions of formal, informal, technical, general, loaded and neutral styles.
- Vocabulary use to define other works, how to make sure that pupils use it correctly.

Syntax

- How to present grammatical structure in class.
- How to practice verb patterns.
- How to plan for remedial work on determiners and prepositions.

UNIT-IV

Methods of ESL and Classroom Techniques:

- What facilitates language learning?
- When is appropriate to use mother tongue or transactions?
- Direct, intensive and immersion method of second language teaching.
- When to use drill and how?
- The multi-sensory teaching.

UNIT-V

Evaluation

- New directions in evaluation, continuous and comprehensive evaluation in ELT, diagnostic tests and remedial tests and remedial technique, self evaluation and self correcting exercise, how to make up different and self correcting exercise, how to make up different kinds of exercises, how to device checklists, Probes and Progress record.

UNIT-VI

Comprehension of Spoken Language:

- How to give pupils practices in listings comprehension.
- Types of spoken English and modes.
- Implications of stress and intonation.
- How to make notes while listing.

UNIT-VII

Communicative Skills with Special Reference to Roles of Speaker:

- What the speaker wishes to communicate and to whom how this affects the spoken language.
- Use of spoken forms in dialogue, stories reading aloud Dramatization and poetry reading.
- Correct use of stress and intonation and division utterance into meaningful word groups.

UNIT-VIII

Development of Reading Skills:

- How to teach reading with appropriate speed for various purpose such as studying, looking for information scanning etc.
- Reading for overall comprehension, how to practice analyzing text for organization.
- Reading for evaluation or how to teach pupils to read critically.
- Reading for appreciation of form, style and author personality.

UNIT-IX

Inculcating Reading Habits:

- How to set real life tasks which require rapid silent reading.
- How to encourage supplementary reading.
- How to teach reference skills using the library, reference books, index bibliography and dictionary.
- How to appreciate different types of texts-literary, expository, narrative.

UNIT-X

Development of writing Skills in English:

- How to teach advanced mechanics of writing, i.e. spelling, punctuation, indenting, title and subtitle of sections, Underlining, quotations, use of parentheses, use of abbreviations, capital letters, and correct forms of address in letters, applications.
- How to teach organization of a paragraph, an essay or a paper i.e. organization of matter, inductive, deductive or serial and its markers in terms of appropriate linkage.

Reference:-

1. Behold, H.F. and Belling: The Science of Language and the Art of Teaching, Charles Scribers Sons, New York.
2. Billows F.L.: The Techniques of Languages Teaching London: Longman 1975.
3. Catarby E.V. Teaching English As a Foreign language.
4. Chaturvedi M.G.: Position of Languages in School Curriculum in India, New Delhi, NCERT, 1986
5. Wrlnins D.A. : Linguistics in Language Teachings, London, Hedder and Stoughton, 1979.

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SYLLBUS – B.Ed.- (2014-15)
Paper III and IV
Teaching of Sanskrit

UNIT-I

Staru:

The present facilities of the study of Sanskrit at all levels of school education and efforts made by M.P. Government and Central Govt. for preserving Sanskrit learning salient features of Sanskrit commission report regarding Secondary Education.

UNIT-II

Aims of teaching Sanskrit and place of Sanskrit in the Secondary school curriculum.

UNIT-III

Different methods of teaching Sanskrit:

- Path-Shala method, Grammar Translation method and new oral approach to Sanskrit.

UNIT-IV

Teaching Grammar:

- Inductive and deductive method.
- Different method of teaching prose, poetry Composition & Translation.

UNIT-V

Place of objective type test in Sanskrit teaching.

UNIT-VI

Contribution of Educational technology to Sanskrit teaching.

Reference:-

1. Bokil V.P. : A New Approach to Sanskrit.
2. Apte D.G. : Teaching of Sanskrit in Higher Secondary School.
3. Safaya R.N. Sanskrit Shiksham Vidhi.
4. Panday R.S. : Sanskrit Shikshan.
5. Govt. of India: Report of Sanskrit Commission.
6. Chaturvedi R.S. : Sanskrit Shikshan Padhati.

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SYLLBUS – B.Ed.- (2014-15)
Paper III and IV
Teaching of Social Science

UNIT-I

Objectives, Purpose and Scope:

- Meaning and nature of concept of social sciences and Social Studies, Integration of different subjects of Social Sciences-History, Civics, Economics, Geography and Sociology, Social Science at school stage. Aims and objectives of teaching of Social Science in Secondary School.

UNIT-II

Curriculum:

- General approach and underlying principles of curriculum construction, their applicability in continuation of social science curriculum study of curriculum developments in M.P. and other states including National curriculum. Gradation and organization of course in the context of M.P.

UNIT-III

Methods and Techniques:

- Method: Lecture methods, Conversion method, Discussion method, Problem solving method, Project method, Unit method, Source method, Field visits, Value discussion, model, Inquiry.
- Techniques: Skills of questioning, using Black Boards, dramatization, role playing, story telling etc.
- Aids: Use of Audio and video materials and electronic media in teaching social science, Preparation of low cost teaching aids.

