

Aryabhatta Knowledge University

Patna, Bihar

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus

(Based on NCTE Curriculum Framework for two year B.Ed. Programme)

Preeti Singh
28/09/2015

Pratim Kumar
28/09/2015

28/09/2015
28/09/2015

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Marking Scheme for Internal Assessment of CCs and EPCs

Type of Courses	Break up	Marks
Courses with internal Marks 20	Internal test	10
	Assignments and Projects	10
	Total	20
Courses with internal Marks 10	Internal tests	05
	Assignments and Projects	05
	Total	10

Marking Scheme for Assessment of School Contact Program

School Internship Program – Part I		One month: 5 hours/day
Tasks	Details	Marks
1	School Diary	05
2	Classroom Observation	10
3	School Observation (Interaction with school management or Meeting with SMCs)	10
4	Teacher – Student dialogue	10
5	Case Studies	5
6	Learning Plan	10
	Total	50

Marking Scheme for Assessment of School Internship Program

School Internship Program – Part II		Four months: 5 hours/day
Tasks	Details	Marks
1	School Diary	10
2	Classroom Observation	15
3	School Observation (Interaction with school management or Meeting with SMCs)	15
4	Teacher – Student dialogue	10
5	Professional Ethics	10
6	Project work and Action Research	40
7	Teaching Practice	50
	External Assessment (Practical Exam)	50
	Total	200

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An Overview of the yearly distribution of Courses

First Year		Marks			
Course Code	Course Title	Credit	Internal	External	Total
CC-1	Childhood and Growing up	4	20	80	100
CC-2	Contemporary India and Education	4	20	80	100
CC-3	Learning and Teaching	4	20	80	100
CC-4	Language across the Curriculum	2	10	40	50
CC-5	Understanding disciplines and Subjects	2	50	--	50
CC-6	Gender, School and Society	2	10	40	50
CC-7a	Pedagogy of a School Subject - Part I	2	10	40	50
EPC-1	Reading and Reflecting on Texts	2	50	--	50
EPC-2	Drama and Art in Education	2	50	--	50
EPC-3	Critical Understanding of ICT	2	50	--	50
	Total	26	290	360	650
School Internship - 4 Weeks					
Second Year					
CC-7b	Pedagogy of School Subject - Part II	2	10	40	50
CC-8	Knowledge and Curriculum	4	20	80	100
CC-9	Assessment for Learning	4	20	80	100
CC-10	Creating an Inclusive School	2	10	40	50
CC-11	Optional Course	2	10	40	50
EPC - 4	Understanding the Self	2	50	--	50
School Internship - 16 Weeks		10	200	50	250
	Total	26	320	330	650
	Grand Total	52	610	690	1300

Order of Merit

Percentage of Marks	Grade
86 & Above	O (Outstanding)
76 to 85	A+ (Excellent)
66 to 75	A (Very Good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

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CC-1: CHILDHOOD AND GROWING UP

OBJECTIVES

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods and community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions.
- To interact with children using activities as a base to establish rapport.
- To interpose how gender, caste and social class may impact the lived experiences of children.

Unit-1

Learner: Childhood and development

- ☐ Concept of Childhood: Historical and contemporary perspectives; major discourse
- ☐ Key Factors during Childhood: Family, Neighborhood, Community and School
- ☐ Children and their Childhood: The Contemporary realities with special focus on Bihar
- ☐ Development of learner: physical, cognitive, language, emotional, social and moral; their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

Unit-2

Learner and Adolescence

- ☐ Concept of Adolescence: stereotypes, need of understanding, major issues and factors
- ☐ Understanding Stages of development with special emphasis on adolescence
- ☐ Adolescence: activities, aspirations, conflicts and challenges of learner
- ☐ The Contemporary reality of adolescence with special focus on Bihar
- ☐ Dealing with adolescents: discourse on the role of teacher, family, community and state

Unit-3

Socialization and the Context of Learner

- ☐ Concept of Socialization: major perspectives, education as a medium and key factors
- ☐ Socialization: The context of family, community and school
- ☐ Gender Identities and Socialization Practices in: Family, Schools, Other formal and informal organization, Schooling of Girls
- ☐ Process of Socialization and social realities (with special focus on Bihar): Inequalities, conflict, marginalization

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- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age; peer group

Unit-4

Individual Differences among Learners

Differences in learners based on socio-cultural contexts

- Dimensions of differences in psychological attributes: cognitive, abilities, interest, aptitude, creativity, personality, values
- Understanding differences based on a range of cognitive abilities: learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness.
- Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective

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CC-2 CONTEMPORARY INDIA AND EDUCATION

OBJECTIVES:

On completion of the course the student teacher will be able:

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

COURSE CONTENT:

UNIT 1:

a) Concept of Education and its Nature

Idealism, Naturalism and Pragmatism and their relation to the following thinkers: Rousseau, Tagore, Dewey and Gandhi

b) Diversity Inequality and Marginalization

- ☐ Diversity inequality and Marginalization in the society and the implications for education.
- ☐ Concept of social diversity and its enrichment in life challenges for universal education (NCERT 2006, 2006b, 2006c, 2006d).
- ☐ Diversity at the level of individual of regions, languages, religions, caste, tribes women and dalit.

UNIT 2: Study of Constitution & Education

- ☐ Study of Constitution especially the preamble for the fundamentals Rights, Duties of citizens and the directive principles of state policies.
- ☐ Constitutional values related to aims of education.

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- ☐ Concepts relating to inequality, discrimination marginalization in universalization of Education.
 - ☐ The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.
 - ☐ Current Research on multilingual education, medium of schooling, Development of three language formulae.
 - ☐ Constitutional provisions and the colonial debates on school language Policies.

UNIT 3: Study of Different Commissions

- ☐ Wardha commission 1937: Basic Education.
- ☐ Kothari commissions (1966) recommendations and their implementation Mudaliar commission (1951-53).
- ☐ National Policy of Education (NPE), 1986 & its review, 1992.

UNIT 4: Study of Policies

- ☐ Review of mid-day-meal programme & the role of legislative action to ensure nutrition.
- ☐ Different policies implementation and shaping of school education: NCF – 2005, BCF -2008, NCFTE -2010.
- ☐ RMSA and Sarva Shiksha Abhiyan towards enrolling and retaining marginalized children.
- ☐ The role of agency of teachers in the content of universal and inclusive education.
- ☐ Common school system report: (chapter on teacher).

Mode of Transaction:

- ☐ Teachers should incorporate discussions, projects, documentaries, movies and fieldsbased projects
- ☐ Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- ☐ In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- ☐ Dialogue and discussions has to be the key for the transaction of this course.

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CC-3LEARNING AND TEACHING

अधिगम और शिक्षण

OBJECTIVES

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Unit-1 Concepts related to Learning

- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Major factors affecting learning
- Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

Unit-2 Theoretical perspectives on Learning

- Reflecting on the development of theories on learning: Historical perspective
- Theories related to Learning: Behaviorist, Cognitivist, Information-processing view, Humanist, Social-constructivist
- Concepts and principles with their applicability in different learning situations
- Relevance and applicability for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives

Unit-3 Learning and Teaching

- Organising Learning: issues and concerns; Learning as 'transmission and reception of knowledge' and Learning as 'construction of knowledge'; Individual versus group learning; learning in heterogeneous groups; nature of the learning context
- Paradigms for learning-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner
- Understanding Social-constructivist perspective of teaching and its implications
- The idea of Creative Learning: Concept and its pedagogical implications
- Creating facilitative learning environments: enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning

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Unit-4 Understanding Assessment

- Meaning of terms: assessment, evaluation, test, examination, appraisal, grading, measurement; and their interrelations
- Assessment: major perspectives (behaviorist, cognitivist and constructivist), qualitative and quantitative aspects
- Purpose of assessment: 'Assessment of Learning' and 'Assessment for Learning'
- Continuous and Comprehensive assessment: Concept and components
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data
- Assessment: Planning, construction of tools, implementation and reporting (projects, assignments; performances; Kinds of tests and their constructions; Observation of learning processes by self, by peers, by teacher; Self-assessment and peer-assessment; Constructing portfolios; feedback)

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CC- 4LANGUAGE ACROSS THE CURRICULUM

सम्पूर्ण पाठ्यचर्या में भाषा

OBJECTIVES

- To enable the student teacher to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To understand multilingualism in the classroom.
- To understand the nature of reading comprehension in the content areas and writing specific content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose – writing to understand.

Unit-1

Developing Basic Skills

1. Listening: Casual and Focused listening, Identification of sound, information and emotional tone, understanding Syntactic patterns, Stress and Intonation
2. Speaking: a. Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Conversations and Dialogues, Word and Sentence stress, Basic Intonation Patterns, b. Presentation Skills: Recitation, Dramatization, Declamation, Reading aloud textual materials, narrating events, Extempore, Short speeches, etc.
3. Writing: 1. Characteristics of good handwriting.
 - Punctuation mark and capital letters, spelling correctly, neatly and legibly with reasonable speed, using vocabulary and structural items
 2. Paragraph Writing -
 - a. Parts of a Paragraph
 - b. Qualities of a good paragraph
3. Essay Writing
 - a. Types (forms) of Essay
 - b. Parts of Essay - Origin, Development, Conclusion
4. Dialogue Completion
5. Report, Article and Precise Writing
4. Applied Grammar:
 1. Basic (fundamental) Sentence Pattern
 2. Determiners, auxiliaries and Modals
 3. Active and Passive Voice
 4. Direct and Indirect Speech
 5. Important Literary Devices - Simile, Metaphor, Alliteration, Pun ...etc

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Unit-2

Issues Related to Language

- ☐ Social, Cultural and political context of language
- ☐ Multilingual perspective of India and Bihar
- ☐ Constitutional provisions related to languages in India
- ☐ Major debates about languages in classroom discourse

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CC-5 UNDERSTANDING DISCIPLINES AND SUBJECTS

OBJECTIVES

- To reflect the nature and role of disciplinary knowledge in the school curriculum.
- To know the theory-content framed in the syllabus and how it can be transformed.
- To redfine the school subjects in schools with concern for social justice.
- To reflect on one's aspiration and possibilities in order to develop a growing sense of interdisciplinary approach of knowledge.
- To identify experiences of children with community.

ENGLISH

1. A. **Poetry**: Class VI: In the Bazaars of Hyderabad by Sarojini Naidu
Class VII: The Daffodils by William Wordsworth
Class VIII: Night of the Scorpion by Nissim Ezekiel

B. **Understanding the Poetry**: Literal and symbolic meaning, Alliteration, Assonance, Metaphor, Onomatopoeia, Repetitions, Rhyme, Rhyme Scheme, Rhythm, Meter, Simile, Style, Symbolism, hyperbole, personification, Imagery, Theme, Stanza, Blank Verse, Free Verse, Denotation/Connotation, Oxymoron, refrain
2. A. **Prose**: Class VI: Boyhood Days by Booker T Washington
Class VII: The Sri Krishna Eating House (This excerpt is taken from a book called 'The Village by the Sea' by Anita Desai)
Class VIII: The World – Renowned Nose by V.M. Basheer
B. **Understanding the Prose**: Theme, Setting, Point of View, Plot, Symbols, Atmosphere, Character and Characterization, Denotation/Connotation
3. A. **Drama**: Class VI: Working a Miracle (play adapted from *The Miracle-Merchant* written by Hector Hugh Munro)
Class VII: Julius Caesar (Act 1, Scene 1) by William Shakespeare
Class VIII: Twelfth Night (Act 1, Scene 1) by William Shakespeare
B. **Understanding the Drama**: Setting, Characters, Character aspects (physical, social, psychological, moral), Plot (natural, episodic), Framework of Plot (Beginning - Middle-Ending), Theme, Style, Major Dramatic Attitude (Realism & Non-realism)
4. **Grammar**: Parts of Speech, Sentence and its kinds, Active & Passive Voice, Basic Sentence Pattern, Silent letter
5. **Essays**: 1. Use and misuse of Internet
2. Ideal Teacher
3. Importance of Sports
4. Pollution
5. National Festivals

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6. Letter Writing:

- a. Formal:** 1. Application to the Principal of the school , requesting him to grant three days leave because of.....
2. A letter to the Health Officer of the district, requesting him to take immediate steps against the spread of cholera in the village.
- b. Informal:** 1. A letter to your friend, telling him what you intend to do after examination.
2. A letter of condolence to a friend who has recently lost his mother.

Reference:

New Oxford Modern English (part 6,7 and 8), Oxford University Press., co-authored by David Horsburgh & Nicholas Horsburgh

हिन्दी (विषय वस्तु)

कक्षा - 6 किसलय भाग - 1 (BTBC)

पद्य 1. भूल गया क्यों इंसान (कविता) हरिवंश राय बच्चन

गद्य 1. स्वार्थी दानव (कहानी) ऑस्कर वाइल्ड

व्याकरण 1. संज्ञा और संज्ञा के भेद

निबंध (1) ऋतु (2) त्योहार (3) राष्ट्रीय दिवस

पत्र लेखन प्रधानाध्यापक को आवेदन पत्र

(1) अवकाश के लिए

(2) आर्थिक सहायता के लिए

कक्षा -7 किसलय भाग - 2 (BTBC)

पद्य 1. पुष्प की अभिलाषा (कविता) माखन लाल चतुर्वेदी

गद्य 1. बचपन के दिन (संस्मरण) ए.पी.जे.अब्दुल कलाम

व्याकरण 1. सर्वनाम और उसके भेद 2. विशेषण और उसके भेद 3. विपरीतार्थक शब्द

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कक्षा -8 किसलय भाग - 3 (BTBC)

पद्य 1. झाँसी की रानी (कविता) सुभद्रा कुमारी चौहान

गद्य 1. ईदगाह (कहानी) प्रेमचंद

व्याकरण 1. कारक और उसके भेद 2. वाक्य के प्रकार 3. पर्यायवाची शब्द 4. श्रुतिसमभिन्नार्थक शब्द

कक्षा -9 गोधूलि भाग - 1 (BTBC)

पद्य 1. मैं नीर भरी दुख की बदली ; कविताब्द महादेवी वर्मा

गद्य 1. शिक्षा में हेर-पफेर ; शिक्षाशास्त्रज्ञ रवीन्द्रनाथ टैगोर

व्याकरण 1. लिंग 2. वचन 3. काल 4. क्रिया

निबंध (1) मेरे जीवन का लक्ष्य (2) समय का सदुपयोग

पत्र लेखन मित्र को - आपने गर्मी छुट्टी कैसे बिताई

कक्षा -10 गोधूलि भाग - 2 (BTBC)

पद्य 1. अक्षर ज्ञान (कविता) अनामिका

गद्य 1. शिक्षा और संस्कृति (शिक्षाशास्त्री) महात्मा गाँधी

व्याकरण 1. संधि 2. समास 3. अलंकार

BIOLOGICAL SCIENCE

☐ Prokaryotic and Eukaryotic Cell, Cell Structure, Brief account of functions of various cell organelles, Cell division, Mitosis, elementary idea of meiosis, Plant tissues and animal tissues.

☐ Food and its components, Balanced diet, Nutrition deficiency diseases, Communicable and non-communicable diseases.

☐ Life Processes: Nutrition in plants and animals, Respiration, circulation of blood and excretion process in human.

☐ On Environment - Components of ecosystem, Food chain and Food Web, Man's intervention in phenomena of nature

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MATHEMATICS

- Content knowledge of topics
- Number system, Percentage, Basic Concept of Geometry, Angle relations, Congruence of Triangles, Similarities of triangle, Indices, Linear equation in one and two variables, Profit, Loss and discount, Parallelogram, Areas, Statistics, Trigonometry, Quadratic equation, Geometrical construction, A.P. Mensuration – cube, cuboid, cylinder sphere, cone (Area & Volume), set, Fraction & Polynomial.

