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)
# ANNUAL DISTRIBUTION OF THE COURSES YEAR - 1

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<td>Contemporary India and Education</td>
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# ANNUAL DISTRIBUTION OF THE COURSES YEAR – 2

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<td>CC-8</td>
<td>Knowledge and Curriculum</td>
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<td>13</td>
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<td>Creating an Inclusive School</td>
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<td>16</td>
<td>EPC-4</td>
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School Internship

**PEDAGOGY OF SCHOOL SUBJECTS**

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<td>Pedagogy of Geography</td>
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<td>PC</td>
<td>Pedagogy of Chemistry</td>
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<td>Pedagogy of Physics</td>
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<td>Pedagogy of Commerce</td>
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<td>PC</td>
<td>Pedagogy of Computer Science</td>
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<td>36</td>
<td>PC</td>
<td>Pedagogy of Bangla</td>
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**OPTIONAL COURSES (OC)**

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<tr>
<td>37</td>
<td>OC-1</td>
<td>Basic Education</td>
<td>94</td>
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<td>38</td>
<td>OC-2</td>
<td>Health, Yoga and Physical Education</td>
<td>95</td>
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<td>39</td>
<td>OC-3</td>
<td>Guidance and Counselling</td>
<td>96</td>
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<td>40</td>
<td>OC-4</td>
<td>Environmental Education</td>
<td>97</td>
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<td>41</td>
<td>OC-5</td>
<td>Understanding School Management and Leadership</td>
<td>98</td>
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### Marking Scheme for Internal Assessment of CCs and EPCs

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<thead>
<tr>
<th>Type of Courses</th>
<th>Break up</th>
<th>Marks</th>
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<td>Courses with internal</td>
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<td>Marks 20</td>
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### Marking Scheme for Assessment of School Contact Program

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<th>School Internship Program – Part I</th>
<th>One month: 5 hours/day</th>
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<tr>
<td>Tasks</td>
<td>Details</td>
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<tr>
<td>1</td>
<td>School Diary</td>
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<tr>
<td>2</td>
<td>Classroom Observation</td>
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<td>3</td>
<td>School Observation (Interaction with school management or Meeting with SMCs)</td>
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<td>4</td>
<td>Teacher – Student dialogue</td>
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<tr>
<td>5</td>
<td>Case Studies</td>
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### Marking Scheme for Assessment of School Internship Program

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<td>Classroom Observation</td>
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An Overview of the yearly distribution of Courses

<table>
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<th>Credit</th>
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<th>External</th>
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<td>CC-3</td>
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School Internship - 4 Weeks

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<td><strong>School Internship - 16 Weeks</strong></td>
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**Total** | **26** | **320** | **330** | **650** |

**Grand Total** | **52** | **610** | **690** | **1300** |

Order of Merit

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<th>Percentage of Marks</th>
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<tr>
<td>86 &amp; Above</td>
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<tr>
<td>76 to 85</td>
<td>A+ (Excellent)</td>
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<tr>
<td>66 to 75</td>
<td>A (Very Good)</td>
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<tr>
<td>56 to 65</td>
<td>B (Good)</td>
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<tr>
<td>45 to 55</td>
<td>C (Average)</td>
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<tr>
<td>Less than 45</td>
<td>D (Fail)</td>
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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 lined experiments 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
 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

REFERENCES:

12. Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
15. Kalausimier H.J. Learning and Human Abilities Educational Psychology Harper and Row.
18. Mathur S.S. Shiksha Manovigyan
24. Sinha, H.S., Siksha Manovigyan, Atlantic Pubs and Distributors, New Delhi, 1996
26. Sharma, Ramnath, Uchchatar Shiksha Manovigyan, Atlantic Pubs, and Distributors, N.D., 2004

CC-2CONTEMPORARY 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.
   □ 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.
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.

UNIT 4: Study of Policies

- Review of mid-day-meal programme & the role of legislative action to ensure nutrition.
- 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 field-based 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.