UNIT-IV

Lesson Planning:

- **Year Plan**
- **Unit Plan**
- **Lesson Plan**
- **Unit test**

UNIT-V

Evaluation:

- Concept and types of evaluation including continuous, comprehensive, evaluation Need for a criterion of systematic evaluation in Social Science Different types of systematic evaluations tools at their merits and demerits. Construction of Unit te

Reference:-

1. Binning & Binning: Teaching of Social Studies in the Secondary School, Mc. Grow Hill Book Co. New York.
2. James Fleming: The Teaching of Social studies in Secondary School, Longman Green & Co. London.
3. Sharde B.P. & Sharma J.C. : Teaching of Geography.
4. Hall David: Geography and Geography Teacher.
5. NCERT: Teaching of History, New Delhi.
6. Pandey K.P. Artha Shastra Shikshan.

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SYLLBUS – B.Ed.- (2014-15)
Paper III and IV
Teaching of Science

UNIT-I

Nature and scope of Sciences:

- Scientific method and attitude.
- Objective of teaching science in school types of objectives.
- Behavioral terms-behavioral objectives of science teaching.

UNIT-II

History and Modern Trends in Science Curriculum:

- Principles of planning science curriculum at school level
- Science curriculum projects.

UNIT-III

Methods of Teaching Science:

- Lecture cum demonstration method.
- Discovery and discussion method.
- Inductive and deductive.
- Problem solving.
- Project method
- Programmed instruction.
- Personalized instruction.
- Concept Approach.
- Process approach.
- Computer aided instruction.

UNIT-IV

Evaluation:

- Comprehensive and continuous evaluation.
- Types of tests-objective, essay type and short answer type.
- Diagnostic test, achievement test, criterion referenced test and blue print.
- Develop questions of tests of different types in science.

UNIT-V

Topics to be studied in the present syllabus as a par effective Class Room Teaching:

- Ecology
- Food chain
- Environment
- Nutrition
- Pollution
- Cell
- Nuclear Energy
- Petroleum Products
- Plastics
- Synthetic Yarn
- Super conductivity
- Laser and its uses
- Satellite communication

Reference:-

1. Das, R.C.: Science Teaching in School, Sterling Publication, New Delhi.
2. Gupta, S.K. Teaching of Science Education, Vikas Pub. New Delhi.
3. Meller, R: New Trends In Biology Teaching, (VoII), UNESCO.
4. Mangal, S.K. : Teaching of Science, Agra Book Depot.
5. Nair, C.P.S. : Teaching Science, Vinod Pustak Mandir.

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Paper III and IV
Teaching of Life Science

UNIT-I

Biological science-Nature and Scope:

The Philosophy and nature of science, emergency and development of Biology. Biology as inquiry.

UNIT-II

Objectives of teaching Biology:

Objectives of Biology teaching, Taxonomy of educational objectives as given by Bloom and associates.

UNIT-III

Biology curriculum:

Strategies and principles of curriculum construction for secondary schools. Modern trend Biology Curriculum.

UNIT-IV

Method of teaching Biology:

Lecture method, discover method, demonstration method, project method, problem solving method, programmed learning, Team teaching.

UNIT-V

Teaching aids: Biological laboratory-

its design maintenance of equipment, laboratory management and purchase equipment, improvisation teaching aids and apparatus, Fern house, glass house, froggery, zoological and Botanical museum and botanical garden. Use resources for Biology teaching-excursions. Field-trip lectures, radio broadcast, television and organization science club and science fairs. Use of audio-visual aids charts, models, film strips, film projector.

UNIT-VI

Unit and lesson planning.

UNIT-VII

Evaluation:

Relationship of objectives and evaluation purposes of evaluation, Evaluation procedure, internal assessment.

Reference:-

1. Heller, R,VoII: New Trends in Biological Teaching UNESCO
2. Miller, D.F. and Biyadas, G.W. : Methods and Materials for Teaching The Biological Sciences. McGraw Hill Book Co.
3. Nairs C>P.S. : Teaching Science in our School, S. Chand & PVt. Ltd, New Delhi.
4. NCERT: Students Field and Laboratory Experiences, New Delhi.

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SYLLBUS – B.Ed.- (2014-15)
Paper III and IV
Teaching of Mathematics

UNIT-I

Nature of Mathematics:

- Its development and scope: Importance of Mathematics in the secondary school curriculum.

UNIT-II

Objectives of teaching Mathematics:

- Bloom's classification of Educational objective behavioral outcomes in relation the knowledge facts, understanding of the principles and application.

UNIT-III

Mathematics curriculum:

- Curriculum construction for secondary stages education.
- Modern trends in Mathematica project such S.M.S.G.

UNIT-IV

Method of teaching:

- The inductive approach the Heuristic approach, who special emphasis on polya method.

UNIT-V

Teaching Aids.

UNIT-VI

Unit and lesson planning.

UNIT-VII

Evaluation in Mathematics:

- Various methods of evaluation the learning outcome in Mathematics: Eassy short answer and objective type tests.