ECONOMICS

1. **Economy:** Meaning and Types
2. **Indian Economy:** Nature and Characteristics of Indian economy. problems. reforms and main sectors of Indian economy.
3. **Contemporary economic Problems:** Poverty and Unemployment
 - Poverty: Meaning, Vicious Circle of Poverty, Causes and Measures to remove poverty in India
 - Unemployment: Meaning, different types of unemployment in India, causes and measures for solving unemployment in India
4. **Small Scale and cottage Industries of India**
 - Status, problems and suggestions
5. **Globalisation**
 - Meaning, factors promoting globalisation, Effect of globalization in Bihar
6. **Money, Saving & Credit**
 - Money: Meaning and History of Money, Evolution, functions and demerits of money.
 - Saving: Meaning, factors affecting savings.
 - Credit: Origin and development of credit, advantages and disadvantages of credit
7. **Agriculture & Food Security**
 - Agriculture in Bihar: Importance of agriculture, problems related to agriculture in Bihar and its solutions.
 - Food Security: Meaning, need and role of Govt. in food security

HISTORY

Ancient India

- Harappa, Mohenjodaro
- Ashoka (Maurya)
- Samudra Gupta (Gupta)
- Architecture - Maurya and Gupta

Medieval India

- Qutub-ud-din Aibak
- Sher Shah Suri
- Akbar and Aurangzeb
- Architecture - Sultanat and Mughul

Modern India

- 1857 First war of Independence
- Gandhi - his role
- Revolutionary movement - e.g. Bhagat Singh
- Partition of India and State division in India
- Reformation Movement - Arya Samaj, Aligarh Movement

World

- Industrial Revolution
- American war of Independence
- French Revolution
- Russian Revolution

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CIVICS

Class VI

1. What is Government? सरकार क्या है?
2. Diversity and discrimination विविधता एवं भेदभाव
3. Rural and Urban Administration ग्रामीण एवं शहरी प्रशासन

Class VII

1. State Government राज्य सरकार
2. Understanding Media मीडिया की समझ

Class VIII

1. Food Security खाद्य - सुरक्षा
2. Secularism धर्मनिरपेक्षता

Class IX

1. What is Democracy? Why democracy? प्रजातंत्र : क्या एवं क्यों ?
2. Democratic rights लोकतांत्रिक अधिकार
3. Constitution संविधान
4. Electoral Politics चुनावी राजनीति
5. Judiciary न्यायिक व्यवस्था

Class X

1. Power sharing सत्ता की साझेदारी
2. Political Parties राजनैतिक पार्टियाँ
3. Federalism संघत्मकता
4. Popular struggles and movements. जन संघर्ष एवं आंदोलन
5. Industrial revolution औद्योगिक क्रांति
6. Central Government केन्द्रीय सरकार

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GEOGRAPHY

1. Solar system
2. Latitude and Longitude
3. Study of Maps and Globe
4. Major Realms of the Earth
5. Major land forms of the Earth
6. India our Mother land (Size and Location)
7. Physical division of India
8. Climate of India
9. Drainage of India
10. Natural Vegetation of India
11. Population (Human Resource) of India
12. Resources and Development
13. Agriculture of India
14. Industries of India
15. Transport and Communication of India.

PHYSICS

1. Motion

Types of motion, distance and displacement; Speed, velocity and Acceleration; Equations of motions Graphical representation of Motion Circular motion

2. Force and Laws of Motion

Effects of Force; Balanced and Unbalanced Forces Newton's First Law of Motion Inertia, Momentum Newton's Second Law of Motion Newton's third Law of Motion Conservation of Momentum

3. Gravitation

- Universal Law of Gravitation Kepler's Laws of Planetary Motion Free falling Bodies and Acceleration due to gravity; mass and weight Thrust and Pressure

- Pressure in fluids Buoyancy, Archimedes principle Floating and Sinking Density and Relative Density

4. Work, Energy and Power

Work and its unit; work done against gravity, positive, Negative and Zero work

Energy and its units; Different forms of Energy, K.E. and P.E.

Power and its unit; Commercial unit of energy: Kilowatt-hour; Transformation of Energy

Law of Conservation of energy

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5. Sound

Transverse and Longitudinal wave

Characteristics of sound waves : Production and propagation of sound wave

Speed of sound, Reflection and Echo; Frequency range of hearing in humans

Human Ear

6. Light

Reflection and Refraction of Light on plane and curved surface Image formation by plane and spherical mirrors; Refractive index; Prism, dispersion and scattering of light: total internal reflection Defects of vision and their correction

7. Electricity & Magnetism

Potential difference and flow of charge, Electric Current, Electrical Circuits and measuring instruments, Ohm's Law Series and Parallel Connections of Resistors

Heating effect of Electric current

Magnet and its effect, Magnetic Field

Electro Magnet

Magnetic effect of Electric Current

CHEMISTRY

Course Contents

- Matter and its Properties: Solid, Liquid and Gases.
- Methods of Separation of Substances: Handpicking, Threshing, Sieving, Winnowing, Sedimentation, Decantation, Filtration, Evaporation and Condensation.
- Atomic Structure: Thomson's Model, Rutherford's Model, Bohr's Model, Atomic Number, Atomic Mass, Isotopes, Isobars and Isotones.
- Heat and its Transfer: conduction, convection and radiation.
- Modern Periodic Table and its Uses.
- Acid, Base and Salts: Properties and examples, pH values.
- Hydrocarbon: Alkanes, Alkenes and Alkynes.
- Types of Chemical reactions: Synthesis/Combination, Analysis/Decomposition, Single Displacement, Double Displacement.
- Balancing Chemical Equation: Inspection Method, Algebraic Method.
- Combustion and Fuels, Coal and Petroleum.
- Synthetic Fibers: Rayon, Nylon, Polyester, Acrylic, Plastics.
- Electrolysis: Electrolytes, **Non- Electrolyte**, Electroplating.
- Metallurgy: Iron ore to Metallic Iron, Pig Iron, Cast Iron, Wrought Iron and Steel.

Experiment/Practicum

Selected Experiment/Practicals has to be conducted based on the topic of the syllabus:

1. Experiments on Matter and its Properties- Solution-Solute, Solvent, Saturated and Unsaturated solutions and Conditions related to it, Colloids.

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2. Some selected methods of separation
 3. Atomic Structure and Models
 4. Preparation of Periodic table
 5. Hydrocarbons-Models of Alkane, Alkenes and Alkynes
 6. Metal and Non Metals-tests-Physical tests
 7. Experiment on conditions necessary for combustion
 8. Experiment on different processes of heat transfer
 9. Tests on Identifications of different fibers-Physical tests, burning tests
 10. Test of Acidity and Basicity of chemicals-Physical tests, litmus test

Suggested Reading

CBSE, ISC, NIOS and State Board Books of Chemistry of Secondary and Senior Secondary level

HOME SCIENCE

Course Content

1. **Concept and Scope of Home Science-** Introduction to the five streams in HomeScience and how they integrate to form a meaningful whole. Importance and relevance of the study of Home Science.
2. **Food and Nutrition-** A review of the relationship between food and health, the importance of a balanced diet for everyday life. Macro and Micro nutrients.
3. **Resource Management-** Efficient management of resources – material, human and shared (community). Management at home, Importance of savings and Investment
4. **Human Development-** Growth and development at different stages, Understanding special needs.
5. **Clothing and Textiles-** types of fibres, textile designing, textile finishing, care and maintenance of clothes
6. **Communication and Extension-** Media for communication, Programme planning and evaluation, Training and capacity building, Management of community service organisations

Practicals :

- Observe and record the results of cooking any two cereals and two vegetables cooked by different methods.
- To identify fabrics through visual inspection
- To prepare first-aid kit
- To survey home for safety hazards and suggest improvements regarding
- To adjust the given meal for a family keeping in mind the sex, age and activity of the family members.
- To wash and finish a Cotton Dupatta /Saree/ Shirt, To wash and finish a woollen shawl/cardigan and To wash and finish a silk scarf/blouse/dupatta
- To observe the communication skills of four children in the different age groups

Suggested Reading

CBSE, ISC, NIOS and State Board Books of Home Science of Secondary and Senior Secondary level

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COMPUTER SCIENCE

Course Contents

- Computer: Definition, Characteristics and Limitations, Types of Computer: Generation, Size, Technology and Purpose
- Essentials of Computer: Hardwares , Softwares, Operating System and Processor
- Safe use of Computer – Virus management, Net safety, Legal and Ethical Issues
- Computer Programs –BASIC, C,FORTRAN
- Network: Types-Internet and WWW
- Web 2.0 Technology and Tools: Blogs, Wiki, Internet forum. News Groups, Social Networking
- E-Learning and Web base learning–concept, features and educational application
- On-line Learning- (Synchronous and Asynchronous).Online Learning Resources: e-Library,
- e-mail, Chat, Online Conferencing Websites, Apps, Teleconferencing
- Virtual Classroom - concept, elements, advantages and limitations.
- Smart class room – concept, elements, advantages and limitations.
- Edusat - concept, elements, advantages and limitations

PRACTICUM: Appropriate Practical has to be conducted based on the topic of the syllabus:

- a) MS Office- Word, Excel, Power-point, Access
- b) BASIC- Generating Patterns, C Programming- Drawing Circle. Finding GCD, Finding Maximum and Minimum in a series
- c) Web Tools -Blogs,Wiki, Internet forum, News Groups.Social Networking

Suggested Reading

CBSE, ISC, NIOS and State Board Books of Computer Science of Secondary and Senior Secondary level

COMMERCE

Unit 1: NATURE AND PURPOSE OF BUSINESS

- Concepts, objectives and characteristics of business.
- Business , Profession and Employment- Meaning and their distinctive features.
- Classification of business activities : Industry (types: primary, secondary , tertiary- meaning and sub types) and Commerce (type: internal, external, wholesale and retail; and auxiliaries to trade).
- Business risk- Meaning, Nature and Causes.

Unit 2 : FORMS OF BUSINESS ORGANIZATIONS

- Sole proprietorship- meaning , feature, merits and limitations
- Partnership- Features, types, merits and limitations of partnership and partners, registration of a partnership firm, partnership deed.
- Cooperative Societies – feature , types , merit and limitations.
- Company: private and public company – feature , merits , demerits and Formation of Company (Memorandum of association , Articles of Association , Relevance of certificate of incorporation and Certificate of commencement).

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Unit-3 : BUSINESS SERVICES

- Banking – Types of bank accounts ; service(RTGS-Real Time Gross Settlement ; NEFT- National Electronic Funds Transfer) ; Smart cards and ATM's meaning and utility.
- E-Business and Out sourcing - concepts, scope and benefit.
- Insurance - principles, concepts of life, health, fire and marine insurance

Unit- 4: SOCIAL RESPONSIBILITY OF BUSINESS AND BUSINESS ETHICS

- Concept of social responsibility
- Responsibility towards owners, consumers, employees, Government and Community
- Environment protection and business

Unit-5: PRINCIPLES AND FUNCTIONS OF MANAGEMENT

- Nature and significance of management- concept, objectives, importance and levels of management.
- Principles of management- Fayol's principles of management and Taylor's Scientific Management- principles and techniques.
- Dimensions of Business environment.
- Management functions- Planning (features, process, limitations), Organising (concept, process and structure) ; Staffing (concept and process of recruitment and selection); Directing (concept and elements of directing); controlling (concept and process).
- Delegation of Authority (concept, elements and importance).

CC - 6GENDER, SCHOOL AND SOCIETY

जेण्डर, विद्यालय और समाज

OBJECTIVES

- To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture (films, advertisement, songs etc,) law and the state.
- To understand how socialization into a specific gender influences, how we and others look at ourselves and others.
- To examine the role of schools, peers, teachers, curriculum and textbooks etc. I challenging gender enequalities or reinforcing gende parity.
- To help students to rethink their beliefs on gende bias and subjects.
- To formulate positive notions of sexuality among young people and to impact larger issues.

Unit-1 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
- Gender and Society: Understanding the context of India with special focus on Bihar

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Unit-2 Gender Studies: paradigm shift and development

- Paradigm shift from women's studies to gender studies; perspective of researches
- Historical backdrop: Some landmarks from social reforms movements; focus on women's experiences of education, legislative
- Policy perspectives about Gender issues

Unit-3 Gender and Education: Curriculum, Pedagogy and Teacher

- School and Curriculum: The question of gender sensitivity; gender and hidden curriculum; Understanding school spaces from the perspective of gender
- Gender in text and pedagogy: Analyzing the 'Construction of gender' in textbooks and classroom practices
- Role of Education for gender equality
- Teacher: as an agent of change; gender sensitive professional

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CC-7aPEDAGOGY OF SCHOOL SUBJECT - PART I

1. TEACHING OF ENGLISH

COURSE OBJECTIVES:

To enable the student teacher know and understand about -

1. Nature and Characteristics of English
2. Requirement and skill needed for mastering English
3. The various approaches for teaching English
4. Approaches for teaching various aspects of English
5. Aids which could be useful for teaching English
6. Techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS:

UNIT I: NATURE OF ENGLISH LANGUAGE

1. Understanding the Nature of Language
2. Role of language in life -intellectual, emotional, social, cultural development
3. Brief history of English education from pre-Independence days to today.

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4. Three language formula. 5. Role of English in Modern India: International language, window on the modern world, library language, link language
6. Characteristics of English Language and Problem of Teaching it in India.

