

Syllabus of Bachelor of Education (B.Ed.) Programme

(According to the guidelines of NCTE -2014)

**On the basis of
Outcome Based Education
(OBE)**

PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4

"College with Potential for Excellence" (CPE) Status Accorded by UGC

Vision

Rooted in the life, vision, and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a center of academic excellence in higher education, social responsibility, and empowerment of women.

Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere on the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

Programme Outcomes (POs) for B.Ed. Programme

At the completion of the B.Ed. programme, the prospective teachers will attain the ability to:

- PO1: Professional knowledge:** Use knowledge of philosophical, sociological, political and economic foundations of education; physical, social, intellectual, emotional and psychological development of learners; and how these may affect learning for adopting effective teaching-learning practices
- PO2: Interdisciplinary knowledge sharing:** Apply the principles, procedures and research methods of different disciplines for solving problems related to teaching-learning environment
- PO3: Design/develop appropriate micro plans, lesson plans and unit plans:** Design micro plans, lesson plans and unit plans, of specific teaching subjects to organize the teaching-learning process
- PO4: Prepare appropriate teaching-learning materials:** Prepare 2-dimensional, 3-dimensional self-paced and e-teaching-learning materials and content to facilitate classroom teaching-learning
- PO5: Assessment and feedback:** Design different assessment tools, and carry out qualitative and quantitative assessment to evaluate student understanding of subject/content; and provide appropriate feedback

Programme Specific Outcomes (PSOs) for B.Ed. Programme

At the completion of the B.Ed. programme, in their professional life, the prospective teachers will be able to:

- PSO1: Modern tools/techniques usage:** Use modern educational tools, technology, skills and management principles to work as a member and leader in a group, to manage projects in multi-disciplinary environments and to carry out continuous and comprehensive assessment

- PSO2: Communication:** Articulate thoughts and ideas effectively using oral and written communication skills to present information and explanation in a well-structures and logical manner; interact effectively with students and their parents to understand their social and cultural contexts; and drive for achieving improved student learning outcomes.
- PSO3: Significant contribution in assessment practices:** Participate in assessment moderation activities to support consistent and comparable assessment of student learning; identify interventions and modify teaching practice; and prepare report on student achievement making use of accurate and reliable records
- PSO4: Individual and team work:** Function effectively as individual as well as collaboratively as a member of a diverse group
- PSO5: Classroom management:** Manage classroom activities and challenging behaviour of students by establishing and negotiating clear expectations with students; and address discipline issues promptly, fairly and respectfully
- PSO6: Ethics:** Apply ethical principles and norms of the teaching practice in day-to-day dealings; ensure students' well-being and safety within school and promote the safe, responsible and ethical use of ICT in learning and teaching.

Scheme of Study (Semester Wise Distribution of the Courses)

B.Ed. 1st Semester

Course No.	Course Name	Credit	Theory	Practicum*	Total Marks
Course 1	Childhood and Growing Up	4	70	30	100
Course 2	Contemporary India and Education	4	70	30	100
Course 4	Language Across the Curriculum	2	35	15	50
Course 5	Understanding Disciplines and Subjects	2	35	15	50
Course EPC 1	Reading And Reflecting On Texts	2	35	15	50
	School Exposure (1 week)	1	-	-	25
	Total	15			375

* Engagement with the Field: Task and Assignments for Course 1, Course 2, Course 4, Course 5

B.Ed. 2nd Semester

Course No.	Course Name	Credit	Theory	Practicum*	Total Marks
Course 3	Learning and Teaching	4	70	30	100
Course 7a	Pedagogy of a School Subject–Part- I	2	35	15	50
Course 9	Assessment for Learning	4	70	30	100
Course EPC 2	Drama And Art in Education	2	35	15	50
Course EPC 3	Critical Understanding of ICT	2	35	15	50
	School Exposure (1 week)	1	-	-	25
	Total	15			375

* Engagement with the Field: Task and Assignments for Course 3, Course 7a, Course 9

B.Ed. 3rd Semester

Course No.	Course Name	Credit	Theory	Practicum*	Total Marks
Course 7b	Pedagogy of a School Subject–Part- II	2	35	15	50
	School Internship	10	-	-	250
	Total	12			300

* Engagement with the Field: Task and Assignments for Course 7b

B.Ed. 4th Semester

Course No.	Course Name	Credit	Theory	Practicum*	Total Marks
Course 6	Gender, School and Society	2	35	15	50
Course 8	Knowledge and Curriculum	4	70	30	100
Course 10	Creating an Inclusive School	2	35	15	50
Course 11	Optional Course***	2	35	15	50
Course EPC 4	Understanding the Self	2	35	15	50
	Total	12	-	-	300

*Engagement with the Field: Task and Assignments for Courses 6, Courses 8, Courses 10, Courses 11

**One credit is equal to 16 hours for theory and 32 hours for practicum.

*** Each student-teacher will take one optional paper from the following- Vocational/Work Education, Health & Physical Education, Peace Education, Guidance & Counselling etc, Educational Technology; and Educational Administration and Management, Environment Education

Scheme for Paper Setting in B.Ed. Semester Examination

1. Syllabus for each 4 credit Theory Paper shall be divided in to 5 units. Based on this, the question paper pattern in the Semester Examination shall be as follow:

Time: 3 Hours

Total Marks: 70

Pass Marks: 32

Paper setting scheme

End Semester (Theory Paper):Maximum Marks Allotted: 70

Section	No. of Questions	Syllabus Coverage	Nature of Questions and Answer	Questions to be Attempted	Total
A	10	Complete	Objective type (No Choice)	10 (1 mark each)	70
B	10	Complete	Choice based Short answer (75-100words)	5 (4 marks each)	
C	10	Complete (two questions from each unit)	Choice based Long answer	5 (8 marks each)	

Continuous Internal Assessment Pattern (CIA)

(Theory and Practical): Maximum Marks Allotted: 30

Mid Term Test (Marks)	Tutorials/Assignments Quiz/ Seminars (Marks)	Attendance (Marks)	Total Marks
Total	10	15	5
			30

Attendance (5 marks) – Marks Calculation

Attendance in Percentage	Marks
96-100	5
92-95	4
88-91	3
84-87	2
80-83	1
Below 80	0

2. Syllabus for each 2 credit Theory Paper shall be divided in to 3 units. Based on this, the question paper pattern in the Semester Examination shall be as follow:

Time: 2^{1/2} Hours

Total Marks: 35

Pass Marks: 16

Paper setting scheme

End Semester (Theory Paper):Maximum Marks Allotted: 35

Section	No. of Questions	Syllabus Coverage	Nature of Questions and Answer	Questions to be Attempted	Total
A	5	Complete	Objective type (No Choice)	5 (1 mark each)	35
B	6	Complete	Choice based Short answer (60-90words)	3 (3 marks each)	
C	6	Complete (two questions from each unit)	Choice based Long answer	3 (7 marks each)	

Continuous Internal Assessment Pattern (CIA)

(Theory and Practical): Maximum Marks Allotted: 15

Mid Term Test (Marks)	Tutorials/Assignments Quiz/ Seminars (Marks)	Attendance (Marks)	Total Marks
Total	5	7.5	2.5
			15

Attendance (2.5 marks) – Marks Calculation

Attendance in Percentage	Marks
96-100	2.5
92-95	2.0
88-91	1.5
84-87	1.0
80-83	0.5
Below 80	0

3. Questions should be set in English & Hindi both, if applicable.

B.Ed. 1st Semester

CHILDHOOD AND GROWING UP

Course No.: 1

Theory: 70 Marks

Course Credit: 4

Practicum: 30 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe the influence of social, cultural, economic and political context in shaping human development (L2: Understand)
- CO2: Predict the reasons for the change in the relationship pattern of adolescence with their environment (L3: Apply)
- CO3: Identify the various socializing agencies and their role on child development in their diverse socio-economic contexts (L3: Apply)
- CO4: Plan hands-on experiences to interact with children, and training in methods to understand aspects of development of children (L6: Create)

COURSE CONTENT

Unit 1. Understanding Childhood

- Understanding Childhood : physical, intellectual, social and emotional perspectives
- Dimensions of Childhood : social, cultural, political and economic
- Key Factors during Childhood : family, neighborhood, community and school
- Children and their Childhood: the contextual realities of Bihar
- General objectives of early childhood education as related to national goals.
- Notion of joyful Childhood : Major discourse and educational implications
- Dimensions of individual development : physical, cognitive, language, social, and moral, their interrelationships and implications for teachers (with reference to Piaget, Erickson and Kohlberg)

Unit 2. Understanding Adolescence

- Adolescence : assumptions, stereotypes and need of a holistic understanding
- Major issues: growth and maturation, nature and nurture, continuity and discontinuity
- Learner as an adolescent : stages of development- developmental task with focus on process of growth and development across various stages from infancy to adolescence
- Factors affecting adolescence : social, cultural, political and economic
- Adolescence: activities, aspirations, conflicts and challenges of learner
- The contextual reality of adolescence in Bihar
- Dealing with adolescence ; discourse on the role of teacher, family, community and state

Unit 3. Understanding Socialization and the Context of the Learner

- Understanding Socialization
- Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values
- Socialization and the context of community: neighborhood, extended family, religious group and their socialization functions
- Socialization and the context of school : impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling
- Schooling as a process of identity formation: ascribed, acquired and evolving

Unit 4. Understanding Differences in Learners

- Difference in learners based on socio-cultural contexts : impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners
- Differences between individual learners: multiple intelligence, learning style, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, locus of control and personality
- Concept of differentially abled learners and challenges associated with the education of slow learners, dyslexic learners and gifted learners
- Methods of assessing individual differences: tests, observation, rating scales, self-reports
- Catering to individual differences: grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs

Unit 5. Learner's Identity Development

- Understanding 'Identity Formation' with reference to Marcia and Erikson; emergence of multiple identities in the formation of a person placed in various social and institutional contexts; managing 'conflicting' identities
- Determinants of identity formation in individual and groups; social categories such as caste, class, gender, religion, language and age
- School as a site of identity formation in teacher and students; school, culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and 'hidden curriculum' in schools
- The influence of peer group , media, technology and globalization on identity formation

PRACTICUM

- Critical analysis of classroom instruction in the light of the developed Understandings
- Case study of a learner with behavior problem/talented child/a LD child/a slow learner/a disadvantaged child
- Observing children in their natural setting
- Study of intelligence of at least 5 school children and relating it with achievement and other background factors
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Adler, Alfred. (1935) The education of children. London: Allen & Unwin.
2. Benjafield, J.G. (1992). Cognition, Prentice Hall, Englewood Cliffs.
3. Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42
4. Denise Pope (2001), Doing School: How we are creating a Generation of Stressed Out, Materialistic, and Miseducated Students. New Haven: Yale University Press.
5. Faw, T., & Belkin, G. (1989). Child Psychology. New York, NY: McGraw-Hill Publishing Company.
6. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
7. Gardner, Howard (1989). Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
8. Hurlock, Elizabeth B. (2001) Child Development, McGraw Hill Education (India) Private Limited; 6 edition (21 June 2001)
9. Jeanne, Ellis Ormrod. Educational Psychology: Developing Learners. Fourth Edition
10. Jeffrey Arnett (2007), Adolescence and Emerging Adulthood: A Cultural Approach. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
11. Kohlberg, L. (1987). Child psychology and childhood education: A cognitive developmental view. New York: Longman.
12. Luria, A. (1976). Cognitive Development: Its Cultural and Social Foundations. Cambridge, MA: Harvard University Press.
13. Maccoby, E. (1980). Social development: Psychological growth and the parent-child relationship. New York: Harcourt Brace Jovanovich
14. Meadows, S. (1986). Understanding Child Development: Psychological Perspectives in an interdisciplinary field of inquiry. London, Great Britain: Century Hutchinson Publishing Group.
15. Lindgren, H.C. (1980). Educational Psychology in the Classroom Oxford University Press, New York.

16. Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology
17. Sarangapani M. Padma(2003.), Constructing School Knowledge :An Ethnography of learning in an Indian Village, Sage Publication
18. Slater, A., & Lewis, M. (2007). Introduction to infant development. London: Oxford University Press.
19. Sturt Mary, Oakden, E.C. (1999) Modern Psychology and Education, Routledge.
20. Vygotsky, L.S. Mind in Society, Harvard University Press: Cambridge, 1978. Chapter 6.
21. Woolfolk, A.E. (2009) Educational Psychology (11th Edition) (My Education Lab Series) Prentice Hall
22. Jha, M.M. (2000) School without Walls: Inclusive Education for All, Oxford : Heinemann Education
23. Jha, M.M. (2003) Samaveshi Shiksha, Prakashan Sansthan

CONTEMPORARY INDIA AND EDUCATION

Course No.: 2

Theory: 70 Marks

Course Credit: 4

Practicum: 30 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Review the philosophical vision of education of different educational thinkers in context to present Indian educational system (L4: Analyze)
- CO2: Examine the implications of different schools of philosophy on education (L4: Analyze)
- CO3: Examine the issues, concerns and strategies related to universalisation of school education (L4: Analyze)
- CO4: Critically evaluate the sources of norms adopted by Indian education and underline the role of teachers as suggested by the Education Commission 1964-66 for addressing the challenges and functioning of Indian democracy (L5: Evaluate)

COURSE CONTENT

Unit 1. UNDERSTANDING OF THE CONCEPT & AIMS OF EDUCATION

- Concept: Meaning and definitions of education, Processes of education- Schooling, Instruction, Training and Indoctrination. Modes of education- Formal, Informal and Non-Formal
- Aims: Meaning and functions of Aims, Classification of Aims of Education, Determinants of Aims of Education, Aims of education in relation to an individual, Aims of education in relation to a society / Nation, Philosophical contradictions between individualistic and socialistic aims and their synthesis

Unit 2. NORMATIVE VISION OF INDIAN EDUCATION

- Normative orientation of Indian education: Contribution of religions and traditions
- Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism, social justice and federalism
- Aims and purposes of education drawn from the normative vision, Role of teachers in development of Indian Democracy
- Challenges in education in terms of political process, economic development and socio-cultural changes
- Education for National development: Vision of NEP-1968, NEP-2020

Unit 3. - PHILOSOPHICAL VISION OF EDUCATION AND THE PHILOSOPHICAL SYSTEMS

- Philosophy and Education: Meaning and definitions of philosophy, Branches of philosophy and their relationship with educational problems and issues.
- Philosophical systems: Schools of philosophy- Idealism, Naturalism, Pragmatism, Marxism, and Humanism with special reference to their concepts of reality, knowledge and values, and their educational implications for aims, curriculum, methods of teaching and discipline.

Unit 4. PHILOSOPHICAL VISION OF EDUCATION: EDUCATIONAL THINKERS

An overview of salient features of the 'philosophy and practice' of education advocated by the following thinkers:

- Indian Thinkers: R.N. Tagore, M.K. Gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishnamurthi and Gijju Bhai Badheka
- Western Thinkers: Plato, Rousseau, Dewey, Froebel and Maria Montessori

Unit 5. CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

- Universalization of school education and issues of universal access, enrollment, retention, quality and equity
The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children
- Equality of educational opportunity
 - (i) Meaning of equality and constitutional provisions
 - (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues
 - (iii) Inequality in schooling: Public-private schools, rural-urban schools, single teacher schools and many other forms of inequalities in school systems and the processes leading to disparities
- Right to Education Act and its provisions
- Idea of Common School System, Homeschooling, Alternative schooling

PRACTICUM

- Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion)
- Project on the original work/s of a thinker
- Seminar presentation on philosophical issues and report.
- A brief study of some philosophical development of learners
- Presentation on the reports and policies on USE

- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Aggarwal, J.C., Psychological, Philosophical, Sociological Foundations of Education, Sipra Publication, Delhi, 2009
2. Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
3. Chandra, S.S. & Sharma, R.K., Principles of Education, Atlantic Publishers & Distributors, New Delhi, 1996
4. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Dewey J. (1952) Experience in Education Collier Macmillan.
6. Dewey J (1966) Democracy in Education, New York, Macmillan.
7. Gandhi M K (1956) Basic Education, Ahmedabad, Navajivan.
8. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
9. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
10. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
11. Joe, Park. Selected Readings in the Philosophy of Education, Macmillan, New York, 1963.
12. Kneller, Georg F. Foundation of Education, John Wiley & Sons Inc., USA., 1977.
13. Krishnamurthi J., Education and the Significance of life, KFI Publications.
14. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
15. Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
16. Ministry of Education. Education Commission —Kothari Commission. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
17. Ministry of Law and Justice (2009) Right to Education. Govt. of India
18. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers
19. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
20. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
21. Nunn, T.P. Education: Its Data and First Principles, Longmans Green & Co., New York, 1920.
22. Pandey, Ram Shukul. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1993
23. Pathak, Avijit (2002) Social Implications of Schooling, Delhi Rainbow Publishers.
24. Price, Kingsley Education and Philosophical Thought, Allyn and Bacon Inc., Boston, 1962.

25. Ross, James S. Ground work of Educational Theory, Oxford University Press, Calcutta, 1981.
26. Rusk, R.R., The Doctrines of Great Educators, Macmillan & Co. Ltd., London, 1954
27. Salamatullah (1979). Education in Social context, NCERT, New Delhi.
28. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.
29. Taneja, V.R. Socio-Philosophical Approach to Education, Atlantic Publishers & Distributors, New Delhi, 2005
30. Aikara, Jacob (2004) Education Sociological Perspective, Rawat Publications, New Delhi
31. Jostein Jakolsen, Kenneth Bo Nielsen, Alf Gunvald Nilsen & Anand Vaidya (2018), Mapping the World's Largest Democracy (1947-2017), Form from Development Studies

LANGUAGE ACROSS THE CURRICULUM

Course No.: 4

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Establish the relationship between language and cognition, language and meaning and language and learning (L2: Understand)
- CO2: Explore language in subject-specific contexts by relating it to the overall objectives of the curriculum (L3: Apply)
- CO3: Use home language and school language at appropriate levels of learning as per the Three Language Formula (L3: Apply)
- CO4: Analyse the Constitutional Provisions and recommendations of Commissions & Policies of Language Education across the curricular practices (L4: Analyse)

COURSE CONTENT

Unit 1: Learner and their Language

- Meaning of language; various forms, systems and properties
- Language capital of learners before school entry
- How children learn language with special reference to Skinner, Chomsky, Piaget and Vygotsky.
- Difference between acquiring language and learning language
- Social and cultural context of language; language and gender; language and identity; language and power; language and class (society)

Unit 2. Language in School Curriculum:

- Home language and School language; Medium of understanding (child's own language)
- Language across the curriculum; Role and importance of language in the curriculum
- Language and construction of knowledge; Understanding the objectives of learning Languages – imagination, creativity, sensitivity, skill development
- Difference between language as a school- subject and language as a means of learning and communication
- Critical review of Medium of Instruction , Three Language Formula; Different school subjects as registers
- Multilingual classrooms; Multicultural awareness and language teaching, Multilingual perspective in India and Bihar.

Unit 3. Constitutional Provisions and Policies Of Language Education:

- Position of Languages in India; Article 343-351, 350A; Eighth schedule to the constitution of India
- Recommendation of Kothari Commission (1964-66); NPE-1986 and POA-1992
- National Curriculum Framework-2005 (language education).
- Provisions related to Language in National Education Policy-2020

PRACTICUM

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyze: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? Now write an analysis based on the above issues
- Carry out a activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Akamajian, A, Demers, RA, Farmer, AK and Harnish, RH (2001), An Introduction to Language and Communication, Cambridge: Mass: MIT Press.
2. Becker, J. (1988) 'The success of parents' indirect techniques for teaching their pre-schoolers pragmatic skills', First Language, 8:173-182
3. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
4. Bohannon, J. and Bonvillian, J. (2000) 'Theoretical Approaches to Language Acquisition' in J. Berko Gleason (ed.), The Development of Language 5th Edition
5. Brass, P., Language, Religion and Politics in North India, London, Cambridge University Press, 1974
6. Brown, J. D. (1995). The elements of language curriculum: A systematic approach to program development. Boston: Heinle & Heinle
7. Cattell, R. (2000) Children's Language: Consensus and Controversy, London: Cassell.
8. Chomsky, N. (1959) 'A Review of B. F. Skinner's Verbal Behavior', Language 35 (1): 26-58.
9. Falk, Julia S (1973) Linguistics and Language- A Survey of basic Concepts and Implications: New York: John Wiley and Sons.
10. Fromkin, V, Rodman R., and Hyams N (2007), An Introduction to Language. Boston: Thomson Wadsworth.

11. Johnson, K. E. (1995). Understanding communication in second language classrooms. Oxford: Oxford University Press.
12. Ministry of Education. _Education Commission —Kothari Commission||. 1964- 1966. Education and National Development. Ministry of Education, Government of India 1966.
13. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
14. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
15. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
16. Krashen, S. (1982). Principles and practice in second language acquisition. London: Pergamon.
17. Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
18. NCERT (2005): National Curriculum Framework-2005, New Delhi :NCERT
19. Plunkett, K. (1995) 'Connectionist approaches to language acquisition' in P. Fletcher and MacWhinney (eds), Handbook of child language
20. Yale, George (2006). The Study of Language, Cambridge: Cambridge University Press.

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course No.: 5

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the basic concepts of Academic Disciplines and Subjects (L2: Understand)

CO2: Analyse the structure of knowledge as reflected in disciplinary streams and subjects (L4: Analyse)

CO3: Develop basic competencies for the advancement of the academic disciplines/subjects (L6: Create)

CO4: Develop the skills of knowledge integration by designing, coordinating and assessing the interdisciplinary learning (L6: Create)

COURSE CONTENT

Unit 1. Basic understanding of Academic disciplines /subjects

- Meaning ,nature and characteristics of Academic Disciplines
- History of the conceptual development of academic disciplines and its different perspectives
 - i. The Philosophical Perspective: Unity and Plurality
 - ii. The Anthropological Perspective: Culture and Tribes
 - iii. The Sociological Perspectives: Professionalization and Division of labour
 - iv. The Historical Perspective: Evolution and Discontinuity
 - v. The Management Perspective: Market and Organization
 - vi. The Educational Perspective :Teaching and Learning
- Need of classification of human knowledge into academic disciplines and subjects, Becher-Biglan typology(pure hard, pure soft, applied-hard, applied-soft types) with emphasis of nature of knowledge in each type
- Strengths and weaknesses of disciplines
- Basic premises, philosophy and nature of subject. Differences between Academic Disciplines and school subjects
- Aims of disciplines/subjects for learners development in the national context

Unit 2:Competencies for and advancement of the Academic disciplines/subjects

- Mastery over the subject
- Communicating the subject.
- Subject specific terms and their uses

- Research for enriching academic disciplines/subjects; Types of research (Fundamental, Applied and Action research), Steps of conducting research, preparing references, bibliography

Unit 3: Interdisciplinary Learning and related issues

- Interdisciplinary learning: need and importance
- Interdisciplinary subjects: meaning and generic characteristics
- Need of disciplinary depth for interdisciplinary learning
- Designing and coordination of Interdisciplinary subjects
- Assessment of interdisciplinary learning
- Quality assurance of Interdisciplinary subjects

PRACTICUM

- Choose any one subject and analyse the same from historical, sociological and philosophical perspectives
- Select any topic for any class from VI to Class XII, prepare a plan to transact the same by designing an interdisciplinary learning
- Interview four professionals from different disciplines. Identify their perceptions and biases about different disciplines. Compare the responses and prepare a short report of your findings.
- Prepare a list of subject specific terms and their uses in specific disciplines
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Abbott, Andrew (2001), *The Chaos of Disciplines*, Chicago: The University of Chicago Press.
2. Becher T (1989) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Milton Keynes: The Society for Research into Higher Education and Open University Press.
3. Becher, Tony and Paul R. Trowler (2001), *Academic Tribes and Territories*, Buckingham: The Society for Research into Higher Education and Open University Press.
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21. Nikitina, S. (2002). *Three Strategies for Interdisciplinary Teaching: Contextualising, Conceptualising, and Problem-Solving*. Project Zero: Harvard Graduate School of Education.
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EPC1: READING AND REFLECTING ON TEXT

Course No.: EPC:1

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Comprehend high-level fictional and non-fictional literature relating to education (L2: Understand)
- CO2: Make verbal presentation like summarising, storytelling and interpreting and graphical presentation like flowchart and mind map (L2: Understand)
- CO3: Identify different forms of reporting research and underline salient features of an idea by putting forth argument and counter-argument. (L4 Analyse)\
- CO4: Create meaningful posters, wall magazines and other forms of exhibitory creative artefacts (L6: Create)

COURSE CONTENT

UNIT 1. ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

Fictional writings

- Godan by Munshi Premchand
- Miljul Mann by Mridula Garg
- 1984 by George Orwell
- Brave New World by Aldous Huxley
- The Adventures of Huckleberry Finn by Mark Twain
- The Alchemist by Paulo Coelho
- Toto Chan: Sosaku Kobayashi
- Emile, or On Education: Jean-Jacques Rousseau

Each student will select at least one book from the books listed above to

- identify the central theme of the book along with general information about the book and the author
- summarise or reproduce a part of the text in a creative and meaningful way (extrapolation, adaptation, character recreation,)
- share in a written or verbal presentation similar incidents from their life or surroundings
- dramatise part of the text to present during the various cultural programs of the department

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

Non-fictional writings

- Wings of Fire by Dr A.P.J. Abdul Kalam
- The Diary of a Young Girl by Anna Frank
- Divaswapna by Gijubhai Badheka
- Hind Swaraj by Mahatma Gandhi
- Reclaiming Childhood by Helene Guldberg
- How Children Fail by John Holt
- Pedagogy of the Oppressed by Paulo Freire
- Summerhill: A Radical Approach to Child Rearing by Alexander Sutherland Neil
- Juthan by Omprakash Valmiki

Students in a small group will select at least one book from the books listed above to

- identify the central idea of the book along with general information about the book and the author while attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented.
- In small groups, they will make presentations in the form of flow diagram, tree diagram, mind map etc. and display in the form of wall magazine, bulletin board or slide presentation
- Debate on the themes relating to the books, critical write-ups for a website, Wikipedia or blog may be taken up.