REFERENCE BOOKS:

11. Seventh All India School Education Survey, NCERT: New Delhi. 2002
16. UNESCO’s report on Education for sustainable development.
17. Ministry of Law and Justice (2009) Right to Education. Govt of India
CC-3 LEARNING AND TEACHING
अध्ययन और शिक्षा

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
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)

REFERENCES:

12. Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
15. Kalausimier H.J. Learning and Human Abilities Educational Psychology Harper and Row.
18. Mathur S.S. Shiksha Manovigyan
26. Sharma, Ramnath, Uchchatar Shiksha Manovigyan, Atlantic Pubs, and Distributors. N.D., 2004
CC- 4 LANGUAGE ACROSS THE CURRICULUM
सम्पूर्ण पाठ्यक्रम 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.

   - 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
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

REFERENCES:

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 redefine the school subjects in schools with concern for social justice.
- To reflect on one's aspiration and possibilities inorder 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)


5. Essays: 1. Use and misuse of Internet
   2. Ideal Teacher
   3. Importance of Sports
   4. Pollution
   5. National Festivals
6. Letter Writing:

a. Formal: 1. Application to the Principal of the school, requesting him to grant three
   days immediate leave because of……
   2. A letter to the Health Officer of the district, requesting him to take
      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
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.


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

- Content knowledge of topics
- Number system, Percentage, Basic Concept of Geometry, Angle relations, Congurence of Triangles, Similarities of triangle, Indices, Liner 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
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
CIVICS

Class VI
1. What is Government? सरकार क्या है?
2. Diversity and discrimination विविधता एवं भेदभाव
3. Rural and Urban Administration गांवीण 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 राजनेतिक पार्टियाः
3. Federalism संघभाग्यता
4. Popular struggles and movements जन संघर्ष एवं आंदोलन
5. Industrial revolution औद्योगिक क्रांति
6. Central Government केन्द्रीय सरकार
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 Trust 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
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
- Modern Periodic Table and its Uses.
- Acid, Base and Salts: Properties and examples, pH values.
- Hydrocarbon: Alkanes, Alkenes and Alkynes.
- 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.

Experiment/Practicum
Selected Experiment/Practicals has to be conducted based on the topic of the syllabus:
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 Home Science 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
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.
- 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).

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.
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 Outsourcing - 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 - 6 GENDER, SCHOOL AND SOCIETY
केंद्र, 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 inequalities or reinforcing gender parity.
- To help students to rethink their beliefs on gender 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
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

REFERENCES:

CC-7a PEDAGOGY 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.
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
   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

REFERENCES:
12. Sharma, K L.: Methods of Teaching English in India.
15. Kohli, A. L: Techniques of Teaching English
18. Das, Neena & M.: Teaching English As An Additional Language
19. Rai, Geeta: Teaching of English
20. Abha Rani Bist: Teaching English in India.
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.

पाठक -भाषा एवं भाषाशिक्षक

1.1 हिंदी भाषा के सामान्य व विशिष्ट उद्देश्य

1.2 भाषाशिक्षक

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

(ख) वर्तमान परिदृश्य में हिंदी भाषा शिक्षक के उत्तराधिकार एवं चुनौतियाँ

1.3 इतिहास-योजना एवं पाठ-योजना

पाठक -भाषा अध्यापन के सूत्र और सिद्धांत

2.1 (क) भाषा अध्यापन के गुण: समाज से अभाव की ओर, सत्य से जोधती की ओर, पुरों से अन्य की ओर, सामान्य से विशिष्ट की ओर

2.2 (ख) भाषा अध्यापन के लिखित: अनुसरण का सिद्धांत, स्वच्छ का सिद्धांत, अध्यापन का सिद्धांत, वेतनकाल का सिद्धांत, अनुसरण व क्रम का सिद्धांत, अविभाज्यता के सिद्धांत

पाठक -भाषा अध्यापन की विधाएँ

3.1 (क) उद्देश्य (ख) विधियों - सर्वां, क्रांतिकार, अभिलशा (नाट्यिकरण, भूमिका अभिलशा)

3.2 (प) उद्देश्य (ख) विधियों - चर्चा, रसायन

3.3 (व) उद्देश्य (ख) विधियों - चर्चा, रसायन

3.4 (ख) उद्देश्य (ख) प्रश्न - नियमित एवं अनौठ रचनाओं की विधियाँ
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.