UNIT II: A. TEACHING OF ENGLISH

1. General Principles of Teaching English as a Foreign Language.
2. Aims and Objectives of Teaching English at Junior and Senior Levels
3. Objectives of teaching of prose & poetry and Lesson Plan
4. Teaching of grammar - a. Types: Functional and Formal (Traditional)
b. Methods: Inductive and Deductive

B. AUDIO-VISUAL AIDS IN THE TEACHING OF ENGLISH

1. Need and importance
2. Types of Audio-Visual Aids and its appropriate uses
3. Language laboratory

C. Essential qualification and qualities of an English teacher

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02. Valdmen., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
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04. Widdowson, HG (1979): Teaching language as Communication, London, OUP.
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12. Sharma, K L.: Methods of Teaching English in India.
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14. Varghese, Paul: Teaching of English as Second Language.
15. Kohli, A. L: Techniques of Teaching English
16. Jain, R.K.: Essentials English Teaching.
17. Bhatia K. K: New Techniques of Teaching English as a Foreign Language
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23. Bhatia, K.K., Teaching and Learning English, Kalyani Publications, Ludhiana, 2007
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2. हिन्दी भाषा अध्यापन पद्धति

OBJECTIVES

To enable the student-teacher understand about:

- ☐ The nature, characteristics and significance of Hindi language.
- ☐ The aims and objectives of teaching Hindi as a mother language.
- ☐ The various approaches for planning for successful Hindi teaching
- ☐ Approaches for teaching different aspects of Hindi language
- ☐ Aids and other similar available materials that could be used for teaching Hindi language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

घटक -1 भाषा एवं भाषा शिक्षक

1.1 हिन्दी भाषा के सामान्य व विशिष्ट उद्देश्य

1.2 भाषा शिक्षक

(क) हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यवसायिक वृद्धि

(ख) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ

1.3 इकाई-योजना एवं पाठ-योजना

घटक -2 भाषा अध्यापन के सूत्र और सिद्धांत

2.1 (क) भाषा अध्यापन के सूत्रा : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर

2.2 (ख) भाषा अध्यापन के सिद्धांत : अनुकरण का सिद्धांत, रुचि का सिद्धांत, अभ्यास का सिद्धांत, बोलचाल का सिद्धांत, अनुपात व क्रम का सिद्धांत, व्यक्तिगत विभिन्नता का सिद्धांत

घटक -3 भाषा अध्यापन की विधाएँ

3.1 गद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, कथाकथन, अभिरूप (नाटयीकरण, भूमिका अभिनय)

3.2 पद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, रसास्वादन

3.3 व्याकरण (क) उद्देश्य (ख) विधियाँ - चर्चा, रसास्वादन

3.4 रचना (क) उद्देश्य (ख) प्रकार - नियमबद्ध एवं मुक्त रचना (ग) विधियाँ

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3.5 हिन्दी भाषा को प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों (समाचार पत्र, दूरदर्शन, आकाशवाणी एवं विज्ञापन) एवं दृश्यश्रव्य साधनों का महत्त्व एवं उपयोग

घटक -4 भाषा कौशल

4.1 श्रवण : महत्त्व एवं दोष

4.2 भाषण : महत्त्व एवं दोष (अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व के विशेष संदर्भ में)

4.3 पठन / वाचन : महत्त्व, दोष वाचन के प्रकार (मौन वाचन एवं सस्वर वाचन)

4.4 लेखन : महत्त्व एवं दोष (अशुद्ध वर्तनी के कारण के विशेष संदर्भ में)

4.5 (क) उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका

(ख) निदानात्मक परीक्षण व उपरात्मक परीक्षण (उपरोक्त कौशलों को ध्यान में रखकर)

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- Sinha Sharda, Hindi Adhyayan, Shardalay Gyanoday, Patna, 1986
- Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006

3. TEACHING OF BIOLOGICAL SCIENCE

OBJECTIVES

For student-teachers to:

1. Develop an understanding of the nature and place of Biological Science
2. Formulate instructional objectives in terms of behavioural outcomes
3. Understand the teaching methods, approaches and techniques for teaching material
4. Use appropriate educational technology and develop low cost teaching materials
5. Analyse and evaluate biological science syllabus and science text books
6. Develop skills in organizing curriculum activities such as science clubs, science fair, science exhibition and field trips.

UNIT I-Biological Science in School Curriculum

1. Nature and Scope of Biological Science
2. Place of Biological Science in School Curriculum
3. Aims and Objectives of teaching Biological Science
4. Curriculum in Biological Science, Principles for construction of curriculum, approaches of curriculum planning, BSCS.
5. Curriculum accessories and support materials – text books, handbooks, workbooks.

UNIT II- Planning, Designing and Translation of Instruction

1. Development of Unit Plan, Lesson Plan (Using Herbart. Bloom and Gagne approaches)
2. Methods of Teaching Science – Lecture cum demonstration method, Project Method, Heuristic Method, Problem solving Method and Laboratory Method.
3. Using Micro-teaching for skill development.
4. Laboratory Management and Organization.

PRACTICUM

1. Test construction
2. Preparation of Teaching Aids
3. Content based test for secondary classes
4. Project/ assignment.

REFERENCES

1. William D. Romey, Inquiry Techniques for teaching Science, Prentice Hall, INC, New York.
2. Nair, Teaching Science in our school, S. Chand
3. Nathan, S. Washton, Science Teaching in SCC School, Harper and Borthers, New York.
4. Rawat, Lal and Johari, Vigyan Shikshan, Agra
5. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
6. Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House Delhi
7. Das, R.C., (1985), Science Teaching in School, Sterling Publishers Pvt Ltd, New Delhi
8. Mangal, S.K. (1995), Teaching of Physical and Life Sciences, AVG Book Depot, Karol Bagh
9. Sood, J.K. (1987), Teaching of Life Science, Kohli Publishers Chandigarh.
10. Bhooshan, Shailendra, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1989
11. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
12. Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993

4. TEACHING OF MATHEMATICS

OBJECTIVES:

To enable the student-teacher to:

1. Understand and appreciate the importance and use of Mathematics in daily life.
2. Know the various approaches to teaching Mathematics and practice them successfully.
3. Know the methods in planning instruction for class room.
4. Prepare curricular activities and organize book as needed.
5. Appreciate and organize activities to develop ability in Mathematics.
6. Obtain feedback both about teaching as well as students' learning.

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UNIT I: a) NATURE AND SCOPE OF MATHEMATICS

- a) Meaning and Nature and scope of Mathematics.
- b) Mathematics and human civilization.
- c) need for teaching Mathematics
- d) Modern Mathematics and its characteristics
- e) History of Mathematics

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

1. Aims and objectives of teaching Mathematics
2. Types of objectives and stating them in behavioural terms.
3. Qualities of a good Mathematics teacher

UNIT II: a) APPROACHES TO TEACHING MATHEMATICS

1. Teaching strategies
2. Approaches to teaching Mathematics
 - a) Inducto-deductive
 - b) Analytic-synthetic
 - c) Heuristic
 - d) Laboratory and
 - e) Project
3. Maths Lab

b) LESSON PLANNING

1. Preparation of lesson plans and unit plans
2. Characteristics of a good lesson plan
3. Teaching aids in Mathematics

PRACTICUM

1. Content test (based on secondary classes)
2. Preparation of teaching aids.
3. Test construction
4. Assignment / Project

REFERENCES:

1. Aggarwal S M: The teaching of Mathematics
2. Mangal S K: Teaching of Mathematics
3. Sidhu Kulbir Singh: The Teaching of Mathematics
4. Kulshresthta, A.k.: Teaching of Mathematics
5. Yadav, Siyaram: Teaching of Mathematics
6. Kumar Sudhir, Ratnalikar D.N.: Teaching of Mathematics
7. Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009
8. Saxena, KK, Ganit Shikshan, University Book House, Jaipur, 2008
9. Kulshresth, AK, Ganit Shikshan, R. Lall Book Depot, Meerut, 2012

5. TEACHING OF HISTORY

Course Objectives:

- To enable the student – teacher to :
- appreciate the need and importance to Teaching History;
- realize the aims and objectives of Teaching History;
- develop understanding about the basic principles governing the History Curriculum;
- acquire the ability to develop instructional support materials;
- acquire competence to plan instruction;
- acquire ability to use audiovisual aids in the teaching of History;
- develop the ability to organize resource centres and co-curricular activities and
- understand the role of evaluation in the teaching of History.

Course Content:

Unit I - Nature, Aims and Objectives

1. Definition, concepts and constituents of History, Historiography
2. Importance of teaching History as a school subject
3. Place of History in present secondary school curriculum
4. General aims of teaching History; Objectives of teaching History.
5. Bloom's Taxonomy of Educational objectives
6. Values of teaching History
7. Correlation of History with other subjects.

Unit II - Instructional Planning

- (a) Unit Planning
- (b) Lesson Planning
- (c) Planning of micro-teaching lesson for developing the skills.
- (d) Methods of Teaching, Techniques of Teaching History
- (e) Teaching Controversial Issues

Practicum :

Submission of report after completing any one of the following:

Sessional test

Assignment

Construction of Achievement test

Preparation of Unit Plan / Project

Suggested Books.

1. Aggarwal J.C. : Teaching of History
2. Bhatnagar, C.R., Bhushan and Khanna : Preparation and Evaluation of Text Books in Social Studies
3. Bining and Bining : Social Studies in Secondary School
4. Blank : Foundation of History Teaching

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5. Johnson : Teaching of History
6. Khalilur Rob : Tadrees - E - Tareekh - NCPUL
7. Kochhar, S : Teaching of History
8. Yajnik, K : The Teaching of Social studies in India
9. Ian Philips : Teaching of History
10. Tyagi, Gurusharandas : Itihas Shiksha, Vinod Pustak Mandir, Agra
11. Yogendrajit, Bhai : Itihas Shikshan ki Ruprekha, Vinod Pustak Mandir, Agra
12. Yadav, Nirmal : Teaching of Historyk, Anmol Pubs, ND, 1994

6. TEACHING OF CIVICS

Course Objectives:

Enable the student - teacher:

- To acquire Competence in the content prescribed for secondary and senior secondary schools
- To acquire Competence in various strategies, methods, techniques and skills of teaching Civics at secondary level.
- To acquire competence in relating of appropriate strategy to the content to be taught.
- To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.
- To promote reflection on issue pertaining to teaching of Civics.
- To develop competence in designing effective instructional strategies to teach Civics
- To develop ability to design, develop and use various tools and techniques of evaluation.

Course Content:

Unit I –Civics as a School Subject

1. Meaning and definitions of Civics, Nature and Scope of Civics.
2. Importance of Civics as a School Subject
3. General aims of teaching Civics, Difference between aims and objectives of teaching Civics
4. Objectives of teaching Civics at Secondary level
5. Bloom's Taxonomy in teaching Civics

Unit II –Teaching Aids and Lesson Planning

1. Importance of teaching Aids, Different types of teaching Aids and their effective use in teaching Civics
2. Role of Co-curricular activities in Civics teaching
3. Lesson Planning, writing a lesson plan, importance of lesson planning in Civics, Unit planning
4. Principles of lesson planning.

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Practicum:

Submission of report after doing work in any one of the following:

1. Preparation of a Model
2. Content based test of secondary classes.
3. Preparation of teaching aids.
4. Preparing a resource unit on a topic of their choice in Civics
5. Project/ Assignment on a topic of their choice in Civics:

Suggested Books.

1. Aggarwal, J.C. : Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
2. Khanna S.D., Sexena: Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi, (1982)
3. Yadav, Nirmal: Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)
4. Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
5. Taneja, V.R. : Fundamentals of Teaching Social Sciences, Mohindra Capital Publishers, Chandigarh (1970)
6. Tyagi, Gurudas: Teaching of Civics, Agrawal Publications, Jyoti Block, Agra-2 (2012)
7. Satsangi, GD: Nagarik Shastra Shikshan, Vinod Pustak Mandir, Agra, 1990
8. Sharma RA : Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
9. Singh, Yogendra K: Narikshastra Shikshan, APH Publishing Co., ND, 2004

7. TEACHING OF GEOGRAPHY

Course Objectives

To enable the student teachers:

Appreciate the need for learning Geography;

Appreciate the nature and importance of Geography in school curriculum;

To help them realize the values of learning Geography;

Develop the principles governing the construction of Geography curriculum;

Acquire the class room skills needed for teaching Geography using modern methodologies;

Acquire the competence to plan instruction;

Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment;

Acquire the ability to develop instructional support material and

Develop skills of relating daily problems with Geography and finding solutions.

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COURSE CONTENT

Unit I - 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;

Correlation, its meaning and usefulness;

Objectives of teaching Geography at the secondary school level in the context of Bihar;

Writing instructional objectives in behavioural terms and their importance; Classifying them into categories of knowledge, understanding, application, skills etc.

Unit II - Planning, Methods & Approaches of Teaching Geography

Preparing the programme of work for the year

Micro Teaching

Lesson planning - meaning, importance, format, characteristics of a good lesson plan

Planning of practical work in Geography

Excursion method, project method, survey method, observation method, laboratory method, comparative method, picture method

Inductive - deductive approach, descriptive approach, regional approach, environmental approach, teacher-centered, learner-centered, activity centered, systematic approach

Practicum:

1. Preparation of a Unit Plan
2. Test construction
3. A report on the organization, planning and outcome of excursion
4. A critical study of the present Geography text books of Secondary School

Suggested Books.

1. Bernard, H.C. : Principles and Practice of Geography teaching
2. Dubey, S.K. : Advanced Geography teaching, Book Enclave, Jaipur
3. Digumarti, B.B. & : Methods of Teaching Geography, Discovery Publishing
Basha, S.A House, N. Delhi
4. Hussain Majid, Ed. : Methodology of Geography
5. Negi Vishal : New Methods of Teaching Geography, Cybertech Publications, New Delhi
6. Prasad : 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, New Delhi

11. Rao, MS : Teaching of Geography, Anmol Publications, ND, 1993
12. Singh, HN, : Bhoogol Shikshan, Vinod Pustak Mandir, Agra, 2011
13. Vatsyayan, T : Bhoogol Shikshan ki Aadhunik Vidhiyan, Shahdra, Delhi

8. TEACHING OF ECONOMICS

Course Objectives:

Enable the student-teacher to:-

To acquire Competence in the content prescribed by B.S.E.B., C.B.S.E., I.C.S.E., Secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level

To acquire competence in relating of appropriate strategy to the content to be taught

To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching

To promote reflection on issues pertaining to teaching of Economics

To develop competence in designing effective instructional strategies to teach Economics and

To develop ability to design, develop and use various tools and techniques & evaluation.

Course Content:

Unit I - 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 subject

General Aims of teaching Economics at secondary level

Instructional and behavioral objective of Economics teaching at secondary level

Unit II - Principles of curriculum construction

Place of Economics in secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.

Develop mental trends in Economics teaching at secondary level

Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches

Defects in the present Economics curriculum at secondary level

Text books in Economics - Importance and qualities

Practicum

Submission of report after doing work in any one of the following:

1. Preparation of an album as an aid to the teaching of Economics
2. Preparation of Model
3. Critical review of a text book of secondary or higher secondary level
4. Preparing a resource unit on a topic of their choice in Economics

Suggested Books.

1. Arora, P.N: (1985) Evaluation in Economics
2. Arora, P.N. & Shrie, J.P.: (1986) Open Book Examination Question in Economics, New Delhi
3. Chakravarty, S.: (1987) Teaching of Economics in India, Bombay: Himalya, Publishing
4. Hicks, J.R.: (1960) The Social framework
5. An Introduction to Economics,: Oxford University Press London
6. Kanwar, B.S.: (1973) Teaching of Economics, Ludhiana Prakash Brothers
7. Khan, R.S. : Teaching Economics (in Hindi), Kota Open University, BE-13
8. NECRT : (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi
9. Oliver, J.M. : (1977) The Principle of teaching Economics within the curriculum, London Routledge & Kegan Paul
10. Siddiqu, M.H. : (1993) Teaching of Economics, New Delhi : Ashish Publishing House
11. Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
12. Tyagi, S.D.: (1973) Teaching of Economics (in Hindi) Agra : Vinod Pustak Bhandar
13. Tyagi, Gurusarandan, Arthashastra Shiksha, Agrawal Publications, Agra, 2011
14. Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
15. Saxena, NR, Teaching of Economics, Navdeep Publications, Patna, 2006

9. TEACHING OF CHEMISTRY

COURSE OBJECTIVES:

To enable the student-teacher to:

- (1) Have developed a broad understanding of the principles and procedures used in modern science education.
- (2) Develop the skills necessary for science education
- (3) Develop the aptitude for innovation
- (4) Devise experiments with the help of available materials, if needed
- (5) Know and understand innovative techniques for teaching
- (6) Plan and execute activities useful for learners of science

- (7) Utilize the community resources for teaching physical science.
- (8) Develop needed instruction materials
- (9) Develop scientific temper

Unit-1 Nature, Aim and Curriculum of Chemistry

- ☐ The nature of Chemistry as a discipline in science, major landmarks in the development of knowledge in chemistry.
 - Contribution of some scientists in the development of Chemistry
 - The nature and importance of Chemistry in secondary school curriculum
 - The aims and objectives of teaching Chemistry, linkage with elementary and secondary level
 - Correlation in Chemistry with the sciences and other subjects.

Unit-2 Classroom Processes in Chemistry

- ☐ Methods of teaching – Lecture cum demonstration, Problem solving, experimentation, laboratory method, investigatory Project, Heuristic method, seminar presentations.
- ☐ Developing unit plan, Lesson plan, microteaching lessons in Chemistry.
- ☐ Teaching aids and low-cost improvised aids in Chemistry.