UNIT 3: ENGAGING WITH EDUCATIONAL WRITING

Policy Documents and concerns

- National Policy on Education 2020
- Learning without Burden-Yashpal Committee Report (summary)
- Chatopadhyay Committee Report 1983-85

Exploring the types of non-fictional writings

- Selected research articles
- Plagiarism and writing ethics. Students' assignments/projects and measures to reduce plagiarism in Education.

Students will learn how to

- read for discerning the theme(s) and argument and analyse the structure of the essay/research article, illustrations and statistical representations, etc.
- explore the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions
- write an article or a response paper

PRACTICUM

Based on the units mentioned above teacher will assign application or creation level writing or report based on activities.

SUGGESTED READING

1. 1984 by George Orwell
2. The Adventures of Huckleberry Finn by Mark Twain
3. The Alchemist by Paulo Coelho
4. Toto Chan: Sosaku Kobayashi
5. Emile, or On Education: Jean-Jacques Rousseau
6. Godan by Munshi Premchand
7. Miljul Mann by Mridula Garg
8. Wings of Fire by Dr. A.P.J. Abdul Kalam
9. The Diary of a Young Girl by Anna Frank
10. Divaswapna by Gijubhai Badheka
11. Hind Swaraj by Mahatma Gandhi
12. Kathryn Ecclestone and Dennis Hayes - The Dangerous Rise of Therapeutic Education
13. Reclaiming Childhood by Helene Guldberg
14. How Children Fail by John Holt
15. Pedagogy of the Oppressed by Paulo Freire
16. Summerhill: A Radical Approach to Child Rearing by Alexander Sutherland Neil
17. Juthan by Omprakash Valmiki
18. National Policy on Education 2020
19. Learning without Burden-Yashpal Committee Report

B.Ed. 2nd Semester

LEARNING AND TEACHING

Course No.: 3

Theory: 70 Marks

Course Credit: 4

Practicum: 30 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe various psychological processes that occur during teaching learning (L2: Understand)
- CO2: Use different core skills in effective teaching. (L3: Apply)
- CO3: Analyse the factors affecting teaching and learning process related to learner, teacher, and context (L4: Analyse)
- CO4: Formulate instructional objectives of a topic (L6: Create)

COURSE CONTENT

Unit 1. Learning: Its Nature, Types and Strategies

- Concept & Nature of Learning, Concept learning, Skill learning, Verbal learning, Social learning, Principle learning, Problem solving
- Basic assumptions and analysis of the relevance of Learning Theories – Behavioral, Social, Cognitive & Humanistic learning theories
- Learning as a process of construction of knowledge - Constructivist Approach to learning
- Relationship of learning with school performance and ability of the learner

Unit 2. Factors affecting Learning & Management of Learning

- Concept of Motivation; types and techniques of enhancing motivation
- Factors influencing learning and teaching process – learner related, teacher related, process related and context related
- Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning
- Transfer of Learning – Strategies for transfer of learning
- Forgetting classroom learning – meaning and its causes; strategies for improving retention of learning

Unit 3. Understanding Teacher and Teaching

- What is teaching?; Teaching as a planned activity – elements of planning.
- Assumptions underlying teaching and their influence on the planning for teaching. Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment.
- Assumptions underlying effectiveness in teaching – Behaviouristic, Humanistic and Constructivist perspectives
- An analysis of teacher's roles and functions, skills and competencies in the Pre-active phase – visualizing, decision-making on outcomes, preparing and organization; Interactive phase – facilitating and managing learning; Post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes
- Characteristics associated with effective teachers; Teacher's professional identity – what does it entail?

Unit 4. Planning for Teaching

- Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources.
- Decision-making on outcomes of learning: Establishing instructional objectives (general and specific), allocation of instructional time for various activities/ tasks
- Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided.
- Preparing for instruction: Selecting and developing learning resources, Computer Assisted Instruction (CAI), Computer Based Instruction (CBI) and Computer Managed Instruction (CMI)
- Preparation of a Plan: Unit Plan and Lesson Plan.

Unit 5. Skills and Strategies of Teaching

- Microteaching – Concept; phase; core teaching skills – Introduction, Explanation, Stimulus Variation, Reinforcement, Questioning, Illustration, Blackboard Writing and Closure
- Strategies of Teaching – a) Expository Strategy as an approach to teaching for understanding – Advance Organizer Model, b) Inquiry Strategy as an approach to teaching thinking skills and construction of knowledge – Concept attainment / Model
- Approaches to small group and whole group instruction – Cooperative and Collaborative approaches to learning, Brain storming, Role-play and Dramatization, Group discussion, Simulation and games, Debate, Quiz and Seminar

PRACTICUM

- Comparative study of syllabi of various subjects to identify content categories.
- Writing instructional objectives of a lesson under domains and levels.
- Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity and prepare a report
- Design learning episodes / activities and organize them in the classroom.
- Analyze the type of strategies adopted by a classroom teacher in organizing learning.
- Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

SUGGESTED READING

1. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
2. B.Wilson, (1996) Constructivist Learning Environments, New Jersey : Educational Technology Publications.
3. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, Educational Researcher, 18(1), 32-42.
4. C. Fosnot (Ed.) (1996) Constructivism: Theory, Perspectives and Practice, (pp.8-33), New York : Teachers College Press.
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11. J. Mezirow and Associates (1990), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning: San Francisco: Jossey – Bass Publishers.
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20. Smith, K. (1993). Becoming the —guide|| on the side : Educational Leadership, 51(2), 35-37.
21. Vygotsky, L. (1978). Mind in Society : The Development of Higher Psychological Processes, MA : Harvard University Press.
22. Vygotsky, L.S. Thought and Language, Cambridge, MA : MIT Press, 1962.

PEDAGOGY OF SCHOOL SUBJECT – PART-I

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

Pedagogy of a School Subject (PSS)-Part I may be any One of the following Courses which is relevant for the candidate i.e. she has studied its related content as a subject at Graduation/Post-Graduation level:

- PSS-01- Method of Teaching English- Part- (I)
- PSS-02- Method of Teaching Hindi- Part- (I)
- PSS-03- Method of Teaching Sanskrit- Part- (I)
- PSS-04- Method of Teaching Urdu- Part- (I)
- PSS-05- Method of Teaching Arabic- Part- (I)
- PSS-06- Method of Teaching Persian- Part- (I)
- PSS-07- Method of Teaching History- Part- (I)
- PSS-08- Method of Teaching Civics- Part- (I)
- PSS-09- Method of Teaching Geography- Part- (I)
- PSS-10- Method of Teaching Economics- Part- (I)
- PSS-11- Method of Teaching Home Science- Part- (I)
- PSS-12- Method of Teaching Commerce- Part- (I)
- PSS-13- Method of Teaching Physical Sciences- Part- (I)
- PSS-14- Method of Teaching Biological Sciences- Part- (I)
- PSS-15- Method of Teaching Mathematics- Part- (I)
- PSS-16- Method of Teaching Computer Science- Part- (I)

Detailed syllabus of each course has been given in the subsequent pages

PSS-01-METHOD OF TEACHING ENGLISH- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Plan with a balance of prose, poetry and grammar teaching (L4: Apply)

CO2: Create effective teaching aids for instruction in the classroom (L6: Create)

CO3: Develop competence in designing effective instructional strategies to teach English (L6: Create)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims

- Role of English language in the Indian context:- English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India;
- General Principles of language learning with special reference to English
- Advantages & importance of English learning
- Aims and Objectives of teaching English
- The Constituents of learning a foreign language: the sound system, the structural devices, vocabulary
- Difficulties in teaching English in India

Unit 2. Physical Science Curriculum

- Meaning and principle of curriculum construction
- Critical study of existing English curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB.
- Curriculum reform in English - Critical appraisal of NCF- 2005, BCF- 2008 in the context of Language teaching
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992)

Unit 3. Specific Instructional Strategies and Method of Teaching

- Methods: Inductive deductive, lecture, discussion Grammar, Translation Method, Direct method, multilingual, their advantages and limitations & comparisons.
- Approaches- Structural approach and Communicative approach, constructive approach
- Specific Strategies for teaching Vocabulary: Its ways and Means
- Specific strategies for Teaching of reading: Attributes of good reading. Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading.
- Specific strategies for developing Writing skills - Types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing).

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Bright J.M. and M.C. Gregor, Teaching English as Second Language.
2. Connor, J.D.O., Better English Pronunciation, ECBS.
3. Harris, J., Testing English as a Second Languages, MacMillan.
4. Leon J., New Horizons in Linguistics.
5. Roach P., English Phonetics as phonology, Cambridge, C.U.P.
6. Yele, G., Study of Language, C.U.P.
7. French and French, Teaching of English

PSS-02-METHOD OF TEACHING HINDI- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

पाठ्यक्रम लब्धि

इस पाठ्यक्रम को पूरा करने पर छात्राध्यापक

CO1: मातृ भाषा तथा राष्ट्र भाषा के रूप में हिन्दी शिक्षण का अर्थ तथा प्रकार्य की व्याख्या कर पायेगे ।

(L2: Understand)

CO2: माध्यमिक तथा उच्च माध्यमिक स्तर पर उपयुक्त शिक्षण प्रयुक्ति तथा तरीके का इस्तेमाल कर

पायेगे । (L3: Apply)

CO3: ब्लूमस कोटि विभाजन के आधार पर उद्देश्य निर्माण कर पायेगे । (L6: Create)

CO4: NCF तथा BCF के आधार पर पाठ्यचर्या निर्मित / संशोधित कर सकेगे ।(L6: Create)

पाठ्यक्रम विषय

अन्विति I- स्वरूप, क्षेत्र तथा लक्ष्य

- भाषा का अर्थ तथा प्रकार्य, बालकों के शिक्षण में मातृभाषा की भूमिका
- हिन्दी भाषा की विशिष्टताएँ तथा उनका सार्वभौमिक महत्त्व – सांस्कृतिक, सामाजिक, व्यवहारिक, साहित्यिक, तथा भाषाशास्त्रीय
- मातृभाषा तथा राष्ट्रभाषा के रूप में हिन्दी भाषा शिक्षण के लक्ष्य तथा उद्देश्य
- हिन्दी के विभिन्न रूप; अधिगम की भाषा के रूप में हिन्दी; हिन्दुस्तानी तथा संस्कृतनिष्ठ हिन्दी; अंतर्राष्ट्रीय स्तर पर हिन्दी का प्रयोग
- मातृभाषा, द्वितीय भाषा, तृतीय भाषा के रूप में हिन्दी भाषा का शिक्षण

अन्विति II - हिन्दी पाठ्यक्रम एवं पाठ्य पुस्तक

- पाठ्यक्रम निर्माण: संदर्भ तथा सिद्धांत
- माध्यमिक तथा उच्च माध्यमिक विद्यालयों (सीबीएसई, सीआईएससीई, बीएसईबी) में हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन

- हिन्दी पाठ्यक्रम में सुधार: भाषा शिक्षण के संदर्भ में एनसीएफ- 2005, बीसीएफ- 2008 का आलोचनात्मक मूल्यांकन
- भाषा शिक्षण से संबंधित संवैधानिक उपबंध तथा नीतियाँ: भारत में भाषाओं की स्थिति; अनुच्छेद 343-351, 350A; कोठारी आयोग (1964-66), एनपीई-1986; पीओए-1992
- हिन्दी पाठ्य पुस्तक- महत्व तथा अच्छे पाठ्य पुस्तक की विशेषताएँ

अन्विति III - विशिष्ट शिक्षण कार्यनीति तथा विधियाँ

- गद्य शिक्षण – कहानी, नाटक, निबंध या आलेख, उपन्यास; गद्य शिक्षण योजना निर्माण के मुख्य चरण
- पद्य शिक्षण – काव्य शिक्षण का उद्देश्य; काव्य पाठ का महत्व; पद्य शिक्षण योजना निर्माण के मुख्य चरण
- व्याकरण शिक्षण – हिन्दी शिक्षण में व्याकरण का स्थान; आगमन तथा निगमन विधि तथा उनका महत्व
- वाचन शिक्षण – अच्छे वाचन की विशेषताएँ; वाचन के प्रकार – क्रमवीक्षण (scanning), सिंहावलोकन (skimming), गहन अध्ययन, विस्तृत अध्ययन, मौन वाचन, सस्वर वाचन: उच्चारण विधि, वर्णाक्षर विधि, शब्द विधि, वाक्य विधि
- शब्दार्थ शिक्षण – विधि, मौखिक कार्य, अभ्यास विधि, वाक्य निर्माण विधि
- लेखन तथा रचना शिक्षण – पत्र लेखन, सार लेखन

प्रायोगिक कार्य

- पाठ्यक्रम के विभिन्न अन्वितियों से जुड़े लिखित दत्त कार्य, विस्तृत लिखित रपट के साथ प्रस्तुति या फिल्ड गतिविधियाँ
- हिन्दी भाषा शिक्षण से संबंधित क्रियात्मक शोध अथवा हिन्दी क्लब संबंधी गतिविधियाँ एवं रपट
- हिन्दी पाठ्य पुस्तकों का आलोचनात्मक विश्लेषण
- हिन्दी भाषा की विशेषताओं तथा इतिहास से संबंधित गतिविधियाँ तथा विस्तृत रपट

संदर्भ ग्रंथ

1. पाण्डे, आर. एस. : हिन्दी शिक्षण
2. ओड, एल. के.: हिन्दी शिक्षण में त्रुटि निदान एवं उपचार

3. सिंह, एन. के.: माध्यमिक विद्यालयों में हिन्दी शिक्षण
4. शर्मा, डी एल. : हिन्दी शिक्षण प्रशिक्षण
5. चतुर्वेदी, शिखा: हिन्दी शिक्षण
6. भाई योगेन्द्र जीत: हिन्दी शिक्षण
7. शर्मा, एस आर: हिन्दी शिक्षण
8. Flower, R.P. Language and Education
9. Habolot, P. Language Learning
10. Quirk, R. The study of the Mother Tongue

PSS-03-METHOD OF TEACHING SANSKRIT- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Plan with a balance of prose, poetry and grammar teaching (L4: Apply)

CO2: Create effective teaching aids for instruction in the classroom (L6: Create)

CO3: Develop competence in designing effective instructional strategies to teach Sanskrit (L6: Create)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims

- Language- its meaning and functions. The role of classical language in the education of a child.
- Special features of Sanskrit language and its universal significance- the cultural, social, practical, literary and linguistic.
- Aims and objectives of Teaching Sanskrit as classical language
- Sanskrit language and literature ,Sanskrit language and Indian languages ,Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language
- Principles and Difficulties in teaching old and classical language

Unit 2. Curriculum of Sanskrit

- Meaning and principle of curriculum construction
- Critical study of existing Sanskrit curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB.
- Curriculum reform in Sanskrit- Critical appraisal of NCF- 2005, BCF- 2008 in the context of language teaching
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Sanskrit- Importance and qualities

Unit 3. Specific Instructional Strategies and Method of Teaching

- Teaching of Prose, Drama, Story and Novel, Major steps in the planning of a prose lesson.
- Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
- Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
- Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.
- Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the Sanskrit Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Sanskrit 2. Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Apte, G.D. & Dongre, P.K. Teaching of Sanskrit in Secondary Schools
2. Chaturvedi, S.P. Sanskrit Shikshan
3. Gupta Prabha (2007) – Sanskrit Shikshan, Sahiya Prakashan, Agra.
4. Mishra, P.S. Sanskrit Shikshan
5. Pandey Ram shakal (2006) – Teaching of Sanskrit, Shri Vinod Pustak Mandir, Agra.
6. Pandey, R.S. Sanskrit Shikshan
7. Sharma Rama And Mishra N.K. (2009) – Arjun Publication, Dariyaganj, New Delhi. Triothi, R.N. Sanskrit Adhayapan Vidhi
8. Vatsa, B.L. (2008) – Sanskrit Shikshan, Agrawal Publication Agra.

PSS-04-METHOD OF TEACHING URDU- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Understand the nature and objectives of teaching Urdu as a Mother language (L2: Understand)
- CO2: Develop an ability among learners to acquire language skills (L3: Apply)
- CO3: Use modern methods of Urdu teaching in real classroom situations. (L3: Apply)
- CO4: Develop course content as per the requirements of BSEB, CBSE and ICSE in secondary and senior secondary schools (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims

- Language- its meaning and functions. The role of classical language in the education of a child.
- Special features of Urdu language and its universal significance- the cultural, social, practical, literary and linguistic.
- Aims and objectives of Teaching Urdu as mother-tongue
- Role of Urdu language in India: Pre-and post-partition; Different forms of Urdu; Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level
- Difficulties in teaching mother tongue

Unit 2. Curriculum of Sanskrit

- Meaning and principle of curriculum construction
- Critical study of existing Urdu curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB.
- Curriculum reform in Urdu- Critical appraisal of NCF- 2005, BCF- 2008 in the context of language teaching
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Urdu- Importance and qualities

Unit 3. Specific Instructional Strategies and Method of Teaching

- Method of Teaching Prose; Dastan, Afsana, Novel, Drama, Sawanih, Makateeb and Insha. Major steps in the planning of a prose lesson.
- Method of Teaching Poetry- Nazam, Ghazal and Rubaee; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Method of Teaching Grammar: Place of grammar in the teaching of Urdu, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary- Its ways and means.
- Teaching of writing and composition: Khutoot Nigari (Letter writing), Mazmoon Nigari (Essay writing) and Ikhtesar Nigari (Précis writing).

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the Urdu Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Urdu 2. Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Abdullah, Saleem Urdu Kaise Parhaen, Aligarh: Educational Book House.
2. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
3. Bachman, L. and A. Palmer.(1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Beg, Mirza Khalil Urdu Zaban Ki Tareekh, Aligarh: Educational Book House.
6. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.

7. Buck, G. (2001). *Assessing Listening*, New York: Cambridge University Press.
8. Douglas, D. (2000). *Assessing Language for Specific Purposes*, New York: Cambridge University Press.
9. Lado, R. (1983). *Language Teaching: A Scientific Approach*, New Delhi: McGraw Hill.
10. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York: Oxford University Press.
11. Littlewood, W. (1981). *Language Teaching: An Introduction*, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). *Language Testing*, New York: Oxford University Press.
13. Moinuddin. (2002). *Urdu Zaban Ki Tadrees*, New Delhi: NCPUL.
14. Quazi, Shahbaz & A khtar, Muhammad Naeem (2007). *Urdu Tadreesi Tareeqa*, Nagpur: Authors.
15. Read, J. (2000). *Assessing Vocabulary*, New York: Cambridge University Press.
16. Richards, J. C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
17. Richards, J. C. and T. S. Rodgers. (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
18. Sherwani, Inamullah Khan (1989). *Tadrees Zaban-e-Urdu*, Kolkata: Anjali Ghose.
19. Subbiah, Pon (2003). *Test of Language Proficiency: Urdu*, Mysore: Central Institute of Indian Languages.
20. Tabassum, Razia (2014) *Aamozish-e-Urdu*, Book Emporium, Patna
21. Weigle, S. (2002). *Assessing Writing*, New York: Cambridge University Press.
22. Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.

PSS-05-METHOD OF TEACHING ARABIC- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Understand the nature, characteristics and significance of Arabic language.
(L2: Understand)

CO2: Develop an ability among learners to acquire language skills (L3: Apply)

CO3: Use modern methods of Arabic teaching in real classroom situations. (L3: Apply)

CO4: Develop course content as per the requirements of BSEB in secondary and senior secondary schools (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims

- Language- its meaning and functions.
- Special features of Arabic language and its universal significance- the cultural, practical, literary and linguistic.
- Aims and objectives of Teaching Arabic as a foreign language.
- The Constituents of learning a foreign language: the sound system, the structural devices, vocabulary
- Development of Arabic language in India.
- Problems concerning the development of Arabic in Bihar

Unit 2. Curriculum of Arabic

- Meaning and principle of curriculum construction with special reference to Arabic
- Place of Arabic in three language formula
- Critical study of existing Arabic curriculum in Secondary and senior secondary Schools of BSEB.
- Constitutional provisions and policies of language education:-Position of Languages in
- India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Arabic- Importance and qualities

Unit 3. Specific Instructional Strategies

- Teaching of Prose; Maqamah, Qissah (Story) and Riwayah (Novel), Major steps in the planning of a prose lesson.
- Teaching of Poetry-Tashbeeb, Ghazal, Madah, Heja, Rasa and Fakhra; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Teaching of Grammar: Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary- Its ways and means.
- Teaching of writing and composition: Letter writing, Essay writing and Précis writing.

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools
- On the basis of the Arabic Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Arabic 2. Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
2. Al-Naqa, Mahmum K. (1978). Asasiyat Talim-al-Lugha-al Arabic Li Ghairal-Arabic, ALESCO, Khartoum (Sudan), International Institute of Arabic Language.
3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
6. Buck, G. (2001). Assessing Listening, New York: Cambridge University Press.

7. Douglas, D. (2000). *Assessing Language for Specific Purposes*, New York: Cambridge University Press.
8. Khan, Muhammad Sharif Arbi Kaise Parhaen, Aligarh: Educational Book House.
9. Lado, R. (1983). *Language Teaching: A Scientific Approach*, New Delhi: McGraw Hill
10. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York: Oxford University Press.
11. Littlewood, W. (1981). *Language Teaching: An Introduction*, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). *Language Testing*, New York: Oxford University Press.
13. Nadvi, A.H. (1989). *Arabi Adab Ki Tareekh*, New Delhi: NCPUL.
14. Read, J. (2000). *Assessing Vocabulary*, New York: Cambridge University Press.
15. Richards, J. C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers (2001). *Approaches and Methods in Language Teaching*, 2nd ed. New York: Cambridge University Press.
17. Rivers, W.M. (1968). *Teaching Foreign Language skills*, Chicago University Press.
18. Samak, S.M. (1975). *Fan-al-Tadris-bil-Lugha-al Arabic*, Cairo: Al- Anglo- Misriya.
19. Weigle, S. (2002). *Assessing Writing*, New York: Cambridge University Press.
20. Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.

PSS-06-METHOD OF TEACHING PERSIAN- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Understand the nature, characteristics and significance of Persian language. (L2: Understand)
- CO2: Develop an ability among learners to acquire language skills (L3: Apply)
- CO3: Use modern methods of Persian teaching in real classroom situations. (L3: Apply)
- CO4: Develop course content as per the requirements of BSEB in secondary and senior secondary schools (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims

- Language- its meaning and functions. The role of classical language in the education of a child.
- Special features of Persian language and its universal significance- the cultural, social, practical, literary and linguistic.
- Aims and objectives of Teaching Persian as classical language
- Persian language and literature ,Persian language and Indian languages ,Socio-cultural importance of Persian language, Persian as a modern Indian language
- Principles and Difficulties in teaching and classical language

Unit 2. Curriculum of Persian

- Meaning and principle of curriculum construction
- Critical study of existing Persian curriculum in Secondary and senior secondary School of BSEB.
- Place of Persian in three language formula
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Persian - Importance and qualities

Unit 3. Specific Instructional Strategies

- Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and Khud-Navisht (Autobiography)., Major steps in the planning of a prose lesson.
- Teaching of Poetry-Hamd, Na't, Ghazal, Rubaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Teaching of Grammar: Place of grammar in the teaching of Persian, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary- Its ways and means.
- Teaching of writing and composition: Letter writing, Essay writing and Précis writing

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the Persian Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Persian 2. Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in teaching-learning process
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian: Cairo: Matba'at al-sa'adat.
2. Ash'ari, Mohammad (1994). Teaching Persian by Persian. Tehran: Monir: Cultural Centre Publication.
3. Avchinika, A. & A. Mohammed Zadeh (1996). Teaching Persian Language, Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). Language Testing in Practice, New York: Oxford University Press.

5. Baghcheban (Pirnazar), Samineh(1971). A Guide to Teach Persian to Non-Persian Speakers. Tehran: Ministry of Art and Culture.
6. Baghcheban (Pirnazar), Samineh (1971). Persian for Non-Persian Speakers. Tehran: Ministry of Art and Culture.
7. BananSadeghian, Jalil (1997). Persian for Non-Natives (Volume I) Tehran: Council for Promotion of Persian Language and Literature.
8. BananSadeghian, Jalil (1998) Persian for Non-Natives (Volume II) Tehran: Council for Promotion of Persian Language and Literature.
9. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5thEdition, white Plain, New York: Pearson Education Inc.
10. Lado, R. (1983).Language Teaching: A Scientific Approach, McGraw Hill, New Delhi.
11. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nded. New York: Oxford University Press.
12. Mirdehghan, Mahin-naz(2002). Teaching Persian to Native Speakers of Urdu, and Urdu to Native Speakers of Persian. Tehran: Alhoda International.
13. Moshiri, Leila(1995). Colloquial Persian. London: Routledge.
14. Rassi, Mohsen(2000). An Introduction to Persian. Tehran: Council for Promotion of Persian Language and Literature.
15. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers.(2001). Approaches and Methods in Language Teaching, 2nd ed. New York: Cambridge University Press.
17. Rivers, W.M. (1968). Teaching Foreign Language skills, Chicago University Press.
18. Samareh, Yadollah. (1993). Persian Language Teaching (AZFA: English Version) Elementary Course, Book 1-5. Tehran: Al-hoda Publisher and Distributors.
19. Woodward, T. (2001).Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.
20. Zarghamian, Mehdi. (1997).The Persian Language Training Course: Preliminary to Advanced, Volume-I& II, 1999 Vol. III, Tehran: Council for Promotion of Persian Language and Literature.
21. Zarghamian, Mehdi. 1999. Basic Vocabulary and Basic Grammar: Teaching Persian for Non-Native Speakers, Tehran: Council for Promotion of Persian Language and Literature.

PSS-07-METHOD OF TEACHING HISTORY- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the meaning and objectives of teaching history as well as its inter-disciplinary contexts with other subjects (L2: Understand)
- CO2: Modify or prepare curriculum as per NCF and BCF (L6: Create)
- CO3: Use appropriate strategies and approaches of teaching language at secondary and senior secondary levels (L3: Apply)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit- I- Nature, Importance and Aims of Teaching History

A. Nature and Importance :

- Definitions concept and constituents of History, Introduction to historiography.
- What is history? What is relation/difference between past and history? How do we construct historical facts?
- Integration of the different aspect of History with other subjects like Geography, civics, Economics, science and Technology.
- Importance of Teaching History: Why should we learn history? History and National identity, History and imagination of national community.

B. Aims and objectives :

- General aims of Teaching History. NCF 2005
- Objectives of Teaching History- Instructional and Behavioural and their relationship with curriculum.
- Blooms Taxonomy of Educational objective.

Unit- II- History Curriculum

- Selection and organization of Historical materials :
 - (a) General Principles
 - (b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches, Patch approach and line of development approach

- The complex relationship of History curriculum and state, NCERT Textbook controversy, history curriculum in CBSE, ICSE, BSEB
- Qualities of a good History text- books.
- Curriculum reform in History - Critical appraisal of NCF- 2005, BCF- 2008 in the context of Social Science teaching

Unit- III- Instructional strategies and methods of History teaching

- Methods of Teaching History- Story Telling Method, Lecture Method, Dalton Plan, Discussion Method, Source Method, Project and Problem Solving Method.
- Techniques of teaching – Simulation, gaming, Brain storming, Team teaching
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Use of ICT in learning History without burden
- Teaching controversial topics in History.

Practicum:

- Activities based on the units of the paper in form of written assignments, performance or field works with a detailed report.

SUGGESTED READING

1. Aggarwal J.C. : Teaching of History
2. Ballard, M. : New Movements in the Study and Teaching of History.
3. Basham, A. L. : The wonder that was India
4. Bhatnagar, C.R.,: Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.
5. Bining and Bining :Social Studies in Secondary School
6. Blank : Foundation of History Teaching
7. E. H Carr: What is History
8. Ghate, V.D. : Ethihis Shikshan.
9. Gurucharandas Tyagi: Teaching of History
10. Johnson : Teaching of History
11. Khalilur Rob : Tadrees- E- Tareekh- NCPUL.
12. Kochhar, S : Teaching of History
13. Sharma, R. N. : Teaching of History
14. Yajnik, K. : The Teaching of Social studies in India.
15. Yogendra Kumar Singh: Teaching of History

PSS-08-METHOD OF TEACHING CIVICS- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Organize classroom teaching learning activities using various methods, techniques and approaches of Civics (L3: Apply)
- CO2: Analyse pedagogical practices and curriculum reforms in Civics (L4: Analyse)
- CO3: Integrate Civics with national politics, civic education and character building (L6: Create)
- CO4: Frame instructional objectives of teaching various topics of Civics (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims of Teaching Civics

- Concept, Meaning and definitions of Civics.
- Nature, Scope and Importance of Civics teaching at secondary level.
- Integration of Civics with other school subject.
- Civics teaching and national politics
- General Aims of teaching Civics at secondary level.
- Instructional and behavioural objective of Civics teaching at secondary level

Unit 2. Principles of curriculum construction

- Meaning and principles of curriculum
- Place of Civics in secondary and senior secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Curriculum reform in Civics- Critical appraisal of NCF- 2005, BCF- 2008 in the context of Social Science teaching
- Approaches to organize Civics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Civics curriculum at secondary level.
- Text books in Civics- Importance and qualities

Unit 3. Instructional Strategies for Civics Teaching

- **Methods of Teaching-:**
 - Expository Based : Lecture, debate, discussion, storytelling method
 - Discovery Based : Experimental/inquiry/problem solving, assignments
 - Activity Based : Simulation/gamming, survey method, source method, case study, project method.
- Individualized: Computer assisted instruction, modular, mastery learning, Dalton Plan
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques Of Teaching: Questioning, Dramatization, Role Playing, Brain Storming

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Develop a structure of curriculum of civics of any grade.
- A report on the organization, planning and outcome of excursion.
- A critical study of the present civics curriculum of Secondary School.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
- Assignment on any topic related to the civics teaching
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Aggarwal, J.C. Teaching of political services and civics, vikas publishing house pvt. ltd. New Delhi (1983)
2. Khanna S.D. Sexena, V.R. Lamba, T.P. and Murthy V. Teaching of civics. Boaba publishing house, New Delhi (1982)
3. Yadav, Nirmal, Teaching of Civics and Political Science, Anmol Publication pvt ltd., New Delhi (1994)
4. Rai, B.C. Method Teaching of civics, prakashan kendra, Lacknow (1990).
5. Taneja, V.R. Fundamentals of Teaching Social Sciences, Mohindra capital publishers, Chandigarh (1970).

PSS-09-METHOD OF TEACHING GEOGRAPHY- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Organize classroom teaching learning activities using various methods, techniques and approaches of Geography (L3: Apply)
- CO2: Explore the relationship of Geography with the environment, culture, values and society. (L4: Analyse)
- CO3: Formulate curriculum of secondary and senior secondary standards on the basis of recent reforms. (L6: Create)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims of Teaching Geography

- Nature, Scope, importance of Geography- Geography as a science and art, place of Geography in the school curriculum.
- Values of Teaching Geography- Moral, aesthetic, Utilitarian, practical, intellectual, vocational.
- Objectives of teaching Geography at the secondary school level in the context of Bihar.
- Integration of geography with other school subjects
- Writing instructional objectives in behavioural terms and their importance. Classifying them into categories of knowledge, understanding, application, skills etc

Unit 2. Geography curriculum

- Meaning and principles of curriculum development
- Critical study of existing Geography curriculum in Sec. School
- Curriculum reform in Geography - Critical appraisal of NCF- 2005, BCF- 2008 in the context of Social Science teaching
- Overview of the recent curriculum developments in Social Studies with special reference to Geography.
- Importance of text books and practical classes in geography

Unit 3. Methods & Approaches of Teaching Geography

- Method of teaching -Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Approach of teaching -Inductive- deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach.
- Importance of excursion and tours in understanding geography
- Techniques of teaching - Questioning, Dramatization, Role Playing, Brain Storming
- Computer Assisted Instruction
- Learning in groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Develop a structure of curriculum of geography of any grade.
- A report on the organization, planning and outcome of excursion.
- A critical study of the present Geography curriculum of Secondary School.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
- Assignment on any topic related to the geography teaching
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Bernard, H.C., Principles and Practice of Geography teaching
2. Dubey, S.K.; Advanced Geography teaching, Book Enclave, Jaipur.
3. Digumarti B.R. & Basha S.A., Methods of Teaching Geography, Discovery Publishing House, N. Delhi.
4. Hussain Majid, Ed. Methodology of Geography
5. Negi Vishal, New Methods of Teaching Geography, Cybertech Publications New Delhi.
6. Parsad ; Methods of Teaching Geography, ABD Publishers, Jaipur
7. Rao, M.S. Teaching of Geography.
8. Rai, B.C., Teaching of Geography, Prakashan Kendra, Lucknow.
9. Siddiqui; Teaching of Geography, ABD Publishers, Jaipur.
10. Zaidi, S.M.; Modern Teaching of Geography, Anmol Publication, N. Delhi.

PSS-10-METHOD OF TEACHING ECONOMICS- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain core economic terms, concepts and theories (L2: Understand)

CO2: Organize classroom teaching learning activities using various methods, techniques and approaches of Economics (L3: Apply)

CO3: Review the curriculum reforms in Economics (L4: Analyse)

CO4: Frame instructional objectives in Economics based on Bloom's taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and Aims of Teaching Economics

- Concept, Meaning and definition of Economics.
- Nature, Scope and Importance of Economics teaching at secondary level.
- Integration of Economics with other school subjects.
- General Aims of teaching Economics at secondary level.
- Instructional and behavioural objective of Economics teaching at secondary level and senior secondary level

Unit 2. Principles of Curriculum Construction

- Meaning and principles of curriculum construction
- Place of Economics in secondary and senior secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Developmental trends in Economics teaching at secondary level.
- Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Curriculum reform in Economics - Critical appraisal of NCF- 2005, BCF- 2008 in the context of Social Science teaching
- Textbook in Economics: Importance and qualities

Unit 3. Instructional Strategies for Economics Teaching

- Methods of Teaching:
 - Expository Based : Lecture, debate, discussion, storytelling method
 - Discovery Based : Experimental/inquiry/problem solving, assignments
 - Activity Based : Simulation/gamming, survey method, source method, case study, project method.

- Individualized: Computer assisted instruction, modular, mastery learning, Dalton Plan
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques of Teaching: Questioning, Dramatization, Role Playing, Brain Storming

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Collect information of 20 persons of a locality about their economic and non-economic activities
- Collect information from a local market about the price trends of five vegetable for a week, develop a table indicating the trend in price change and discuss in class
- Prepare a curriculum design for any grade of any board
- Critically analyze any one curriculum of economics
- Assignment on any relevant topic related to economic teaching
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Arora P.N. (1985) Evaluation in Economics.
2. Arora P.N. and Shrie, J.P. (1986) open book examination question in economics, New Delhi, NCERT.
3. Chakravarty, S. (1987) Teaching of Economics in India, Bombay, Himalya, Publishing.
4. Hicks, J.R. (1960) The social framework; An Introduction to economics, London: Oxford University Press.
5. Kanwar, B.S. (1973) Teaching of economics, Ludhiana, prakash Brothers.
6. Khan, R.S. Teaching Economics (in Hindi), Kota Open University, BE-13.
7. NECRT (1974) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.
8. Oliver, J.M. (1977), The Principle of teaching Economics within the curriculum, London, Routledge & Kegan Paul.
9. Siddiqu M.H. (1993), Teaching of economics, New Delhi, Ashish Publishing House.
10. Srivastava H.S. (1976) Unit tests in Economics, New Delhi, NCERT.
11. Tyagi, S.D. (1973), Teaching of economics, (In Hindi) Agra, Vinod pustak Bhandar.

PSS-11-METHOD OF TEACHING HOME SCIENCE- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Understand the concept, philosophy and aims of teaching Home Science (L2: Understand)
- CO2: Use the knowledge gained to improve health and hygiene, food and nutrition, home management and preservation of food (L3: Apply)
- CO3: Use appropriate teaching aids and co-curricular activities for effective teaching-learning (L3: Apply)
- CO4: Evaluate present curriculum of home science in schools and bring reforms (L5: Evaluate)

COURSE CONTENT

Unit 1: Aims and Objectives of Teaching Home Science

- Concept, meaning, and importance of Home Science education
- Philosophy of Teaching Home Science: From Rousseau to Modern age
- Aims and objective of teaching Home Science
- Classifications of objectives in behavioral terms.
- The Scope and component of Home Sc. - Health and Hygiene, Food and Nutrition, Home management, Preservation of Food, Child rearing, Textile and Clothing (brief introduction)

Unit 2. Curriculum and Textbook of Home Science

- Meaning and definitions of curriculum
- Principles and bases of curriculum construction
- Evaluation of present curriculum of home science in schools
- Home Science text books – functions and characteristics.
- Curriculum reforms in Home science

Unit 3. Teaching Aids and Other Activities

- Home science laboratory -: its equipments and maintenance.
- Audio – Visual aids in teaching Home Science at secondary level-: Blackboard, Flannel board and Bulletin board; Radio, film, T.V. & computer.
- Role of Excursion & visits.
- Co- curricular activities- socialized techniques ; role expectations

- Enquiry and discovery approach

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Preparations of a Home Science file that includes
 - (i) Drafting
 - (ii) Embroidery
 - (iii) Recipe
- Planning for Home Sc. Laboratory
- Family budget of Middle class income group
- Decoration of drawing room/ bedroom/ study room/ children's room/ guest room.
- Preparation of sick diet-anaemic, diabetic, High Cholesterol
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Rajamal P. Devdas, Methods of Teaching Home Science
2. Sherry, Teaching of Home Science
3. Report of the Education Commission 1964-66 (Education and National Development) Ministry of Education, Govt. of India, New Delhi
4. Home Economics- New Directions: A statement of Philosophy and objectives, Home Economics Association, Washington D.C, America
5. Devdas Rajamal P., Teaching of Home Science in Secondary School. The All India Council for Secondary Education, New Delhi
6. Report of the Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi
7. Seema Yadav, Teaching of Home Science., Anmol Publication

PSS-12-METHOD OF TEACHING COMMERCE- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the basic terminology and elementary ideas of Commerce (L2: Understand)
- CO2: Organize classroom teaching learning activities using various methods and techniques of Commerce. (L3: Apply)
- CO3: Analyse curriculum reforms and pedagogical practices in Commerce (L4: Analyse)
- CO4: Frame instructional objectives in Commerce based on Bloom's taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Need and Objectives of Commerce Education

- Meaning, Nature, Need and Scope of Commerce Education
- Justification for including commerce as an optional subject at school level
- Nature of general and specific objectives, behavioural objectives
- Technique of writing objective- instructional and behavioural
- Importance of Commerce in daily life
- Integration of commerce with other school

Unit 2. Curriculum of Commerce and Text books

- Concepts of curriculum and syllabus
- Principles of curriculum construction in commerce
- Place of Commerce in School curriculum especially in CBSE, ICSE and BSEB
- A critical appraisal of present commerce syllabi
- Commerce textbooks- importance and qualities, reference books and journals

Unit 3. Methods and Techniques of imparting Commerce Education

- Lecture Method
- Question-Answer Technique
- Discussion Method
- Project Method
- Problem Solving
- Games Method
- Computer Assisted Instruction

- Learning in groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques of teaching: Questioning, dramatization, role playing, Brainstorming

PRACTICUM (Any One)

Submission of report after doing work in any one of the following: **(Concerned teacher can devise assignment as per requirement of the course)**

- Preparing a curriculum Design for the commerce of any grade of any board
- Content analysis of any text book of commerce
- Assignment on any topic related to commerce
- Critical analysis of the curriculum of any grade of any board
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Aggarwal, J.C. (2010) Teaching of Commerce, A practical approach, New Delhi, Vikas Publication
2. Khan, M.S. (1982). Commerce Education, New Delhi, Sterling Publishers Private Limited.
3. Kapoor, N.D. (1990). Principles and Practice of Accountancy, New Delhi, Pitamber Publishing Company.
4. Maheshwar; S.N., & Maheshwari, S.K. (1989) Element of Business Studies, New Delhi, Asha Praka Greh.
5. Musselman and Hanna (1960) Teaching Book Keeping and Accountancy, New York, McGraw Hill Book Company.
6. Rao, Seema (1995) Teaching of Commerce, New Delhi, Anmol Publications Pvt. Ltd.
7. Venkateswarlu, K.; Methods of Teaching Commerce

PSS-13-METHOD OF TEACHING PHYSICAL SCIENCES- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Demonstrate the relationship of Physical Sciences with society, industrialization, sustainable development and peace (L2: Understand)
- CO2: Critically analyse the national and state level curriculum frameworks in the context of Physical Sciences (L4: Analyse)
- CO3: Select appropriate methods and techniques of teaching Physical Sciences in a given situation for effective classroom transactions (L5: Evaluate)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Significance and Objectives of Teaching Physical Science

- Nature of physical science: as a body of knowledge, method of inquiry and attitude towards life; theory and experimentation; relationship of physical sciences with other sciences
- Physical sciences and modern Indian society: Relationship of physical sciences and society, impact of physical sciences on modern Indian society with special reference to issues related with environment, industrialization, sustainable development and peace
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives
- Scientific attitude and scientific methods of inquiry as related of Physical Science Teaching

Unit 2. Physical Science Curriculum

- Meaning and definition of Curriculum
- Principles and steps of Curriculum construction
- Place of Physical Sciences in present secondary and senior secondary school curriculum with special reference to CBSE, CISCE and BSEB.
- Limitations of existing Physical Science curriculum at secondary school level
- Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of Science teaching
- Characteristics of a good physical science textbook

Unit 3. Methods and Approaches for Teaching of Physical Science

- Qualities and competencies of a physical science teacher
- Methods of teaching -: Inductive–deductive, analytic synthetic, heuristic, experimental, problem solving, project, lecture, demonstration, programmed instruction, team teaching
- Techniques of physical science teaching – oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching physical science : Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem Solving, Concept Mapping, Role of teacher in teaching these approaches

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Identification of specific learning difficulties in Physical Science
- Evaluation of the text book of physical science of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of Physical Science of any one grade of any one board at secondary or senior secondary level
- Preparation of a programmed instruction for the any unit of Physical Science
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Das, R.C., Science Teaching in Schools, Sterling Publishers, New Delhi.
2. Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
3. Gupta, S.K., Teaching Physical Sciences in Secondary School, Sterling Publishers, New Delhi.
4. Mangal, S.K., Teaching of Physical and Life Science, Arya Book Depot, Delhi.
5. NCERT; Teaching of Science in Secondary Schools
6. Sharma, R.C., Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
7. Siddiqui & Siddiqui; Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
8. Vaidya, N; The Impact of Science Teaching, Oxford & IBH Publishing Company.

PSS-14-METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Use scientific skills in identifying and applying appropriate scientific principles and methodologies to solve problems in their day to day life (L3: Apply)
- CO2: Critically analyse the national and state level curriculum frameworks in the context of Biological Sciences (L4: Analyse)
- CO3: Select appropriate methods and techniques of teaching Biological Sciences in a given situation for effective classroom transactions (L5: Evaluate)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope, Aims and Objectives of Teaching Biology

- Nature, scope and importance of Biological Sciences education
- Aims and objectives of teaching Biological Sciences in terms of their learning outcome
- Emergence and development of biological sciences education and contribution of eminent Indian biologists
- Scientific attitude and scientific method as the major objectives of Biological Science teaching

Unit 2. Biological Science Curriculum

- Meaning and definitions of curriculum
- Principles of curriculum construction and development of curriculum in Biology
- Place of Biological Sciences in present secondary and senior secondary school curriculum with special reference to CBSE, CISCE and BSEB.
- Defects in the existing Biological Science curriculum at secondary level.
- Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of Science teaching
- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology
- Characteristics of a good biological science textbook

Unit 3. Methods and Approaches for Teaching Biological Science

- Qualities and competencies of a Biological Science teacher
- Methods of teaching- Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, laboratory method, Project method, Programmed Instruction and Team Teaching.
- Techniques of Biological Science teaching – Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching biological science: Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem Solving, Concept Mapping, Role of teacher in teaching these approaches

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Identification of specific learning difficulties in Biological Science
- Evaluation of the text book of Biological Science of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of Biological Science of any one grade of any one board at secondary or senior secondary level
- Preparation of a programmed instruction for the any unit of Biological Science
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Anderson, O. Roger : Teaching Modern Idea of Biology, Teachers College Press, New York, 1972.
2. Green, T.L. : Teaching of Biology in Tropical Secondary School, Oxford University Press, London, 1965.
3. Mangal, S.K. : Teaching of Physical and Life Sciences, Arya Book Depot, Delhi, 1995.
4. Miller, David F. & Blaydes, G.W. Methods and Materials for Teaching the Biological Sciences. McGraw- Hill Biik co, Inc., New York, 1962.
5. Nasreen, Nakhat : Methods of Teaching Biological Science, Authors Press, New Delhi, 2008
6. NCERT : Teaching of Science in Secondary Schools, 1982.
7. Sharma, R.C. : Modern Science Teaching, Dhanpat Rai & Sons, Delhi- 1995.
8. Siddiqui, N.N. & Siddiqui, M.N. Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1994.
9. Sood, J.K. : Teaching of Life Sciences, Kohli Publishers, Chandigarh, 1987

PSS-15-METHOD OF TEACHING MATHEMATICS- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

- CO1: Apply Mathematical skills such as information ordering, formulating, reasoning, critical thinking and problem solving in tackling daily life problems (L3: Apply)
- CO2: Analyze the existing content of the Mathematics curriculum prescribed by BSEB, CBSE and CISCE in secondary and senior secondary schools (L4: Analyze)
- CO3: Critically analyse national and state level curriculum frameworks in the context of Mathematics (L4: Analyze)
- CO4: Select appropriate methods and techniques of teaching Mathematics for effective classroom transactions (L5: Evaluate)

COURSE CONTENT

Unit 1. Aims and Objectives of Teaching Mathematics

- Meaning and nature of Mathematics: role of axioms, hypothesis, postulates, operations
- Scope of Mathematics as school subject and in daily life operations
- Developmental trends in Mathematics teaching
- Integration of Mathematics with other school subject
- Aims and objectives of teaching mathematics, instructional and behavioural objectives with reference to Bloom's Taxonomy of educational objectives

Unit 2. Mathematics Curriculum and Text Book

- Meaning and definition of curriculum
- Bases and principles of curriculum construction
- Place of mathematics in secondary school (IX to XII) curriculum with special reference to CBSE, CISCE and BSEB
- Curriculum reform in Mathematics – Critical appraisal of NCF- 2005, BCF 2008 in the context of Mathematics teaching
- Text books and supplementary materials in Mathematics.

Unit 3. Methods and Approaches for Teaching of Mathematics

- Qualities and competencies of a Mathematics teacher
- Methods of teaching -: Inductive–deductive, Analytical synthetic, heuristics, experimental, problem solving, project, lecture, demonstration, Programmed instruction, team teaching
- Techniques of mathematics teaching – Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching mathematics: Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem Solving, Concept Mapping, Role of teacher in teaching these approaches

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Identification of specific learning difficulties in mathematics
- Evaluation of the text book of mathematics of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of mathematics of any one grade of any one board at secondary or senior secondary level
- Preparation of a programmed instruction for the any unit of mathematics.
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Aggarwal, S.M., Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi
2. Chaddha & Aggarwal; The teaching of Mathematics, Dhanpat Rai and Sons, Delhi
3. Jain, Ganit Shikshan, Rajasthan Hindi Grantha Akadmi, Jaipur
4. Jangira&Singh ; Core Teaching skills: Micro-teaching Approach, NCERT, New Delhi.
5. Mangal, S.K., A Text book on Teaching of Mathematics, Prakash brothers, Ludhiana
6. NCERT;Content- cum-methodology of Teaching Mathematics, New Delhi.
7. Rawat & Aggarwal; Ganit Shikshan, Vinod Pustak Mandir, Agra
8. Sidhu, K.S., The teaching of Mathematics, Sterling Publishers, New Delhi.

PSS-16-METHOD OF TEACHING COMPUTER SCIENCE- PART- (I)

Course No.: 7a

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the nature, scope and aims of teaching Computer Science (L2: Understand)
- CO2: Select appropriate methods and techniques of teaching Computer Science in a given situation for effective classroom transactions (L5: Evaluate)
- CO3: Frame curriculum and course content of Computer Science at secondary and senior secondary levels (L6: Create)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope and aims of teaching Computer Science

- Meaning and Concept
- Nature and Scope
- Importance of Computer Science
- Aims of teaching computers
- Difference between aims and objectives
- Instructional objectives
- Taxonomy and writing Instructional objectives in behavioural terms

Unit 2. Development of Computer Science and its Curriculum

- First step in computing
- History of Computers in India
- Importance and Limitations of Computer
- Curriculum (meaning and concept)
- Principles of curriculum construction
- Development of Computer Science Curriculum
- Place in the School Curriculum in the era of globalization.

Unit 3. Methods of Teaching and Teaching strategies in Computer Science

- Lecture method
- Demonstration method Discussion Method
- Laboratory method
- Heuristic method

- Project method
- Assignment method
- Problem solving method
- Computer Assisted Instruction

PRACTICUM (Any One) (Concerned teacher can devise assignment as per requirement of the course)

- Develop a curriculum design for the computer science for any grade
- Preparation of CAI
- Power point presentation on any topic
- Preparation of teaching aids through Computer.
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Aggarwal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi, Vikas Publishing House, Pvt. Ltd.
2. Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press, 1937.
3. Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York, MC Graw Hill Book Co., 1952
4. Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences. Delhi, Atma Ram & Sons, 1965
5. Chaudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
6. Chaudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
7. Dale, E, Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
8. Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press, 1951
9. Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi.
10. Singh, Y.K. & Nath Ruchika; Teaching of Computer Science, A.P.H. Publishing Corporation, New delhi.

ASSESSMENT FOR LEARNING

Course No.: 9

Theory: 70 Marks

Course Credit: 4

Practicum: 30 Marks .

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Differentiate among various forms of evaluation and the three domains of learning for a holistic learning experience of students (L2: Understand)
- CO2: Use the knowledge of intelligence and personality assessment techniques to carry out case studies and action research (L3: Apply)
- CO3: Carry out statistical analysis on a given data of achievement test (L4: Analysis)
- CO4: Create achievement tests using quality assurance tools like item analysis, reliability and validity and design process-oriented tools for carrying out authentic assessment (L6: Create)

COURSE CONTENT

Unit 1: Introduction to Assessment & Evaluation

- Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Forms of assessment : -
 1. Based on purpose: Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced
 2. Based on nature & scope: Teacher made, standardized
 3. Based on mode of response: Oral, written, performance
 4. Based on administrative condition: Internal, external, self, peer & teacher
 5. Based on nature of information gathered: Quantitative & qualitative
 6. Based on context: Authentic assessment, school based assessment
- Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.

Unit 2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning
- Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.

- Constructing table of specifications and writing different forms of questions – (VSA, SA, ET and objective type)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation

Unit 3. Assessment for Learning

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; criteria for assessment of social skills in collaborative or cooperative learning situations.
- Quality assurance in tools – Reliability (Test-retest; Equivalent forms, Split-half) and Validity (Face, Content, Construct) – Procedure to establish them; Item - analysis.
- Portfolio assessment – meaning, scope and uses; developing and assessing portfolio; development of Rubrics.

Unit 4. Individual psychological assessment

- Measurement of Intelligence: Individual- Group, Verbal-Non-verbal
- Measurement of Aptitude: Aptitudes tests and its uses
- Measurement of Interest: Use of Interest Inventories
- Measurement of Attitude: Use of Attitude Scales
- Measurement of Personality

Unit 5. Interpretation and Reporting of student's performance

- Interpreting student's performance
 1. Descriptive statistics (measures of central tendency and measures of variability)
 2. Graphical representation of data
 3. NPC, percentile and percentile rank
 4. Rank Difference Co-relation Coefficient by Spearman
- Grading – Meaning, types, and its uses; Choice Based Credit System (CBCS)
- Assessing institutional performance– Methods used: (i) Pupil evaluation- progress reports, cumulative records, profiles and their uses, (ii) Teacher evaluation- use of pupil rating, peer rating, supervisor rating, community rating, (iii) Evaluation of institutional performance

PRACTICUM

- Construction of a table of specification on a specific topic (subject specific)
- Construction of a unit test using table of specifications and administering it to target group and interpreting the result.
- Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- Administration of a psychological tests and interpretation of test results
- Determination of reliability or validity of any self-made test
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students
- Analysis of question papers(teacher made)
- Any activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

SUGGESTED READING

1. Chauhan, C. P. S. (1993): Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers
2. Gronlund, N. E. (2004): Writing Instructional Objectives for Teaching and Assessment, Delhi: Pearson/Merrill/Prentice Hall
3. Linn, Robert and Norman E. Gronlund (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA
4. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
5. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading – Writing Classroom. Norwood, MA: Christopher-Gordon Publishers
6. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: the Achievement Cycle. Larchmont, NY: Eye no Education
7. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
8. Likert, R. (1932). A Technique for the Measurement of Attitudes. Archives Psychology, 40.
9. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8th ed.): Chapter 10: Describing Educational Data.
10. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.
11. Payne, D. A (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
12. Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
13. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.

14. Singh, A. K. (2002): Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan Publishers & Distributors
15. T.V.Somashekar (2006) Educational Psychology & Evaluation, Bangalore, Nirmala Prakashana.
16. Ward, A. W. & Ward, M. M. (1999): Assessment in the Classroom. Wadsworth: International Thomson Publishing Company

EPC2: DRAMA AND ART IN EDUCATION

Course No.: EPC:2

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe Indian craft traditions and folk arts, local specific arts and other cultural components that constitute national heritage (L2: Understand)
- CO2: Do comparatively analysis studies in the fantasy plays and plays of moral values, examine the current state of plays and review the effects of plays on society in present times (L4: Analysis)
- CO3: Use artistic and aesthetic sense in day-to-day life situation and achieve a balanced growth as a social being in tune with our culture (L3: Apply)
- CO4: Communicate clearly (pronunciation, stress, and intonation) and use language for various oral and written artistic expressions (L6: Create)

COURSE CONTENT

Unit 1: Drama as performing Art and its Relevance to Education

- Understanding the concept of drama and its relevance for Education
- Drama as a pedagogy
- Organizing Drama: preparatory activities and resources, dramatic society
- Playing Drama: story, dialogue, characters, symbols, creating different situations
- Knowledge of Indian regional and contemporary drama
- Social relevance of dance and drama in contemporary Indian scene

Unit 2. Visual Arts and Crafts

- Understanding visual arts and crafts with their relevance for Education
- Visual arts and crafts as pedagogy
- Knowledge of basic colour and design sense
- Visual arts and crafts : different forms, basic resources and their use
- Knowledge of Indian Craft Traditions and regional folk arts
- Appreciating visual arts and crafts in learners

Unit 3. Art-aided Learning and Role of a Teacher

- Integrating Drama with school curriculum
- Integrating Arts and Crafts with school curriculum
- Visualizing school and classroom as a space for art aided learning

- Preparation of teachers for art and craft aided learning in their own locality/State - sculpture, architecture, painting and other forms of craft tradition in daily life
- Role of media and technology in the study and propagation of dance/drama

PRACTICUM

- Preparation of a drama script on a school based topic
- Preparation of multi-media materials for art education in Senior Secondary School.
- Organization of Area Club: the objectives, functions and evaluation.
- Learning the art of play-writing by devising and writing an original play from school curriculum.
- Playing other forms of theatre, stage play, skits, mime, street plays.
- Any activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

SUGGESTED READING

1. Booth, D. 1994. *Story Drama: Reading, Writing & Role-playing Across the Curriculum*. Pembroke Publishers Ltd.
2. Bowell, P. and B. Heap. 2001. *Planning Process Drama*. London: David Fulton. An excellent introduction to planning process drama. Simple, thoughtful, and enthusiastic.
3. Erion, P. 1996. *Drama in the Classroom: Creative Activities for Teachers, Parents & Friends*. Lost Coast Press.
4. Grady, S. 2000. *Drama and Diversity: A Pluralistic Perspective for Educational Drama*. Portsmouth, NH: Heinemann.
5. Heinig, R. 1992. *Creative Drama for the Classroom Teacher*. Allyn and Bacon.
6. Heathcote, D. and L. Johnson. 1991. Ed. C. O'Neill. *Collected Writings on Education and Drama*. Evanston, IL: Northwestern University Press.
7. Hornbrook, D. 1991. *Education in Drama: Casting the Dramatic Curriculum*. RoutledgeFalmer.
8. Keller, B. 1988. *Improvisations in Creative Drama: Workshops and Dramatic Sketches for Students*. Colorado Springs: Meriwether Publishing.
9. McCaslin, N. 1995. *Creative Drama in the Classroom and Beyond*. Addison-Wesley.
10. Peterson, L. and D. O'Connor. 1997. *Kids Take the Stage: Helping Young People Discover the Creative Outlet of Theater*. New York: Backstage Books. Deals mostly with play production (i.e. —how to put on a show||), but also has good standalone exercises on relaxation, sensory awareness, etc.
11. Pomer, J. 2001. *Perpetual Motion: Creative Movement Exercises for Dance and Dramatic Arts*. Champaign, IL: Human Kinetics, Inc.
12. Spolin, V. 1983. *Improvisation for the Theatre*. Evanston, IL: Northwestern University Press. Essential handbook of improvisational activities for skill-building and theatrical exploration.

13. Spolin, V. 1986. Theatre Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern University Press.
14. Tarlington, C. and W. Michaels. 1995. Building Plays. Markham, Ontario: Pembroke. A step-by-step guide for creating performance events from process-oriented drama work.
15. Tarlington, C. and P. Verriour. 1991. Role Drama. Portsmouth, NH: Heinemann. A useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama. 2 Year B.Ed. Syllabus of Patna University
16. Wagner, Betty Jane. 1999. Dorothy Heathcote: Drama As a Learning Medium. Portsmouth, NH: Heinemann.
17. Wilhelm, J. and B. Edmiston. 1998. Imagining to Learn: Inquiry, Ethics, and Integration Through Drama. Portsmouth, NH: Heinemann.

EPC3: CRITICAL UNDERSTANDING OF ICT

Course No.: EPC:3

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the meaning and advantages of Information and Communication Technology (L2: Understand)
- CO2: Identify component and types of computer and networking (L2: Understand)
- CO3: Use open source base operating system and office software with basic competency (L2: Understand)
- CO4: Display skills of creating e-content using her insights in the merits of multimedia contents. (L6: Create)

COURSE CONTENT

Unit I: Basics in ICT and Computer Applications

Theory

- Information and Communication Technology: Meaning, nature and advantages
- Emerging technology of education: Synchronous and asynchronous modes of communication; teleconferencing
- Types of computers,
- Computer Network-LAN, WAN and Internet - concept and architecture
- Indian languages and computing

Practical

- Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Exploring the Computer hardware (anatomy, input devices, output devices, storage devices, display devices), Conducting hardware troubleshooting and diagnosis
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices.
- Typing in English and Indian languages

Unit II: Basic Computer Software Applications

Theory

- Software –meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)

- Open source software: concept, philosophy, types, and advantages. Open source educational software
- Operating system-meaning and types, Merit and demerits of Ubuntu operating system
- LibreOffice: Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications.

Practical

- Exploring Ubuntu, a popular operating system navigating the desktop, and file system, Exploring the software center, Installing an app
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
- Utility tools: pdf creator, file archiving, file converter, antivirus

Unit 3: ICT based Education and Evaluation

Theory

- E-content: design, development, standards, learning objects and reusability, and authoring tools
- Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education
- Tools to check plagiarism

Practical

- Exploring different software for educational use.
- Technology supported presentations/projects/assignments: Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.
- Emerging Issues in ICT: Net neutrality, Internet Privacy, ICT Policy in Education.
- Question Bank Development in school scenario (with inbuilt Evaluation mechanism)
- Group Meeting platforms like Zoom and Google Meet; Learning Management System (LMS) like Moodle; MOOCs like SWAYAM & Coursera

SUGGESTED READING

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
3. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
4. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi
5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New Delhi
6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi

7. James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
8. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
9. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
10. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
11. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
12. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi.
Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
13. Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi

B.Ed. 3rd Semester

PEDAGOGY OF SCHOOL SUBJECT – PART-II

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

Pedagogy of a School Subject (PSS)-Part I may be any One of the following Courses which is relevant for the candidate i.e. she has studied its related content as a subject at Graduation/Post-Graduation level:

- PSS-01- Method of Teaching English- Part- (II)
- PSS-02- Method of Teaching Hindi- Part- (II)
- PSS-03- Method of Teaching Sanskrit- Part- (II)
- PSS-04- Method of Teaching Urdu- Part- (II)
- PSS-05- Method of Teaching Arabic- Part- (II)
- PSS-06- Method of Teaching Persian- Part- (II)
- PSS-07- Method of Teaching History- Part- (II)
- PSS-08- Method of Teaching Civics- Part- (II)
- PSS-09- Method of Teaching Geography- Part- (II)
- PSS-10- Method of Teaching Economics- Part- (II)
- PSS-11- Method of Teaching Home Science- Part- (II)
- PSS-12- Method of Teaching Commerce- Part- (II)
- PSS-13- Method of Teaching Physical Sciences- Part- (II)
- PSS-14- Method of Teaching Biological Sciences- Part- (II)
- PSS-15- Method of Teaching Mathematics- Part- (II)
- PSS-16- Method of Teaching Computer Science- Part- (II)

Detailed syllabus of each course has been given in the subsequent pages

PSS-01-METHOD OF TEACHING ENGLISH- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe the constitutional provisions and policies of language education (L2: Understand)
- CO2: Recognize and employ the modern methods of teaching English. (L4: Apply)
- CO3: Construct behavioural objectives of teaching English, of different levels of Bloom's Taxonomy (L6: Create)
- CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENTS

Unit- I- Planning for Teaching

- Meaning and importance and approaches of lesson planning, steps of lesson plan- B.S. Blooms Model
- Skills of teaching: Core skills and planning of Micro lessons
- Teaching of Prose: Major steps in the planning of a prose lesson
- Teaching of Poetry: Major steps in the planning of a poetry lesson
- Teaching of Grammar: It's place, methods and planning
- Paradigm shifts in language learning: 5E approach

Unit –II - Aids of Teaching

- Meaning and importance of teaching aids
- Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, etc.
- Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc.
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of English
- Innovations in Teaching Aids in English.
- English library, English classroom
- Text books in English- Importance and qualities

Unit –III- Evaluation Techniques

- Concept and types of evaluation
- Characteristics of a good test
- Construction of achievement test in English
- Ways of testing- reading, writing, speaking, grammar and vocabulary

- Qualities of an English Teacher- an evaluative approach

Practicum

- Develop an album of teaching aids for English teaching
- Keeping in view the needs of the children with special needs prepare two activities for English teachers
- Construction of achievement test
- Preparation of a unit plan
- Practice in language laboratory to pronounce English correctly
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Bansal Suraksha & Maheshwari Rakhi (2014). Essentials of English Teaching. Lall Book Depot.
2. Bhatia K.K. (2013). Teaching and Learning English as a foreign language. Kalyani Publishers.
3. Condappa De Philomena, Sivakumar P. (2005). Enhancing Reading skills through Multimedia. Neelkamal Publications.
4. David A. (2005). Teaching English as a Second Language. Commonwealth Publishers.
5. Ediger Marlow, Rao BhaskaraDigumarti (2003). Teaching Language Arts successfully. Discovery Publishing House.
6. Kaushik D.P.(2015). Teaching of English. Agrawal Publications.
7. Khan Ali Masood (2004). Modern Approach to Teaching English. Sublime Publication.
8. Mahalingam Rema, David Sunita (2012). Trends in English Language Teaching: The Challenging Langscape of English. Commonwealth Publishers.
9. Patil Z.N. (2012). Innovations in English Language Teaching. Orient Blackswan.
10. Position Paper National Focus Group on Teaching of English (2006). NCERT.
11. Shamsi Nayyer (2004). Modern Teaching of English. Anmol Publications.
12. Sharma Nath ram (2004). English Teaching. Surjeet Publications.
13. Sharma R.A.,Chaturvedi Shikha (2016).Pedagogy of School Subject English. Vinay Rakheja.
14. Sharma S.R. (2002). Teaching Methods in Foreign Language. Shubhi Publications Delhi.
15. Singh Y.K. (2005). Teaching English. APH Publishing Corporation.
16. Singh Y.K. (2005). Teaching of English.APH Publishing Corporation.
17. SitalakshmiT.K.(2013). Teaching and Rearing General English. Pacific Books International.
18. VenkateshwaranS.(2005). Principles of Teaching English. Vikas Publishing House.
19. Verghese B.V. (2002). Creativity in English Language Teaching. Anmol Publications.
20. Verghese B.V. (2002). Teaching English as a Bilingual Language. Anmol Publications.

PSS-01-METHOD OF TEACHING HINDI- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

पाठ्यक्रम लब्धि

इस पाठ्यक्रम को पूरा करने पर छात्राध्यापक

- CO1: कक्षा शिक्षण के लिए प्रभावपूर्ण शिक्षण सामग्री बना पायेंगे(L6: Create)
- CO2: छात्रों में बहुभाषी कौशल विकसित करने में हिन्दी शिक्षक की भूमिका को समझ पायेंगे(L2: Understand)
- CO3: साहित्यिक तथा भाषायी शिक्षण का संतुलन बनाते हुए पाठ योजना बनाना सीख पायेंगे(L4: Apply)
- CO4: मूल्यांकन के विभिन्न उपकरणों तथा तकनीकों का निर्माण, विकास, तथा उपयोग करने की क्षमता विकसित कर पायेंगे(L4: Apply)

पाठ्यक्रम

अन्विति १: शिक्षण योजना

- मातृभाषा तथा राष्ट्र भाषा के रूप में हिन्दी के विशेष संदर्भ में भाषा शिक्षण के सामान्य सिद्धांत
- पाठ-योजना का अर्थ तथा महत्व, पाठ-योजना के चरण – बी. एस. ब्लूम मॉडल एवं 5ई-मॉडल
- शिक्षण कौशल: मूल शिक्षण कौशल तथा उनके विकास के लिए लघु-पाठ योजना
- भाषाओं के मूल कौशल
- बहुभाषी कक्षा में हिन्दी शिक्षण की विधियाँ

अन्विति २: शिक्षण सहाय सामग्री

- शिक्षण सहाय सामग्री: अर्थ तथा महत्व
- सरल शिक्षण सहाय सामग्री: श्याम पट, चित्र, चार्ट तथा मानचित्र, मॉडल, फ्लैश कार्ड, कठपुतली, मैग्नेटिक बोर्ड

- तकनीकी सहाय सामग्री: रेडियो, टेप रिकार्डर, टेलीविजन, वीडियो, ओवरहेड प्रोजेक्टर, एल सी डी प्रोजेक्टर, डी वी डी, कम्प्यूटर, इंटरएक्टिव बोर्ड
- कम्प्यूटर आधारित हिन्दी भाषा शिक्षण; भाषा प्रयोगशाला तथा हिन्दी शिक्षण में इसका महत्त्व
- हिन्दी की अच्छी पाठ्यपुस्तक की मुख्य विशेषताएँ

अन्विति ३:मूल्यांकन तकनीक

- मूल्यांकन की अवधारणा तथा प्रकार
- अच्छे जाँच उपकरण की विशेषताएँ
- हिन्दी में उपलब्धि परीक्षण उपकरण का निर्माण
- पठन, लेखन, वाचन, व्याकरण, तथा शब्दावली परीक्षण के तरीके
- हिन्दी शिक्षक की विशेषताएँ- मूल्यांकन दृष्टिकोण

प्रायोगिक कार्य

- हिन्दी साहित्य के ऐतिहासिक कालों की विशेषताओं की कक्षा में प्रस्तुति तथा प्रदत्तकार्य
- समावेशी कक्षा के लिए पाठ योजना का निर्माण
- उपलब्धि परीक्षण का निर्माण
- इकाई योजना का निर्माण
- पाठ्यक्रम के विभिन्न अन्वितियों से जुड़े लिखित दत्त कार्य, विस्तृत लिखित रपट के साथ प्रस्तुति या फील्ड गतिविधियाँ

संदर्भ ग्रंथ

1. शिखा चतुर्वेदी, 2010, हिन्दी शिक्षण, आर लाल बुक डिपो, मेरठ
2. निरंजनकुमार सिंह, 1994, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
3. जयनारायण कौशिक, 2001, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, पंचकुला
4. मार्तण्ड शर्मा, 2011, हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद
5. भगवान दास, 2009, सफल हिन्दी शिक्षण, ओमेगा पब्लिकेशन्स, नई दिल्ली
6. केशव प्रसाद, 2008, हिन्दी शिक्षण, धनपत राय पब्लिशिंग कम्पनी नई दिल्ली
7. कृष्णनन्दन प्रसाद अभिलाषी, 1984, हिन्दी अध्यापन, बिहार हिन्दी ग्रंथ अकादमी, पटना
8. एस आर शर्मा, 2006, भाषा शिक्षण, अर्जुन पब्लिशिंग हाऊस

9. सत्यनारायण दुबे 'शरतेन्दु', 2011, सरल हिन्दी-भाषा-शिक्षण, शारदा पुस्तक भवन, इलाहाबाद
10. भाई योगेन्द्र जीत, 2010, हिन्दी भाषा शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा-2
11. के. आय. सतिगेरी, 2009, नूतन हिन्दी शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा-2
12. प्रीतम प्रसाद शर्मा, महेश चन्द्र गुप्ता, 2007, हिन्दी शिक्षण, साहित्यागार, जयपुर
13. रामशकल पाण्डेय, 2010, हिन्दी शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा
14. बैकुण्ठ नाथ ठाकुर, 1986, हिन्दी कहानी का शैली विज्ञान, बिहार हिन्दी ग्रंथ अकादमी, पटना
15. शोभाकान्त मिश्र, 1972 काव्यगुणों का शास्त्रीय विवेचन, बिहार हिन्दी ग्रंथ अकादमी, पटना-3
16. रामदेव त्रिपाठी, 1990, हिन्दी भाषा विज्ञान, बिहार हिन्दी ग्रंथ अकादमी, पटना
17. सीतारामझा 'श्याम', 2003, भाषा विज्ञान तथा हिन्दी भाषा का वैज्ञानिक विश्लेषण, बिहार हिन्दी ग्रंथ अकादमी, पटना
18. शोभाकान्त मिश्र, 1986, शब्दार्थ-तत्त्व, बिहार हिन्दी ग्रंथ अकादमी, पटना
19. भगवानदास वर्मा, 1998, हिन्दी-साहित्य शास्त्र, यूनिवर्सिटी पब्लिकेशन, नई दिल्ली
20. आचार्य राममचन्द्र शुक्ल, 2009, हिन्दी साहित्य का इतिहास, वंदना पब्लिकेशन्स
21. विश्वनाथ त्रिपाठी, 2010, हिन्दी साहित्य का सरल इतिहास, ओरियंट ब्लैकस्वान
22. हरिहर नाथ द्विवेदी, 1971, निबंध सिद्धान्त और प्रयोग, बिहार हिन्दी ग्रंथ अकादमी, पटना-3

PSS-03-METHOD OF TEACHING SANSKRIT- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe the constitutional provisions and policies of language education (L2: Understand)
- CO2: Recognize and employ the modern methods of teaching Sanskrit. (L4: Apply)
- CO3: Construct behavioural objectives of teaching Sanskrit, of different levels of Bloom's Taxonomy (L6: Create)
- CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENTS

Unit I: Planning for teaching

- Translation method for teaching Sanskrit, Its advantages and limitations.
- Direct method for teaching Sanskrit, its main principles and techniques.
- Other methods-: Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model
- Skills of Teaching: Core skills and planning micro-lessons for their development
- Basis skills of languages.

Unit II: Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone
- Computer Assisted Language learning
- Language laboratory and its importance in the teaching of Sanskrit language

Unit III: Evaluation Techniques

- Concept and types of Evaluation
- Characteristics of a good test
- Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items
- Ways of testing reading, writing, speaking, grammar and vocabulary

- Qualities of an Sanskrit Teacher- an evaluative approach

Practicum

- Develop an album of teaching aids for Sanskrit teaching
- Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers
- Construction of achievement test
- Preparation of a unit plan
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

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2. Chaturvedi, S.P. Sanskrit Shikshan.
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PSS-04-METHOD OF TEACHING URDU- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Use Urdu in developing multilingual skills in students (L3: Apply)
- CO2: Plan the lesson with a balance of prose, poetry and grammar teaching (L3: Apply)
- CO3: Designing effective instructional strategies to teach Urdu (L6: Create)
- CO4: Design, develop and use various tools and techniques & evaluation (L6: Create)

COURSE CONTENTS

Unit I: Planning for teaching

- General principles of language teaching with special reference to Urdu as mother-tongue..
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Methods of teaching Urdu for Non-Urdu speaking people

Unit II: Aids of Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Urdu language learning.
- Language laboratory and its importance in the teaching of Urdu Language.
- Salient features of a good text-book in Urdu
- Co-Curricular activities in Urdu:KhushNawesi, Mushairah, Baitbazi, Bazm-e Adab,Mobahisa, Adbi- Numaish, AdbiMaqale, MojallahwaMoraqqa

Unit III: Evaluation Techniques

- Concept and types of Evaluation
- Characteristics of a good test
- Construction of achievement test in Urdu with Essay type, Short answer type and Objective type items
- Ways of testing reading, writing, speaking, grammar and vocabulary

- Qualities of an Urdu Teacher- an evaluative approach

Practicum

- Develop an album of teaching aids for Urdu teaching
- Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers
- Construction of achievement test
- Preparation of a unit plan
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

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2. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Beg, Mirza Khalil Urdu Zaban Ki Tareekh, Aligarh: Educational Book House.
6. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
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8. Douglas, D. (2000). Assessing Language for Specific Purposes, New York: Cambridge University Press.
9. Lado, R. (1983). Language Teaching: A Scientific Approach, New Delhi: McGraw Hill.
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PSS-05-METHOD OF TEACHING ARABIC- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Use Arabic in developing multilingual skills in students (L3: Apply)
- CO2: Plan the lesson with a balance of prose, poetry and grammar teaching (L3: Apply)
- CO3: Designing effective instructional strategies to teach Arabic (L6: Create)
- CO4: Design, develop and use various tools and techniques & evaluation (L6: Create)

COURSE CONTENTS

Unit I: Lesson Planning and Methods of Teaching

- General principles of language learning with special reference to Arabic
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Translation method for teaching Arabic, it's advantages and limitations.
- Direct method for teaching Arabic, its main principles and techniques.
- Comparison between translation method and direct method.

Unit II: Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted language learning
- Language laboratory and its importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic. Comparative Analysis of prescribed textbooks of different Boards
- Co-curricular activities in Arabic: Elegant writing, Musabiqah-al-Abyat, Mutahiratun She'riah.

Unit III: Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.
- Qualities of an Arabic Teacher- an evaluative approach

Practicum

- Develop an album of teaching aids for Arabic teaching
- Keeping in view the needs of the children with special needs prepare two activities for Arabic teachers
- Construction of achievement test
- Preparation of a unit plan
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
2. Al-Naqa, Mahmum K. (1978). Asasiyat Talim-al-Lugha-al Arabic Li Ghairal- Arabic, ALESCO, Khartoum (Sudan), International Institute of Arabic Language.
3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
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10. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nd ed. New York: Oxford University Press.
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PSS-06-METHOD OF TEACHING PERSIAN- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Use Persian in developing multilingual skills in students (L3: Apply)
- CO2: Plan the lesson with a balance of prose, poetry and grammar teaching (L3: Apply)
- CO3: Designing effective instructional strategies to teach Persian (L6: Create)
- CO4: Design, develop and use various tools and techniques & evaluation (L6: Create)

Unit I: Lesson Planning and Methods of Teaching

- General principles of language learning with special reference to Persian
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model
- Skills of Teaching: Core skills and planning micro-lessons for their development
- Basis skills of language learning
- Translation method for teaching Persian, its advantages and limitations
- Direct method for teaching Persian, its main principles and techniques
- Comparison between translation method and direct method

Unit II: Aids to Teaching

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, and Video, Overhead projector, LCD projector, and Gramophone and lingua phone.
- Computer Assisted language learning.
- Language laboratory and its importance in the teaching of Persian Language
- Salient features of a good text-book in Persian
- Co-curricular activities in Persian: Elegant writing, Baitbazi, Mushaira etc

Unit III: Evaluation Techniques

- Concept and types of Evaluation.
- Concept and Components of Continuous Comprehensive Evaluation (CCE).
- Characteristics of a good test.
- Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.

- Qualities of an Ideal Persian Teacher- an evaluative approach.

Practicum

- Develop an album of teaching aids for Persian teaching
- Keeping in view the needs of the children with special needs prepare two activities for Persian teachers
- Construction of achievement test
- Preparation of a unit plan
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian: Cairo: Matba'at al-sa'adat.
2. Ash'ari, Mohammad (1994). Teaching Persian by Persian. Tehran: Monir: Cultural Centre Publication.
3. Avchinika, A. & A. Mohammed Zadeh (1996). Teaching Persian Language, Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). Language Testing in Practice, New York: Oxford University Press.
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10. Lado, R. (1983). Language Teaching: A Scientific Approach, McGraw Hill, New Delhi.
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PSS-07-METHOD OF TEACHING HISTORY- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

- At the completion of the course, the prospective teachers will attain the ability to:
- CO1: Prepare teaching aids and devise formal and non-formal activities to facilitate learning social sciences (L6: Create)
 - CO2: Set up and maintain a history resource centre (L6: Create)
 - CO3: Prepare lesson plans and unit plans for timely and organized curricular transactions (L6: Create)
 - CO4: Prepare different types of achievement tests in social science at different levels of learning (L6: Create)

COURSE CONTENTS

Unit- I- Aids and Activities in History Teaching

- Teaching learning materials: Reference material- archives, archeological survey report, Newspaper and periodicals, etc
- Selecting and using teaching aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources
- Organizing co- curricular activities: History club, Study circles, Debate, Exhibition, Seminars and Discussion, Preparation of Scrap book, History Museum
- Importance of tour and excursion in history teaching

Unit –II- Instructional Planning

- Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills
- Preparing the programme of work for the year
- Unit Planning : Need and steps
- Lesson planning: Meaning, importance, approaches, format, characteristics of a good lesson plan.
- Students centered planning: 5-E approach

Unit –III- Evaluation in History

- Evaluation: meaning, concept and importance
- Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations
- Tools of Evaluation

- Qualities of a good evaluating tool
- Essay and objective type tests: Merits and limitation
- Construction of achievement Test in History

Practicum

- Organisation of history exhibition on a particular theme
- Preparation of an album as an aid to the teaching of history
- Preparation of Model on any historical topic
- Preparing a resource unit on a topic of their choice in history
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of History
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. A.L. Bashim, 2011, A Cultural History of India, Oxford University Press, New Delhi.
2. B.C. Rai. 2005, Method the Teaching of History, Prakashan Kendra, Lucknow.
3. B.D. Saida & Sahab Singh, 2006, Teaching of History. Dhanpat Rai Publishing Co. Pvt. Ltd., New Delhi.
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PSS-08-METHOD OF TEACHING CIVICS- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Utilize the different teaching aids and e-content for effective transaction of the contents in Civics (L3: Apply)
- CO2: Rationalize the organisation of co-curricular activities for strengthening the knowledge of Civics (L4: Analyse)
- CO3: Prepare unit plan and lesson plan in Civics (L6: Create)
- CO4: Develop ability to design and use various tools and techniques of evaluation in teaching Civics (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Importance of teaching aids, different types of teaching aids and their effective use in teaching of Civics.
- Role of Civics teacher for use and development of these teaching aids
- Role of co-curricular activities in teaching of Civics
- Organizing co-curricular activities in teaching of Civics- debate, seminar, conference, panel discussion and symposium, civics club, wall magazine, quiz etc.
- Use of community resources in teaching of Civics

Unit II: Instructional Planning

- Unit Planning: meaning, need and steps
- Core teaching skills
- Development of a micro plan
- Lesson planning

Unit III: Evaluation in Civics

- Nature of educational evaluation, its need and role in educational process
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced
- Tools of evaluation
- Qualities of a good evaluating tool
- Essay and objective type test-their merits and limitation

- Construction of achievement test

Practicum

- Preparation of an album as an aid to teaching of Civics.
- Preparation of a model.
- Preparation of a resource unit on a topic of their choice in Civics.
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Civics
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

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2. Khanna S.D. Sexena, V.R. Lamba, T.P. and Murthy V. (1982) Teaching of civics. Boaba publishing house, New Delhi.
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27. Singh, Rustam (2010) Story of Politicl Ideas for Yong Readers, Vol-1 An Eklavya Pub.
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30. Kothari, Rajni (2010) Caste in Indian Politics Orient Black Swan.

PSS-09-METHOD OF TEACHING GEOGRAPHY- PART- (II)

Course No.: 7b

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

- At the completion of the course, the prospective teachers will attain the ability to:
- CO1: Utilize the different teaching aids and e-content for effective transaction of the contents in Geography (L3: Apply)
 - CO2: Rationalize the organisation of co-curricular activities for strengthening the knowledge of Geography (L4: Analyse)
 - CO3: Set up and maintain Geography Room/Lab/Museum (L6: Create)
 - CO4: Prepare unit plan and lesson plan in Geography (L6: Create)

COURSE CONTENTS

Unit- I- Teaching Aids and Co-curricular Activities

- Geography teacher: Requirements and qualities of a good Geography teacher
- Teaching aids: Importance, types, effective use in teaching of Geography
- Geography room, lab, Geography museum- importance, designing, equipping and maintaining
- Importance and organization of fields trips, visits, excursion
- Geography based hobby, clubs, etc.

Unit II- Instructional Planning

- Unit plan: Meaning, need, and steps
- Preparing the programme of work for the year.
- Micro teaching
- Lesson planning:-Meaning, importance, approaches, format, characteristics of a good lesson plan.
- Planning of practical work in Geography.

Unit- III- Evaluation in Geography

- Purpose and nature of evaluation in Geography
- Formative and summative evaluation
- Unit test: Meaning and planning
- Preparation of achievement test in Geography

Practicum

- Preparation of an album as an aid to the teaching of Geography
- Preparation of model

- Preparing a resource unit on a topic of their choice in Geography
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Geography
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Basha, Salim, S.A & Rao BhaskaraDigumurti (2004) Methods of Teaching Geography. Discovery Publishing House, New Delhi.
2. Bernard, H.C (1973) BhugolSikshanKeSidhantTathaAbhayas. Bihar Hindi Granth.
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11. Singh, H.N (2006) BhugolSikshan. Prakashan Kendra Lucknow.
12. Singh, R.P (2009) Teaching of Geography. R. Lal Book Depot.
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14. Zaidi, S.M. (2004) Modern Teaching of Geography. Anmol Publication New Delhi.

PSS-10-METHOD OF TEACHING ECONOMICS- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Utilize the different teaching aids and e-content for effective transaction of content in Economics (L3: Apply)
- CO2: Organize different co-curricular activities for strengthening the knowledge of Economics (L3: Apply)
- CO3: Prepare unit plan and lesson plan in Economics (L6: Create)
- CO4: Design and use various tools and techniques of evaluation in Economics (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-Curricular Activities

- Importance of teaching aids, different types of teaching aids and their effective use in teaching of Economics
- Role of Economics teacher for use and development of these teaching aids
- Role of co-curricular activities in teaching of Economics
- Organizing co-curricular activities in teaching of Economics- debate, seminar, conference, panel discussion and symposium, economics club, wall magazine, quiz etc.
- Use of community resources in teaching of Economics

Unit II: Instructional Planning

- Unit Planning: meaning, need and steps
- Core teaching skills
- Planning of micro lessons for the development of core teaching skills
- Lesson planning

Unit III: Evaluation in Economics

- Nature of educational evaluation, its need and role in educational process
- Evaluation procedure for appraising learner's performance, uses of evaluation
- Planning and preparation of unit test and achievement test.
- Open book examination, evaluating project work, question bank.
- Diagnostic test and remedial Teaching
- Qualities of a good test

Practicum

- Preparation of an album as an aid in teaching of Economics
- Preparation of a Model
- Preparation of a resource unit on any topic of Economics
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Economics
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Arora P.N. (1985). Evaluation in Economics.
2. Arora P.N. and Shrie, J.P. (1986) .Open book examination question in economics, New Delhi, NCERT.
3. Chakravarty, S. (1987). Teaching of Economics in India, Bombay, Himalya,Publishing.
4. Chattopadhyay, S. (2012). Education and Economics, Oxford University Press.
5. Kanwar, B.S. (1973). Teaching of economics, Ludhiana, prakash Brothers.
6. Mustafa, M. (2004) Teaching of Economics :(New Trends & Innovations)Deep & Deep Publication.
7. Rai, B.C. (2005). Teaching of Economics, Prakashan Kendra.
8. Sharma, S.(2004). Modern Teaching of Economics,Anmol Publications.
9. Siddiqui M.H. (1993). Teaching of Economics, New Delhi, Ashish Publishing House.
10. Singh, R. (2013). ArthshastraShikshan,R.Lall Book Depot.
11. Srivastava H.S. (1976). Unit tests in Economics, New Delhi, NCERT.
12. Tiwari, A. (2007).Modern Methods of teaching-Economics ,Srishti Book Distributors.
13. Tyagi, G.D. (2014). Arthashastrashikshan ka pranalivigyan Aggarwal Publication.

PSS-11-METHOD OF TEACHING HOME SCIENCE- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Apply various techniques and approaches of teaching Home Science(L3: Apply)
- CO2: Plan the lesson with a balance of prose, poetry and grammar teaching (L3: Apply)
- CO3: Give practical training of life to the students without any gender discrimination (L3: Apply)
- CO4: Design, develop and use various tools and techniques & evaluation (L6: Create)

COURSE CONTENTS

Unit I: Instructional Strategies for Home Science Teaching

- Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method, Team Teaching, Assignment, Home experience (activity) method
- Teaching skills & their development- Development of core teaching skills through micro teaching, simulation
- Lesson planning- Procedure of making an effective lesson plan
- Balance of theoretical and practical aspect in lesson plan

Unit II: Problems of Home Science Teaching

- Problems of Teaching Home Sc. in Schools
- Teaching with gender discrimination
- Teaching as an optional subject
- Teaching without Practical approach
- Teaching in later stage

Unit III: Evaluation in Home Science

- Concept and purpose of Evaluation
- Types of evaluation- Formative-Summative, External- Internal,
- Tools of evaluation
- Qualities of a good Evaluating Tool
- Essay and objectives type tests
- Planning and construction of Achievement Test
- Selection of a good evaluating tool for evaluate the practical knowledge of the learner

Practicum

- Prepare a lesson plan for class IX or X
- Prepare a programmed instruction of any topic
- Develop an achievement test for secondary classes
- Make an assignment related to the problems of home science teaching
- First Aid, Arrangement of First Aid Box

Suggested Reading

1. DevdasRajamal P., Teaching of Home Sciencein Secondary School. The All IndiaCouncil for Secondary Education, New Delhi.
2. Home Economics- New Directions: A statement of Philosophy and objectives, Home Economics Association, Washington D.C, America.
3. Rajammal P. Devdas, Methods of Teaching Home Science.
4. Report of the Education Commission 1964-66 (Education and National Development) Ministry of Education, Govt. of India, New Delhi.
5. Report of the Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi.
6. Seema Yadav, Teaching of Home Science., Anmol Publication.
7. Sherry, Teaching of Home Science.

PSS-12-METHOD OF TEACHING COMMERCE- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Utilize the different teaching aids and e-content for effective transaction of the contents in Commerce (L3: Apply)
- CO2: Organize different co-curricular activities for strengthening the knowledge of Commerce (L3: Apply)
- CO3: Prepare unit plan and lesson plan in Commerce (L6: Create)
- CO4: Design and use various tools and techniques of evaluation in Commerce (L6: Create)

COURSE CONTENTS

Unit I: Instructional Material- Teaching Aids and Co-curricular Activities

- Meaning, importance, preparation and use of teaching aids in teaching of Commerce
- Criteria for selection of instructional material and equipment
- Different audio visual equipments and material used in teaching of Commerce
- Use of text book as teaching aid
- Use of software and hardware in teaching of Commerce
- Using community resources
- Co-curricular activities in teaching of Commerce

Unit II: Planning for Teaching Commerce

- Unit Planning: meaning, need and steps
- Core teaching skills
- Planning of micro lessons for the development of core teaching skills
- Lesson planning

Unit III: Evaluation in Commerce

- Nature of educational evaluation, its need and role in educational process
- Types and uses of evaluation
- Planning and preparation of unit test and achievement test
- Diagnostic test and remedial Teaching
- Qualities of a good test

Practicum

- Designing of lesson plans with the help of effective teaching aids
- Preparation of a school budget using community resources
- Preparation of models and charts helpful in Commerce teaching
- Observation of lessons taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Any other activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J.C. (2010). Teaching of Commerce, A practical approach, New Delhi, Vikas Publication.
2. Kapoor, N.D. (1990). Principles and Practice of Accountancy, New Delhi, Pitamber Publishing Company.
3. Khan, M.S. (1982). Commerce Education, New Delhi, Sterling Publishers Private Limited.
4. Mahesh Kumar, M. (2004). Modern Teaching of Commerce Anmol Publication.
5. Maheshwar; S.N., & Maheshwari, S.K. (1989). Element of Business Studies, New Delhi, Asha PrakaGreh.
6. Musselman and Hanna (1960). Teaching Book Keeping and Accountancy, New York, McGraw Hill Book Company.
7. Rao, S. (1995). Teaching of Commerce, New Delhi, Anmol Publications Pvt. Ltd.
8. Sharma, B.L.(2016). Vanijya Shikshan R. Lall Book Depot.
9. Singh, Y.K. (2005). Teaching of Commerce, APH.
10. Venkateswarlu, K. (2004). Methods of Teaching Commerce.

PSS-13-METHOD OF TEACHING PHYSICAL SCIENCES- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Differentiate among different types of tests and assessment (L2: Understand)

CO2: Prepare teaching aids and devise formal and non-formal activities to facilitate learning in Physical Sciences (L6: Create)

CO3: Construct lesson plans and unit plans for secondary level Physical Science teaching (L6: Create)

CO4: Construct achievement tests in Physical Sciences (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Physical Science

- Teaching aids in Physical Science- audio, visual, audio-visual, still, motion, two dimensional, three dimensional
- Preparing low cost improvised teaching aids
- Physical Science Laboratory: setting materials required and importance
- Use of community resources in teaching Physical Science
- Non-formal approaches in Physical Science teaching- science club, field trips, science fair, science quizzes

Unit II: Instructional Strategies in Physical Science

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning - procedure, Approaches, Selection and organization of content, planning instruction in Physical Science, stating instructional and behavioral objective , preparation and use of teaching aids in physical science, manage the students response, 5 E Model of Learning
- Content analysis and identification of major concepts in a given topic

Unit III: Evaluation in Physical Science

- Meaning and purpose of evaluation
- Types of evaluation- formative- summative, external- internal, criterion-referenced- norm- referenced
- Tools of evaluation
- Qualities of a good measuring tool

- Essay & objective type tests,
- Teacher made and standardized test
- Planning and construction of an achievement test

Practicum

- Preparing one lesson plan containing explanation of physical science principle or law/ demonstration of physical science / Numerical problem
- Preparation of design of ideal physical science laboratory or preparing one lesson plan for conducting physical science laboratory on any topic
- Survey of a school physical science laboratory
- Preparation of models and charts using audio visual aids
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Abruscato, Joseph (1992). Teaching Children Science, 3rd Edition. USA: Allyn & Bacon.
2. Carin, Arthur A. & Sund, Robert B. (1989). Teaching Science through Discovery. USA: Merrill Publishing Company.
3. Chandra, Soti Shivendra (2003). Contemporary Science Teaching. Delhi: Surjeet Publication.
4. Ediger, Marlow & Rao, Digumarti Bhaskara (2003). Teaching Science Successfully. New Delhi: Discovery Publishing House.
5. Jevons, F.R. (1969). The Teaching of Science: Education, Science and Society. Great Britain: Blackfriars Press Ltd.
6. Kulshrestha, S.P. (2009). Teaching of Physical Science. Meerut: R. Lall Book Depot.
7. Kumar, Amit (2005). Teaching of Physical Sciences. New Delhi: Anmol Publications Pvt. Ltd.
8. Laybourn, K. & Bailey, C.H. (1971). Teaching Science to the Ordinary Pupil. London: University of London Press Ltd.
9. Liversidge, Tony, Cochrane, Matt, Kerfoot, Bernie & Thomas, Judith (2009). Teaching Science: Developing as a Reflective Secondary Teacher. Education. New Delhi: Sage Publications India Pvt. Ltd.
10. Llewellyn, Douglas (2014). Inquire Within, 2nd Edition. New Delhi: Sage Publication India Pvt. Ltd.
11. Mohan, Radha (2010). Innovative Science Teaching. Delhi: PHI Learning Pvt. Ltd.
12. Nagaraju, M.T.V. & Vanaja, M. (2013). Methods of Teaching Physical Science. Hyderabad: Neelkamal Publications Pvt. Ltd.

13. Naseema, C. (2012). Physical Science Education. Delhi: Shipra Publications.
14. NCERT (2013). Pedagogy of Science: Physical Science Part I. New Delhi: NCERT.
15. NCERT (2013). Pedagogy of Science: Physical Science Part II. New Delhi: NCERT.
16. Pandey, S.K. (2005). Vigyan Shikshan. New Delhi: Vani Prakashan.
17. Rawat, R.P. (2006). Vigyan Shikshan. Jaipur: Aavishkar Publishers, Distributors.
18. Sharma, R.C. & Shukla, C.S. (2005). Adhunik Vigyan Shikshan. New Delhi: Dhanpat Rai Pulishing Company.
19. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Pulishing Company.
20. Sood, J.K. (2009). Teaching Science for Understanding and Application. Agra: Vinod Pustak Mandir.
- Llewellyn, Douglas (2014). Teaching High School Science through Inquiry-A Case Study Approach. New Delhi: Sage Publication India Pvt. Ltd.
21. Yadav, M.S. (2000). Modern Methods of Teaching Science. New Delhi: Anmol Publication.
22. Zaidi, S.M. (2004). Modern Teaching of Science. New Delhi: Anmol Publication.

PSS-14-METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Analyze the content and pedagogy of secondary school topics (L4: Analyze)

CO2: Construct lesson plans and unit plans for secondary level Biological Science teaching (L6: Create)

CO3: Prepare teaching aids and devise formal and non-formal activities to facilitate learning in Biological Sciences (L6: Create)

CO4: Construct an achievement test in Biological Sciences (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Biological Science

- Teaching aids in Biological Science - audio, visual, audio-visual, still, motion, two dimensional, three dimensional
- Preparing low cost improvised teaching aids
- Use of community resources in teaching Biological Science
- Non-formal approaches in Biological Science teaching- science club, field trips, science fair, science quizzes
- Organizing Biological Science Resource Centres - Biological science laboratory, Biological science museum, setting and maintaining an aquarium, vivarium and botanical garden

Unit II: Instructional Strategies in Biological Science

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure, Approaches Selection and organization of content, planning instruction in Biological Science, stating instructional and behavioural objectives, preparation and use of teaching aids in Biological Science, managing the students' response, 5E Model of Learning
- Content analysis and identification of major concepts in a given topic
- Pedagogical analysis (identification of concepts, listing behavioural outcomes, listing evaluation procedure and listing activities and experiments) of a given secondary school topic

Topics: Structure and function of cell organelles, nutrition in plants and animals, photosynthesis, respiration in animals and human, transport system in plants and

circulatory system in animals, excretory system in human, reproduction of plants and animals, plant hormones and ecological balance

Unit III: Evaluation in Biology

- Concept and purpose of evaluation
- Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion referenced Vs Norm- referenced evaluation
- Tools of evaluation
- Qualities of a good evaluating tool
- Essay and objective type tests- their merits and limitations, measures of their improvement
- Teacher made and standardized test
- Construction of an achievement test in Biological Science

Practicum

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Prepare a micro lesson plan of any topic of Biology
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Writing essay, short answer and objective type test items
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Abruscato, Joseph (1992). Teaching Children Science, 3rd Edition. USA: Allyn & Bacon.
2. Ameeta, P. (2013). Methods of Teaching Biological Science. Hyderabad: Neelkamal Publications.
3. Ameeta, P. (2013). Techniques of Teaching Biological Science. Hyderabad: Neelkamal Publications.
4. Bhushan, Shailendra (2006). Jeev Vigyan Shikshan. Agra: Vinod Pustak Mandir.
5. Carin, Arthur A. & Sund, Robert B. (1989). Teaching Science through Discovery. USA: Merrill Publishing Company.
6. Chandra, Soti Shivendra (2003). Contemporary Science Teaching. Delhi: Surjeet Publication.
7. Chauhan, Ashok (2005). Teaching of Zoology. New Delhi: International Scientific Publiction.
8. Dubey, Manish & Dubey, Bibha (2012). Jeev Vigyan Shikshan. Allahabad: Sharda Pustak Bhavan.
9. Ediger, Marlow & Rao, Digumarti Bhaskara (2003). Teaching Science Successfully. New Delhi: Discovery Publishing House.

10. Jevons, F.R. (1969). The Teaching of Science: Education, Science and Society. Great Britain: Blackfriars Press Ltd.
11. Kalra, R.M. (2008). Science Education for Teacher Trainees and In-service Teachers. Delhi: PHI Learning Pvt. Ltd.
12. Kulshreshtha, S.P. (2007). Teaching of Biology. Meerut: R. Lall Book Depot.
13. Laybourn, K. & Bailey, C.H. (1971). Teaching Science to the Ordinary Pupil. London: University of London Press Ltd.
14. Liversidge, Tony, Cochrane, Matt, Kerfoot, Bernie & Thomas, Judith (2009). Teaching Science: Developing as a Reflective Secondary Teacher. Education. New Delhi: Sage Publications India Pvt. Ltd.
15. Llewelly, Douglas (2014). Inquire Within, 2nd Edition. New Delhi: Sage Publication India Pvt. Ltd.
16. Llewelly, Douglas (2014). Teaching High School Science through Inquiry-A Case Study Approach. New Delhi: Sage Publication India Pvt. Ltd.
17. Mohan, Radha (2010). Innovative Science Teaching. Delhi: PHI Learning Pvt. Ltd.
18. Pandey, S.K. (2005). Vigyan Shikshan. New Delhi: Vani Prakashan.
19. Rawat, R.P. (2006). Vigyan Shikshan. Jaipur: Aavishkar Publishers, Distributors.
20. Sharma, R.C. & Shukla, C.S. (2005). Adhunik Vigyan Shikshan. New Delhi: Dhanpat Rai Pulishing Company.
21. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Pulishing Company.
22. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Pulishing Company.
23. Sharma, Rama & Mishra, M.K. (2009). Jeev Vigyan Shikshan. New Delhi: Arjun Pulishing House.
24. Sikarwar, Mukta (2014). Jeev Vigyan Shikshan. Agra: Agrawal Publications.
25. Singh, Y.K. (2005). Teaching of Botany. New Delhi: A.P.H. Publication.
26. Singh, Y.K. (2005). Teaching of Zoology. New Delhi: A.P.H. Publication.
27. Sood, J.K. (2009). Teaching Science for Understanding and Application. Agra: Vinod Pustak Mandir.
28. Tiwari, Manish (2005). Teaching of Botany. New Delhi: Mohit Publications.
29. Yadav, M.S. (2000). Modern Methods of Teaching Science. New Delhi: Anmol Publication.
30. Zaidi, S.M. (2004). Modern Teaching of Science. New Delhi: Anmol Publication.

PSS-15-METHOD OF TEACHING MATHEMATICS- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

CO1: Develop unit plans and lesson plans in Mathematics for secondary level(L3:Apply)

CO2: Construct achievement test in Mathematics (L3:Apply)

CO3: Develop suitable teaching aids in Mathematics according to lesson plans (L6:Create)

CO4: Design co-curricular activities in Mathematics (L6:Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Mathematics

- Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids
- Using mathematics as a game for recreation - Quiz, Fair, Puzzles, Riddles, magic squares
- Diagnostic and Enrichment Programme in Mathematics
- Mathematics Laboratory & Mathematics club

Unit II: Planning of Mathematics Teaching

- Unit Plan and lesson plan
- Micro plan
- Lesson planning procedure, Approaches, Selection and organization of content. Planning instruction in Mathematics, Stating instructional and behavioural objective , Preparation and use of teaching aids in Mathematics, manage the students response, 5E Model of Learning
- Content analysis, pedagogical analysis and identification of major concepts in a given topic

Unit III: Evaluation in Mathematics

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced
- Tools of evaluation
- Qualities of a good measuring tool

- Essay & objective type test
- Teacher made and Standardized test
- Planning and construction of an achievement test

Practicum

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Preparation of design of ideal mathematics laboratory
- Survey of a school mathematics laboratory
- Preparation of models and charts
- Observation of lessons taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, S.M. (2008). Teaching of Modern Mathematics. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
2. Bagai, Shobha, Habib, Amber & Venkataraman, Geetha (2017). A Bridge to Mathematics. New Delhi: Sage Publications India Pvt. Ltd.
3. Banga, Chaman Lal & Dikshit, R.K. (2012). GanitShikshan. Delhi: Shipra Publications.
4. Bhatnagar, A.B. (2013). GanitShikshan. Meerut: R. Lall Book Depot.
5. Chambers, Paul (2008). Teaching Mathematics. New Delhi: Sage Publications India Pvt. Ltd.
6. Dubey, Manish & Dubey, Bibha (2012). GanitShikshan. Allahabad: Sharda Pustak Bhawan.
7. Ediger, Marlow & Rao, DigumartiBhaskara (2011). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
8. English, Richard (2013). Teaching Arithmetic in Primary Schools. New Delhi: Sage Publications India Pvt. Ltd.
9. Jain, S.L. (1992). GanitShikshan. Jaipur: Rajasthan Hindi Grantha Academy.
10. James, Anice&Alwan, Jeyanthi (2014). Skills & Strategies of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
11. James, Anice (2013). Techniques of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.

12. James, Anice (2016). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
13. Kulshreshtha, A.K. (2003). Teaching of Mathematics. Meerut: R. Lall Book Depot.
14. Mangal, S.K. (2016). GanitShikshan. Agra: Agrawal Publications.
15. Mattuvarkuzhali, C. (2013). Modern Methods of Teaching Mathematics. New Delhi: A.P.H. Publishing Corporation.
16. Mishra, L. (2008). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
17. Mustafa, M. (2004). Teaching of Mathematics: New Trends and Innovations. New Delhi: Deep & Deep Publications Pvt. Ltd.
18. NCERT (2006). Position Paper: National Focus Group on Teaching of Mathematics. New Delhi: NCERT.
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20. Papola, C. (2006). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
21. Pratap, Naresh (2007). GanitShikshan. Meerut: R. Lall Book Depot.
22. Rao, N.M. (2009). A Manual of Mathematics Laboratory. Hyderabad: Neelkamal Publications Pvt. Ltd.
23. Rawat, M.S. & Agrawal, M.B. Lal (2008). GanitShikshan. Agra: Agrawal Publications.
24. Rawat, M.S. & Agrawal, M.B. Lal (2015). GanitShikshan: Prarambhik Star-I. Agra: Agrawal Publications.
25. Reddy, Srihari N. & Nagaraju, M.T.V. (2007). Problems of Teaching Secondary School Mathematics. New Delhi: Discovery Publishing House.
26. Sharan, Ram & Sharma, Manju (2013). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
27. Siddiqui, Mujibul Hasan (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
28. Sidhu, K.S. (2008). The Teaching of Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
29. Suneetha, E., Rao, R. Sambasiva & Rao, Digumarti Bhaskara (2004). Methods of Teaching Mathematics. New Delhi: Discovery Publishing House.
30. Tyagi, S.K. (2004). Teaching of Arithmetic. New Delhi: Commonwealth publishers.
31. Yadav, Siyaram (2013). Teaching of Mathematics. Agra: Agrawal Publications.

PSS-16-METHOD OF TEACHING COMPUTER SCIENCES- PART- (II)

Course No.: 7b

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Use core teaching skills for effective Computer Science teaching(L3: Apply)

CO2: Select and organize content, plan instruction to ensure effective delivery (L5: Evaluate)

CO3: Develop achievement test in Computer Science(L6: Create)

CO4: Set up an effective Computer Science laboratory(L6: Create)

COURSE CONTENTS

Unit- I- Lesson Planning and Instruction in Computer

- Micro plan
- Steps involved in lesson plan
- Textbook in Computer Science
- Effective teacher of Computer Science
- Teaching Aids in Computer Science
- Problems in teaching Computer Science

Unit- II- Evaluation in Computer Science

- Nature and Need of Evaluation
- Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative
- Evaluation through computer
- Test construction
- Tools of evaluation: characteristics of a good measuring tool

Unit- III- Computer Science Laboratory

- Need and Importance
- Planning and Designing laboratory
- Equipments and material
- Maintenance and safety measures
- Practical work in Computer Science teaching
- Internet and intranet in education

Practicum

- Submission of report after Entry and processing the test marks in terms of average, percentage and ranks
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Preparation of design of ideal Computer science laboratory
- Survey of a school computer science laboratory
- Preparation of models and charts

SUGGESTED READING

- Aggarwal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi, Vikas Publishing House, Pvt. Ltd.
- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press, 1937.
- Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York, MC Graw Hill Book Co., 1952
- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences. Delhi, Atma Ram & Sons, 1965
- Chaudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
- Chaudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
- Dale, E, Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
- Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press, 1951
- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi.
- Singh, Y.K. & Nath Ruchika; Teaching of Computer Science, A.P.H. Publishing Corporation, New delhi.

SCHOOL INTERNSHIP

Course Credit: 10

Practicum: 250 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Keep a check on the physical, social and psychological well-being of their students (L5: Evaluate)
- CO2: Prepare a lesson plan based on Herbertian approach and deliver an interactive lesson based on it (L6: Create)
- CO3: Prepare various records maintained in schools (L6: Create)
- CO4: Participate in various collaborative and cooperative activities with the peer group (L6: Create)
- CO5: Conduct tests, exams and prepare results (L6: Create)

COURSE CONTENTS/ ACTIVITY

- Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of 16 weeks.
- For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.
- The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.
- Internship should not be reduced to the delivery of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Third Semester Examination. The Internship Report should be typed in Times New Roman/Kurti Dev 10/ Unicode font with letter size 12 and line spacing 1.5.
- The candidate shall also submit separately the —Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject), —Record of Preparing Teaching-Learning Materials(20 for school subject), and the Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns' are to be observed).

- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
- During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance

ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMEN

SL. NO.	ACITIVITIES/DIMENSSIONS	MARKS
1	Internship Report	40
2	Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)	60
3	Final Teaching	20
4	Records of two Criticism Lessons delivered under the observation of supervisor and a faculty member other than supervisor	20
5	Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns' are to be observed)	10
6	Record of Preparing Teaching-Learning Materials (20 for school subject)	20
7	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	10
8	Preparation of School Time Table	05
9	Preparation of Cumulative Records of 5 students	10
10	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	10
11	Organization of 5 co-curricular activities and preparation of report	10
12	Maintenance of School records (related to Office)	10
13	Maintenance School Laboratories /Maintenance School Library	05
14	Organization of Sports/Games & preparing Reports	10
15	Regularity and Behaviour	10
	TOTAL	250

B.Ed. 4th Semester

GENDER, SCHOOL AND SOCIETY

Course No.: 6

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the gender theories and their education implications (L2: Understand)
- CO2: Analyse the construction of gender in NCFs since independence (L4: Analyse)
- CO3: Evaluate the intersectionality of class, caste, religion and region in context to gender, culture and institution (L5: Evaluate)
- CO4: Suggest activities to address sexuality issues in school curriculum (L6: Create)

COURSE CONTENTS

Unit I: Gender Issues: Key Concepts

- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Paradigm shift from women's studies to gender studies
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

Unit II: Gender, Power and Education

- Theories on gender and education and their application in the Indian context : Socialization theory, gender difference, structural theory and deconstructive theory, changing concept of gender in Indian tradition
- Gender Identities and Socialization Practices in family, schools and other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

Unit III: Gender Issues in Curriculum

- Gender, culture and institution: Intersection of class, caste, religion and region

- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Life skills and sexuality.

Practicum:

- Analysis of textual materials from the perspective of gender bias and stereotype
- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations
- Preparation of tools to analyze reflection of gender in curriculum
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Agnes, Flavia, Chandra, Sudhir & Basu, Monmayee (1998). *Women & Law in India*. New Delhi: Oxford University Press.
2. Aikman, S. & Unterhalter, E., eds. (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Oxford: Oxfam GB.
3. Aikman, S. & Unterhalter, E., eds. (2007). *Practising Gender Equality in Education*. Oxford: Oxfam GB.
4. Barker, G. (2005). *Dying to be Men: Youth, Masculinity and SocialExclusion*. New York: Routledge.
5. Bhandari, Ramesh (2010). *Women Rights and Welfare*. New Delhi: Alfa Publications.
6. Dua, Radha (2008). *Women Education: Issues and Concerns*. New Delhi: A.P.H. Publishing Corporation.
7. Dunne, M. (2009). Gender as an entry point for addressing social exclusion and multiple disparities in education (Technical paper UNGEI Global Advisory Committee Technical Meeting). New York.
8. Global Campaign for Education (2003, April). *A Fair Chance: Attaining gender equality in basic education by 2005*. Retrieved from <https://policy-practice.oxfam.org.uk/publications/a-fair-chance-attaining-gender-equality-in-basic-education-by-2005-111987>

9. Herz, B. & Sperling, G.B. (2004). *What Works in Girls' Education: Evidence and politics from the developing world*. New York: Council on Foreign Relations.
10. Hyde, K.A.L. & Miske, S. (2000). *Education for all 2000 assessment: girl's education thematic study*. Paris: UNESCO.
11. K.D. Rosa (2010). *Empowering of Women: Impact of Employment*. Delhi: Abhijeet Publications.
12. Khan, Najibul Hassan (2012). *Upliftment of OBC's: Human Rights Perspective*. Jaipur: Rawat Publications.
13. Kumar, Bipin (2009). *Women Empowerment and Sustainable Development*. New Delhi: Regal Publications.
14. Kumar, Nita (2011). *The Politics of Gender, Community & Modernity: Essays on Education in India*. New Delhi: Oxford University Press.
15. Lawrence, Jashmin (2009). *Mahila Shramik: Samajik Sthiti evam Samasyaein*. New Delhi: Arjun Publishing House.
16. Leach, F. (2003). *Practising Gender Analysis in Education*. Oxford: Oxfam GB.
17. Lewis, M. & Lockheed, M. (2008, March). *Social exclusion and the gender gap in education*. (Policy research working paper 4562). Washington DC: The World Bank.
18. Meenakshi, J. (2007). *Women and New Social Order*. New Delhi: Omega Publications.
19. Meenakshi, J. (2007). *Women Literacy in India*. New Delhi: Omega Publications.
20. Mishra, R.C. (2009). *Women Education*. New Delhi: A.P.H. Publishing Corporation.
21. Miske, S. (2008, March). *Learning from girls' education as an organizational priority: a review of unicef evaluations and studies, 2000-2005*. New York: UNICEF.
22. Pandya, Rameshwari (2009). *Women and Law*. Haryana: Madhav Books.
23. Pradhan, Krishna Chandra (2010). *Women and Social Change*. Delhi: Abhijeet Publication.
24. Rihani, M.A. (2006). *Keeping the Promise: Five Benefits of Girls' Secondary Education*. Washington, DC: AED.
25. Roy, Rajarshi (2009). *Women Education and Development Perspectives: Issues and Concerns*. New Delhi: Shipra Publications.
26. Selvam, S.K. Panneer (2009). *Women Education*. New Delhi: A.P.H. Publishing Corporation.
27. Sharma, Prem Narayan, Jha, Sanjeev Kumar, Vinayak, Vani & Vinayak, Sushma (2008). *Mahila Sashaktikaran evam Samagra Vikas*. Lucknow: Bharat Book Centre.
28. Siddiqui, Mujibul Hasan (2007). *Women Education: A Research Approach*. New Delhi: A.P.H. Publishing Corporation.
29. Smith, R., Wilkinson, M., & Huebler, F. (2007, November). *Notes from 2008 EFA Global Monitoring Report: A review of the main gender and inclusion issues*. UNGEI.
30. Unterhalter, Elaine (2018). *Gender Schooling and Global Social Justice*. New York: Routledge.

31. USAID (2008). Education from a Gender Equality Perspective. Washington, DC: USAID.
32. Usmani, B. D. (2004). Women Education in Twenty First Century. New Delhi: Anmol Publication.
33. Verma, Anjali (2009). Bharat Mein Karyashil Mahilaye. New Delhi: Omega Publications.
34. Yadav, Mamta (2010). Dalit and Backward Women. New Delhi: Omega Publications.
35. Yadav, Virendra Singh (2010). Ekkisvi Sadi ka Mahila Shashaktikaran: Mithak Evam Yatharth. New Delhi: Omega Publications.

KNOWLWDGE AND CURRICULUM

Course No.: 8

Theory: 70 Marks

Course Credit: 4

Practicum: 30 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the different interpretations of the concept of curriculum (L2: Understand)
- CO2: Discuss epistemological concepts like knowledge, knowing, information, belief etc. (L2: Understand)
- CO3: Describe the process of knowledge construction and identify the relative roles of knower and known in the process of transmission and construction of knowledge (L2: Understand)
- CO4: Examine the process of selection, legitimization and organization of categories of knowledge in schools by different bodies in various forms (L3: Apply)

COURSE CONTENTS

Unit I: Knowledge and Knowing

- Concept of Knowledge: Meaning of Knowledge and Knowing, difference between information, knowledge, skill, belief and truth
- Knowing Process: Ways of knowing, process of knowledge construction, relative roles of knower and the known in knowledge transmission and construction
- Facets of Knowledge: Different facets of knowledge and relationship such as local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school (with an emphasis on understanding special attributes of school knowledge), role of culture in knowing; rendering knowledge into action; ways to reflect on knowledge

Unit II: Forms of Knowledge and its Organisation in Schools

- Categorization of knowledge and its basis
- Forms of knowledge included in school education
- Basis for selecting categories of knowledge in school education
- Selection, legitimization and organization of categories of knowledge in schools by different bodies in various forms
- Process of reflecting on school knowledge in the form of curriculum, syllabus and textbooks

Unit III: Concept of Curriculum

- Understanding the meaning and nature of curriculum; need of curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education

- Notion of the textbook
- Facets of curriculum: Core curriculum - significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualized at different levels: National-level, state-level, school-level, class-level and related issues (connections, relations and differences); trends in the curriculum of school education at national and state levels (with reference to National Curriculum Frameworks and Bihar Curriculum Framework)

Unit IV: Curriculum Determinants and Considerations

- Nature of learner, needs and interests, and learning process
- Determinants of curriculum at the nation or state level:
 - (i) Philosophical orientations
 - (ii) Socio-economic and political considerations
 - (iii) Technological considerations
 - (v) Cultural diversity
 - (vi) National priorities
 - (vii) International contexts
- Inequality in educational standards, need for common goals and standards, issues related to common school curriculum, National goals and priorities
- Considerations in curriculum development at the level of the school: (i) Relevance and specificity of educational objectives for concerned level (ii) Socio-cultural context of students – multi-cultural, multilingual aspects (iii) Learner characteristics (iv) Teachers' experiences and concerns (v) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns, social sensitivity

Unit V: Curriculum Development

- Understanding different approaches to curriculum development: Subject-centered, environmentalist (incorporating local concerns), behaviourist, competency-based (including 'minimum levels of learning'), learner-centered and constructivist
- Process of curriculum making: (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) choice of resources (vii) planning assessments
- Syllabus in different subject areas, time management, text book as a tool for curriculum transaction, other learning resources such as on-line learning, ICT, interactive videos and other technological resources
- Planning and use of curricular materials – teachers hand book, source book, work book, manuals and other learning materials

Practicum

- Assignment on concepts of knowledge in philosophical perspective
- Group work to analyze the curricular concepts
- Review of National Curriculum Frameworks on school education and write a report for presentation and discussion
- School visits to study the factors required for implementing the curriculum in schools and write reflective experiences
- Analysis of teachers' handbooks, text books, workbooks, source books followed by slide presentation and report submission
- Interviews with class room practitioners, students and other stakeholders to know their perceptions about the curriculum and the text books in use
- Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Arulsamy, S. (2014). Curriculum Development (2nd edition). New Delhi: Neelkamal Publication.
2. Banga, Chaman Lal (2017). Knowledge and Curriculum. Meerut: R. Lall Publication.
3. Chauhan, Jyotsna & Yadav, Siyaram (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
4. Dewey, John (1959). The School and the Society - The child and the Curriculum. Chicago: The University of Chicago Press.
5. Dwivedi, Roli (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
6. Hilda, T. (1962). Curriculum Development- Theory and Practice. California: Harcourt, Brace and World Inc.
7. Madan, Poonam (2018). Gyan evam Pathyacharya. Agra: Agrawal Publication.
8. Mrunalini, T. (2017). Curriculum Development. New Delhi: Neelkamal Publication.
9. NCERT (1988). National Curriculum for Elementary and Secondary Education: A Framework.
10. NCERT (2000). National Curriculum Framework for School Education.
11. NCERT (2005). National Curriculum Framework.
12. NCERT (2006). Position Paper National Focus Group on Curriculum, Syllabus and Textbooks.
13. NCERT (2014). Basics in Education-A Textbook for B.Ed. Course.
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15. Pachori, Girish (2018). Gyan, Bhasha evam Pathyakram. Meerut: R. Lall Publication.
16. Pal, Hansraj & Pal, Rajendra (2006). Pathyacharya Kal, Aaj aur Kal. Delhi: Shipra Publication.

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18. Parker, Stuart (1997). Reflective Teaching in the Post-modern world: A Manifesto for Education in Postmodernity. Buckingham: Open University Press.
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20. Sahoo, Ramesh (2006). Major Trends in Secondary School Curriculum. New Delhi: Cyber Tech Publication.
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22. SCERT (2008). Bihar Pathyacharya ki Ruprekha. Patna: SCERT.
23. Schubert, W.H. (1986). Curriculum: Perspective, Paradigm and Possibility. Newyork: Macmillan Publishing Company.
24. Sharma, Promila (2009). Curriculum Development. New Delhi: APH Publication.
25. Sharma, Promila (2009). Principles of Curriculum. New Delhi: APH Publication.
26. Shukla, Bhavna (2018). Knowledge and Curriculum. Agra: Agrawal Publication.
27. Yadav, Siyaram (2018). Gyan evam Pathyakram. Agra: Agrawal Publication.
28. Yashpal Committee (1993). Learning without Burden. India: MHRD.
29. Zias, R. (1976). Curriculum Principles and Foundations. New york: Thomas Crowwell.

CREATING AN INCLUSIVE SCHOOL

Course No.: 10

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the meaning and challenges of inclusive education and other similar terms. (L2: Understand)
- CO2: Identify the types and educational needs of SWDN learners. (L4: Analyse)
- CO3: Adapt the teaching-learning processes and overall school environment for creating an inclusive school (L6: Create)
- CO4: Adapt assessment and evaluation process for inclusive education (L6: Create)

COURSE CONTENTS

Unit I: Introduction to Inclusive Education

- Concept meaning scope and challenges of inclusive education
- Distinction between special education, integrated education and inclusive education and their merits and demerits
- Creating inclusive environment – physical, social and emotional (barrier free environment)
- Role of parents, head masters and teachers in ensuring equal educational opportunities for these students
- Facts and myths of inclusive education with particular reference to Indian context
- Factors influencing inclusive education

Unit II: Nature and Needs of Students with Diverse Needs (SWDN)

- Definition, types and classification of SWDN. The following types are included: Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, Special Health Problems, Gifted, Creative, Girl students other Socially Disadvantaged (SC, ST, Rural students, Students from Linguistic Minority, Street Children, Migrant Workers Children and Orphans)
- Characteristics and educational needs of SWDN based on research evidence
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes towards disability, whole school approach, Community-based education.
- Supportive resources and services for children with SWDN in inclusive education

Unit III: Educational Strategies, Management and Assessment Techniques for SWDN

- Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- Guidelines for adapting teaching science, social studies, mathematics and languages at the secondary level
- Educational measures for effective implementation of inclusive education.
- Teachers' role in implementing reforms in assessment and evaluation in inclusive education; Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs; Importance of continuous and comprehensive evaluation
- Programmes & procedures used for Placement, grading, promotion, certification to bring uniformity in assessment

Practicum

- Readings on RPWD Act,2016; RTE Act; IEDSS; SSA; RMSA and their implications for inclusive education
- Visit to special schools for observing the behaviours of students
- Lesson planning for inclusive classroom
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Ajay Kumar Pandey and Ytindra Thakur,(2018),Smaweshi Vidhyal ka srijan, Agrawal publication.
2. Alan Dyson and Alan Millward (2000), Schools and Special Needs, Paul Chapman Publishing Ltd..
3. Anupriya Chdha, (2007), Special Education, APH Publication.
4. Anupriya Chdha, (2008), Educating Children with Special Needs, APH Publication.
5. Barbara Pavey, Margaret Meehan and Sarah Davis,(2013), The Dyslexia- Friendly Teacher's Toolkit, Sage Publication.
6. Dharma Rakshit Gautam,(2012), Education Among Scheduled Castes: Privatization and Enrolment Perspectives in Higher Education, Shipra Publication.
7. Farida Raj (2010), Breaking Through, Vifa Publication.
8. Gary Thomas, David Walker, Julie Webb((1998), The Making of the Inclusive School, Routledge.
9. Hena Siddiqui,(2018), Inclusive Education,Agrawal publication.
10. Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood and Lesley Neve (2015), Special Educational Needs & Disabilities In Primary Schools, Sage.
11. K.C. Panda, (2007), Education of Exceptional Children, Vikas Publishing House.
12. K.P. Singh, (2018), Creating and Inclusive School, R. Lall Publication.
13. L. B. Bajpeyee and Aamita Bajpeyee, (2011), Vishista Balak Exceptional Children, Bharat Book Centre.

14. L. Govinda Rao, (2010), Perspectives on Special Education- Vol-I, Neelkamal Publication.
15. L. Govinda Rao, (2010), Perspectives on Special Education- Vol-II, Neelkamal Publication.
16. M. K Narang,(2016), Smaweshi Shiksha, Agrawal publication.
17. Madan Mohan Jha (2003), Samaweshi Shiksha, Prakashan Sansthan.
18. Mal Leicester, Gill Jojnson ((2004), Stories for Inclusive Schools,Routledge.
19. Margaret G. Werts, Richard A. Culatta and James R. Tompkins, (2007), Fundamentals of Special Education : What Every Teacher Needs to Know. PHI Publication.
20. Margaret G. Werts, Richard A. Culatta, James R. Tompkins, (2015) Fundamentals of Special Education What Every Teacher needs to know, Pearson
21. Mehendranath Srivastawa,(2017), Shmaweshi Shiksha evam Vishist Aawashkta wale bachcho ki shiksha, Nirdeshan evam Pramارش, Agrawal publication.
22. Nav Neet Bhattacharya, (2012), Education for the Tribal Children: Developments and Strategies, Signature Books International.
23. Nishta Rana,(2013), Children with Special Needs, Neelkamal Publications.
24. Premavathy Vijayan, (2009), Education of Visually Impaired Children with Additional Disabilities, Rehabilitation Council of India.
25. S. Gupta, J.C. Agrawal (2011), Shikshan- Adhigam Prakriya Tatha Vishisth Aawsyaktaon wale Adhigamkarta, Shipra.
26. S.K. Mangal, (2017), Educating Exceptional Children: an Introduction to Special Education, PHI Publication.
27. S.K. Mangal, Shubhra Mangal,(2017) Creating an Inclusive School, Shipra.
28. S.K. Mangal, Subhra Mangal (2017) Samekit Vidyalaya Ki Sthapna = Creating Inclusive School, Shipra.
29. Sean Macblain, Louise Long and Jill Dunn,(2015), Dyslexia, Literacy and Inclusion: child-Centred Perspectives, Sage Publication.
30. Suman Bhnot,(2009),Shaamajik roop se kushmayojit Balak: Aavdharna, Pehchan evam upchar socially Maladjusted Child: Concept, Identification and Treatment, Kanishka Publication.
31. Thomas Hehir with Lauren Katzman (@018),Effective Inclusive Schools, Jossey-Bass.
32. Tom E. Smith, Edward A. Polloway, James R. Patton, Carol a. Dowdy,(2015) Teaching Students with Special Needs in Inclusive Settings, Pearson.
33. V.K. Rao(2004), Special Education,APH Publishing Corporation.
34. Vijay A. Kamath, S.J,(1998), Tribal Education in India,Joshii Printers.
35. Yatin Thakur, (2017), Shmaweshi Shiksha Inclusive Education, Agrawal publication.

OPTIONAL COURSE

Course No.: 11

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

Each student will take one optional paper from the following;

- (a) Educational Technology
- (b) Guidance and Counseling
- (c) Health and Physical Education
- (d) Peace Education
- (e) Educational Administration and Management
- (f) Vocational/Work Education
- (g) Environmental Education

Detailed syllabus of each course has been given in the subsequent pages.

EDUCATIONAL TECHNOLOGY

Course No.: 11(a)

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe the role of educational technology in modern educational practices (L2: Understand)
- CO2: Conduct action research to solve educational problems (L3: Apply)
- CO3: Use emerging technologies to facilitate teaching-learning (L3: Apply)
- CO4: Devise strategies to use classroom communication effectively and remove barriers of communication process (L6: Create)

COURSE CONTENTS

Unit I: Understanding Educational Technology

- Meaning and nature of Educational Technology
- Scope and significance of Educational Technology
- Concepts of Hardware and Software Technologies, their role in modern educational practices
- Systems approach in Education Technology
- Hardware and Software Instructional Aids- OHP, radio, television, still and movie projectors, computers, blackboard, charts, maps and globes, programmed learning packages
- Types of Educational Technology- Instructional technology, teaching technology, behavioural technology, instructional design technology

Unit II: Communication in Education

- Concept of Communication; Process of communication
- Communication situations - One-to-one communication, small group communication, large group communication & mass communication
- Classroom communication, factors affecting classroom communication
- Barriers of classroom communication
- Use of multimedia in classroom communication

Unit III: Innovations in Educational Technology

- Action Research- Meaning, types and steps
- Approaches to Individualized Instruction-Computer assisted instruction, computer managed instruction, programmed instruction: linear programming and branched programming and learning activity packages
- Models of Teaching: Basic elements, classification of teaching models, Suchman's Inquiry Training Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model and Glaser's Basic Teaching Model
- Meaning, characteristics and advantages of e-learning ;Virtual Classroom

Practicum

- Preparation of report on integrating modern technologies in improving educational process.
- Presentation of assignment/project using any one of the hardware and software instructional aids
- Preparation of computer assisted instruction on a school topic
- Preparation of Programmed Instruction Material (linear/branched programming) on any secondary school topic
- Analysis of a computer based media package with reference to its use in learning process
- Write a lesson plan according to a model of teaching and presentation of the lesson in a simulated situation
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J.C. & Gupta, S. (2011). Shaikshik Takniki. Delhi: Shipra Publications.
2. Aggarwal, J.C. (2009). Essentials of Educational Technology. New Delhi: Vikash Publishing House.
3. Andrews, Richard (1995). Teaching and Learning Argument. London: Cassell.
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6. Gary, D. Borich (2013). Effective Teaching Methods. New Delhi: Pearson.
7. Joyce, Bruce, Weil, Marsha, Calhoun, Emily (2009). Models of Teaching. Delhi: PHI Learning Pvt. Ltd.
8. Kulshrestha, S.P. (2010). Shaikshik Takniki ke Mool Aadhar. Agra: Agrawal Publications.
9. Kumar, K.L. (1996). Educational Technology. New Delhi : New Age International Publisher.

10. Mangal, S.K. & Mangal, U. (2009). Shiksha Takniki. Delhi: PHI Learning Pvt. Ltd.
11. Mangal, S.K. & Mangal, U. (2016). Essentials of Educational Technology. Delhi: PHI Learning Pvt. Ltd.
12. Mathew, Thomas (2008). Effective Teaching: A Measure of Excellence. New Delhi: S. Chand & Company Ltd.
13. Orange, Carolyn (2005). Smart Strategies for Avoiding Classroom Mistakes. United Kingdom: Corwin Press.
14. Sharma, R. A. (2007). Shikshan Takniki. Meerut: R. Lall Book Depot.
15. Sharma, R. A. (2010). Educational Technology and Management: Models, Media & Methods. Meerut: R. Lall Book Depot.
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18. Sharma, Y.K. & Sharma, M. (2006). Educational Technology and Management. New Delhi: Kanishka Publishers, Distributors.
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21. Singh, Yogesh Kumar (2007). Shaikshik Takniki. New Delhi: University Publication.
22. Stone, Randi (2004). Best Teaching Practices for Reaching All Learners. United Kingdom: Corwin Press.
23. Virginia, E. Garland & Chester, Tadeja (2014). Educational Leadership and Technology. New York: Routledge.
24. Yadav, Neelam (2003). A Handbook of Educational Technology. New Delhi: Anmol Publications.

GUIDANCE AND COUNSELLING

Course No.: 11(b)

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the need for guidance and counselling in school (L2: Understand)

CO2: Develop resources for guidance activities in school (L3: Apply)

CO3: Administer different kinds of psychological tests for guidance and counselling (L3: Apply)

CO4: Examine the roles of guidance and counselling services in the field of education (L4: Analyse)

COURSE CONTENTS

Unit I: Meaning and Concept of Guidance and Counselling

- Meaning, need, scope and significance of Guidance
- Types of Guidance- Educational, vocational and socio-personal
- Meaning, Principles, need, process and approaches(Directive, Non Directive, Eclectic) of Counselling
- Types of Counselling (Individual and Group)
- Differently abled students- meaning , types and their guidance

Unit II: School Guidance Activities and Developing Resources for Guidance

- Essential Guidance Services: Orientation, information, counselling, placement and remedial services.
- Group Guidance Activities: Orientation programmes, class talks, career talks, career exhibitions, workshops and group discussions
- Human Resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker
- Physical and Material Resources: Career Corner, career literature including charts, posters and other materials and their uses
- School community linkages, role of PTA, guidance committee and referral agencies

Unit III: Use of Tests in Guidance and Counselling

- Testing Programmes: Mental ability, interest, attitude and aptitude
- Development and maintenance of cumulative records
- Use of standardized and non-standardized tests

Practicum

- Studying the problems of school children and probable guidance interventions
- Identifying and preparing a list of problem of students in school that can be addressed through a teacher counsellor
- Planning a minimum guidance programme for a school at the secondary stage
- Identifying of probable cases from school students for providing counseling services and preparing a detailed report
- Developing materials for organizing career information activities for secondary and higher secondary stages
- Preparing a directory of emerging career options for the youth in India
- Reviewing any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest
- Planning and conducting a class talk and a career talk for secondary school students on identified themes
- Listing out the nature of job of a school counselor in terms of their major and minor duties and other responsibilities
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House.
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5. Chaturvedi, Ramesh. (2007). Guidance and Counselling Techniques Crescent Publication.
6. Gibson R L and Mitchell, M H (2003). Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
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8. Indira Gandhi National Open University, (2000). Guidance and Counselling (ES-363):Career Development.
9. Indira Gandhi National Open University, (2000).Guidance and Counselling (ES-363): Introduction to Guidance and Counselling.
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11. Mohan, S and Sibbia, A. (1998). Handbook of Personality Measurements in India. New Delhi:NCERT

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14. Omprakash B. Pal (2016).The Basic Principles of Guidance and Counselling Neelkamal Publication
15. S.S. Chauhan (2007). Principles and Techniques of Guidance Vikas Pub.
16. Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
17. Saraswat, R K and Gaur J S (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
18. Saxena , Alka (2006).An Introduction to Education & Vocational Guidance Royal Publications
19. Sharma, Ram Nath. (2008). Guidance and Counselling in India Atlantic Publishers & Dist.
20. Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
21. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
22. Srivastava A K. (2003). Principles of Guidance and Counselling; New Delhi: Kaniksha Publishers and Distributors.
23. Yogendra K. Sharma (2005) Principles of Educational and Vocational Guidance Kanishka Publication.
24. Yogesh Kumar Singh (2009) Guidance and Career Counselling APH Pub. Co.

HEALTH AND PHYSICAL EDUCATION

Course No.: 11(c)

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Identify health problems and suggest precautionary and preventive measures against communicable diseases (L3: Apply)
- CO2: Explain the impact of physical fitness, games and sports for healthy living (L2: Understand)
- CO3: Justify the practice of yogasanas and meditations for being a skill/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life (L5: Evaluate)
- CO4: Develop the activities required for organizing physical education meets and events (L6: Create)

COURSE CONTENTS

Unit I: Conceptual Understanding of Health, Safety and Security

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
- Understanding of the human body system—skeletal, muscular, respiratory, circulatory and digestive in relation to health fitness, their functions, and their common diseases
- Common health problems and diseases (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis, COVID)—its causes, prevention and cure, immunization.
- Reproductive and sexual health -RTI, STI, HIV/AIDS, responsible sexual behavior
- Safety and security — disasters in and outside schools, accidents and first aid – cuts, burns, bites, sprain, fracture, drawing and poisoning. ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit II: Food and Nutrition

- Food and nutrition, Balanced diet, food habits, timing of food, nutrients and their functions.
- Diversity of Indian food, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to preserve food,
- Economics of food, shift in food practices and its globalization,
- Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention

Unit III: Awareness about Physical Fitness

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices — importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Practicum

- Preparation of first aid kit
- Celebration of yoga day/yoga week in the institution
- Organisation of activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field events (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) ; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Assignment on yogic practices
- Report on sexual and sex-related diseases & preventive measures
- One day observation at a hospital and interaction with patients and staff. Preparation of a report.
- Preparation of report on disaster preparedness
- Survey your locality regarding awareness about common communicable diseases & its preventive measures.
- Preparation of dietary chart
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report.

Suggested Reading

1. A.C Selmon, M.D. (1982). Health and Longevity. Poona: Oriental Watchman Publishing House.
2. Ambast, Ravi. (2006). Handbook of Games. New Delhi: Khel Sahitya Kendra
3. Barbara, Leader M.E. et al (1959). Health and Safety for High School Students. Philadelphia: Winston Company.
4. Bhandana, O.P. & Sharma, O.P. (2009). Psychological Variables in Sports. Jaipur : Ritu Publications.
5. Chandra, S.S. & Puri, Krishna (2009). Health and Physical Education. Delhi: Surjeet Publications.
6. Chaube, S.P. & Chaube, Akhilesh (2005). School Hygiene and Health Education. Agra: Vinod Pustak Mandir.

7. Das, Bhagwan (2006). Sharirik Shikshan ki Vidhiyan. New Delhi: Omega Publications.
8. Diane Peters Mayer, M.S.W. (2005). The Everything Health Guide to Controlling Anxiety. U.S.A : Adams Media.
9. Dudley, D., Telford, A., Peralta, L., Stonehouse, C. & Winslade, M. (2017). Teaching Quality Health and Physical Education. Australia: Cengage.
10. Goyal, M.K. (2006). Swastha Bhojan aur Swastha Vigyan. Agra: Vinod Pustak Mandir.
11. Jain, D. (2007). Manual of Playing Field. New Delhi: Khel Sahitya Kendra
12. Kaushik, H.K. (2009). Foundations of Physical Education. Jaipur: Sublime Publications.
13. Kumar, Kamakhya (2012). Yoga Education. Delhi: Shipra Publications.
14. Mishra, R.C. (2005). Health and Nutrition Education. New Delhi: A.P.H. Publishing Corporation.
15. Mohanty, Jagannath (2004). Sports and Physical Education. New Delhi: Deep & Deep Publications Pvt. Ltd.
16. Mudambi, Sumati & Rajagopal, M.V. (1982). Fundamentals of Food and Nutrition. New Delhi: Wiley eastern Limited.
17. Nayak, A.K. (2004). Sports Education. New Delhi: A.P.H. Publishing Corporation.
18. Patnayak, Anjali (2004). Nutrition Education. New Delhi: A.P.H. Publishing Corporation.
19. Prashad, Devendra. (2011). Health, Disease and Therapeutic Conundrum. Patna: Bhaskar Publications.
20. Puri, N.K. & Kapoor, Minakshi (2003). Swasthya Vigyan tatha Jan Swasthya. Agra: Vinod Pustak Mandir.
21. Puri, N.K. & Kapoor, Minakshi (2003). Swasthya Vigyan tatha Jan Swasthya. Agra: Vinod Pustak Mandir.
22. Rai, B.C. (2003). Health Education and Hygiene. Lucknow: Prakashan Kendra.
23. Ramchandran, L. & Dharmalingam, T. (2011). Health Education : A New Approach. New Delhi : Vikas Publication House
24. Shairi, G.P. (2006). Swasthya Shiksha. Agra: Vinod Pustak Mandir.
25. Shekar, K. Chandra. (2006). Measurement & Evaluation in Physical Education. New Delhi: Khel Sahitya Kendra
26. Shekhar, Chandra (2006) Organization Methods and Supervision in Physical Education. New Delhi: Khel Sahitya Kendra
27. Subrahmanyam, Sarada & Madhavankutty, K. (2009). Textbook of Human Physiology. New Delhi: S. Chand & Company Ltd.
28. Sudarshan, Kumar (2005). Physical Education, it's Development and Teaching Techniques. New Delhi: Sumit Enterprises
29. Sudarshan, Kumar (2005). Principles and Practice in Physical Education. New Delhi: Sumit Enterprises
30. Yarham, Colin et al (1999). School Total Health Program. New Delhi: Vikash Publication

PEACE EDUCATION

Course No.: 11(d)

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the notions about peace and its relevance (L2: Understand)

CO2: Compare the peace values and Constitutional values (L2: Understand)

CO3: Assess classroom practices, textbook contents and pedagogical processes from peace perspective (L5: Evaluate)

CO4: Perform the activities for experiential awareness of peace as a reality (L6: Create)

COURSE CONTENTS

Unit I: Understanding Peace as a Dynamic Social Reality

- Peace: meaning, nature and definition; relevance of peace; various levels of peace
- Education for peace: concepts and concerns
- Initiatives at national and international levels
- Peace values vis-a-vis Constitutional values
- Stresses of modern society; value inculcation for peace
- Role of family, community and media for peace building

Unit II: Conflict and Skills of Mediation

- Conflict: meaning and nature
- Conflict at different levels in society: intrapersonal, interpersonal, organizational, interstate and global
- Sources of conflict: individual and cultural differences, material resources, information, relationships, structures and organizations, needs and values, structural violence
- Analysing conflict: stages of conflict
- Skills and strategies for resolving conflict

Unit III: Orienting Education for Peace Building

- Need for a peace oriented curriculum
- Envisioning a peace oriented classroom; challenges to peace in classroom
- Becoming peace teacher; improving classroom practices
- Epistemic connection of the subject content with peace values, e.g. language (effective communication), science (objectivity, flexibility), social science (democratic ethos, Constitutional values and multi-culturalism, conflict, violence and war links with challenges to regional and local conflicts), Mathematics (precision)

- Using textbook contents for promoting peace
- Teaching strategies for peace
- Humanistic approach to evaluation

Practicum:

- Exploring the philosophies of peace – Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama
- Experiential learning sessions on yoga, meditation, communication skills, media influence, art and drama for conflict resolution
- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality; submission of reports on experiences
- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace like (i) Conflicts experienced at home/in family/ in society/ in school etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job
- Developing an action plan for peace in school and local community
- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, J.C. (2010). Education for Values, Environment and Human Rights. Delhi: Shipra Publications.
2. Arulsamy, S. (2013). Peace and Value Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Bajaj, Monisha, ed. (2008). Encyclopedia of Peace Education. North Carolina: Information Age Publishing Inc.
4. Brantmeier, Edward J. Lin, Jing & Bruhn, Christa (Eds.) (2008). Transforming Education for Peace. North Carolina: Information Age Publishing Inc.
5. Chand, Jagdish (2009). Value Education. Delhi: Anshah Publishing House.
6. Charles, Kiruba & Selvi, Arul (2014). Peace and Value Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
7. Chitkara, M.G. (2003). Education and Human Values. New Delhi: A.P.H. Publishing Corporation.
8. Coleman, P.T., Deutsch, M. & Marcus, Eric C. (2000). The Handbook of Conflict Resolution. San Francisco, CA: Jossey-Bass.

9. Cortright, D. (2008). *Peace: A History of Movement and Ideas*. New York: Cambridge University Press.
10. Gupta, N.L. (2002). *Human Values for the 21st Century*. New Delhi: Anmol Publication.
11. Harris, I. & Morrison, M. L. (2003). *Peace Education* (3rd edition). North Carolina: McFarland & Company Inc.
12. Kumar, Neeraj (2011). *Human Values and Professional Ethics*. Agra: Agrawal Publications.
13. Maitin, T.P. (2014). *New Values in Higher Education: Concepts and Components*. New Delhi: Priya Sahitya Sadan.
14. Merryfield, M. and Remy, R. eds. (1995). *Teaching about International Conflict and Peace*. New York: State University of New York Press.
15. Mishra, Loknath (2009). *Peace Education; Framework for Teachers*. New Delhi: A.P.H. Publishing Corporation.
16. Mohanty, Jagannath (2005). *Teaching of Moral Values Development*. New Delhi: Deep & Deep Publication.
17. Muthuja, Babu, Usharani, R. & Arun, R.K. (2009). *Peace and Value Education*. New Delhi: Centrum Press.
18. NCERT (2006). *Position Paper: National Focus Group on Education for Peace*. New Delhi: NCERT.
19. Page, James (2008). *Peace Education: Exploring Ethical and Philosophical Foundations*. North Carolina: Information Age Publishing Inc.
20. Pant, Daya & Gulati, Sushma (2010). *Ways to Peace: A Resource Book for Teacher*. New Delhi: NCERT.
21. Read, Herbert (1955). *Education for Peace*. New York: Routledge.
22. Ruhela, S.P. & Nayak, Raj Kumar (2011). *Value Education and Human Rights Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
23. Salomon, Gavriel and Baruch, Nevo, eds. (2003). *Peace Education: The Concept, Principles, and Practices around the World*. New Jersey: Lawrence Erlbaum.
24. Salomon, Gavriel and Edward, Cairns, eds. (2010). *Handbook on Peace Education*. New York: Taylor & Francis.
25. Sharma, Naina, ed. (2011). *Value Education and Social Transformation*. Jaipur: Rawat Publications.
26. Shukla, R.P. (2004). *Value Education and Human Rights*. New Delhi: Sarup & Sons.
27. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Value Education*. New Delhi: A.P.H. Publishing Corporation.
28. Vanaja, M. & Bharathi, Vijaya D., eds. (2011). *Value Oriented Education: Initiatives at the Teacher Education Level*. Hyderabad: Neelkamal Publications Pvt. Ltd.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course No.: 11(e)

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course student-teachers will

At completion of the course, the prospective teachers will attain the ability to:

- CO1: Enable the students to understand meaning, nature, scope, functions and principles of Educational Administration
- CO2: Develop an understanding of the role of various agencies in educational administration in India
- CO3: Develop an understanding among the students about various components of school management and different designs of school building
- CO4: Develop an understanding of leadership qualities, concept of supervision, decision making and accountability in the field of education

COURSE CONTENTS

Unit I: Concept of Educational Administration

- Meaning, definitions, scope and functions of educational administration
- Educational Administration in India: Characteristics and Guiding principles
- Role of following agencies in the educational administration in India: Central Government, State Government, Local Bodies and Private Agencies
- School climate, school discipline
- School finance: Sources of income and items of expenditure , school budget

Unit II: School as an Organisation

- The School: Its functions and relationship with the society
- School Plant: Meaning, Planning, Area, Design, Maintenance
- School Personnel: Headmaster, Teacher, Office Staff

Unit III: Concept and Elements of Educational Management

- Educational Management: Meaning, definitions, scope, principles, issues, Human Resource Management, School Management Committees (SMCs)
- Preparation of academic calendar and timetable
- Educational Supervision: Concept, need, functions and scope

Practicum

- Preparation of school timetable
- Preparation of an inventory of school records/Library/Laboratory
- Preparation of album with different shapes of school building
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report.

Suggested Readings

1. Aggarwal J.C. (2007). Educational Administration and Management. Doalia House.
2. Verma J.P. and Verma Manju (2007). School Management, R.Lal Book Depot.
3. Mohanty Jagannath (2011). Educational Administration, Supervision and Organization. Shipra Publication
4. Mohanty Jagannath (2005) Educational Administration. Supervision and School Management. Deep and Deep Publications.
5. Gupta S. and Aggarwal J.C. (2007) School Management. Shipra Publications.
6. Kawshik Kumari Vijaya and Sharma S.R. 1997 School Administration Organization, Anmed Publication.
7. Raghuram R.K. 2009 Educational Planning, Crescent Publishing Corporation.
8. मिश्रा महेन्द्र कुमार 2009 शैक्षिक प्रबंधन की विधियाँ, अर्जुन पब्लिशिंग हाऊस
9. सुखिया एस.पी. 2006 विद्यालय प्रशासन एवं संगठन
10. गौतम मालती 2007 विद्यालय प्रशासन, वंदना पब्लिकेशन्स
11. देव महेन्द्र 1998 विद्यालय प्रबंध, राष्ट्रवाणी प्रकाशन
12. विद्यालय प्रशासन 2008 ES-335, IGNOU
13. विद्यालय प्रबंधन 2008 ES-335, IGNOU
14. विद्यालय कार्यकलाप 2008 ES-335, IGNOU

VOCATIONAL/WORK EDUCATION

Course No.: 11(f)

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Know the Historical background of tailoring and necessary equipment for sewing and about fabrics (L1: Remember)
- CO2: Describe the meaning, objectives and importance of work education (L2: Understand)
- CO3: Use basic sewing stitches, seam finishes and fullness of garments in light of basic elements of design and drafting (L3: Apply)
- CO4: Create ethnic and modern costumes using motor skills like cutting, stitching, measuring and designing (L3: Create)

COURSE CONTENTS

Each student shall be offered one of the following crafts and gain work experience:

- VE-1 Tailoring
- VE-2 Embroidery
- VE-3 Leather Craft
- VE-4 Horticulture & Gardening
- VE-5 Agriculture
- VE-6 Spinning
- VE-7 Artistic Craft

VE-1. TAILORING

COURSE CONTENTS

Unit I – Introduction to Sewing

- Information on sewing machines
- Safety precautions to be followed while operating the machines
- Maintenance of sewing machines
- Repairs and corrections in machine and stitches,
- Useful materials for sewing: Knowledge of needles & threads

Unit II – Techniques and Pattern

- Techniques: Information on body structure, right technique for measurements, precaution while cutting, useful tip for perfect sewing
- Patterns: Stitches pattern in sewing; whipping stitch, slip stitch, button hook stitch, over sewing stitch, plain seam, over cost seams, decorative stitches
- Use of accessories like buttons, elastic, zips in sewing, variety of cuffs, collars, strips, facing and lining, variety of sleeves and pockets

Unit III – Different Kinds of Apparels

- Kids apparels: New born essentials, cloth diapers, simple baby suit, zabla set, baba suit, kids daily wear, night suit, frocks; sun – frock, a-shape frocks, plain frock, umbrella frock, party frock, school uniform (skirt and blouse)
- Girls and women apparels: Petticoat, kali petticoat, plated petticoat, 8/6 kali petticoat, Tunics and tops, tops with variety of collars, short tops, simple tops, maxis, salwar – kurta, normal salwar, normal kurta, blouse, simple blouse, choli blouse, kameez with dart, princess line, with kali, six piece, umbrella with yoke, overlap style
- Boys and gents apparels; Daily wear, under garments, normal pyjama, churidar pyjama, kurta - (bengali & lucknowi kalidar designs), shirts, trousers, shorts & t- shirts, gent's night suit

Practicum

- Preparation of an album (File) of decorative stitches
- Preparation of any article using different stitches
- Visit to state emporium to observe the dresses, textile designs, knitting, printing and interior décor items
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, Krishan Kumar : Cutting Tailoring Dress Designing Boutique Course (Hindi), Manoj publications, 2013
2. Anon. The Tailor's Classical and Infallible Text Book of Cutting All Garments Worn by Men, Women and Children. London, c.1900
3. Arnold, J. Patterns of Fashion: The Cut and Construction of Clothes for Men and Women 1560-1620. London, 1985/87
4. Compaign, C. and Devere, L. The Tailor's Guide; a Complete System of Cutting Every Kind of Garment to Measure. London
5. Doyle, Robert: The Art of the Tailor, Sartorial Press Publications, Stratford, Ontario; 2005.
6. Holman, Gillian, Pattern Cutting Made Easy A Step By Step Introduction, Jain Book depot, 2005.
7. K. R. Zarapkar, Shivan Shastra, Tailoring Books Zarapkar Shivanshastra - 1 (M), Navneet Publications (India) Limited, 2002
8. Waugh, N. The Cut of Men's Clothes: 1600-1914. London, 1964/87/94
9. White, Archibald. A (ed.): The Modern Tailor, Outfitter and Clothier. Fourth Edition. Vol I-III. The Caxton Publishing Company, Ltd. London, 1949
10. White, Archibald A.: A First Course in Gentlemen's Garment Cutting. The Tailor and Cutter Ltd. London circa 1955.
11. Morris, F. R. Pocket Edition of the CPG to the Cutting of All Styles of Men's Garments. London, 17th edition, 1954
12. Sharma Kusum: Rapidex Home Tailoring Course 6- week Course, Pustak Mahal, New Delhi
13. Sytner, R. The Art of Fitting Gentlemen's Garments. London, 1955/1967
14. Tamta, G.L. Tailoring-Cutting & Fashion Designing (Hindi), Dhanpat Rai & Co., 2014
15. Verma, Gayatri: Cutting And Sewing Practical (Drafting), Asian publishers, 2014
16. Verma, Gayatri: Cutting & Tailoring Practical (Hindi), Asian publishers, 2013
17. Verma, Gayatri: Cutting & Tailoring Course, Asian publishers, 2014
18. Vincent, W. D. F. The Pocket Edition of the CPG to the Cutting of All Kinds of Gentlemen's Coats, Vests, Trousers, Breeches and Gaiters, Overcoats London, 4th edition, c.1905
19. White, A. A. A First Course in Gentlemen's Garment Cutting. London, 1952
20. White, A. A. Cutting from Block Patterns; Gentlemen's Jackets, Waistcoats, Trousers, etc. London, 1960
21. White, A. A. The Modern Tailor, Outfitter and Clothier. London, 4th edition, 1949

VE-2.EMBROIDERY

COURSE CONTENTS

Unit I: Introduction of Embroidery

- History of Embroidery – Mahabharat, Ramayan & Indus valley civilization. Give reference to decoration on garments.
- Use of embroidery on state regalia like curtain, cushions, wall hangings, state robes and throne canopies.
- The patronage of Mughals East India Company in the growth & development of embroidery as an craft.
- Sources of and inspirations for motifs and designs nature, jewelry, painting & etc.
- Centers for embroidery & the development of traditional embroidery of each state of country

Unit II: Elements and Principal of Art

- Study of live, form, texture, colour, pattern, light and space
- Principal of Art; Study of harmony, balance, repetition, rhythm proportion & emphasis
- Placement of design alive vertical, horizontal, diagonal, half drop, bride placement etc.
- Kind of designs; a. Naturalistic, b. Conservative, c. Decorative, d. abstract
- Understanding and Using colour; Classification like primary, secondary & tertiary colour, Characteristics like hue, value & intensity; a. Type like cool/warm, advancing/recoding b. Colour harmonies/schemes – monochromatic complimentary, analogous etc.
- Factors affecting choice of use of colour

Unit 3-Embroidery Tools and Techniques

- Study of embroidery, tools and equipment specially kinds of needles & threads
- Basic embroidery stitches likes stem, chain, satin, long & short etc.
- Study of Traditional Embroideries of India; Kantha of Bengal, Sujni of Bihar, Phulkari of Punjab, Kasuti of Karhatalia, Kashida & Zardozi of Kashmir, & Chikankari of Lucknow

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Antrobus, Mary Symond and Louisa Preece. Needlework through the Ages. London: Hodder & Strough, Ltd., 1928. -Includes non-European work. Fewer plates than Schuette.
2. Brown, P. The Encyclopedia of Embroidery Techniques. East Roseville NSW: Simon and Schuster, 1994.

3. Cave, Oenone. Cutwork Embroidery and How to Do It. Dover Publications, 1982. ISBN - 0-486-24267-6
4. Dhamija, Jaslean,(Ed.) Asian Embroidery, Craft Council of India, 2004
5. Eaton, J. The Complete Stitch Encyclopedia. London: Hamlyn, 1986.
6. Enthoven, J. The Stitches of Creative Embroidery. West Chester: Schiffer Publishing, 1987.
7. Gillow, John and Nicholas Barnard, Traditional Indian Textiles, Thames and Hudson,1991.
8. Gostelow, Mary. A World Of Embroidery. New York: Charles Scribners' Sons, Inc., 1975.
9. Irwin, John and Margaret Hall. Indian Embroideries. India: S.R. Bastiker, 1973.
10. Morrell, Anne. The Techniques of Indian Embroidery. Loveland, Colo.: Interweave Press, 1995.
11. Nirmala C Mistry, Indian Embroidery Ethnic and Beyond With CD, Jain Book depot, 2006.
12. Swift, G. The Batsford Encyclopedia of Embroidery Techniques. London: Batsford, 1994.

VE-3.LEATHER CRAFT

COURSE CONTENTS

Unit I: Tools and Accessories for Stitching

- Tools & Accessories required for stitching on leather
- Types of sewing machines like Flat, Post & Cylinder Bed, Working mechanism of sewing machine, Identification of the problems in sewing machine and troubleshooting measures, Safety precautionary measures in operating the machine
- Reinforcement materials and their specific applications
- Lining materials and their use for a given purpose
- Fittings & Fasteners for a specific job
- Needle points, sizes (numbers) and parts
- Different types of threads, sizes and quality parameters

Unit II: Basic Cutting Practice

- Cutting methods
 - (i) Hand-cutting
 - (ii) Machine-cutting
- Pattern nesting
- Safety precautions to be adopted while handling knife
- Minimize wastage of material while cutting

Unit III: Stitching Practice on Leather

- Various type of stitches like lock stitch, chain stitch, zig zag stitch and overlock stitch
- Stitching on Various types of leather
- Grading and assorting of leathers
- Various types of Seams
- Various types of leather products
- Various types of edge treatments
- Causes and Remedies of needle and thread breakage
- Adhesives for leather products

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Chris A. Groneman, Leather Craft - Illinois, Chas.A. Bemett Co.inc, Peolia.
2. CLRI, Manual on Leather Goods manufacture –course materials, Chennai, Central Leather Research Institute.
3. CLRI, Manual on Skiving Manuals, Chennai, Central Leather Research Institute.
4. FDDI, (1992), Essential of Sewing, Nodia – Foot wear Design and Development Institute.
5. FDDI, (1992), Manual on The Art of Cutting and Clicking Operation, Nodia – Foot wear Design and Development Institute.
6. FDDI, (1992), Manual on The Art of Hand Folding, Nodia – Foot wear Design and Development Institute.
7. FDDI, (1992), The skill of operating Single Needle Post Bed Sewing Machine, Nodia – Foot wear Design and Development Institute.
8. G. Philips & W. Schewbke, (1979), How to sew Leathers Suede, New York, Macmillan.
9. J.H.Sharphouse, (1995), Leather Technicians Hand book, Revised Edition, Northampton World Leather.
10. Jame O. Grames, The complete handbook of Leather Crafting, Florida, Robert E. Krieger Publication Company.
11. Richard Daniels, (2003), Back to Basics Leather Manufacture, Northampton – World Leather.
12. S.S. Dutta, (1980), Introduction to the Principle of leather Manufacture, Kolkatta.- Indian Leather Technologist Association.
13. S.S.Dutta, (1980), Physical Testing Of Leather, Kolkatta.- Indian Leather Technologist Association.
14. SATRA, Publications on Leather Stitching , France - Shoe and Allied Trade Research Association (SATRA).
15. Sewing Machine Manuals supplied by manufacturers.
16. TSK Mahadevan, (2001), A manual on practical leather processing, Chennai, Indian Leather Publication.

VE-4. HORTICULTURE & GARDENING

COURSE CONTENTS

Unit I: Garden Design

- Scope and objectives of gardening, Style of gardens: Formal, Informal, Types of gardens: English, Mughal and Japanese., Components of garden, Planning of outdoor gardens: Small, Residential, Larger Home Garden, Roof Garden, Terrace Garden, Children's garden, School and Institutional Garden, Park, Industrial garden, Housing complex, Indoor gardening

Unit II: Specialized Gardens

- Herb garden, Rose garden, Bog garden, Sunken garden, Topiary garden, Kitchen garden, Paved garden, Dish garden, Rock garden, Terrace garden, Water garden & Bottle garden (Terrarium), Concept of container / pot garden and designs

Unit III: Nursery Production and Management

- Scope, Site, Soil (Types of soil, water holding capacity, field capacity, Electrical Conductivity, pH.), Environment (knowledge of climatic conditions), Layout, Manure, Fertilizers, Maintenance, Garden tools, Culture and Garden calendar, Types, Nursery beds, Pest & Disease management. Hi-tech Nursery.
- Propagation of ornamental flowers/plants by seeds, layering, Vegetative propagation techniques: Cutting and its types, Budding and its types, Grafting and its types & tissue culture.
- Propagation of bulb plants: Scaling, Scooping, Bulbils, Division, Cutting
- Trees and their significance in garden and landscape designing
- Ground cover plants, Ornamental ferns and their propagation, Herbaceous perennials, Annuals & Biennials: Important Genera and Species, their importance in garden designs; Orchids: Environment, propagation, potting & compost, nutrient supply, watering, important species.

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Arora J S (1990). Introductory Ornamental Horticulture, Kalyani Publication.
2. Bailey L H 1901. The Standard Encyclopedia of Horticulture, volume 1,2 and 3 Macmillan Publications.
3. Bose T K and Mukerjee D 1987, Gardening in India, Oxford Book House
4. Chauhan V. S. Vegetable Production in India. RamPrasad and Sons
5. Kumar N 1989 Introduction to Horticulture, Rajalakshmi Publications.

6. Manibhushan Rao 1991. Text book of Horticulture, Macmillan Publications.
7. Shujnrnoto, 1982. The Essentials of Bonsai, David & Charles, Newton.

VE-5. AGRICULTURE

COURSE CONTENTS

Unit I: Concept and Method of Scientific Agriculture

- Ability to appreciate the importance of scientific agriculture, ability to select land for a crop and crop for a piece of land, ability to grow crop, fruits and vegetables as a subsidiary occupation,. Ability to realize the significance of the compost drive and reclamation movement, Ability and practice in the preparation of cropping scheme according to weather

Unit II: Storing and Marketing

- Knowledge of storing grains, preparing them for the market
Practice in preparation of usual budget and profit and loss, knowledge of accounts and appreciate the dignity of labour.

Unit III: Vegetable Gardening

- Following practices required; Practice in vegetable gardening (a) layout of kitchen garden compound (b) practice of raising seedlings in seedbed/sowing seeds (c) transplantation of sapling (required in some vegetables) and (d) regular care of growing plants (d) Practice of growing seasonal grain.

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Jha, Hari bhushan, Phasal awang usake prakar, Rajiv Prakshan, New Delhi
2. Kumar, Dinesh, Bihar ke phasal, Motilal Banarsi Das, Patna
3. Singh, Ramchandra, Essential knowledge of agriculture

VE-6. SPINNING

COURSE CONTENTS

Unit I: History and Process of Producing Khadi

- History of khadi, ability to produce khadi with a view ultimately to attaining the self-sufficiency in cloth, knowledge and practice in picking cotton, and its processing such as cleaning, ginning, paralleling, carding and shiver making, spread of carding in madhyam, Pirjan or middle carding, proficiency in Spinning Yarn, ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn,

Unit II: Marketing and Accounting

- Preparing Khadi products for the market. Ability to work out the profit and loss, ability to maintain accounts, such as stock register, production register, disposal register, balance-sheet etc.,

Unit III: Gandhian Thought

- Gandhian view on: Enlightened citizenship, value of work: Man and machine, knowledge without character, Education without character. Can Internet serve khadi spirit of Khadi? Role of Internet in promoting Gandhian values, Globalization and Buniyadi Siksha of Mahatma Gandhi.

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

- Ahmad, Razi, Charka, Gandhi Sangrahalaya, Patna
- Gandhiji, Rachnatmak KaryaKaram uska Rahasya Aur Sthan
- Gandhiji- Gram Swaraj, Nav Jivan Prakashan, Ahmedabad
- Kulkarni, Sudhindra, The spinning of wheels-, Allied Publication, New Delhi
- Rajput, J.S., The seven social sins, Allied publication, New Delhi
- W.Klein, The Technology of Short Staple Spinning, Manual of Textile Technology –Vol-1, by The Textile Institute, Manchester, UK.
- W.Klein, Man-Made Fibres and Their Processing, Manual of Textile Technology – Vol-6, by The Textile Institute, Manchester, UK.
- W.Klein, A Practical Guide to Combing and Drawing, Manual of Textile Technology – Vol-3, by The Textile Institute, Manchester, UK.
- W. Klein, A Practical Guide to Ring Spinning, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
- W. Klein, New Spinning Systems, Manual of Textile Technology – Vol-1, by The Textile Institute, Manchester, UK.
- Carla A. Lawrence, Fundamentals of Spun Yarn Technology CRC Press

VE-7. ARTISTIC CRAFT

COURSE CONTENTS

Unit I: Geometrical 3D Object Study at least – 5 works

- To develop the basis sense of structure – detail drawings In various positions and angles develop & understand basic Shapes and Forms – any twisting form and its detail study. Basic Geometrical Shapes – Square, Rectangle, Cylinder, Cone, Intersecting Triangle, Half rounded 3D Shapes & Circle. Medium – Pencil, Conte – Black & Brown

Unit II: Structure and Character Study at least – 2 works

- Operational problems in building up structure – Foliage & Trunk Study for basic understanding of structure, Bending, Twisting, Curving Forms created from nature. Expanding structure through unit etc. Experiments through various types of materials combinations of Known and Unknown Rhythmic 3D Form Medium – Wire, Plaster of Paris, Clay etc.
- Study from Found Objects – Intricate Drawings, Enlarging images and complete 3D sculpture making to develop the sense and handle true to realism as referred in the found object. Medium – Clay, photographs for document.

Unit III: Organic and Inorganic Form – Study & Composition at least – 2 works

- Drawing & exercise – composition – sculpture for Basic understanding of 3D Sculpture – Armature, Machete Positioning, Spacing, Rounding, Found Vitality of the Built images. Medium – Clay, Plaster of Paris, Paper – Mount Board, Wax etc.
- Figurative & Non – Figurative – its high / low Relief works By Clay medium – Terracotta – Preparation of clay, using Clay tools, Line, Texture, Shapes, High & low cut-imposing and Extracting from plates-firing basic understanding of Relief works.

Practicum

- Any activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Adamson, Glenn. Thinking Through Craft. London: Berg publishers, 2007.
2. Adamson, Glenn. The Craft Reader. UK: Berg Publishers, February, 2010.
3. Auther, Elissa. String, Felt, and the Hierarchy of Art and Craft in American Art, 1960-1980. Minneapolis: University of Minnesota Press, 2009.
4. Barker, Garry G.. The Handcraft Revival in Southern Appalachia, 1930-1990. Knoxville: The University of Tennessee Press, 1991.
5. Botton, Alain de. The Pleasures and Sorrows of Work. New York: Pantheon Books, 2009.

6. Crawford, Matthew B. *Shop Class as Soulcraft: An Inquiry into the Value of Work*. New York: Penguin Press, 2009.
7. Crowe, Donald W.; Washburn, Dorthey K. *Symmetry Comes of Age: The Role of Pattern in Culture*. Seattle: University of Washington Press, 2004.
8. Newell, Laurie Britton. *Out of the Ordinary: Spectacular Craft*. New York: V&A Publications, 2007, pp. 112-123.

ENVIRONMENTAL EDUCATION

Course No.: 11(g)

Theory : 35 Marks

Course Credit : 2

Practicum:15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the role of education in fostering the idea of learning to live in harmony with nature (L2: Understand)

CO2: Demonstrate an integrative approach to environmental issues with a focus on sustainability (L3: Apply)

CO3: Use the comprehensive understanding of various life forms and ecological processes in solving current environmental problems and preventing future ones (L3: Apply)

CO4: Plan strategies for environmental protection and conservation of biodiversity, social equity and sustainable development (L6: Create)

UNIT-I : Understanding Environment

- Concept of Environment: Meaning, nature and major components
- Relating environment with traditional knowledge and cultural practices
- The emergent inter-disciplinary perspective
- Role of Education in creating environmental awareness, programmes of environmental education for secondary school children

UNIT-II : Major Environmental Issues

- Pollution related to land, water and air
- Deforestation: Change in forest cover over time
- Waste generation and management
- Biodiversity: Conservation /preservation of genetic diversity, an important environment priority: learning to live in harmony with nature.
- Issues of sustainable development; need for and challenges to sustainable development; study of alternative approaches to sustainable development

UNIT-III : Environmental Education: Concept, Pedagogy and Teacher

- Environmental education : Meaning , objectives , scope and nature of environmental education
- Principles and components of environmental education

- Teaching methods of Environmental education at various levels- their merits and demerits.
- Role of teachers, development of skills and abilities to deal with curricular areas related to environment in the classroom

Practicum

- Study of a local environmental problem
- Preparation of school activity to raise environmental awareness
- Visual representation of environment and its components through concept mapping
- Analysis of relevant documents depicting voices of concern for environment
- Project-work dealing with any one topic related to issues of environment in the school curriculum
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

List of Readings

1. Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment
2. Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
3. Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
4. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
5. CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
6. Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
7. Driver R. Guesne, E. & Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press
8. Harvey, B. & Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.

9. Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication
10. Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.
11. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
12. Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE) Education. In The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education. Science and Technology Education. Vol. 19, 219-239.
13. Raghunathan, Meena&Pandy, Mamta(Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education
14. Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication
15. UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.
16. UNESCO – UNEP (1980). Environment Education: What, Why, How . . . Paris: International Education Series. UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In Environment Education Newsletter. Paris: UNESCO
17. VidyaBhawan Society (1995). Report of the Seminar on Environmental studies (23rd -25 th November, 1995). Udaipur 3
18. Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia– Pacific. London & New York: Routledge Publication.
19. मिश्र, अनुपम (1985). देश का पर्यावरण. नई दिल्ली : गाँधी प्रतिष्ठान।
20. मिश्र, अनुपम (1993). आज भी खरे हैं तालाब. नई दिल्ली : गाँधी प्रतिष्ठान।

EPC 4: UNDERSTANDING THE SELF

Course No.: EPC 4

Theory: 35 Marks

Course Credit: 2

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO1: Explain the development of self as a person and as teacher (L2: Understand)
- CO2: Understand the philosophy of Yoga and its role in well-being (L2: Understand)
- CO3: Develop sensibilities, dispositions and skills for building multicultural orientation (L4: Apply)
- CO4: Develop in the students the competence to deal with conflicts at different levels (L4: Apply)

COURSE CONTENTS

Unit I: Understanding Self

- Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment
- Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc.
- Development of professional identity of a teacher
- Awareness of the influence of social milieu on self
- Negative experiences generate stress, anger and aggression

Unit II: Traditional Wisdom and Self Well-being

- Understanding Yoga: Concept of Yoga in Geeta and Patanjala Yoga Sutra. Yogic practices and their significance for stress management and conflict resolution.
- Temperamental model of personality, Ancient Greek to present. Its significance for stress management and conflict resolution.
- Understanding fundamentalism and its impact on developing self.
- Developing capabilities for mediation- listening to the conflicting parties, awareness of context of conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution
- Music and stress management

Unit III: Becoming a Humane Teacher

- Nurturing capabilities for critical self- reflection; transcending past negative experiences
- Development of sensitivity, importance of empathy
- Developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting

- Self-discipline, self-management;
- Removal of prejudices, biases and stereotypes and building multicultural orientation;

Practicum

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Reflections, story making, self -disclosure through art, dance and theatre
- Nature walk/ field visit , adventure, simulation exercises, collective art
- Self reflective journal writing
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. B.K S Iyengar (1976) Light On Yoga, New York, Schocken Books.
2. Bhatt, H. (N.D.). The Diary of A School Teacher An Azim Premji University Publication, Retrieved From Www.Arvindguptatoys.Com/Arvindgupta/Diary-School-Teachereng.Pdf
3. Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Rowman & Littlefield.
4. Hall, C., & Hall, E. (2003). Human Relations in Education. Routledge.
5. Kelly, G.A. (1991). The Psychology of Personal Constructs Volume One – A Theory of Personality, London : Routledge.
6. Kenneth T. Henson, 2000, Educational Psychology For Effective Teaching, Wordsworth Publishing Company.
7. Kumar, K. (2004). What Is Worth Teaching? (3rd Ed.). Orient Blackswan
8. Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Aakar Books.
9. Seetharam A.R. (1996) Yoga For Healthy Living. Mysore; Paramahansa Yogashram.
10. Sharma, N. (2003). Understanding Adolescence. NBT India.
11. Tagore, R. (2003). Civilization and Progress. in Crisis in Civilization and Other Essays. New Delhi: Rupa & Co.
12. Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes, MA : Harvard University Press.
13. Sharma, Seema (2018). Understanding The Self. R. Lall Book Depot: Meerut
14. Ming Cheng (2015), Transition Skills and Strategies-Critical Self Reflection, www.Research Gate.Net Publication
15. Geneva Gay, Kipchoge Kirkland (2003). Developing Cultural Critical Consciousness and Self-Reflection in Pre-service Teacher Education, Paper in Theory and Practice Vol. 42. Taylor & Francis

16. G Mc Allister, J.J. Irvine (2002). The Role of Empathy in Teacher Culturally Diverse Students: A Qualitative Study of Teachers Belief- An Article in Journal of Teacher Education, Sage Publications
17. Kamakhya Kumar (2012) Yoga Education A Textbook. Agra: Shipra Publication.
18. Surendra Sharma and Sunita Sharma (2008). Yoga Darshan, New Delhi: University Publication.
19. Prof. T Mrunalini (2016) Yoga Education. Hyderabad: Neelkamal Publication Pvt. Limited.
20. Omprakash and Sanjay Datta (2013) Yoga Shiksha. Agra: Agrawal Publication.