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
UNIT II- Planning, Designing and Translation of Instruction

1. Development of Unit Plan, Lesson Plan (Using Herbart, Bloom and Gagne approaches)
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

2. Nair, Teaching Science in our school, S. Chand
4. Rawat, lal and Johari, Vigyan Shikshan, Agra
5. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
11. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006

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.
UNIT I: a) 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. Kulshrestha, 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
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 resent 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 anyone of the following:
Sessional test
Assignment
Construction of Achievement test
Preparation of Unit Plan / Project

Suggested Books.
1. Aggarwal J.C. : Teaching of History
4. Blank : Foundation of History Teaching
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
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
**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.**


**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.
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.

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
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.

5. An Introduction to Economics,: Oxford University Press London
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. 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:**

K. Joya Sree, Methods of Teaching Science, Discovery Publishing House; (2010)
R.M. Kalra and Vandana Gupta, Teaching of Science: A Modern Approach
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:
2. Lewis J., Teaching of School Physics, Penguin, UNESCO.
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
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
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)

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
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
8. Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press,
1951.
Corporation, New Delhi.
12. Aggarwal, JC., Shiksha Mein Computer Ka Prayog va Sanchar Kaushalein, Vinod Pustak
Mandir, Agra, 2011

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
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
7. Spafford : Fundamentals in Teaching Home Science
8. Shorry & Sharma : Grih Vigyan Shikshan
9. Ehelorinch : Lessons in Domestic Science
10. HMSO : Home Science

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.
Reference
Akhtar Hussain Akhtar, Urdu Ki Tadris
Alabaksh Shaikh, Urdu Ki Tadris
Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
Arun Athrey, A Text Book of Teacher Education, New Delhi; Dominant Publishers and Dest
Exibitags
Ram, S., Current Issues in Teacher Education, New Delhi; 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.

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

Suggested Readings:

CHING OF MAITHILI

<table>
<thead>
<tr>
<th>इकाई - 1</th>
<th>मैथिली बिभिन्न सम्पत्तियों तथा मैथिली भिक्षुक सोवित इतिहास ओर मैथिली सौध-मित्र-कार्य केले जेकर महत्व</th>
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<tr>
<td>विभिन्न काल छाड़ से किसिर रचनाओं उदाहरण स्वरूप चुनिन्दा मैथिली सौध-कार्यकेले बुझाबा।</td>
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<td>विभिन्न पत्र-पत्रिकामें प्रकाश मैथिली सौध-कार्यकेले बुझाबा।</td>
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<tr>
<td>जी.एड. कालक विद्यार्थी-विचारके द्वारा प्रकाश मैथिली आधार पर मैथिली सौध केले बुझाबा।</td>
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<tr>
<td>मैथिली भिक्षुक इतिहासिक आधार पर मैथिली सौध -कार्य केले बुझाबा।</td>
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<tr>
<td>उपयुक्त सभी विद्वान मैथिली सौध-सिखायात्मक (विद्यार्थी-शिक्षक सम्बन्ध, प्रश्न-प्रत्ययात्मक सम्बन्ध क्षेत्र-प्रति क्रिया आदि) के कथनमें बुझाबा।</td>
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<td>मैथिली वाचनक्रम विविधताकें बुझाबा।</td>
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<tr>
<td>मैथिली वाचनक्रम ओर लिखित रुपक अन्तर्गतमें के बुझाबा।</td>
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<td>संस्थानमें मैथिली</td>
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<tr>
<th>इकाई - 2</th>
<th>मैथिली शिक्षणक्रम तथा पादर्शपुस्तककें आरंभनात्मक समझ</th>
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</thead>
<tbody>
<tr>
<td>स्कूली पादर्शपुस्तक में मैथिली स्थान : मैथिली शिक्षा माध्यम भाषिक सम्बन्ध</td>
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<td>विद्यार्थी-शिक्षक विषय स्वरूप अनुसूचित क्षेत्र 6 से 12 मैथिली पादर्शपुस्तक सम्पर्कसे समझ बना सकता।</td>
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<td>विद्यार्थी-शिक्षक पादर्शपुस्तकमें प्रत्येक स्तर तेल तेल उद्देश्य में परस्पर तार्किक समुदाय शिक्षा कर्मकार शिक्षा पाठि सकता।</td>
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</table>
| विद्यार्थी-शिक्षक ई बुझिय सकता हो उच्च प्राथमिक (6-8), माध्यमिक (9-10) ओर उच्चतर माध्यमिक (11-12) क्षेत्र तेल उपयुक्त पादर्शपुस्तक चयन कर्मकार आधार कोन-कोन अति (पध्म-प्रदत्त, वाचक संस्करणा, अनुसूचित, तार्किकता, वैयक्तिक जालिता, कहाँ (लोकप्रिय), मुहर्व, आलंकार, छंद आदि)
17. TEACHING OF BHOJPURI