PRACTICUM:

Content test (Secondary classes)
 Test Construction
 Preparation of Teaching aids
 Assignments

SUGGESTED BOOKS:

Biswajit Roy, Modern Methods of Teaching Chemistry, APH Publishing Corporation (2007)
 Encyclopedia of Modern Methods of Teaching Science, Neha Publishers and Distributors (2007)
 P.P Singh & V.D. Kalia, Teaching of Chemistry: New Trends and Innovations, Deep and Deep Publication (2008)
 K. Joya Sree, Methods of Teaching Science, Discovery Publishing House, (2010)
 R.M. Kalra and Vandana Gupta, Teaching of Science: A Modern Approach
 Teaching of General Science, APH Publishing, (2010)

10. TEACHING OF PHYSICS

COURSE OBJECTIVES:

To enable the student-teacher to:

- (1) Have developed a broad understanding of the principles and procedures used in modern science education.
- (2) Develop the skills necessary for science education
- (3) Develop the aptitude for innovation
- (4) Devise experiments with the help of available materials, if needed
- (5) Know and understand innovative techniques for teaching
- (6) Plan and execute activities useful for learners of science
- (7) Utilize the community resources for teaching physical science.
- (8) Develop needed instruction materials
- (9) Develop scientific temper

Unit-1

Nature of Physics

- ☐ A historical perspective: the development of physics as discipline, Contribution of some scientists in the development of Physics
- ☐ The nature and importance of Physics in secondary school curriculum
- ☐ Aims and objectives of teaching Physics: Linkages with elementary and secondary level
- ☐ Correlation in Physics: with branches of Physics and with other subjects

Unit-2

Classroom Processes in Physics

- ☐ Methods of Teaching - Lecture cum discussion, Problem solving, experimentation/ laboratory method, investigatory project, individually paced programmes, seminar presentations
- ☐ Developing unit, Lesson plan, Microteaching lessons in Physics
- ☐ Teaching aids and low-cost improvised aids in Physics

PRACTICUM

Content test (Secondary classes)

Test Construction

Preparation of Teaching aids

Assignments

SUGGESTED BOOKS:

1. Anderson, H.O. et.al, Towards More Effective Science Instruction, MacMillan, New York.
2. Lewis J., Teaching of School Physics, Penguin, UNESCO.

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3. Sharma, R.C. Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
 4. Murrey J. Science Teaching in School, ASE, London.
 5. Richardson and Cohan, Methods and Materials for Teaching Physical Science, MacGraw Hill.
 6. Sood, JK, Vigyan Shikshan, Vinod Pustak Mandir, Agra. 2008
 7. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
 8. Rawat, RP, Vigyan Shikshan, Aavishkar Publications, Jaipur. 2006

11. TEACHING OF COMMERCE

COURSE OBJECTIVES:

To enable the student-teachers:

1. Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
2. Understand the nature of Commerce;
3. Define the specific objectives of teaching Commerce in terms of learning outcomes;
4. Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction;
5. Understand the place of commerce in higher secondary syllabus;
6. Apply evaluation techniques most appropriate to assess the progress and achievement of pupils and
7. Develop attitudes to be a competent and committed Commerce teacher.

COURSE CONTENTS:

Unit I: a) Nature and need of Commerce

1. Meaning, Nature, Need and Scope of Commerce Education
2. Aims and objectives of teaching Commerce
3. Blooms Taxonomy of Educational Objectives
4. Techniques of writing objectives - Instructional and behavioural

b) Curriculum of Commerce

1. Concepts of Curriculum
2. Principles of curriculum construction in commerce syllabi with reference to BSEB, CBSE and ICSE.

Unit II: Instructional Planning and Instructional Strategies

1. Unit planning
2. Lesson planning
3. Core teaching skills
4. Planning of micro lessons for the development of core skills

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PRACTICUM:

Submission of report after doing work in any one of the following:

1. Preparation of a balance sheet
2. Preparation of a teaching model
3. Critical review of a test book of secondary or higher secondary level.
4. Preparation of a unit plan in Commerce.
5. Sessional tests.

REFERENCES:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
5. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
6. Rao, Seema, Teaching of Commerce, Anmol Publications, ND, 1995
7. Saxena, Udayveer, Vanijya Shikshan, Vinod Pustak Mandir, Agra, 1970
8. Khan, Mohammad Sharif, Commerce Education, Sterling Pub. Pvt Ltd, Delhi, 1982

12. TEACHING OF COMPUTER SCIENCE

COURSE OBJECTIVES:

To enable the student teachers:

1. To know the principles of curriculum construction
2. To acquire skills of evaluation
3. To understand the importance of computer in the era of globalization
4. To familiarize with the history of development of Computer Science
5. To develop the skills necessary for Computer education
6. To know and understand the innovative methods for teaching Computer Science
7. To develop needed instructional material.

COURSE CONTENT:

Unit I: a) Nature, Scope and aims of teaching Computer Science

1. Meaning and Concept
2. Nature and Scope
3. Importance of Computer Science
4. Place in the School Curriculum in the era of globalization
5. Aims of teaching computers
6. Difference between aims and objectives
7. Instructional objectives
8. Taxonomy and writing Instructional objectives in behavioural terms

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b) Development of Computer Science and its Curriculum

1. First step in computing
2. History of Computers in India
3. Importance and Limitations of Computers
4. Computer and its classification
5. Curriculum (meaning and concept)
6. Principles of curriculum construction
7. Development of Computer Science Curriculum

Unit II: Methods of Teaching and Teaching strategies in Computer Science

1. Lecture method
2. Demonstration method
3. Laboratory method
4. Heuristic method
5. Project method
6. Assignment method
7. Problem solving method
8. Computer Assisted Instruction

PRACTICUM:

Submission of report after completing anyone of the following:

1. Entry and processing the test marks in terms of average, percentage and ranks.
2. Preparation of CAI
3. Power point presentation.
4. Preparation of teaching aids through Computer.

Suggested Readings

1. Aggrawal, 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, M.S. Graw Hill Book Co., 1952.
4. Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Delhi, Atma Ram & Sons, 1965.
5. Choudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
6. Choudhary, 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,

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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.
11. Sharma, Mukul, Computers in Classrooms, A. Mukherjee & Co. Pvt Ltd, Calcutta, 1986
12. Aggarwal, J.C., Shiksha Mein Computer Ka Prayog va Sanchar Kaushalein, Vinod Pustak Mandir, Agra, 2011
13. Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986

13. TEACHING OF HOME SCIENCE

COURSE OBJECTIVES

To enable the students-teacher understand and explain -

1. The nature and contents of home science
2. The nature and process of home science is a branch of science;
3. Develop their skills in practicing as a home science teacher;
4. A symphony among various branches of home science;
5. Know and practice the various methods in home science teaching;
6. Plan home science lesson;
7. The methods of organising home science curriculum;
8. The modern evaluation methods in home science.

COURSE CONTENT

Unit I: a) Need for including home science at the school level, importance of home science in the modern life style. Need for teaching home science.

b) Curriculum: the various ways of arrangement, supporting materials textbooks, laboratory, charts, models etc.

Unit II:

a) Various methods of teaching home science, subject specific method, use of modern methods

PRACTICUM:

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

Preparation of diet for expecting mother, Lactating mother, for growing children

First Aid, Arrangement of First Aid Box

Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri

Kitchen Garden

Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

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SUGGESTED BOOKS:

1. Devadas : Teaching of Home Science
2. E. Atkinson : Teaching of Domestic Science
3. Amy : Evaluation of Home Science
4. Al Good : Demonstration Techniques
5. Spai : Care of Children in the Tropics
6. Hatcher and Andrews : The Teaching of Home Making
7. Spafford : Fundamentals in Teaching Home Science
8. Shorry & Sharma : Grih Vigyan Shikshan
9. Ehelorch : Lessons in Domestic Science
10. HMSO : Home Science
11. Devadas, Rajamall,: Methods of Teaching Home Science. NCERT. New Delhi, 1978
12. Yadav, Seema : Teaching of Home Science, Anmol Publications. ND. 1994

14. TEACHING OF URDU

Objective

1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one's professional growth

Unit-1 Content Std.-10

- 1.1 Prose : Bachhe, Ganv Ki Zindagi
- 1.2 Poetry : Masnavi, Ishrate Raftatah

Unit-2 Teaching of Verbal Communication, Reading and Writing

2.1 Teaching of Verbal Communication : Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.

2.2 Teaching of Reading : Concept, Method of Reading: Oral reading and loud reading, Types of reading; Alphabetic, phonetic, word, sentence, story.

2.3 Teaching Writing : Objectives: Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

References

Akhtar Hussain Akhtar, **Urdu Ki Tadris**

Alabaksh Shaikh, **Urdu Ki Tadris**

Alka Ahuja, **Teacher Education**, New Delhi; A Mittal Publication

Arun Athreya, **A Text Book of Teacher Education**, New Dehil; Dominant Publishers and Dest Exhibitags

Ram, S., **Current Issues in Teacher Education**, New Dehil; Sarup & Sons

15.TEACHING OF SANSKRIT**COURSE OBJECTIVES:**

To enable the student-teacher understand about:

1. The nature, characteristics and significance of Sanskrit language.
2. The aims and objectives of teaching Sanskrit as an ancient Indian language.
3. The various approaches of planning for successful Sanskrit teaching.
4. Approaches for teaching different aspect of Sanskrit language.
5. Aids and other similar available materials that could be used for teaching Sanskrit language.
6. The techniques for obtaining feedback for self evaluation and evaluation of student's success in learning and using Sanskrit language.

COURSE CONTENT:**Unit I - Nature, Scope and Aims**

1. Language its meaning and functions
2. General principles of language learning with special reference to Sanskrit.
3. Development of Sanskrit language in India
4. Special features of Sanskrit language and its universal significance - cultural, practical, literary and linguistic.
5. The place of Sanskrit in school curriculum with special reference to B.S.E.B., C.B.S.E. & I.C.S.E. Courses.

Unit II - Lesson Planning and Methods of Teaching:

1. Meaning and importance of lesson-planning, steps of the lesson plan - B.S. Bloom model.
2. Skills of teaching :- Core skills and planning micro lessons for their development.
3. Translation method for teaching Sanskrit, its advantages and limitations,
4. Direct method for teaching Sanskrit, its main principles and techniques.
5. Comparison between translation method and direct method.

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PRACTICUM:

1. Sessional test
2. Assignment
3. Construction of Achievement test
4. Preparation of Unit Plan

Suggested Readings:

1. Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
2. Sharma, Bele Rani, Modern Methods of Teaching Sanskrit. Sarup & Sons, ND. 2002
3. Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra

CHING OF MAITHILI

मैथिलीक शिक्षणशास्त्र

इकाई - 1	मैथिली विभिन्न रूप तथा मैथिलीक विकासक संक्षिप्त इतिहास ओर मैथिली सीखन-सिखएबाक लेल ओकर महत्व
	<ul style="list-style-type: none">• विभिन्न काल खण्ड सँ किछु रचनाकेँ उदाहरण स्वरूप चुनिकऽ मैथिलीक स्वरूपकेँ वृद्ध• विभिन्न पत्र-पत्रिकामे प्रयुक्त मैथिलीक रूपकेँ बूझबा• बी.एड. कक्षाक विद्यार्थी-शिक्षक द्वारा प्रयुक्त मैथिलीक आधार पर मैथिलीक स्वरूपकेँ वृद्ध• मैथिलीक विकासक इतिहासक आधार पर मैथिलीक स्वरूपकेँ बूझबा• उपर्युक्त सभी बिन्दुकेँ मैथिली सीखन-सिखएबाक (विद्यार्थी-शिक्षक सम्बन्ध, बहुमूर्तिता, संस्कृतिक कक्षा-प्रक्रिया आदि) क संदर्भ में बूझबा• मैथिलीक वाचिक रूपक विविधताकेँ बूझबा• मैथिलीक वाचिक ओ लिखित रूपक अन्तर्सम्बन्ध के बूझबा• संविधानमे मैथिली
इकाई - 2	मैथिली शिक्षणक तथा पाठ्यपुस्तकक आलोचनात्मक समझ
	<ul style="list-style-type: none">• स्कूली पाठ्यचर्या मे मैथिलीक स्थान : मैथिली विषयों माध्यम भाषिक रूपमे• विद्यार्थी-शिक्षक बिहार राज्य द्वारा अनुमोदित कक्षा 6 सँ 12 मैथिलीक पाठ्यक्रम समीक्षात्मक समझ बना सकताह।• विद्यार्थी-शिक्षक पाठ्यक्रममे प्रत्येक स्तर लेल लेल गेल उद्देश्य में परस्पर तार्किक संगतताक समीक्षा करबाक क्षमता पाबि सकताह।• विद्यार्थी-शिक्षक ई बुझि सकताह जो उच्च प्राथमिक (6-8), माध्यमिक (9-10) ओ उच्चतर माध्यमिक (11-12) कक्षा लेल उपयुक्त पाठ्यवस्तुक चयन करबाक आधार कोन-कोन अछि (यथा- शब्द, वाक्य संरचना, अनुच्छेद, तार्किकता, वैचारिक जटिलता, कहबी (लोकोक्ति), मुहावरा, अलंकार, छन्द आदि)

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17. TEACHING OF BHOJPURI

भोजपुरी का शिक्षणशास्त्र

इकाई - 1	भोजपुरी भाषा की प्रकृति, उद्देश्य एवं पाठ्यचर्या की समझ
<ul style="list-style-type: none">● भोजपुरी की प्रकृति एवं विशेषताएँ● भोजपुरी भाषा की संरचनागत विशेषताएं● भोजपुरी शिक्षण के उद्देश्य की समझ : बिहार राज्य द्वारा अनुमोदित पाठ्यक्रम तथा प्रत्येक स्तर पर दिए गए उद्देश्यों में परस्पर तार्किक संगतता● स्कूली पाठ्यचर्या में भोजपुरी भाषा का स्थान✓ ● कक्षा शिक्षण में भोजपुरी भाषा के आंचलिक भाषा के साथ संबंध	
इकाई - 2	विद्यार्थी-शिक्षकों में भोजपुरी लेखन, पठन तथा वाचन क्षमता का संवर्धन
<ul style="list-style-type: none">● भोजपुरी भाषा में लिखने को, सुनने, कहने तथा पढ़ने के साथ तारतम्यता में देख पाने की समझ का विकास : चिन्तन, सुनना, पढ़ना, मानसिक रूप में व्यवस्थित करना ।● विभिन्न विधाओं में अपने अनुभवों को रचनात्मकता के साथ लिखने की कुशलता विकसित करना।● भोजपुरी में स्वयं लेखन का मूल्यांकन करने के तरीकों के बारे में समझ बनाना।● भोजपुरी में विद्यार्थी-शिक्षकों के रचनात्मक लेखन को विकसित करने के तरीकों तथा प्रक्रियाओं के बारे में समझ विकसित करना।	

18. TEACHING OF ARABIC

OBJECTIVES

- ☐ To enable the student-teachers understand about:
- ☐ The nature, characteristics and significance of Arabic language.
- ☐ The aims and objectives of teaching Arabic as a foreign language.
- ☐ The various approaches for planning for successful Arabic teaching
- ☐ Approaches for teaching different aspects of Arabic language
- ☐ Aids and other similar available materials that could be used for teaching Arabic
- ☐ language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Arabic language.