Reference:-

1. Aggrawal, S.M.: Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi.
2. Ayanagar & Kuppuswami: Teaching of Mathematics in the New Education, University Publication.
3. Assistant Masters Association: The Teaching of Secondary MNathematics in Secondary Cambridge Universiyt press, London.
4. Butler and Wren: The Teaching of Mathematics. Mc.Graw Hill Book Company.
5. Davis, R.D: The Teaching of Mathematics, Adision.

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SYLLBUS –B.Ed.- (2014-15)
Paper III and IV
(Special Method of Teaching)
Teaching of Hindi

भाग (क) शिक्षण विधि

UNIT-I

हिन्दी की ध्वनि, बर्तनी, शब्द भण्डार एवं वाक्य संरचना की व्यवस्था।

UNIT-II

हिन्दी साहित्य का सामान्य परिचय :-

कक्षा नौ एवं दस तथा कक्षा ग्यारह एवं बारह की पाठ्य पुस्तकों में समाविष्ट साहित्यकारों और उनकी रचनाओं के संदर्भ में हिन्दी साहित्य की सामान्य प्रवृत्तियों का संक्षिप्त परिचय।

UNIT-III

साहित्यिक विधाओं का परिचय:-

कविता, कहानी, नाटक, उपन्यास, निबंध, जीवनी, आत्मकथा, संस्मरण, डायरी आदि से संबंधित प्रवृत्तियां।

UNIT-IV

काव्य के स्वरूप तथा सौन्दर्य तत्व:-

नाद सौन्दर्य, भाव सौन्दर्य, विचार सौन्दर्य, दस, छंद, अलंकार, शब्द शक्ति गुण का परिचय।

UNIT-V

हिन्दी की काव्य चर्चा तथा पाठ्य पुस्तक:-

कक्षा नौ एवं दस का हिन्दी पाठ्यचर्चा का अध्ययन और कक्षा ग्यारहवीं बारहवीं की पाठ्यचर्चा व अध्ययन तथा विभिन्न साहित्यिक विधाओं के कुछ पाठों का विश्लेषणात्मक अध्ययन।

भाग (ख) शिक्षण विधि एवं तकनीकी (सैद्धान्तिक)

UNIT-I

हिन्दी भाषा का सामान्य परिचय तथा शिक्षण के उद्देश्य, हिन्दी भाषा का विकास, संपर्क भाषा, राजभाषा, संविधान स्वीकृत भारतीय भाषाओं में हिन्दी का स्थान हिन्दी की क्षेत्रीय बोलियां तथा मानक भाषा हिन्दी पाठ्यक्रम में उसका स्थान, महत्व एवं शिक्षण के उद्देश्यों द्वारा व्यवहार परिवर्तन।

भाषा शिक्षण के सामान्य सिद्धान्त— भाषा सीखने में स्वाभाविक एवं आध्यात्मिक शक्ति, प्रयोग और आभास का महत्व, एक आदर्श भाषा शिक्षण की भूमिका, भाषा का विभिन्न अंगों का सापेक्षिक समन्वय, शिक्षण बिन्दुओं क्रमायोजन तथा विभिन्न शिक्षण सूत्र का प्रयोग।

UNIT-II

उच्चारण, वर्तनी तथा पठन—शिक्षण—पठन शिक्षण का महत्व, उद्देश्य, प्रकार, साक्षर, वाचन, मान वाचन, प्रभावी साक्षर वाचन की विशेषताएं दक्षता तीव्रगति।

पठन शिक्षण, पाठ्य पुस्तक, वर्तनी शिक्षण का महत्व।

रचना शिक्षण 1 (मौखिक रचना) 2 (लिखित रचना शिक्षण)

पाठ विकास के सोपान, पाठयोजना निर्माण, लिखित कार्य का मूल्यांकन।

UNIT-III

कविता शिक्षण:—

उद्देश्य, विधियां, शिक्षण सोपान तथा पाठ योजना निर्माण।

निबंध शिक्षण:—

निबंधों के प्रकार, महत्व, उद्देश्य, विकास के सोपान पाठ योजना निर्माण।

UNIT-IV

कहानी शिक्षण का महत्व, उद्देश्य, प्रमुख रूपों तथा शैलियों का परिचय, शिक्षण विधि, शिक्षण सोपान, पाठ योजना निर्माण।

नाटक शिक्षण – महत्व उद्देश्य, विधियां, शिक्षण सोपान, पाठ योजना निर्माण।

UNIT-V

व्याकरण शिक्षण:—

महत्व, स्थान, उपयोगिता, उद्देश्य तथा शिक्षण विधियों का निर्धारण, व्यवहारिक व्याकरण शिक्षण सोपान तथा पाठ योजना निर्माण।

शैक्षिक उपकरण:— दृश्य, श्रव्य उपकरण, जन संचार माध्यम महत्व, उपयोगिता।

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**SEMESTER- I
Paper – III & IV
Teaching of Chemistry**

UNIT-I

Nature of Science

- Definition of science
- Scientific methods, scientific attitude and scientific literacy with suitable examples from Chemistry.