Bhojpuri का शिक्षणप्रार्थना

<table>
<thead>
<tr>
<th>इकाई - 1</th>
<th>बोझपुरी भाषा की प्रकृति, उद्देश्य एवं पाठ्यवाच्य की समझ</th>
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<tbody>
<tr>
<td>भोजपुरी की प्रकृति एवं विशेषताएँ</td>
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<tr>
<td>भोजपुरी भाषा की सरसनात्मक विशेषताएँ</td>
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<tr>
<td>भोजपुरी शिक्षण के उद्देश्य की समझ : विकार राज्य द्वारा अनुमानित पाठ्यक्रम तथा प्रत्येक लिंग पर दिए गए उद्देश्यों में परस्पर तार्किक संगतता</td>
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<tr>
<td>स्कूल पाठ्यक्रम में भोजपुरी भाषा का स्थान</td>
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<td>कहाँ शिक्षण में भोजपुरी भाषा के आंतरिक भाषा के साथ संबंध</td>
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<tr>
<th>इकाई - 2</th>
<th>विद्यार्थी-शिक्षकों में भोजपुरी लेखन, पढ़न तथा वाचन शक्ति का संरचना</th>
</tr>
</thead>
<tbody>
<tr>
<td>भोजपुरी भाषा में लिखने को, सुनने, कहने तथा पढ़ने के साथ तार्किकता में देख पाने की समझ का विकास : विक्तन, सुनना, पढ़ना, नायिकीक रूप में व्यवस्थित करना।</td>
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<tr>
<td>विभिन्न विषयों में अपने अनुभवों को रचनात्मकता के साथ लिखने की कुशलता विकसित करना।</td>
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<td>भोजपुरी में स्वयं लेखन का मूल्यांकन करने के तरीकों के बारे में समझ बनाना।</td>
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<tr>
<td>भोजपुरी में विद्यार्थी-शिक्षकों के रचनात्मक लेखन को विकसित करने के तरीकों तथा प्रक्रियाओं के बारे में समझ विकसित करना।</td>
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</table>

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
- 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

REFERENCES

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.
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, its 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-Hand, Na’at, 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

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 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.
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.
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:

EPC-2Drama and Art in Education

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

References:
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, surfing the web, discerning and selecting relevant material; Cross collating knowledge from varied sources.
- General Introduction to E-learning, Mobile-learning, distance learning, Online 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
REFERENCES:

1. Information and Communication Technologies: Visions and Realities by William H. Dutton.
2. Information Society: Wireless ICTs’ Transformative Potential, in Futures by A. Grantham, Tsekouras.
4. Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms By Rupert Weigerif LynDawes & Routledge Falmer, 2004
6. New Communication Technologies in Developing Countries by Jarice Hanson, Uma Narula; Lawrence Erlbaum Associates, 1990
9. Information Technology by Vincent B and Vincent T; Kaban , 1985
11. Advanced Teaching Methods for the Technology Classroom Author: Petrina, Stephen Publisher Idea Group Pub
12. Models of teaching Author: Joyce B and Well 14 Prentice Hall of India, 1985
19. Simmons, Carl, Teaching ICT, Sage Pubs, India Pvt Ltd, N.D., 2009


Zubaan


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.
   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
   b. Choice of Script: Print and Cursive
   c. Characteristics of good handwriting.
5. Importance of Interdependence of Language Skills
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,

REFERENCES:
11. Palmer, H E: The Principles of Language Study  
15. Kohli, A. L: Techniques of Teaching English  
18. Das, Neeta & 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  

2. हिंदी भाषा अध्ययन प्रणाली

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.