UNIT I –a) Nature, Scope and Aims

- ☐ Language- its meaning and functions
- ☐ General principles of language learning with special reference to Arabic
- ☐ Development of Arabic language in India
- ☐ Special features of Arabic language and its universal significance – the cultural, practical, literary and linguistic
- ☐ The place of Arabic in school curriculum with special reference to BSEB
- ☐ Aims and objectives of teaching Arabic as a foreign language.

b) Lesson Planning

- ☐ 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

UNIT II - a) Methods of Teaching

- ☐ Translation method for teaching Arabic, its advantages and limitations
- ☐ Direct method for teaching Arabic, its main principles and techniques
- ☐ Comparison between translation method and direct method.

b) Specific Instructional Strategies

- ☐ Teaching of Prose; Maqamah, Story and 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.

PRACTICUM

Submission of report after completing any one of the following:

- ☐ Sessional test
- ☐ Assignment
- ☐ Construction of Achievement test.

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2. Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New Delhi. 1983
3. Nadvi, A.H.: Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
4. Rivers, W.M.: Teaching Foreign Language skills, Chicago University Press. 1968
5. Samak, S.M.: Fan-al-Tadris bil Lugha-al Arabic, Al-Anglo-Misriya, Cairo. 1975.

19. TEACHING OF PERSIAN

COURSE OBJECTIVES :

To enable the student-teachers understand about:

- ☐ The nature, characteristics and significance of Persian language.
- ☐ The aims and objectives of teaching Persian as a foreign language.
- ☐ The various approaches of planning for successful Persian teaching.
- ☐ Approaches for teaching different aspects of Persian language.
- ☐ Aids and other similar available materials that could be used for teaching Persian language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Persian language.

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Course Content:

Unit- I- a) Nature, Scope and Aims

- ☐ Language- its meaning and functions.
- ☐ Special features of Persian language and its universal significance- the cultural, practical, literary and linguistic.
- ☐ Aims and objectives of Teaching Persian as a foreign language.
- ☐ The principles of the development of curriculum with special reference to Persian.
- ☐ The place of Persian in school curriculum with special reference to B.S.E.B.
- ☐ Development of Persian language in India.
- ☐ Problems concerning the development of Persian in Bihar

b) Lesson Planning

- ☐ 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.

Unit – II - a) Methods of Teaching

- ☐ Basis skills of language learning.
- ☐ Translation method for teaching Persian, it's advantages and limitations.
- ☐ Direct method for teaching Persian, it's main principles and techniques.
- ☐ Comparison between translation method and direct method.

b) Specific Instructional Strategies

- ☐ Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and KhudNavist (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.

Practicum:

Submission of report after completing anyone of the following:

- ☐ Sessional test
- ☐ Assignment
- ☐ Construction of Achievement test.

Books Recommended

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2. Ash'ari, Mohammad (1994). *Teaching Persian by Persian*. Tehran: Monir: Cultural Centre Publication.
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 7. Banan Sadeghian, Jalil (1997). *Persian for Non-Natives* (Volume I) Tehran: Council for Promotion of Persian Language and Literature.
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 9. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. 5th Edition, white Plain, New York: Pearson Education Inc.
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 20. Woodward, T. (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*, New York: Cambridge University Press.
 21. 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.
 22. Zarghamian, Mehdi. 1999. *Basic Vocabulary and Basic Grammar: Teaching Persian for Non-Native Speakers*, Tehran: Council for Promotion of Persian Language and Literature.

20. TEACHING OF BANGLA

OBJECTIVES

To enable the student-teacher understand about:

- ☐ The nature, characteristics and significance of Hindi language.
- ☐ The aims and objectives of teaching Hindi as a mother language.
- ☐ The various approaches for planning for successful Hindi teaching
- ☐ Approaches for teaching different aspects of Hindi language
- ☐ Aids and other similar available materials that could be used for teaching Hindi language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

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UNIT I: a) MEANING AND NATURE OF TEACHING BANGLA

1. Meaning and Nature of Teaching Bangla
2. Importance of the Mother-Tongue.
3. Aims of Teaching Bangla

b) TEACHING OF READING AND WRITING

1. Teaching of Reading in Bangla
 - i. Concept,
 - ii. Method of Reading: Oral reading and loud reading,
 - iii. Types of reading; Alphabetic, phonetic, word, sentence, story
2. Teaching Writing in Bangla
 - i. Objectives
 - ii. Teaching of writing-mechanics or writing-transcription method, dictation, paragraph writing, creative writing and composition writing.

UNIT II: a) UNIT PLANNING

1. Importance of Unit Planning
2. Steps of Planning and
3. Merit and demerits.

b) LESSON PLANNING

1. Importance of Lesson Planning,
2. Steps of Lesson Planning and
3. Merit and demerits.

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ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC 1 - READING AND REFLECTING ON TEXTS

OBJECTIVES:

- To Enable B.Ed. students to read and respond to a variety of texts in different ways and also think together.
- To become conscious of their own thinking process as they grapple with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage with the reading interactively individually and in small groups.
- To focus on making and appraising arguments and interpretations, creating thoughtful & Prepare.
- To initiate the B.Ed. students for the course requirements of working on the field, as well as selected reading & writings for the other courses.
- To make predictions, check their predictions answer questions & then summarize or retail what they have read.
- To read a wide variety of texts, including empirical, conceptual and historical, work, policy, documents, and studies about school, teaching, learning and about different people's experience of all of these.
- To write with a sense of purpose and audience through tasks such as responding to a text with one's own opinions writing within the content of other ideas.

UNIT 1: The Importance of Reading

- ☐ Reading and responding variety of texts in different ways.
- ☐ Learn to think together.
- ☐ Personal/Creative/Critical all of these together responding.
- ☐ Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.
- ☐ Participating in Reading and writing process to enhance their capacities as readers and writers.
- ☐ Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies etc.

UNIT 2: Writing

- ☐ Analyse various text structures.
- ☐ The content of writing from readings.
- ☐ Reading & Writing leads to develop the critical skills.
- ☐ Writing with sense of purpose and audience responding, writing within the context of other ideas.

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UNIT 3: Understanding of Textbooks and pedagogy

- ☐ Philosophy and guiding principles for the development of language textbooks
- ☐ Content, approaches and methods of teaching languages – Interactive and participatory methods, teacher as facilitator
- ☐ Themes, structure of the unit, nature of exercises and its implications
- ☐ Academic standards and indicators of learning
- ☐ Learning resources for effective transaction of language curriculum.

Transaction Mode

- ☐ Reading various texts
- ☐ Critical thinking
- ☐ Writing various approaches
- ☐ Guest lectures on relevant studies
- ☐ Group discussion
- ☐ Question-answer

REFERENCE BOOKS:

1. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
2. Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
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5. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
6. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.
7. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

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EPC-2DRAMA AND ART IN EDUCATION

शिक्षा में नाट्य एवं कला

Unit-1

Drama as Performing Art

- ☐ Understanding the concept of Drama and its relevance for Education
- ☐ Drama as a pedagogy
- ☐ Organizing Drama: preparatory activities and resources, dramatic society
- ☐ Forms of Drama: Solo, group

- ☐ Playing Drama: Story, dialogue, characters, symbols, decoration of floor, lighting, creating different situations.

- ☐ Knowledge of Indian and regional drama traditions
- ☐ Appreciating art of Drama in learners
- ☐ Review and assessment of performing art 'Drama'

Unit-2

Visual Arts and Crafts

- ☐ Understanding visual Arts and Crafts with their relevance for Education
- ☐ Visual Arts and Crafts as pedagogy
- ☐ Visual Arts and Crafts: different forms, basic resources and their use
- ☐ Knowledge of Indian Craft Traditions and regional folk arts
- ☐ Knowledge of Indian Contemporary Arts and Artists; Visual Arts
- ☐ Appreciating visual arts and crafts in learners
- ☐ Review and assessment of visual arts and crafts

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 teacher for art aided learning: planning, performance

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1. Armstrong, M. (1980). The Practice of art and the growth of understanding. In closely observed children : The diary of a primary classroom (pp. 131-170). Writers & Readers.
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EPC-3 - CRITICAL UNDERSTANDING OF ICT

Unit-1

Introduction to Information and Communication Technology (ICT)

- ☐ Concepts of ICT and its relevance for education
- ☐ Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India
- ☐ Types of ICT resources: audio-visual and computer media
- ☐ Challenges of Integration of ICT in School

Unit-2

Understanding Audio-Visual and Computer media

- ☐ Use of radio and audio media: Script writing, storytelling, songs, etc.
- ☐ Use of television and video in education
- ☐ Use of newspaper in education.
- ☐ Functional knowledge of operating LCD projector
- ☐ Functional knowledge of operating computers: on/off, word processing, use of power point, excel, paint
- ☐ Computer as a learning tool: making own email ID, sending emails, Effective browsing of the internet for discerning and selecting relevant information, Downloading relevant material; Cross collating knowledge from varied sources.
- ☐ General Introduction to E-learning, Mobile-learning, distance learning, On-line learning Virtual University, Wikipedia, Massive Open Online Courses
- ☐ Competencies in handling educational softwares in teaching-learning process

Unit-3

Visualizing Technology-Supported Learning Situations

- ☐ Preparation of learning schemes
- ☐ Interactive use of audio-visual programme
- ☐ Developing PPT slide show for classroom use
- ☐ Generating subject-related demonstrations using computer software
- ☐ Enabling students to plan and execute projects (using computer based research)
- ☐ Collaborative learning tasks
- ☐ Interactive use of ICT: Participation in web groups, creation of 'blogs', social networking sites, common messaging apps
- ☐ Innovative usage of technology: Some case studies
- ☐ Use of technology integration in resource-plenty as well as resource-scarce situations

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24. Walia, J.S., Soochna Sampreshan Aom Shiksha Takniki, Ahim Paul, Pubs, Jalandhar, 2011
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Year - 2
CC-7b: PEDAGOGY OF A SCHOOL SUBJECT - Part II

1. TEACHING OF ENGLISH

COURSE OBJECTIVES:

To enable the student teacher know and understand about -

1. Nature and Characteristics of English
2. Requirement and skill needed for mastering English
3. The various approaches for teaching English
4. Approaches for teaching various aspects of English
5. Aids which could be useful for teaching English
6. Techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS:

UNIT III: METHODS AND APPROACHES OF TEACHING ENGLISH

A. Methods of teaching English

1. Grammar Translation Method
2. Direct Method
3. Bi-lingual Method

B. Approaches of teaching English

1. Structural approach
 - General principles of selection and gradation.
2. Communicative approach

UNIT IV: A. DEVELOPING BASIC SKILLS IN THE LEARNING OF A LANGUAGE

1. **Listening:** Casual and Focused listening, Identification of sound, information and emotional tone, understanding Syntactic patterns, Stress and Intonation
2. **Speaking:** a. Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Conversation, stress and intonation,
b. Drill: Repetition, Chain, Substitution and Completion
c. Presentation Skills: Recitation, Dramatization, Declamation, Paper-Reading, Extempore, Short speeches, etc.
3. **Reading:** a. Skills in Reading Process: Eye movement, Perception and eye span
b. Types of Reading - Loud, Silent, Intensive, Extensive and Supplementary
c. Speed-Reading: Phrasing, Skimming and Scanning
d. Methods of teaching Reading: Alphabet, Phonic, Phonetic, Word, Phrase, Sentence, Story
4. **Writing:** a. Teaching Writing to beginners: Guided, Free and Creative; letter, word and sentence writing.
b. Choice of Script: Print and Cursive
c. Characteristics of good handwriting.
5. Importance of Interdependence of Language Skills

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B. EVALUATION AND TESTING IN ENGLISH

- a. Concept of Evaluation
- b. Essentials of a good test
- c. Tools of Evaluation - Oral, Written, Types of questions
- d. Importance of tests and examination,

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10. Mukalel, J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
11. Palmer, H E: The Principles of Language Study.
12. Sharma, K L.: Methods of Teaching English in India.
13. Thomson & Wyatt HG: Teaching of English in India. University of London.
14. Varghese, Paul: Teaching of English as Second Language.
15. Kohli, A. L: Techniques of Teaching English
16. Jain, R.K.: Essentials English Teaching.
17. Bhatia K. K: New Techniques of Teaching English as a Foreign Language
18. Das, Neeraj & M.: Teaching English As An Additional Language
19. Rai, Geeta: Teaching of English
20. Abha Rani Bist: Teaching English in India.
21. N. Krishnaswamy & Lalita Krishnaswamy: Methods of Teaching English
22. Arora, Sanjay, Teaching English, University Book House, Jaipur, 2007
23. Bhatia, KK, Teaching and Learning English, Kalyani Publications, Ludhiana, 2007
24. Bisht, Abha Rani, Teaching English in India, Agrawal Publications, Agra, 2008

2. हिन्दी भाषा अध्यापन पद्धति

OBJECTIVES

To enable the student-teacher understand about:

- ☐ The nature, characteristics and significance of Hindi language.
- ☐ The aims and objectives of teaching Hindi as a mother language.
- ☐ The various approaches for planning for successful Hindi teaching
- ☐ Approaches for teaching different aspects of Hindi language
- ☐ Aids and other similar available materials that could be used for teaching Hindi language.

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- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

घटक -IIIA बालक के सर्वांगीण विकास में भाषा का महत्त्व

- 5.1 हिन्दी भाषा का उद्गम (संक्षिप्त अध्ययन)
5.2 (क) मानसिक विकास
(ख) सामाजिक विकास
(ग) सैवगात्मक विकास

IIIB हिन्दी भाषा का स्थान व महत्त्व

- 6.1 विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
(क) त्रिभाषा सूत्रा कोठारी आयोग 64-66 के सुझाव एवं संवैधानिक प्रावधान
(ख) वर्तमान समय में भाषा का बदलता स्वरूप

घटक -IVA भाषा अध्यापन के आयाम (पहलू)

- 7.1 सहसंबंधमहत्त्व एवं प्रकार
(क) आंतरिक गद्य पद्य एवं रचना
(ख) बाह्य विद्यालयीन विषयों के साथ (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला, हस्त संगीत व नृत्य)
7.2 भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक, त्रैवैयक्तिक, प्राकृतिक

IVB भाषा अध्यापन के शैक्षणिक साधन

- 8.1 विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम भाषा परिषद् एवं भाषा प्रतियोगिताएँ, उद्देश्य, महत्त्व एवं आयोजन
8.2 (क) पाठ्यपुस्तक आवश्यकता एवं महत्त्व
(ख) पुस्तकालय आवश्यकता, महत्त्व एवं उपयोग
8.3 हिन्दी शिक्षण में मूल्यांकन

REFERENCES

- ☐ Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
☐ Yojendrjeet, Bhai, Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
☐ Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
☐ Pandey, Ramshakal, Hindi Shikshan, Vinod Pustak Mandir, Agra.
☐ Yogendrajeet, Bhai, Hindi Bhashs Shikshan, Vinod Pustak Mandir, Agra
☐ Sinha Sharda, Hindi Adhyayan, Shardalay Gyanoday, Patna, 1986
☐ Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006

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3. TEACHING OF BIOLOGICAL SCIENCE

OBJECTIVES

For student-teachers to:

7. Develop an understanding of the nature and place of Biological Science
8. Formulate instructional objectives in terms of behavioural outcomes
9. Understand the teaching methods, approaches and techniques for teaching material
10. Use appropriate educational technology and develop low cost teaching materials
11. Analyse and evaluate biological science syllabus and science text books
12. Develop skills in organizing curriculum activities such as science clubs, science fair, science exhibition and field trips.

UNIT III- Instructional Media and Non-formal Approaches in teaching Biological Science.

1. Instructional media – need and importance, classification, selection and integration of media in teaching learning process.
2. Improvising low-cost apparatus
3. Non-formal approaches in teaching Biological Science- activity approach, field trip, Biology museums, aquarium and vivarium
4. Organising Science fairs and Science clubs.

UNIT IV: EVALUATION IN BIOLOGICAL SCIENCE AND BIOLOGY TEACHER

1. Meaning and Purpose of evaluation
2. Types of evaluation
3. Tools and Techniques of evaluation and qualities of a good evaluation tool.
4. Steps of Test construction and Preparation of blue print.
5. Qualities of a good biology teacher.

PRACTICUM

5. Test construction
6. Preparation of Teaching Aids
7. Content based test for secondary classes
8. Project/ assignment.

REFERENCES

13. William D. Romey, Inquiry Techniques for teaching Science, Prentice Hall, INC, New York.
14. Nair, Teaching Science in our school, S. Chand
15. Nathan, S. Washton, Science Teaching in SCC School, Harper and Borthers, New York.
16. Rawat, Lal and Johari, Vigyan Shikshan, Agra
17. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
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21. Sood, J.K. (1987), Teaching of Life Science, Kohli Publishers Chandigarh.
22. Bhooshan, Shailendra, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1989
23. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
24. Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993

4. TEACHING OF MATHEMATICS

OBJECTIVES:

To enable the student-teacher to:

7. Understand and appreciate the importance and use of Mathematics in daily life.
8. Know the various approaches to teaching Mathematics and practice them successfully.
9. Know the methods in planning instruction for class room.
10. Prepare curricular activities and organize book as needed.
11. Appreciate and organize activities to develop ability in Mathematics.
12. Obtain feedback both about teaching as well as students' learning.

UNIT III: a) HISTORY OF MATHEMATICS

Use of Mathematics in modern world. Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhatta, Leelawati, Ramanujam)

Contributions of Euclid, Pythagoras, Rene-Descartes

b) CURRICULUM

Curriculum and principles of curriculum development.

Place of Mathematics in school curriculum.

Correlation of Mathematics: Internal and External. [External Subjects- Language, Science, History, Geography, Economics, Commerce, Drawing Music]

UNIT IV: EVALUATION IN MATHEMATICS

1. Evaluation: Purpose and procedure of evaluation
2. Characteristics of a good test
3. Developing test materials for diagnosing and assessing achievement.
4. Diagnosis and remedial teaching
5. Enriched programme for gifted and retarded children

PRACTICUM

5. Content test (based on secondary classes)
6. Preparation of teaching aids.
7. Test construction
8. Assignment / Project

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REFERENCES:

1. Aggarwal S M: The teaching of Mathematics
2. Mangal S K: Teaching of Mathematics
3. Sidhu Kulbir Singh: The Teaching of Mathematics
4. Kulshresthta, A.k.: Teaching of Mathematics
5. Yadav, Siyaram: Teaching of Mathematics
6. Kumar Sudhir, Ratnalikar D.N.: Teaching of Mathematics
7. Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009
8. Saxena, KK, Ganit Shikshan, University Book House, Jaipur, 2008
9. Kulshresth, AK, Ganit Shikshan, R. Lall Book Depot, Meerut, 2012

5. TEACHING OF HISTORY

Course Objectives :

To enable the student – teacher to :

appreciate the need and importance to Teaching History;
realize the aims and objectives of Teaching History;
develop understanding about the basic principles governing the History Curriculum;
acquire the ability to develop instructional support materials;
acquire competence to plan instruction;
acquire ability to use audiovisual aids in the teaching of History;
develop the ability to organize resource centres and co-curricular activities and
understand the role of evaluation in the teaching of History.

Course Content:

Unit III - Aids and Activities

1. Audio-visual aids in teaching History
2. Co-curricular activities in History - History clubs, Field trips, Debate and Quiz
3. Evaluation – types, tools, qualities of a good tool.

Unit IV History Curriculum

1. Principles of Curriculum Construction
2. A Good History Teacher
3. A good History text book
4. Organising resource centres – history lab, museum, and classroom.

Practicum :

Submission of report after completing anyone of the following:

Sessional test

Assignment

Construction of Achievement test

Preparation of Unit Plan / Project

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Suggested Books.

1. Aggarwal J.C. : Teaching of History
2. Bhatnagar, C.R., Bhusan and Khanna : Preparation and Evaluation of Text Books in Social Studies
3. Bining and Bining : Social Studies in Secondary School
4. Blank : Foundation of History Teaching
5. Johnson : Teaching of History
6. Khalilur Rob : Tadrees - E - Tareekh - NCPUL
7. Kochhar, S : Teaching of History
8. Yajnik, K : The Teaching of Social studies in India
9. Ian Philips : Teaching of History
10. Tyagi, Gurusharandas : Itihas Shiksha, Vinod Pustak Mandir, Agra
11. Yogendrajit, Bhai : Itihas Shikshan ki Ruprekha, Vinod Pustak Mandir, Agra
12. Yadav, Nirmal : Teaching of Historyk, Anmol Pubs, ND, 1994

6. TEACHING OF CIVICS

Course Objectives:

Enable the student - teacher:

To acquire Competence in the content prescribed for secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Civics at secondary level.

To acquire competence in relating of appropriate strategy to the content to be taught.

To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.

To promote reflection on issue pertaining to teaching of Civics.

To develop competence in designing effective instructional strategies to teach Civics

To develop ability to design, develop and use various tools and techniques of evaluation.

Unit III - Method of Teaching Civics and Civics Teacher

1. Various Methods of teaching: (Lecture, discussion, story-telling, experimental, Inquiry, problem solving, simulation, surveys, source, case study, project, text book, library, laboratory, planning methods)
2. Civics Room
3. Qualities of a good Civics Teacher
4. Importance of Civics teacher,
5. Techniques of teaching Civics

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Unit IV - Curriculum and Evaluation of Civics

1. Meaning of Curriculum, difference between curriculum and syllabus. basic Principles of curriculum construction.
2. Meaning of Correlation, Importance of correlation. and correlation of Civics with other subjects of social science, science and literature.
3. Nature of educational evaluation in Civics, its need. role in educational process, planning and preparation of unit test
4. Open book examination, evaluating project work, question bank and Blue Print.

Practicum:

Submission of report after doing work in any one of the following:

1. Preparation of a Model
2. Content based test of secondary classes.
3. Preparation of teaching aids.
4. Preparing a resource unit on a topic of their choice in Civics
5. Project/ Assignment on a topic of their choice in Civics;

Suggested Books.

1. Aggarwal, J.C.:Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
2. Khanna S.D., Sexena:Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi,(1982)
3. Yadav, Nirmal: Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)
4. Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
5. Taneja, V.R. : Fundamentals of Teaching Social Sciences, Mohindra Capital Publishers, Chandigarh (1970)
12. Tyagi, Gurudas: Teaching of Civics, Agrawal Publications, Jyoti Block, Agra-2 (2012)
7. Satsangi, GD: Nagarik Shastra Shikshan, Vinod Pustak Mandir, Agra, 1990
8. Sharma RA : Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
9. Singh, Yogendra K: Narikshastra Shikshan, APH Publishing Co., ND, 2004

7. TEACHING OF GEOGRAPHY

Course Objectives

To enable the student teachers:

Appreciate the need for learning Geography;

Appreciate the nature and importance of Geography in school curriculum;

To help them realize the values of learning Geography;

Develop the principles governing the construction of Geography curriculum;

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Acquire the class room skills needed for teaching Geography using modern methodologies;
Acquire the competence to plan instruction;
Develop the ability to organize activities in community for the judicious use of resources and conservation of the environment;
Acquire the ability to develop instructional support material and
Develop skills of relating daily problems with Geography and finding solutions.

COURSE CONTENT

Unit III - Geography Curriculum

1. Critical study of existing Geography curriculum in Secondary School;
2. Recommendations made by NPE (1986) regarding Geography curriculum; To look into the NPE
3. Overview of the recent curriculum developments in Social Studies with special reference to Geography and Various methods to organize Geography curriculum.

Unit IV - a) Teaching Aids and Co-curricular Activities

Geography teacher - requirements, qualities of Geography teacher
Geography text book - characteristics of a good Geography text book
Teaching aids
Mass media
Geography room, lab, Geography museum, importance, designing, equipping, maintaining
Importance and organization of fields trips, visits, excursion
Geography based hobby, clubs, etc.

b) Evaluation in Geography

Purpose and importance of evaluation in Geography
Formative and summative evaluation
Unit test-meaning, importance
Well balanced question paper in Geography

Practicum:

1. Preparation of a Unit Plan
2. Test construction
3. A report on the organization, planning and outcome of excursion
4. A critical study of the present Geography text books of Secondary School

Suggested Books.

1. Bernard, H.C. : Principles and Practice of Geography teaching
2. Dubey, S.K. : Advanced Geography teaching, Book Enclave, Jaipur

3. Digumarti, B.B. & : Methods of Teaching Geography, Discovery Publishing
Basha, S.A House, N. Delhi
4. Hussain Majid, Ed. : Methodology of Geography
5. Negi Vishal : New Methods of Teaching Geography, Cybertech Publications, New Delhi
6. Prasad : 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,
New Delhi
11. Rao, MS : Teaching of Geography, Anmol Publications, ND, 1993
12. Singh, HN, : Bhoogol Shikshan, Vinod Pustak Mandir, Agra, 2011
13. Vatsyayan, T : Bhoogol Shikshan ki Aadhunik Vidhiyan, Shahdra, Delhi

8. TEACHING OF ECONOMICS

Course Objectives:

Enable the student-teacher to:-

To acquire Competence in the content prescribed by B.S.E.B., C.B.S.E., I.C.S.E., Secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level

To acquire competence in relating of appropriate strategy to the content to be taught

To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching

To promote reflection on issues pertaining to teaching of Economics

To develop competence in designing effective instructional strategies to teach Economics and

To develop ability to design, develop and use various tools and techniques & evaluation.

Course Content:

Unit III - Instructional planning and Instructional Strategies

A) Unit planning, lesson planning and development of micro lessons for the developments of core skills of teaching.

B) Method of Teaching

Expository Based : Lecture, debate, discussion, story-telling method

Discovery Based : Experimental/inquiry/problem solving

Activity Based: Simulation/gaming, survey method, source method, case study, project

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Individualized : Computer assisted instruction, modular, mastery learning, Dalton Plan
Others : Principles of giving assignments, types of assignments, techniques of framing assignments

Unit IV -a) Teaching Aids and Co-curricular Activities in Economics Teaching

Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.

Role of Co-curriculum activities in economic teaching

Organizing Co-curriculum activities in economic teaching -Debate, Seminar, Conference, panel discussion and symposium

b) Evaluation in Economics

Nature of educational evaluation, its need, role in educational process

Evaluation procedure for appraising learner's performance, uses of evaluation

Behavioral approach to testing instructional objectives in Economics

Planning & Preparation of unit test and achievement test

Open book examination, evaluating project work, question bank

Remedial Teaching

Qualities of good Economics teacher - an evaluation approach

Practicum

Submission of report after doing work in any one of the following:

1. Preparation of an album as an aid to the teaching of Economics
2. Preparation of Model
3. Critical review of a text book of secondary or higher secondary level
4. Preparing a resource unit on a topic of their choice in Economics

Suggested Books.

1. Arora, P.N: (1985) Evaluation in Economics
2. Arora, P.N. & Shrie, J.P.: (1986) Open Book Examination Question in Economics, New Delhi
3. Chakravarty, S.: (1987) Teaching of Economics in India, Bombay: Himalya, Publishing
4. Hicks, J.R.: (1960) The Social framework
5. An Introduction to Economics,: Oxford University Press London
6. Kanwar, B.S.: (1973) Teaching of Economics, Ludhiana Prakash Brothers
7. Khan, R.S. : Teaching Economics (in Hindi), Kota Open University, BE-13
8. NECRT : (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi

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9. Oliver, J.M. : (1977) The Principle of teaching Economics within the curriculum, London Routledge & Kegan Paul
10. Siddiqui, M.H. : (1993) Teaching of Economics, New Delhi : Ashish Publishing House
11. Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
12. Tyagi, S.D.: (1973) Teaching of Economics (in Hindi) Agra : Vinod Pustak Bhandar
13. Tyagi, Gurusarandan, Arthashastra Shiksha, Agrawal Publications, Agra, 2011
14. Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
15. Saxena, NR, Teaching of Economics, Navdeep Publications, Patna, 2006

9. TEACHING OF CHEMISTRY

COURSE OBJECTIVES:

To Enable the student-teacher to:

- (1) Have developed a broad understanding of the principles and procedures used in modern science education.
- (2) Develop the skills necessary for science education
- (3) Develop the aptitude for innovation
- (4) Devise experiments with the help of available materials, if needed
- (5) Know and understand innovative techniques for teaching
- (6) Plan and execute activities useful for learners of science
- (7) Utilize the community resources for teaching physical science.
- (8) Develop needed instruction materials
- (9) Develop scientific temper

Unit-3

Laboratory Organization, Experimentation and Activities in Chemistry

- ☐ Organisation of chemistry laboratory: layout and design
- ☐ Important Chemistry apparatus and their storage
- ☐ Safety measures in Chemistry laboratory
- ☐ Conduct and assessment of laboratory experiments and project work

Qualities and Role of Chemistry teacher

Activities in Chemistry – Organisation of Field trip, science club, science exhibition, quizzes, science fair etc.

Unit-4 Evaluation

- Meaning and purpose of evaluation
- Types of evaluation
- Tools and techniques of evaluation
- Qualities of a good evaluation tool

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- Test construction
- Diagnostic and remedial teaching
- Test of scientific attitude and science process skills

PRACTICUM

Content test (Secondary Classes)

Test Construction

Preparation of teaching aids

Assignments

SUGGESTED BOOKS:

Biswajit Roy, Modern Methods of Teaching Chemistry, APH Publishing Corporation (2007)

Encyclopedia of Modern Methods of Teaching Science, Neha Publishers and Distributors (2007)

P.P Singh & V.D. Kalia, Teaching of Chemistry: New Trends and Innovations, Deep and Deep Publication (2008)

K. Joya Sree, Methods of Teaching Science, Discovery Publishing House, (2010)

R.M. Kalra and Vandana Gupta, Teaching of Science: A Modern Approach

Teaching of General Science, APH Publishing, (2010)

10. TEACHING OF PHYSICS

COURSE OBJECTIVES:

To Enable the student-teacher to:

- (1) Have developed a broad understanding of the principles and procedures used in modern science education.
- (2) Develop the skills necessary for science education
- (3) Develop the aptitude for innovation
- (4) Devise experiments with the help of available materials, if needed
- (5) Know and understand innovative techniques for teaching
- (6) Plan and execute activities useful for learners of science
- (7) Utilize the community resources for teaching physical science.
- (8) Develop needed instruction materials
- (9) Develop scientific temper

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Unit-3

Laboratory Organization, Experimentation and Activities in Physics

- ☐ Organisation of physics laboratory: layout and design
- ☐ Important Physics apparatus and Storage
- ☐ Maintenance at laboratory records
- ☐ Conduct and assessment of laboratory experiments and project work
 - Qualities and role of physics teacher
 - Activities in Physics – Organization of Field Trip, science club, science exhibition, quizzes science fair etc.

Unit-4 Evaluation

- Meaning and purpose of evaluation
- Types of evaluation
- Tools and techniques of evaluation
- Qualities of a good evaluation tool
- Test construction
- Diagnostic and remedial teaching
- Test of scientific attitude and science process skills.

PRACTICUM

Content test (Secondary Classes)

Test Construction

Preparation of teaching aids

Assignments

SUGGESTED BOOKS:

1. Anderson, H.O. et.al, Towards More Effective Science Instruction, MacMillan, New York.
2. Lewis J., Teaching of School Physics, Penguin, UNESCO.
3. Sharma, R.C. Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
4. Murrey J. Science Teaching in School, ASE, London.
5. Richardson and Cohan, Methods and Materials for Teaching Physical Science, MacGraw Hill.
6. Sood, JK, Vigyan Shikshan, Vinod Pustak Mandir, Agra, 2008
7. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
8. Rawat, RP, Vigyan Shikshan, Aavishkar Publications, Jaipur, 2006

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11. TEACHING OF COMMERCE

COURSE OBJECTIVES:

To enable the student-teachers:

1. Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
2. Understand the nature of Commerce:
3. define the specific objectives of teaching Commerce in terms of learning outcomes;
4. Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction;
5. Understand the place of commerce in higher secondary syllabus;
6. Apply evaluation techniques most appropriate to assess the progress and achievement of pupils and
7. Develop attitudes to be a competent and committed Commerce teacher.

COURSE CONTENTS:

Unit III: Methods of Teaching and Teaching Aids in Commerce

Methods:

1. Lecture Method
2. Project Method
3. Problem Solving
4. Discussion Method
5. Games Method
6. Practical work in Commerce

Teaching Aids:

1. Meaning, Importance and use of teaching aids in teaching of Commerce
2. Criteria for selection of instructional material and equipment
3. Different audio visual equipments and materials used in commerce teaching
4. Use of textbook as teaching aids and
5. Use of Software and Hardware in teaching of Commerce.

Co-curricular Activities:

Different types of co-curricular activities for strengthening Commerce Education

Unit IV: Evaluation

1. Concepts of evaluation
2. Types of evaluation
3. Developing different types of tests in Commerce including diagnostic test
4. Remedial teaching
5. Preparing an achievement test
6. Types of test items
7. Qualities of a good test
8. Qualities of a good commerce teacher - an evaluative approach

PRACTICUM:

Submission of report after doing work in any one of the following:

1. Preparation of a balance sheet

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2. Preparation of a teaching model
 3. Critical review of a test book of secondary or higher secondary level.
 4. Preparation of a unit plan in Commerce.
 5. Sessional tests.

REFERENCES:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
2. Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
5. Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
6. Rao, Seema, Teaching of Commerce, Anmol Publications, ND, 1995
7. Saxena, Udayveer, Vanijya Shikshan, Vinod Pustak Mandir, Agra, 1970
8. Khan, Mohammad Sharif, Commerce Education, Sterling Pub. Pvt Ltd, Delhi, 1982

12. TEACHING OF COMPUTER SCIENCE

COURSE OBJECTIVES:

To enable the student teachers:

1. To know the principles of curriculum construction
2. To acquire skills of evaluation
3. To understand the importance of computer in the era of globalization
4. To familiarize with the history of development of Computer Science
5. To develop the skills necessary for Computer education
6. To know and understand the innovative methods for teaching Computer Science
7. To develop needed instructional material.

Unit III: Lesson planning, Teaching aids and instruction in Computer

1. Steps involved in lesson plan
2. Ideal lesson plan
3. Textbook in Computer Science
4. Effective teacher of Computer Science
5. Teaching Aids in Computer Science
6. Problem in teaching Computer Science

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Unit IV: a) Evaluation in Computer Science

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

b) Computer Science Laboratory

1. Need and Importance
2. Planning and Designing laboratory
3. Equipments and material
4. Maintenance and safety measures
5. Practical work in Computer Science teaching
6. Record keeping of the practical work

PRACTICUM:

Submission of report after completing anyone of the following:

1. Entry and processing the test marks in terms of average, percentage and ranks.
2. Preparation of CAI
3. Power point presentation.
4. Preparation of teaching aids through Computer.

Suggested Readings

1. Aggrawal, 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, M.S. Graw Hill Book Co., 1952.
4. Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Delhi, Atma Ram & Sons, 1965.
5. Choudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT, 1975.
6. Choudhary, 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.
11. Sharma, Mukul, Computers in Classrooms, A. Mukherjee & Co. Pvt Ltd, Calcutta, 1986
12. Aggarwal, J.C., Shiksha Mein Computer Ka Prayog va Sanchar Kaushalein, Vinod Pustak Mandir, Agra, 2011
13. Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986

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13. TEACHING OF HOME SCIENCE

COURSE OBJECTIVES

To enable the students-teacher understand and explain -

1. The nature and contents of home science
2. The nature and process of home science is a branch of science;
3. Develop their skills in practicing as a home science teacher;
4. A symphony among various branches of home science;
5. Know and practice the various methods in home science teaching;
6. Plan home science lesson;
7. The methods of organising home science curriculum;
8. The modern evaluation methods in home science.

COURSE CONTENT

Unit III:

a) Teaching of nutrition and food, home decoration, health care, baby care, including mother health, baby health and clothing, mother-craft, nursing, home management, home budget and accounts.

b) Lesson Planning, instructional planning, year planning

Unit VI:

Evaluation - outcome evaluation, tests-kinds of test, diagnostic and remedial teaching.

PRACTICUM:

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

Preparation of diet for expecting mother, Lactating mother, for growing children

First Aid, Arrangement of First Aid Box

Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri

Kitchen Garden

Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

SUGGESTED BOOKS:

1. Devadas : Teaching of Home Science
2. E. Atkinson : Teaching of Domestic Science
3. Amy : Evaluation of Home Science
4. Al Good : Demonstration Techniques
5. Spai : Care of Children in the Tropics

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6. Hatcher and Andrews : The Teaching of Home Making
7. Spafford : Fundamentals in Teaching Home Science
8. Shorry & Sharma : Grih Vigyan Shikshan
9. Ehelorch : Lessons in Domestic Science
10. HMSO : Home Science
11. Devadas, Rajamall,: Methods of Teaching Home Science, NCERT, New Delhi, 1978
12. Yadav, Seema : Teaching of Home Science, Anmol Publications, ND, 1994

14. TEACHING OF URDU

Objective

1. Obtain Mastery over the concept of books in Urdu Language.
2. Become familiar with the objectives and importance of Urdu teaching
3. Become familiar with the techniques, methods and activities of Urdu teaching
4. Can construct, select and use suitable test items for evaluation
5. Become familiar with the basic skills of Urdu language teaching
6. Can develop professional competency and be aware of one's professional growth

Unit-3 Teaching Prose, Poetry, Grammar & Creativity

- 3.1 Unit Lesson Planning : Importance, Steps of Planning and merit demerits.
- 3.2 Teaching of Prose : Objectives-methods of Prose-Teaching an application in classroom activity
- 3.3 Teaching of Poetry : Objectives-methods of Poetry-Teaching an application in classroom activity
- 3.4 Teaching of Grammar : Importance of teaching of grammar in language teaching, methods of grammar Teaching an application in classroom activity
- 3.5 Teaching of Creativity : Objectives and methods of developing creativity

Unit-4 Evaluation techniques, teacher, textbook and teaching aids

- 4.1 Types of Evaluation : Essay type question, short question, objective type question
- 4.2 Evaluation techniques : Designing a question paper based on blue print.
- 4.3 Skill of Teacher of Urdu language
- 4.4 Text Book : Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
- 4.5 Use of Audio-Video aids in language teaching : Importance and types of A.V. aids.

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Akhtar Hussain Akhtar, **Urdu Ki Tadris**

Alabaksh Shaikh, **Urdu Ki Tadris**

Alka Ahuja, **Teacher Education**, New Delhi; A Mittal Publication

Arun Athreya, **A Text Book of Teacher Education**, New Dehil; Dominant Publishers and Dest Exhibitags

Ram, S., **Current Issues in Teacher Education**, New Dehil; Sarup & Sons

15.TEACHING OF SANSKRIT

COURSE OBJECTIVES:

To enable the student-teacher understand about:

1. The nature, characteristics and significance of Sanskrit language.
2. The aims and objectives of teaching Sanskrit as an ancient Indian language.
3. The various approaches of planning for successful Sanskrit teaching.
4. Approaches for teaching different aspect of Sanskrit language.
5. Aids and other similar available materials that could be used for teaching Sanskrit language.
6. The techniques for obtaining feedback for self evaluation and evaluation of student's success in learning and using Sanskrit language.

COURSE CONTENT:

Unit III: Specific Instructional Strategies:

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

Unit IV - a) Aids to teaching :

1. Meaning and importance of Teaching Aids
2. Simple Teaching Aids : Blackboard, Picture, Chart and Map, Models, Flash cards,

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Puppets, Magnetic board etc.

3. Technological Aids: (Audio - visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.
4. Computer Assisted Language learning
5. Language laboratory and it's importance in the teaching of Sanskrit language
6. Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.

b) Evaluation Techniques

1. Concept and types of evaluation
2. Characteristics of a good test
3. Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
4. Ways of testing reading, writing, speaking, grammar and vocabulary
5. Qualities of a Sanskrit Teacher- an evaluative approach.

PRACTICUM:

1. Sessional test
2. Assignment
3. Construction of Achievement test
4. Preparation of Unit Plan

Suggested Readings:

1. Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
2. Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
3. Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra

16. TEACHING OF MAITHILI

मैथिलीक शिक्षणशास्त्र

इकाई - 3	लिखबाक क्षमताक संवर्द्धन ओं लिखबाक प्रक्रियाक बारेमे समझ
<ul style="list-style-type: none"> • विद्यार्थी-शिक्षक सुनब, कहब तथा पढ़बाक संग 'लिखबाक' तारतम्यता केँ बूझि सकताह, जेना-चिन्तन, सुनब, पढ़ब, मानसिक रूपसँ व्यवस्थित करब आदि। • विद्यार्थी-शिक्षक विभिन्न विधामे अपन अनुभवकेँ रचनात्मकता संग लिखबाक कौशलल विकसित कऽ सकताह। • विद्यार्थी-शिक्षक लिखबाक मूल्यांकन हेतु विभिन्न तरीकाक बारेमे बूझि सकताह। • विद्यार्थी-शिक्षक छात्रमे रचनात्मक लेखन क विकास करबाक तरीका ओ प्रक्रियाक बारेमे बूझि सकताह। 	

इकाई - 4	मैथिली साहित्य ओ व्याकरण : समझ ओं शिक्षण
<ul style="list-style-type: none"> • साहित्यक अर्थ • शब्द-शक्तिक सामर्थ्य केँ बूझब ओं ओकर शिक्षणमे उपयोग • विद्यार्थी-शिक्षक बिहार राज्य में कक्षा 6-12 घरि लेल मैथिलीक पाठ्यपुस्तकमे देल गेल विधासमक विशेषतासँ अवगत भऽ सकताह। 	

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- विद्यार्थी-शिक्षक उपर्युक्त विधा समर्पण बूझि शिक्षणमे ओकर उपयोग करबाक ऊहि (समझ) पावि सकताह।
- विद्यार्थी-शिक्षक बिहार राज्य में कक्षा 6-12 लेल अनुमोदित मैथिली पाठ्यक्रममे देल गेल व्याकरणिक तत्वक विषयमे बूझि सकताह।
- विद्यार्थी-शिक्षक उपर्युक्त व्याकरणिक तत्वकेँ संदर्भानुसार शिक्षण करबाक योजना बना सकताह।
- विद्यार्थी-शिक्षक ई बूझि सकताह जे मैथिली शिक्षणमे व्याकरणक की महत्व अछि ?
- विद्यार्थी-शिक्षक व्याकरण ओ भाषिक अन्तर्सम्बन्धक समझ बना सकताह।

इकाई - 5	मैथिली : शिक्षण, कक्षा प्रक्रिया ओ मूल्यांकन
<ul style="list-style-type: none"> • शिक्षण समझ ओ शिक्षण विधिक चुनाव • शिक्षण रणनीति ओ 'सीखने की योजना': शिक्षण पूर्व, शिक्षण काल ओ शिक्षण बाद • एहि इकाई मे विद्यार्थी-शिक्षक रचनात्मक तथा आलोचनात्मक उपागम संग व्यवहारवादी उपागमक विषयमे • आलोचनात्मक समझ बना सकताह। • विद्यार्थी-शिक्षक एकसँ अधिक शिक्षण विधिक उपयोग करबाक सम्भावना पर विचार कऽ सकताह। • कक्षा-प्रक्रियाक संदर्भ मे कएल जाएबाक तैयारीक सम्बन्धमे बूझि सकताह। • कक्षामे भौतिक ओ मनोवैज्ञानिक शिक्षण-साधनक उपयोग करबाक बारेमे सोचि सकताह। • विद्यार्थी-शिक्षक सतत मूल्यांकन अवधारणा बूझि सकताह। • विद्यार्थी-शिक्षक समग्र मूल्यांकनक बारेमे बूझि सकताह। • विद्यार्थी-शिक्षक मैथिलीक शिक्षणमे सतत ओ समग्र मूल्यांकनक उपयोगक विषयमे जानि सकताह। 	

17. TEACHING OF BHOJPURI

भोजपुरी का शिक्षणशास्त्र

काई - 3	भोजपुरी साहित्य एवं व्याकरण शिक्षण
<ul style="list-style-type: none"> • भोजपुरी साहित्य की समझ • भोजपुरी के पाठ्यपुस्तकों में दी गई विधाओं की समझ एवं शिक्षण। • व्याकरण शिक्षण की विविध विधियाँ एवं नवाचार: भोजपुरी शिक्षण में व्याकरण का महत्व; भोजपुरी के पाठ्यक्रम में दिए गए व्याकरणिक तत्वों के बारे में समझ; भोजपुरी व्याकरण और भाषा के अन्तर्संबंधों की समझ। 	

इकाई - 3	भोजपुरी शिक्षण, कक्षा प्रक्रिया एवं आकलन के तरीक
<ul style="list-style-type: none"> • श्रवण कौशल एवं इसके विकास की विधियाँ • पठन कौशल एवं पठन कौशल के विकास की विधियाँ, समस्याएँ एवं निदान • लेखन कौशल की विभिन्न विधियाँ • वाचन कौशल (मौखिक अभिव्यक्ति) 	

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- भोजपुरी शिक्षण: रचनात्मक तथा अन्य उपागमों के बारे में आलोचनात्मक समझ।
- कक्षा शिक्षण रणनीतियाँ तथा सीखने की योजना : शिक्षण पूर्व, शिक्षण करते हुए तथा शिक्षण पश्चात्।
- भोजपुरी शिक्षण में आकलन एवं मूल्यांकन : सकल्पना एवं अवधारणा, विभिन्न विधाओं का मूल्यांकन, प्रश्न पत्र निर्माण कला, संस्कृत के शिक्षण में सतत एवं समग्र मूल्यांकन के उपयोग के बारे में समझ।

18. TEACHING OF ARABIC

OBJECTIVES

- ☐ To enable the student-teachers understand about:
- ☐ The nature, characteristics and significance of Arabic language.
- ☐ The aims and objectives of teaching Arabic as a foreign language.
- ☐ The various approaches for planning for successful Arabic teaching
- ☐ Approaches for teaching different aspects of Arabic language
- ☐ Aids and other similar available materials that could be used for teaching Arabic language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Arabic language.

UNIT III - a) 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.

b) 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, Gramophone and lingua phone.

UNIT IV – a) Computer Assisted Learning

- ☐ Computer Assisted language learning
- ☐ Language laboratory and its importance in the teaching of Arabic Language.

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- ☐ Salient features of a good text-book in Arabic.

b) Evaluation Techniques

- ☐ Concept and types of Evaluation
- ☐ 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

Submission of report after completing any one of the following:

- ☐ Sessional test
- ☐ Assignment
- ☐ Construction of Achievement test.