UNIT-II

Instructional Objectives

- General and specific objectives of teaching Chemistry.

UNIT-III

Chemistry curriculum

- Place of chemistry in school curriculum
- Modern trends in chemistry curriculum planning-content based, process based and attitude based, Chemical bond approach (CBA), Chemistry Education Material study (CHEM), Nuffield (NF) Approach.

UNIT-IV

Methods of Teaching Chemistry:

- Lecture and demonstration methods.
- Discovery and discussion methods.
- Inductive and deductive methods.
- Problem solving and project methods

UNIT-V

Aids in Chemistry Teaching

- Visual and A.V. Aids, education broadcast, improved

UNIT-VI

Chemistry Laboratory:

- Planning , equipment, Use of Kit, safety in Chemistry laboratory.

UNIT-VII

Unit planning and lesson planning-Essential features.

Reference:-

1. Duggal, S.P.: Method of Teaching Chemistry.
2. Danjels D.J.: New Movements in the Study and Teaching of Chemistry.
3. Nair C.P.S.: Science Teaching.
4. Vaidya N. and Rajput J.S. : Reshaping Our School Science Education.

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SEMESTER- I
Paper – III & IV
Teaching of Physics

UNIT-I

Nature of Science

Science and its nature, scientific method and attitude Nature of Physics, Its scope and method and development, Relationship of Physics with other subjects, Limitations of science.

UNIT-II

Objectives of teaching Physics:

Significance of teaching Physics at school level, short range and long range objectives. Taxonomy of educational objectives in teaching Physics. behavioral objectives.

UNIT-III

Curriculum construction in Physics, Principles of planning Physics curriculum at school level, comparison of curriculum of western region of the country. New Trends in curriculum construction in Physics-NCERT, PSSC, HPP, Nuffield.

UNIT-IV

Teacher centred and child centred methods, inductive deductive, Synthetic and analytical approaches, lecture, demonstration, Laboratory, problem solving, project methods, Discovery and guided discovery, Programmed instruction.

UNIT-V

Aid for Teacher Laboratory Planning and Co-Curriculum activities-Audio Visual resources including film strips, slides, projectors, radio and televisions. Video tape Electronic video recorder, models and charts.

UNIT-VI

Lesson planning in Physics-Necessity of planning, for instruction in Physics, Basics elements of lesson planning, preparation lesson plan for teaching Physics.

SEMESTER- II
Paper – I
Development of Learner and Teaching Learning Process

UNIT-I

Nature of psychology and learners.

- a) Psychology: its meaning nature, methods and scope, functions of educational psychology.
- b) Stages of human development, stage specific characteristics and developmental tasks.
- c) Adolescence in Indian context- characteristics and problems of adolescents their needs and aspirations.
- d) Guiding and counseling adolescents.

UNIT-II

Learning and Motivation

- a) Nature of learning; theories- behaviours (Skinner) Rogers, Maslow, Thorndike
- b) Factors influencing learning and teaching process; learner related teacher related, teacher related, process related and context related.
- c) Motivation – nature, types, techniques of enhancing learner's motivation.

UNIT-III

Intelligence

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence, two factors theory-Multifactor theory (PMA) and SI model.
- c) Measuring intelligence-Verbal, non-verbal and performance tests (one representative of group test and individual tests of each)

UNIT-IV

Exceptional children.

- a) Concept of exceptional children – types and characteristics of each type including children and learning disabilities.
- b) Individual differences nature, accommodating individual differences in the classroom.
- c) Learner centred techniques for teaching exceptional children.

UNIT-V

Personality- Definition, meaning and nature, development of personality: type and trait theories of personality, Assessment of Personality-projective Techniques Observations, Interviews, Inventories. Concept and Mechanism of Adjustment. Factors affecting Defense Mechanism.

UNIT-VI

Elementary Educational Statistics

- Measures of central tendencies and their uses.
- Measures of variability.
- Correlation-Rank order difference method.

Practical:-**Administration, Scoring and Interpretations of**

1. Intelligence Test
2. Interest Inventories.
3. Personality Test
4. Creative Test
5. Achievement Test
6. Adjustment Inventory.
7. Comparative study of whole v/s part Method of learning.
8. Administration of Piagetion Types test (Tasks)

Reference:-

1. Bhatia, H.R. : Elements of Educational Psychology. Orient Langman Ltd., Bombay.
2. Kulsreth, S.P. : Educational Psychology.
3. Mangal, S.K. : Psychology Education, Prakash Brother, Ludhiana.
4. Gupta, S.P. : Educational Psychology.
5. Mathur, S.S. : Educational Psychology, Vinod Pustak Mandir, Agra.

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SEMESTER- II
Paper – II
Problems & Development of Educational Systems in India

UNIT-I

Ancient Indian Education, Buddhist Education , Muslim Education, Wood's Dispaich- 1854, Indian education commission (Hunter Commission) Education Reforms of Lord Curzon , Sadler Commission-1917, Hartog Committ 1929, Wardha Education Scheme.

UNIT-II

Indian Education Commissions

- a) Radhakrishnan Commission (University Education Committee) (1948-49)
- b) Mudaliyar Commission (Secondary Education committee Report (1952-53)
- c) Kothari Commission (Indian Education Commission) (1964-66)

UNIT-III

Indian Education Polices

- a) National Policy of Education (1968)
- b) New National Policy of Education (1968)
- c) Revised National Policy (1992)

UNIT-IV

Educational System in Free Indian

- a) Indian Constitution & Education.
- b) Role of Central Govt. in Education.
- c) Role of state Govt. in Education.
- d) Role of local bodies in Education
- e) Role of the Government of Indian in Education Administration.

UNIT-V

Role of ministry of Human Resource development & its Advisory & Stuttering bodies in Educational Administration in India.

- a) Organization and activities of the ministry of Human Resources development.
- b) The attached Autonomous & Subordinate bodies.
- c) Advisory and statornary bodies in Educational Administration – NIEPA, CABE, UNICEF, NCERT, SCERT & U.G.C.

UNIT-VI

Problem of Indian Education

- a) Primary Education
- b) Secondary Education
- c) Higher (University) Education.
- d) Women Education.
- e) Teacher Education
- f) Technical & Vocational Education.

Reference:-

1. Jaiswal Sitaram : Problems & Development of Educational Systems in India
2. Lal Raman Bihari : Development of Educational Systems in India & Its problem.
3. Tyagi Gurusharan Das: Development of Educational Systems in India & Its problem.
4. Pandey Ramsakal: Development of Educational Systems in India & Its problem.

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**SEMESTER- II
Paper – III (Any one)
Distance Education**

UNIT-I

Meaning and nature of distance education, characteristics of distance education; Different models of Distance Education; Traditional universities model open university model mixed model.

UNIT-II

Two way unteration models: Correspondence courses, multimedia based DE Model; merits and limitations of distance Education, comparison of DE with classroom based education.

UNIT-III

Observation reports on the potentials of educational TV of Indira Gandhi National Open University, Countrywide class room programmes and adult education programmes.

UNIT-IV

Visits of nearby study centers of open schools other DE institutions.

Reference:-

1. Anand S.P.: University Without Walls, Vikas Publication, New Delhi.
2. Borah S. (Ed): Distance Education, Amar Publication, Delhi.
3. Chib S.S. : Teaching by Correspondence in India, Light and life New Delhi.
4. Keegan D. Foundations of Distance Education, second edition, Poutledge, London.
5. Khan, I. Distance Education: Some Readings, Amar Publications, Delhi.
6. Mukhopadhyay M. (Ed.): Yearbook of Educational technology, 1988.

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SEMESTER- II
Paper – III (Any one)
Educational Administration,
Organisation and Supervision)

UNIT-I

Conceptual Framework: Concept of educational administration.

- Nature, objectives and scope of educational administration
- Process and principle of educational administration.

UNIT-II

School Organisation:- Principles of School Organisation. School Plant and equipment, building, site laboratory, Library, subject room, Hostel, Museum, Play-ground.

UNIT-III

School Community relationship, Self-Government, Shala Vikas Samiti, Parent-Teacher Association.

UNIT-IV

Institutional Planning, Time-Table and Co-curricular activities.

UNIT-V

School Records- Cumulative Record, Finance, Examination and evaluation, cash book, stock admission, scholar and other registers.

UNIT-VI

Education Code of M.P.- Shiksha Sanhita, duties of head of institution- supervision and inspection of school, Followup action, grant-in-aid, student discipline and welfare.

UNIT-VII

School Administration and Supervision, Function of Educational administration, qualities of educational administration-leadership, imagination and resourcefulness supervision and inspection concept of techniques of Supervision.

UNIT-VI

Educational administration in the State, the administration structure in the field of education in the state. Control of school education in the state-a critical analysis. Functions of the State government in relation to secondary schools. Problems of secondary school administration in government schools.

Reference:-

1. Bhatnagar, R.P. and Verma, I.B. : Educational Administration (1978). Educational supervision Layal Book Depot , Meerut.
2. Bushnell, David S. (1971) : Planned Change in Education Harcourt Brace Jovannocich Inc. New York.

SEMESTER- II
Paper – III (Any one)
Elementary Education

UNIT-I

Meaning and Objective of Elementary Education

- History of elementary education
- Educatinal ideas of Mahatma Gandhi, Basic education Basic principles of elementary education.

UNIT-II

Universalization of Elementary Education.

- Provision in t he constitution of India.
- M.P. model of Non-formal Education.
- Compulsory Primary Education.
- And financing of elementary education.
- The principles of need based curriculum in the present context of elementary education.
- Nature of elementary education in Ten Plus Two pattern.

UNIT-III

Causes of dropouts and donentrants from school.

- Economic reasons for productive works.
- Hand work and book work with special reference to Hoshangabad project in M.P.

UNIT-IV

The place of skills and group activity in elementary education.

- Text books at elementary stage in improvement of Balika Bharti, Gram Bharti and Panghat Yoghia in M.P.
- Examination Evaluation of peoples at elementary stage place of public examination and emulative record.

UNIT-V

District Primary Education Programme (DPEP)

- Historical Background.
- Objectives of the programme.
- Methods of Teaching (Seekhna, Sikhana Package)
- Training of teachers.
- Evaluation procedures

UNIT-VI

Hoshangabad Science Teaching Programme (HSTP)

- Objectives of the programme.
- Methods and Teachniques.
- Instructional materials.
- Training of Teachers (Eklarya).
- Evaluation Programme.

Reference:-

1. Ahuja, R.K.: Zila Prathimik Shiksha Ke Antargat Prashikshan, M.P. SCERT Bhopal.
2. Arora, Kamla and Dasgupta, Hoimanti: Second National survey of Teacher Education at Elementary Level, NCERT, New Delhi.
3. DPEP Madhya Pradesh Action Plan Phase I, Rajiv Gandhi Prathimik Shiksha Mission, M.P. Bhopal.
4. Eklavya-EK Dastavez, Eklavya Group, Bhopal.

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**SEMESTER- II
Paper – III (Any one)
Environmental Education**

UNIT-I

Meaning, Concept; need & importance of Environmental Education. Principles of Environmental Education.

UNIT-II

Objectives of Environmental Education. Types of Environment.

UNIT-III

Environmental crisis & Conservation. Assessment of an institutional environment. Characteristics of good institutional environment. Role of school in Environmental Education.

UNIT-IV

Environment & health, Noting of diet by students of their own diet. Environment and energy.

UNIT-V

Curriculum development for Environmental Education Review of High School Curriculum with respect to Environmental Education.

Reference:-

1. Bergman, K.L. & Sergal L: The Pollution Paradox, Spartan Books inc.: New York, 1986.
2. Diamant, R.M.E. : The Prevention of Pollution. Pritam Publishing, London, 1974.
3. Dorgra, B: Forest and people Himalaya Darshan Prakashan Samiti, Rishikesh, 1980
4. Glipin, A.: Dictionary of Environmental Terms. Roultdage & Kegan Paul: London; 1976.
5. Horne R.M.: The Chemistry of our Environment. John Willey & Sons, New Yark; 1972.

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SEMESTER- II
Paper – III (Any one)
Health and Physical Education

UNIT-I

Health and health education:

- Meaning and concept of health: Inter relationship of physical intellectual and social dimensions of health, meaning, importance and principles of health education.

UNIT-II

Nutritional needs of body, nutritive value of locally available food, balanced diet planning under and over nutrition, caloric requirements for different sexes.

UNIT-III

Human growth and development. Body system: Their function and care (digestive, respiratory, excretory)

UNIT-IV

Safely, first aid and home nursing, Safety at home, school community and road, Common accidents at home and community and their prevention, first aid for fall, burns, bites shocks, cuts, sprains, dislocation.

UNIT-V

Enemies of health, Tobacco, smoking alcohol and drugs effect of these enemies on individual, family and social life, preventive measures and rehabilitation.

UNIT-VI

Modern concepts of Physical Education, Meaning of Physical Education objectives of Physical Education. Fitness. Components, relationship to education.

UNIT-VII

Methods of teaching physical education

- Whole method
- Whole part method
- Part whole method
- Demonstration method

Reference:-

1. Vyas, Raj Sekhar and Vyas, K: Sharirik Shiksha, Siddanta Evam Vyavhar, Rajasthan Prakashan 1
2. Sheri, G.P. Health Education, Vinod Pustak Mandir, Agra,

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SEMESTER- I
Paper – III & IV
Teaching of Civics

UNIT-I

Place of Civics in School Curriculum and its Relationship with other School Subjects.

UNIT-II

Objectives of Teaching Civics and Skills to be developed in School Students.

UNIT-III

Curriculum of Civics:-

- General Principles of Curriculum framing, principles of selection and organization of content.
- Presentation of the subject matter of the Civics at high and higher secondary levels.

UNIT-IV

Method of Teaching Civics:-

- General principles and maxims of teaching in relation to Civics.
- Methods and techniques of teaching Civics traditional methods of teaching-text book, method, lecture methods, story-telling method, discussion method, project method, play way method, Techniques-questioning, narration, examination, drill, supervised study and assignment.

UNIT-V

Teaching Aids for Civics:

- Traditional aids block board, text books.
- Verbal aids-story, example, dramatization.
- Visual aids-real objects, models, pictures.
- Audio aids-radio, tape recorder.
- Audio visual aids-film strips, T.V.
- Excursion

UNIT-VI

Text book of Civics

- Importance and need of text book, selection of text books, Review of some text books prescribed at different stages.

UNIT-VII

Resources:-

- Civics Room/Corner in School.
- Professional equipment.
- Resourcefulness and personality of Civics teacher.

UNIT-VII

Evaluation in Civics:-

- Meaning and purpose of evaluation, steps of evaluation.
- Techniques of evaluation-essay type, short answer and objective type test items, evaluation skills, attitudes, interest and values related to Civics.