पाठक -III A बालक के सर्वगीण विकास में भाषा का महत्व

5.1 हिंदी भाषा का उद्देश्य (संक्षिप्त अध्ययन)

5.2 (क) साधारण विकास

(ख) सामाजिक विकास

(ग) स्वेच्छानुसार विकास

III B हिंदी भाषा का स्थान व महत्व

6.1 विश्वासीय पादरुपन में हिंदी भाषा का स्थान व महत्व

(क) विभाग भुना फेटरी आयोग 66-66 के सूचने एवं स्वयंसेवक प्राध्यापन

(ख) वर्तमान समय में भाषा का बदलता स्वरूप

पाठक -IVA भाषा अध्ययन के आयाम (पहले)

7.1 सहसंगमहत्त्व एवं प्रकार

(क) आंतरिक गति पथ एवं रचना

(ख) बाह्य विद्यालयीय क्षेत्रों के साथ (स्तिथापन, गौणत, विकास, अर्थशास्त्र, परम्परागत विश्लेषण एवं कला हस्त संगीत व नृत्य)

7.2 भाषा अध्ययन में बहुआवांशिक विचारधारा का उपयोग शांदिक, संगीतल, शारीरिक, तत्त्वविश्लेषित, प्रौद्योगिक

IVB पाठक -IV A भाषा अध्ययन के शैलीमार्गी साधन

8.1 विद्यालयीन स्तर पर आयोजित किए जोनेव भाषा परिच्युत एवं भाषा प्रतियोगिताएँ ,उद्घाटन, महत्व एवं आयोजक

8.2 (क) प्रभुरुचिक आवश्यकता एवं महत्व

(ख) पुस्तकालय आवश्यकता, महत्व एवं उपयोग

8.3 हिंदी विश्लेषण 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 Bhahas Shikshan, Vinod Pustak Mandir, Agra
- 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:
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
14. Nair, Teaching Science in our school, S. Chand
16. Rawat, Ial and Johari, Vigyan Shikshan, Agra
17. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
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.
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, Pytagoras, 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
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

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
Suggested Books.
1. Aggarwal J.C. : Teaching of History
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 Shiksa, Vinod Pustak Mandir, Agra

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
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.

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.

**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.**

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
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
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.

5. An Introduction to Economics :, Oxford University Press London
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. 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
• 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:

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

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-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:
2. Lewis J., Teaching of School Physics, Penguin, UNESCO.
5. Richardson and Cohan, Methods and Materials for Teaching Physical Science, MacGrew Hill.
7. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
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:
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
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
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)

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
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
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
7. Spafford: Fundamentals in Teaching Home Science
8. Shorry & Sharma: Grih Vigyan Shikshan
9. Ehelorinch: Lessons in Domestic Science
10. HMSO: Home Science
11. Devadas, Rajamall: Methods of Teaching Home Science, NCERT, New Delhi, 1978

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.
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 Delhi; Dominant Publishers and Dest Exibitags
Ram, S., Current Issues in Teacher Education, New Delhi; 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.
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,
4. Computer Assisted Language learning
5. Language laboratory and its importance in the teaching of Sanskrit language

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, N.D., 2002
3. Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra

16. TEACHING OF MAITHILI

<table>
<thead>
<tr>
<th>काई - 3</th>
<th>लिखवाक सम्बन्ध अथवा लिखवाक प्रक्रियाक बारेमे समझ</th>
</tr>
</thead>
<tbody>
<tr>
<td>• विद्यार्थी-शिष्यक सुन, कहन तथा पढ़न संग 'लिखवाक' तारतम्य के बृहो सकताह, अन्न-विन्नन, सुनव, पढनू, व्याख्यानन वर्णित करब आदि।</td>
<td></td>
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<tr>
<td>• विद्यार्थी-शिष्यक विन्दुन विश्वास अथवा अनुसंधान रचनात्मकता संग लिखवाक कोशल विकसित कस सकताह।</td>
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</tr>
<tr>
<td>• विद्यार्थी-शिष्यक लिखवाक मूल्यांकन हेतु विभिन्न तरीका कार्य प्रश्नात्मक वारेमे बृहो सकताह।</td>
<td></td>
</tr>
<tr>
<td>• विद्यार्थी-शिष्यक प्रश्नात्मक विभाजन लेखन क विकास करवाक तरीका ओ प्रक्रियाक बारेमे बृहो सकताह।</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>काई- 4</th>
<th>मैथिली साहित्य ओ माचारण : समझ ओ प्रश्न</th>
</tr>
</thead>
<tbody>
<tr>
<td>• साहित्यात्मक अर्थ</td>
<td></td>
</tr>
<tr>
<td>• शब-शिल्पक सांस्कृतिक वृक्ष के बृहो ओ औचक शिल्पके उपयोग</td>
<td></td>
</tr>
<tr>
<td>• विद्यार्थी-शिष्यक विहार राज्य मे काह 6-12 धारे लेल मैथिली पाद्यप्रतिक देल गेळ विभास्मक विशेषतापूर्वक अवधारण बने सकताह।</td>
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</tbody>
</table>
• विद्याध्यक्ष उपर्युक्त विधा समय धृति शिखरमें ओएक उपयोग करवाक माध्यम साफ़ करता है।
• विद्याध्यक्ष बिहार राज्य में क़ब्ज़ा 6-12 लेख अनुमोदित मैथिली पाद्यक्रम के लेख गीत व्यक्तिगत तत्त्वक विषये धृति सकता है।
• विद्याध्यक्ष उपर्युक्त व्यक्तिगत तत्त्वक संदर्भनुसार शिखर करवाक योजना वना सकता है।
• विद्याध्यक्ष इं धृति सकता है जै मैथिली शिखरमे व्यक्तिगत की महत्व आधि ?
• विद्याध्यक्ष व्यक्तिगत ओं भाषक अन्तर्ज्वयथक समय वना सकता है।