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Mahmum K Ghairal-arabic, ALESCO, International Institute of Arabic Language, Khartoum (Sudan), 1978 (in Arabic)
2. Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New Delhi, 1983
3. Nadvi, A.H.: Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
4. Rivers, W.M.: Teaching Foreign Language skills, Chicago University Press, 1968
5. Samak, S.M.: Fan-al-Tadris bil Lugha-al Arabic, Al-Anglo-Misriya, Cairo, 1975.

19. TEACHING OF PERSIAN

COURSE OBJECTIVES :

To enable the student-teachers understand about:

- ☐ The nature, characteristics and significance of Persian language.
- ☐ The aims and objectives of teaching Persian as a foreign language.
- ☐ The various approaches of planning for successful Persian teaching.
- ☐ Approaches for teaching different aspects of Persian language.
- ☐ Aids and other similar available materials that could be used for teaching Persian language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Persian language.

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Unit III - a) 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.
- ☐ Other literary activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

b) 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.

Unit – IV –a) Computer Assisted Learning

- ☐ Computer Assisted language learning.
- ☐ Language laboratory and its importance in the teaching of Persian Language.
- ☐ Salient features of a good text-book in Persian. Comparative Analysis of prescribed text-books of different Boards.

b) 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 Persian Teacher- an evaluative approach.

Practicum:

Submission of report after completing anyone of the following:

- ☐ Sessional test
- ☐ Assignment
- ☐ Construction of Achievement test.

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20. TEACHING OF BANGLA

OBJECTIVES

To enable the student-teacher understand about:

- ☐ The nature, characteristics and significance of Hindi language.
- ☐ The aims and objectives of teaching Hindi as a mother language.
- ☐ The various approaches for planning for successful Hindi teaching
- ☐ Approaches for teaching different aspects of Hindi language
- ☐ Aids and other similar available materials that could be used for teaching Hindi language.
- ☐ The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

UNIT III: a) TEACHING OF PROSE IN BANGLA

1. Teaching of Prose in Bangla:

- a. Objectives
- b. Methods of Prose-Teaching
- c. An application of prose teaching in classroom activity

2. Teaching of poetry in Bangla

1. Objectives
2. Methods of Poetry-Teaching
3. An application of poetry teaching in classroom activity

b) TEACHING OF GRAMMAR AND CREATIVITY

1. Teaching of Grammar

- a. Importance of teaching of grammar in language teaching,
- b. Methods of grammar Teaching
An application of grammar teaching in classroom activity

2. Teaching of Creativity

- a. Objectives
- b. methods of developing creativity

UNIT-IV: a) EVALUATION TECHNIQUES,

1. Types of Evaluation

- a. Essay type question,
- b. short question,
- c. objective type question

2. Evaluation techniques: Designing a question paper based on blue print.

b) TEACHER, TEXTBOOK AND TEACHING AIDS

1. **Teacher** : qualities and skill required for teaching of Bengali language
2. **Text Book**: Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
3. **Use of Audio-Video aids in language teaching**: Importance and types of A.V. aids.

CC-8 KNOWLEDGE AND CURRICULUM

ज्ञान और शिक्षा

Unit-1

Knowledge and Knowing

- ☐ Knowledge: major discourse; concept of information, belief and truth in relation
- ☐ Knowing Process : Different ways of knowing; knowledge construction
- ☐ Role of socio-cultural aspect in knowing

Unit-2 Understanding Curriculum

- ☐ Curriculum: need and concept; Clarity among curriculum framework, curriculum, syllabus and textbook; major facets
- ☐ Curriculum determinants: Criteria, knowledge categories, Vision, ideological stances, Socio-cultural context of learners, Nation and school level determinants
- ☐ Different approaches towards curriculum development: major principles; Subject-centered; environmentalist (incorporating local concerns); behaviorist; competency-based (including 'minimum levels of learning'); learner-centered.

Unit-3 Understanding Education

- ☐ Education: Understanding meaning, nature and notion of an educated person
- ☐ Analyzing the thoughts of various Indian thinkers: Swami Vivekananda, Sri Aurobindo and Dr. Zakir Husain.
- ☐ Analyzing the thoughts of various western thinkers: Plato and Paulo Freire

Unit-4

Purpose of Education

- ☐ Purpose of Education: individual or social development, providing knowledge or information, materialistic and spiritual development; worthiness and political agenda of education
- ☐ Education and Values: What are values? Are they relative or absolute? Who creates values? What kinds of values education perpetuates? Do different school contexts have a differential impact on learners' value formation?
- ☐ Constitutional Values: democracy, equality, liberty, secularism, and social justice
- ☐ Vision of education in post-independence major policy documents and their analysis

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CC- 9ASSESSMENT FOR LEARNING

OBJECTIVES:

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realise the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners performance in schools
- Develop indicators to assess learners performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT 1: Perspectives on Assessment and Evaluation

- ☐ Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- ☐ Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation, Behaviorist, Cognitivist and Constructivist Perspectives
- ☐ Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- ☐ Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm-referenced, criterion referenced) and context (internal, external) Need for continuous and comprehensive assessment School based assessment; Authentic assessment.

UNIT 2: Assessment of Learning

- ☐ Dimensions of learning: cognitive, affective and performance
- ☐ Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment

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- ☐ Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- ☐ Assessment of Performance: tools and techniques for assessment of skills
- ☐ Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators.

UNIT 3: Assessment for Learning

- ☐ Assessment information as an input for learning, metacognition and development - need for continuous, formative and diagnostic assessment.
- ☐ Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- ☐ Developing Performance Tasks (Subject Specific)
- ☐ Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- ☐ Portfolio Assessment – its meaning, scope and uses; Planning, development and Assessment.
- ☐ Self, Peer and Teacher Assessments.

UNIT 4: Issues, Concerns and Trends in Assessment and Evaluation

- ☐ Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- ☐ Management of assessment and examinations, Use of question bank
- ☐ Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity,
- ☐ Impact of entrance test and public examination on teaching and learning – the menace of coaching
- ☐ Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- ☐ Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- ☐ Standards based assessment – international practices.

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CC – 10CREATING AN INCLUSIVE SCHOOL

Unit-1

Historical Development of Education System in India: An Overview

- ☐ Reflecting on Education during Vedic, Buddhist, Jain and Sangam period
- ☐ Education during medieval period: Maktab, Madarsa and Indigenous System of Education
- ☐ Education system emerged during British imperialism: Missionaries, Formal education system under British administration, Different Education systems or movements founded by Indians i.e. Young Bengal Movement, Deoband, Aryasamaj, Aligarh, Satya Shodhak Samaj, Jamia school, Basic education)
- ☐ Post-Independence development of Education System in India (Mudaliyar, Kothari Commissions and NPE 1986)
- ☐ Historical development of Education in Bihar

Unit-2

Understanding School in relation to Education Policies

- ☐ Name and types of the School: Development in the light Policy perspectives; As a source to understand the contemporary structure of schools in India as well as Bihar
- ☐ Curriculum of the School: Major developments with reference to Policy perspectives; Understanding the development of the contemporary curriculum changes of schools with special focus on Bihar
- ☐ Vision of a teacher: reflecting on policy documents
- ☐ Evaluation system in a school: Policy perspectives about major changes; the Context of Evaluation in schools of Bihar

Unit-3

Contemporary Indian Schooling: Concerns and Issues

- ☐ Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrollment and Universal retention
- ☐ Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects
- ☐ Issues of National and International conflicts, social injustice, communal conflict, individual alienation: a critical understanding
- ☐ Idea of common school system: with special focus on CSS Report, Govt. of Bihar

Unit-4

Creating an Inclusive School

- ☐ Inclusive Education: understanding the development of the concept
- ☐ Analysis of related policy documents: International, National and State level

- Understanding diversities—concepts, characteristics, classification of children with diversities; Assessment of children to know their profile
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- School's readiness for Inclusive approach: Role of School, community and State

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OPTIONAL COURSE OC 1.1 BASIC EDUCATION

बुनियादी शिक्षा

Unit-1 Understanding Gandhian Philosophy

- ☐ Gandhian philosophy of Life: its bearing on the principles and the Practice of Basic Education
- ☐ A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India culminating in the evaluation of Basic Education

Unit-2 Basic Education system: Concept, development and policy perspectives

- ☐ The concept and inherent assumptions of Basic Education; Present notions about the idea of Basic Education
- ☐ Basic Education System: Backdrop and its development-Wardha Committee and after
- ☐ The Development of Basic Education System in Bihar
- ☐ Policy perspectives related to Basic Education: A Critical Study of the recommendations and assessment made by the important committees, commissions in respect of its implementation

Unit-3 The Principle of Correlation and its pedagogical aspects

- ☐ Correlation with productive activity
- ☐ Correlation with the physical environment
- ☐ Correlation with the social environment
- ☐ Correlation with children's experiences

Unit-4 Basic Education: Curriculum, School and Teacher

- ☐ The curriculum of Basic Education: Analysis and review; Comparison with the general school curriculum;
- ☐ Nature of Assessment in the curriculum of Basic Education
- ☐ Envisioning new curriculum of Basic Education for contemporary Education: Objectives, structure and process of knowledge generation
- ☐ Schools for Basic Education: Organizational set up, infrastructure and functioning, relation with community
- ☐ Teachers for Basic Education: Expectations and professional preparation .

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OC 1.2 HEALTH, YOGA AND PHYSICAL EDUCATION

स्वास्थ्य, योग एवं शारीरिक शिक्षा

Unit-1 Understanding Health

- ☐ Health: Concept, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- ☐ Food and nutrition: food habits, timing of food, nutrients and their functions, practices related to food hygiene, malnutrition, including obesity
- ☐ Common health problems and diseases: causes, prevention and cure, immunization and first aid, food and waterborne and deficiency diseases and prevention

Unit-2 Yoga and Physical Education

- ☐ Yoga: importance of yoga, practicing *yogasanas*, *kriyas* and *pranayams*; Yoga at school and role in classroom practices
- ☐ Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- ☐ Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

Unit-3 Games and sports

- ☐ Understanding Games and Sports: different types and their importance for each learner
- ☐ athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- ☐ Organization of games and sports: understanding rules and regulations; Planning and Event management

Unit-4 Health and Physical Education: Curriculum, School and Teacher

- ☐ Health and Physical Education: A critical analysis of school curriculum; present notions about the subject in school curriculum; Integrated curriculum approach for Health and Physical Education;
- ☐ Spaces for Health and Physical Education in School: Planning, resource creation, updation and optimum utility; future prospects for students
- ☐ Teacher for Health and Physical Education: Professional Preparation; role in school

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OC 1.3 GUIDANCE AND COUNSELLING

मार्गदर्शन एवं परामर्श

Unit-1 Fundamentals of Guidance

- ☐ Concept, Meaning and Need of Guidance
- ☐ Aims & Principles of guidance
- ☐ Types of Guidance: Educational, Vocational & Personal
- ☐ Issues and Problems of Guidance

Unit-2 Fundamentals of Counselling

- ☐ Concept, Nature and Need of Counseling
- ☐ Difference between Guidance & Counseling
- ☐ Aims & Principles of Counseling
- ☐ Issues and Problems of counselling

Unit-3 Tools and Techniques in Guidance and Counselling

- ☐ Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study
- ☐ Methods of counseling: Directive, Non-Directive, Eclectic
- ☐ Procedure of counseling: Initial disclosure, In-depth exploration and commitment to action
- ☐ Guidance and Counselling for Children with special Needs: Characteristics and Guidance for Exceptional children, Gifted children, Children with different abilities (Hearing, Visual, Artho and learning disabilities), Disadvantaged children

Unit-4 Guidance and Counselling Services at School

- ☐ Organizing Guidance and Counseling services at school: Planning, execution and follow-up
- ☐ Role of counselor, Social worker, Teacher in organizing guidance services
- ☐ Career guidance services, Career Information Centre, Career conferences, Career Bulletin

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OC 1.4 ENVIRONMENTAL EDUCATION

पर्यावरणीय शिक्षा

Unit-1 Understanding Environmental

- ☐ Concept of Environmental: meaning, nature and major components
- ☐ Environment and sustainable development
- ☐ Relating environment with traditional knowledge and cultural practices
- ☐ Role of Education in creating environmental awareness
- ☐ An overview of constitutional provisions related to environment and its protection

Unit-2 Major Environmental issues

- ☐ Pollution related to land, water and air
- ☐ Deforestation: Change in forest cover over time
- ☐ Waste generation and management
- ☐ Environmental degradation and its impact on the health of people
- ☐ Green house gas emission and Global warming
- ☐ Climatic changes: Disturbance in weather cycle
- ☐ Impact of natural-disaster/man-made disaster on environment
- ☐ Environmental issues in the context of Bihar

Unit-3 Understanding Local Environment

- ☐ Local environment: understanding of components and major issues
- ☐ Environment and Community: Local traditions and cultural practices
- ☐ The environment of School: within and surroundings; major issues
- ☐ Sensitization towards local environment: different ways, role of media, ecotourism

Unit-4 Environmental Education: Curriculum, Pedagogy and Teacher

- ☐ Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum
- ☐ Understanding pedagogy for Environmental Education at School for different levels
- ☐ Role of teacher: Sensitive towards environmental issues while teaching, making Eco-clubs, organizing exhibitions, field trips, observations, sensitive towards the environment of school

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OC - 1.5 UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

विद्यालय प्रबंधन एवं नेतृत्व की समझ

Unit-1

Understanding School Organization

- ☐ School Organization: Concept and major Components; Community as an important component
- ☐ Basic Principles for the functioning of school organization
- ☐ School as an organization and as a part of organization, academic and administrative structures.
- ☐ Relation between Schools and other educational organizations: Teacher education institution, State and National level bodies

Unit-2

- ☐ Idea of Democratic and Distributive leadership in the schools
- ☐ Leadership qualities and role: Monitor, Class-Teacher, Head of School, Academic leaderships

Unit-3

Aspects of School Management

- ☐ School management: Concept, basic principles and systemic nature; Community-School Relationship, School Management Committee.
- ☐ Planning mechanism in school management: annual school calendar, day to day schedules, time table, staff meetings, activities, student issues, monitoring.

Unit-4

- ☐ Managing School resources: The school Building, School budget, Laboratory, Workshop, Library, sports ground, Hostel, School Office; cleanliness, maintenance and optimum utility
- ☐ Role of school records in effective management system

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EPC- 4UNDERSTANDING SELF

Unit-1

Reflecting on 'Self'

- ☐ Situating 'Self' in society: understating of multiple identities such as gender, relational, cultural; understanding personal beliefs, stereotypes and prejudices resulting from these identities
- ☐ The impact of one's own socialization processes on the making of present 'self'
- ☐ Awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher'
- ☐ Reflections on one's own aspirations and efforts in becoming a 'teacher'

Unit-2

Understanding Teachers' Identity

- ☐ Teachers' identity: Contemporary status and debates, Notional of an 'Ideal' teacher
- ☐ Transition of teachers' identity in Indian scenario: from 'Guru' to 'Professional'
- ☐ Major factors affecting teachers' identity: socio-cultural, political, economical context
- ☐ Theoretical perspectives related to teachers' identity
- ☐ Creating case narratives of teachers and reflecting on them

Unit-3

Evolving an 'Identity' as a teacher

- ☐ Evolving an identity as a teacher: progressive and open to re-construction.
- ☐ Developing own 'professional identity': Reflecting on own learning and action
- ☐ Understanding own challenges and role as a teacher
- ☐ Knowledge and practice of professional ethics
- ☐ Teacher's autonomy: an integral part of its identity
- ☐ Visualizing an enriching space for the development of teacher's identity
- ☐ Developing as a Teacher: Role of Teacher Education Programmes

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