Reference:-

1. Balkrishana: Principles of Civics, Kitab Mahal, Allahabad.
2. Asirvatham: Political Theory, Upoer Indian Publishing House Ltd. Lucknow.
3. Gupta R.N. : Indian Constitution and Civics life Kitab Mahal, Allahabad.

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**SEMESTER- I
Paper – III & IV
Teaching of Economics**

UNIT-I

Objectives of Teaching Economics in Schools.

UNIT-II

Aids in the Teaching of Economics:

- Its role and importance.

UNIT-III

Curriculum in Economics

- Basic Principles of preparing curriculum.

UNIT-IV

Method of Teaching Economics

- Lecture Method, Discussion Method, Unit Method. Techniques of Teaching Economics.
- Illustration, Narration, Assignments, Question, Supervised study.

Lesson Planning

- Lesson Planning and daily Planning Evaluation.
- Meaning and purpose of evaluation, steps of evaluation.
- Techniques of evaluation-essay type, short answer and objective type test items, evaluation skill, attitudes, interest and values related to Economics.

Reference:-

1. Dewets, R.R.: Modern Economics Theory.
2. Agrawal, A.N.: Introduction to Economics.
3. Singh, R.P. Arth Shastra Shiksha.
4. Tyagi, Gurusharan Das: Arth Shatra Shiksha.

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**SEMESTER- I
Paper – III & IV
Teaching of Geography**

UNIT-I

Importance of Geography

- Place of Geography in school curriculum and its relationships with other school subjects relationships with other school subjects.

UNIT-II

Aims and objective of studying Geography in general and at various school stages in particular.

UNIT-III

Basic Concept in Geography, ways of looking at the world-point, line and area. Educational value of Geography.

UNIT-IV

Method of Teaching Geography

- Observational, descriptive, explanatory, comparative, general (topical), regional[project, excursion and field work.

UNIT-V

Resources

- Use of local resources for teaching Geography in rural and urban areas.
- Professional equipment.
- Resourcefulness and personality of Geography Teacher.

UNIT-VI

Aids

- Teaching aids, construction of scales, Graphs diagrams, enlarging and reduction of maps, interpretation of weather maps and topographical maps of India.

UNIT-VII

Evaluation

- Meaning and purpose of evaluation, steps of evaluation.
- Techniques of evaluation-essay type, short answer and objective type test items, evaluation skills, attitudes, interest and values related to Geography.

Reference:-

1. UNESCO Sources Books for Geography Teaching : Longman Greon & Co. Ltd. London.
2. Verma, O.P. Geography Teaching, Sterling Publishers, New Delhi.

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**SEMESTER- I
Paper – III & IV
Teaching of History**

UNIT-I

Importance of Teaching History

- Place of History in school curriculum.
- Relationship of History with Geography, Civics, Literature, Economics, Sociology and other subjects.
- Importance of Local History, Provincial or Regional History. National History and World History.

UNIT-II

Aims and objectives of Teaching History .

- Aims and objectives of Teaching History.
- Values of teaching History-Cultural, Ethical, Intellectual, Informational, National and International.

UNIT-III

Curriculum.

- Need of organizing fact in History for various grades.
- Course content of History for different classes.
- Methods of organizing History curriculum-chronological method, topical method, patch method, regressive method, merit and demerits of these methods.

UNIT-IV

Method of Teaching History.

- Text-book method, story telling method, dimension method, problem solving method, project method, unit method, source method-merits and limitation of the above method.
- Techniques: Supervised study, note taking, note making, assignment, role playing.
- Lesson planning in History-detailed and brief planning, unit planning for teaching.

UNIT-V

A.V. Aids in Teaching History.

- **Need for A.V. aid in teaching History.**

- **Bulletin, Board, Historical charts, pictures, photograph, Historical maps, Historical films and film strips, objects, specimen, models, radio and T.V. Exhibition of social and cultural life of people.**
- **Time Line Time charts, Chronological and Genealogical tables.**
- **Museum, Dramatization, Excursions and Excavations.**

UNIT-VI

Evaluation of History text books.

- Sources of information in the text book, Judicious selection of accurate and up-to date content.
- Exercise and activities for students.
- Illustrations, variety and accuracy.
- Language and style.
- Suitability of selection, organization and presentation of contents.

UNIT-VII

Resources

- Essential equipment of History room, Classroom management. Classroom and laboratory work to develop skills.
- The History teacher, his professional equipment resourcefulness and personality.

UNIT-VIII

Evaluation

- Evaluation in History-concept of evaluation, relationship with objectives and learning experiences, essay type, short answer type and objective type test items evaluation skills.

Reference:-

1. Tyagi : Guru Sharan Das: Ethias Shikshan, Agra.
2. Ghate B.D. Ethias Shikshan, Hariyana.

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SEMESTER- II
Paper – III (Any one)
Value Education

UNIT-I

Meaning and nature of Values: Is ought dichotomy, distinction between desired and desirable.

UNIT-II

Types of values: extrinsic and Intrinsic values, personal and social values, and hierarchy of values.

Domains of values: Caring, judging and action.

UNIT-III

Values Education: Meaning, sociological bases, need and objectives, Role of school in values development.

UNIT-IV

Theories of value development: Social learning theory Pshychoanlvtically theory and cognitive development theories

UNIT-V

Method and strategies of value development:

Conventional method and value clarifying strategies and models of value education.

UNIT-VI

Education of Values- Need and methods of evaluation of values, Defining issue test.

Reference:-

1. Passi B.K. & Singh P. : Value Education National psychological Corporation, Agra 1991.
2. Rockeach M.: The nature of human Values, Collier Mc. Millan Publishers, London 1973.
3. Frankal . J.R.: How to Teach Values: An Analytical Approach Prentice Hall New Jersey, 1977.

Work Experience

Objectives

1. To provide practice in various fields of work in order to help the teacher trainees discover their aptitudes and capabilities.
2. To enable to gain experience in useful and productive work :and
3. To foster their creativity.

The candidate will select two crafts. Only one craft could be selected from one group.

Group-A

1. Gardening and Horticulture.
2. Food Preservation.

Group-B

1. Chalk making

Group-C

1. Drawing and painting.
2. Music
3. Toy making

SEMESTER- II
Agriculture

THEORY

Crop production its Importance in economic life.

1. Selection of crop the climate, nature and type of soil drainage and water supply, marketing facilities as the base of crops selection.
2. Selection of right variety crop-plant type, duration yield.
3. Seed and Seed selection identification of Seed bed, of scientific agricultural work.
4. Sowing and planting of crop its principles and methods.
5. Manuring the rule manure's in crop production nutritive needs of the crops.
6. Irrigation and water management principles and systems of irrigation danger of excessive water.
7. Plant protection-weeds insects and diseases.
8. Harvesting of crops-principles and practice harvesting.
9. Storage, marketing of crops principles of protection and procedure for storage of crops.
10. Crop production and elementary Economics.

Practical:

1. Preparation work in growing of crops.
2. Preparation of Pots & use implements.
3. Keeping of records and account.
4. Visit of Govt. Garden of farm.

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**SEMESTER- II
Garden and Horticulture**

THEORY

1. Place gardening-importance and aims.
2. Site selection for garden.
3. Irrigation and drainage-method of Irrigation and importance.
4. Seed and Seed selection, methods of sowing-germination vegetative propagation.
5. Place of pot culture, water culture, mixing of soil, manure.
6. Care and upkeep of garden-nter culture, mulching and weed control, insects and pests, sunglar.

Practical:-

Care and handing of equipment, upkeep of plants, pots, preparation of fint, nursery beds, spraying of insecticides etc., collection of seeds bulbs, pests etc.

SEMESTER- II
Food Preservation

THEORY

1. Meaning of importance of Food Preservation.
2. Aims and objective of Food preservation.
3. Need of Food preservation.
4. Knowledge of food damaging agents and their eradication.
 - A. Enzymes.
 - B. Micro-organisms.
 - C. Yeast.
 - D. Mould.
 - E. Bacteria.
 - F. Rodents.
5. Methods of Preservation
 - A. Heating.
 - B. Refrigeration.
 - C. Dehydration.
 - D. Bottling
 - E. Canning.
 - F. Chemical.
6. Difference of traditional Methods and Technical methods of Food Preservation in respect of reliability, durability taste and economy.
7. Techniques of Preservation of different food articles etc.
 1. Cereals.
 2. Pulses.
 3. Oil seeds.
 4. Nuts.
 5. Vegetables
 6. Fruits.
 7. Milk
 8. Eggs.
 9. Meat.
 10. Fish

8. Knowledge of different Preservation.

1. Salt
2. Oil.
3. Masalas (spices).
4. Chemicals sodium Benzoate, Citric acid.
5. Vinegar.
6. Sugar.
7. Understanding of necessary tools and other access like-Mixy, Gas Burner, Pressure Cooker, Sealing Machine Measuring Beaker, Measuring Spoons, Refrigerator, Bottle keep etc.

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**SEMESTER- II
Toy Making**

THEORY

1. Introduction to traditional Indian toys.
2. Traditional puppets.
3. Preparation of simple toys clay toys, plaster of paris toys, paper mache, cardboard toys.
4. Plywood-cut toys, soft wire toys.
5. Stuffed puppets, simple puppets.
6. Simple mechanization of toys.

Practical:-

1. Preparation of simple toys and puppets.
2. Handling of plaster casting.
3. Decoration of toys-painting, dresses of toys.
4. Preparation of a receipt book page.

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**SEMESTER- I
Microteaching**

Practice of the following skills

1. Skill of Reinforcement.
2. Skills of probind Questining.
3. Skill of explaining.
4. Skill of LLustrating with examples.
5. Skill of stimulis variation.
6. Skill writing on the Blackboard.
7. Skill of writing objectives in behavioural terms.

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**SEMESTER- II
Working with Community/Social Service**

At least two from the following activities:

1. Educational survey of slum/backward area.
2. Scouting and guiding.
3. Red cross and health education.
4. Tree plantation.
5. Visit to special school.
6. Classification arrangement of library books.
7. Campus development.