प्रारूप - 5

<table>
<thead>
<tr>
<th>मैथिली : शिखर, कषाप क्रिया ओ मूल्यांकन</th>
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</thead>
<tbody>
<tr>
<td>शिखर क्षण ओं शिखर विभक्त चुनाव</td>
</tr>
<tr>
<td>शिखर क्षण रणनीति ओं 'सौंदर्य की योजना': शिखर पूर्व, शिखर काल ओं शिखर कारक</td>
</tr>
<tr>
<td>एवं हक़ 3 कै से विद्याध्यक्ष रणनीति तथा आलोचकालक उपयोग संग व्याख्यातता उपयोगक विषये विश्वसनीय समय वना सकता है।</td>
</tr>
<tr>
<td>विद्याध्यक्ष एवं एक्स अधिक शिखर विभक्त उपयोग करवाक समय वना पर विचार कर सकता है।</td>
</tr>
<tr>
<td>कषाप-क्रियालक संदर्भ में काल जारीक तैयारीक समय तैयारीक धृति सकता है।</td>
</tr>
<tr>
<td>कषापाध्यक्ष ओ नेपाली साहित्य शिखर-समाधान उपयोग करवाक दर्शने सौंदर्य सकता है।</td>
</tr>
<tr>
<td>विद्याध्यक्ष क्षण मूल्यांकन अवधारणा धृति सकता है।</td>
</tr>
<tr>
<td>विद्याध्यक्ष प्रस्ताव मूल्यांकन बारे में धृति सकता है।</td>
</tr>
<tr>
<td>विद्याध्यक्ष नैतिक शिखरमें क्षण ओं समय मूल्यांकन उपयोगक विषये जानी सकता है।</td>
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</table>

17. TEACHING OF BHOJPURI

भोजपुरी का शिखरप्राय

काय - 3

<table>
<thead>
<tr>
<th>भोजपुरी साहित्य एवं व्यक्तिगत शिखर</th>
</tr>
</thead>
<tbody>
<tr>
<td>भोजपुरी साहित्य की समझ</td>
</tr>
<tr>
<td>भोजपुरी के पाद्यक्रमों में दि पौढ़ विधाओं की समझ एवं शिखर</td>
</tr>
<tr>
<td>व्यक्तिगत शिखर की विभिन्न विभिन्न एवं नवाचार: भोजपुरी शिखर में व्यक्तिगत का महत्व; भोजपुरी के पाद्यक्रम में दि गए व्यक्तिगत तत्त्वों के बारे में समझ; भोजपुरी व्यक्तिगत और भाषा के अन्तर्राक्षों की समझ</td>
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</table>

काई - 3

<table>
<thead>
<tr>
<th>भोजपुरी शिखर, कषाप क्रिया एवं अकाल के तरीके</th>
</tr>
</thead>
<tbody>
<tr>
<td>क्षण कौशल एवं इसके विकास की विधियाँ</td>
</tr>
<tr>
<td>पद्धत कौशल एवं पद्धत कौशल के विकास की विधियाँ, समस्याएं एवं निदान</td>
</tr>
<tr>
<td>लेखन कौशल की विभिन्न विधियाँ</td>
</tr>
<tr>
<td>वाक्य कौशल (मौखिक अभिव्यक्ति)</td>
</tr>
</tbody>
</table>
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 it’s importance in the teaching of Arabic Language.
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.

REFERENCES
1. Al-Naqa: Asasiyat Talim-al-Lugha-al Arabic Li
   Mahmum K Ghairal-arabic, ALESCO, International Institute of Arabic Language, Khartoum (Sudan), 1978 (in Arabic)

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.
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 evalulative approach.

Practicum:

Submission of report after completing anyone of the following:

- Sessional test
- Assignment
- Construction of Achievement test.
Books Recommended
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

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
References:
17. Walia, J.S., Education in an Emerging Indian Society, Pual Pubs., Jalandhar, 2005
18. Yadav, Pratibha, Udiyaman Bharatiy Samaj Kein Shikshak, Sahitya Prakashan, Apka Bazar, Hospital Road, Agra, 2009
19. Nanda, V.K., Education in na Emerging Indian Society, Anmol publicaitons, New Delhi, 2005
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

- 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 decisionmaking; items and procedures for their assessment.
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.

References


CC – 10 CREATING 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

References:

5. GOI. (1986). National policy of Education. GOI.
13. Urmila Sharma, Hand Book of Vedic Education
14. J.C. Aggarwal, Development of Education in India
15. R.N. Sharma, History of Indian Education
16. Suresh C. Ghosh, History of Education in India
17. F.E., Keay Indian Education in Ancient and Later times
18. Tara Chand, Influence of Islam on Indian Culture
19. N.N. Law, Promotion of Learning in India during Muhammadan Rule
20. A.N. Basu, Education in Modern India
21. J.P. Naik, S. Nurullah, A History of Education in India
27. Aggarwal J.C, Bharat Mein Shiksha Vyavastha ka Vikas, Shipra Publications, Delhi, 2010
OPTIONAL COURSE
OC 1.1 BASIC EDUCATION
कुरियाडी 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

References:
OC 1.2 HEALTH, YOGA AND PHYSICAL EDUCATION

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 Heath 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
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
- Procedure of counseling: Initial disclosure, In-depth exploration and commitment to action

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
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
- Sensetization 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

REFERENCES:
2. Das, M.C. Fundamentals of Ecology, Tata Mcgraw Hill
4. Sharma, A.C. Interdisciplinary Approaches in Environmental Education
5. UNESCO: Environmental Education: Principles of Teaching and Learning, Paris
6. UNESCO: Education of Environmental Education in School, Paris
7. UNESCO: Interdisciplinary Approaches in Environmental Education, Paris
8. UNESCO: Guide to Environmental Value Education.
OC - 1.5 UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

Unit 1
Understanding School Organization

1. School Organization: Concept and major components; Community as an important component
2. Basic principles for the functioning of school organization
3. School as an organization and as a part of organization, academic and administrative structures
4. Relation between Schools and other educational organizations: Teacher education institution, State and National level bodies

Unit 2

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

Unit 3
Aspects of School Management

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

Unit 4

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

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Mudaliar A. L., Education in India
Mukerjee S. N., Education in India - today and tomorrow
Kochhar S. K., Secondary School Administration
R. N. Safaya, School Administration & Org.
Mathur S. S., Vidyalaya Sangathan evom Swasthya Shiksha
Sukhiya S. P., Vidyalaya Prashasan evom Sangathan
Agarwal J. C., School Organization and Management
Rajani Joshi, Vidyalaya Prashasan evom Sangathan
Saroj Saxena, Vidyalaya Prashasan evom Swasthya Shiksha
Mathur K. P., Vidyalaya Prabandhan evom Niyojan
Chandra S.S., School Organization and Management, R.Lall Book Depot, Meerut, 2008
Tak, Suleman, Educational Management and School Organization, Jain Prakashan, Jaipur,
Walia, J.S., Madhyamik Shiksha Aom School Prabandh, Ahim Paul Pub, NN 11, Gopal Nagar,
Jalandhar, 2011
Sharma, Pratishtha Shaikshik Prabandh aom Vidyalay Sangathan, Sahitya Prakashan, Agra, 2008
Singh, Yashodha, Educational Administration and School Organization, Sheth Pub, Bombay, 1981
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

- Developing 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

REFERENCE: