S.O. (A) Put up in file 25.03.17

आर्यभट्ट ज्ञान विश्वविद्यालय
ARYABHATTA KNOWLEDGE UNIVERSITY

Aryabhatta Knowledge University

Patna, Bihar

Two year

Bachelor of Education (B.Ed.) Programme

COURSES OF STUDY

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

INDEX
ANNUAL DISTRIBUTION OF THE COURSES

	OPTIONAL COURSES (OC)		
36	OC-1	Basic Education	103
37	OC-2	Health, Yoga and Physical Education	104
38	OC-3	Guidance and Counselling	106
39	OC-4	Environmental Education	107
40	OC-5	Understanding School Management and Leadership	109

Marking Scheme for Internal Assessment of CCs and EPCs

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

Marking Scheme for Assessment of School Contact Program

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

Marking Scheme for Assessment of School Internship Program

School Internship Program – Part II		Four months: 5 hours/day
Tasks	**Details**	**Marks**
1	School Diary	10
2	Classroom Observation and Peer Observations	15
3	School Observation (Interaction with school management or Meeting with SMCs	15
4	Teacher – Student dialogue (Different Interaction Styles)	10
5	Professional Ethics (Reflection during Practice teaching)	10

6	Evaluation (BluePrint and Achievement Test) and Action Research	40
7	Teaching Practice	50
	External Assessment (Practical Exam)	50
	Total	**200**

An Overview of the yearly distribution of Courses

First Year		**Marks**			
Course Code	**Course Title**	Credit	Internal	External	Total
CC-1	Childhood and Growing up	4	20	80	100
CC-2	Contemporary India and Education	4	20	80	100
CC-3	Learning and Teaching	4	20	80	100
CC-4	Language across the Curriculum	2	10	40	50
CC-5	Understanding disciplines and Subjects	2	10	40	50
CC-6	Gender, School and Society	2	10	40	50
PC-7A	Pedagogy of a School Subject - Part I	2	10	40	50
EPC-1	Reading and Reflecting on Texts	2	50	--	50
EPC-2	Drama and Art in Education	2	50	--	50
EPC-3	Critical Understanding of ICT	2	50	--	50
	Total	**26**	**250**	**400**	**650**
School Internship - 4 Weeks			Grades		**Grades**
Second Year					
PC-7B	Pedagogy of School Subject - Part II	2	10	40	50
CC-8	Knowledge and Curriculum	4	20	80	100
CC-9	Assessment for Learning	4	20	80	100
CC-10	Creating an Inclusive School	2	10	40	50
OC-11	Optional Course	2	10	40	50
EPC - 4	Understanding the Self	2	50	--	50
School Internship – 16 Weeks		10	200	50	250
	Total	**26**	**320**	**330**	**650**
	Grand Total	**52**	**610**	**690**	**1300**

Order of Merit

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

COURSES OF STUDY OF FIRST YEAR OF

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus

CC-1: CHILDHOOD AND GROWING UP

CREDITS: 4 **F.M.-100(EXTERNAL-80,INTERNAL-20)**

COURSE OBJECTIVES

- To develop understanding about children of different age groups through close observation and interaction with children fromdiverse 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 ands social class may impact the lined experiments of children.

COURSE CONTENT

UNIT-I: 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-II: 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-III: 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

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

UNIT-IV: 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

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and fields 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.

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CC-2 CONTEMPORARY INDIA AND EDUCATION

CREDITS: 4 **F.M.-100(EXTERNAL-80,INTERNAL-20)**

COURSE 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 –I: CONCEPT OF EDUCATION AND ITS NATURE

- Idealism, Naturalism and Pragmatism and their relation to the following thinkers: Rousseau, Tagore, Dewey ,Gandhi, Maria Montesary, Plato
- Diversity Inequality and Marginalization
- Concept of social diversity and its enrichment in life challenges for universal education (NCERT 2006, 2006b, 2006c, 2006d).
- Diversity at the level of individual of regions, languages, religions, caste, tribes women and dalit.

UNIT –II : STUDY OF CONSTITUTION & EDUCATION

- Study of Educational Articles related to Indian Constitution
- 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.
- The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.

UNIT-III: STUDY OF DIFFERENT COMMISSIONS

- Wardha commission 1937
- Kothari commissions (1966): Recommendations and their implementation
- Mudaliar commission (1951-53).
- National Policy of Education (NPE), 1986 & its review, 1992.
- Yash Pal Committee Report
- National Knowledge Commission

UNIT-IV : STUDY OF POLICIES

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

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and fields 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.

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CC-3 LEARNING AND TEACHING

CREDITS: 4 **F.M.-100(EXTERNAL-80,INTERNAL-20)**

COURSE 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 colletive 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 CONTENTS

UNIT-I: 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-II: 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 (Throndike, Pavlov, Skinner, Kohler, Atkinson–Shiffrin model, Maslow and Vygotsky theoies of Leaning)
- 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-III: 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 learining-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner
- 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-IV: PERSONALITY, INTELLIGENCE AND MENTAL HEALTH

- Personality: Type and Trait Theories
- Personality and Its Assessment
- Concept of Intelligence and I.Q. Test for providing better learning opportunities to the learners
- Assessment of Intelligence
- Mental Health of the Students
- Difference between Mentally Healthy and Maladjusted child
- Different strategies of Adjustment

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and fields 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.

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Syllabus on **CC4** **Language across the Curriculum**

Objectives:-The student teachers will be able to:-

- Recognize nature, function and role of language across the curriculum.
- Acquaint with obstacles in language usage while using the language and ways to overcome them.
- Understand importance and use of first and second language, multilingualism and impact of culture.
- Acquire knowledge about the communication process and verbal and non-verbal communication skills.
- Familiarize the students with barriers to (Listening, Speaking, Reading, Writing) LRSW skills and activities for developing these skills.

Course content/ Syllabus

Unit 1

- Language -meaning and concept.
- Functions of language.
- Role of language across curriculum.
- A brief historical background of language development.
- Theories of language development-Bloomfield and Chomsky.

Unit 2

- Understanding home language and school language
- Discussion as a tool for learning
- Nature of questioning in the classroom
- Types of questions-Teacher's role
- Different texts- Expository, Narrative, Transactional, Reflexive
- Develop strategies for using language in the classroom-oral and written.

Practicum:

- School visit to find out communication problem.
- Assignments in developing writing skills-Summary, Letter, Paragraph, Essays, Speech.
- Assignments on developing speaking skills- Oral, Presentations, Debate, Elocution, Discussion, Brain-storming.
- Assignment on developing Listening skills-listening to speech, Directions.

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25/2/2017

25/2/2017

CC-5 UNDERSTANDING DISCIPLINES AND SUBJECTS

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

The student teachers will be able to

- Understand the basic premises of subjects/disciplines
- Understand the need for classification of human knowledge
- Know required basic competencies for effective transaction of knowledge
- Know how to enhance knowledge of the discipline
- Importance of research for advancement of subject/discipline
- Understand the concept of Interdisciplinarity in education

COURSE CONTENT

UNIT-I: BASIC UNDERSTANDING OF DISCIPLINES AND SUBJECTS

- What is a discipline?; History of the concept of discipline.
- What Are Academic Disciplines?Need/ Perspectives of the classification of Human knowledge into disciplines & Subjects; 1. The Philosophical Perspective: Unity and Plurality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective: Professionalization and Division of Labour 4. The Historical Perspective: Evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The Educational Perspective: Teaching and Learning

- Difference between discipline and subject; Nature and scope of disciplines/subjects
- Strengths and weaknesses of disciplines
- Basic premises and philosophy of subject
- Aims of disciplines/subjects for learners development in the national context

UNIT-II: COMPETENCIES FOR AND ADVANCEMENT OF THE DISCIPLINES/SUBJECTS

- Mastery over the subject
- Communicating the subject
- Subject specific terms and their uses
- Projects/activities in the subject
- Research in subject/discipline; Methods of data collection in the subject, Drawing conclusion, generalization and theory development, Preparing reference, notes and bibliography
- Interdisciplinary learning and the related issues (What is Interdisciplinary learning? Interdisciplinary learning – a dialectical process?How can you assess interdisciplinary learning?,What criteria can be used for quality assurance of interdisciplinary subjects?)

TRANSACTION METHOD

The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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CC - 6 GENDER, SCHOOL AND SOCIETY

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT-I: GENDER ISSUES: KEY CONCEPTS

- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Historical backdrop: Some landmarks from social reforms movements; focus on women's experiences of education, legislative
- Policy perspectives about Gender issues
- 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-II: GENDER AND EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER

- Paradigm shift from women's studies to gender studies; perspective of researches 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

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Content analysis of 2 textbooks of school with respect to gender.
- Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

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PEDAGOGY OF SCHOOL SUBJECTS
7A

PC-7A: PEDAGOGY OF SCHOOL SUBJECTS			
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PC-7A-1: PEDAGOGY OF ENGLISH

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

- To enable the student teacher know and understand about -
- Nature and Characteristics of English
- Requirement and skill needed for mastering English
- The various approaches for teaching English
- Approaches for teaching various aspects of English
- Writing Lesson Plans based upon different skills of teaching in English
- Techniques for getting feedback, self-evaluation and evaluation

COURSE CONTENT

UNIT I: NATURE OF ENGLISH LANGUAGE

- Understanding the Nature of Language
- Role of language in life -intellectual, emotional, social, cultural development
- Brief history of English education from pre-Independence days to today
- Three-language formula.
- Aims and Objectives of Teaching English at Junior and Senior Levels
- Role of English in Modern India: International language, window on the modern world, library language, link language
- Characteristics of English Language and Problem of Teaching it in India

UNIT II: TEACHING AND EVALUATION IN ENGLISH LANGUAGE

A. TEACHING IN ENGLISH AND LESSON PLANS

- General Principles of Teaching English as a Foreign Language.
- *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
- Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model, Skills of teaching: Core skills and planning Micro-lessons
- Writing Instructional objectives of teaching of prose &poetry and Lesson Plan
- Teaching of grammar - a. Types: Functional and Formal (Traditional)
  b. Methods: Inductive and Deductive

B. EVALUATION TECHNIQUES

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

PRACTICUM

- Practice of Microteaching Skills
- Preperation of Unit Plan and Lesson Plan

- Test construction
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

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PC-7A- 2: PEDAGOGY OF HINDI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

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

COURSE CONTENT

UNIT-I : हिन्दी भाषा एवं विद्यालय में उसका स्थान

- हिन्दी भाषा का उद्गम
- हिन्दी भाषा का अर्थ, प्रकृति एवं विशेषताएँ तथा कार्य
- हिन्दी भाषा के सामान्य व विशिष्ट उद्देश्य
- बदलते परिवेश में हिन्दी भाषा का विद्यालय में स्थान
- हिन्दी भाषा का स्थान व महत्त्व : विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
  (क)त्रिभाषा सूत्र कोठारी आयोग 64-66 के सुझाव एवं संवैधानिक प्रावधान
  (ख) वर्त्तमान समय में भाषा का बदलता स्वरूप
- सहसंबंध : महत्त्व एवं प्रकार

(क)आंतरिक गद्य पद्य एवं रचना

(ख) बाहय विद्यालयीन विषयों के साथ (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला हस्त संगीत व नृत्य)

UNIT-II : हिन्दी भाषा के अध्यापन की विधाएँ

- गद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, कथाकथन, अभिरूप (नाटयीकरण, भूमिका अभिनय)
- पद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, रसास्वादन
- व्याकरण(क) उद्देश्य (ख) विधियाँ - चर्चा, रसास्वादन
- रचना (क) उद्देश्य (ख) प्रकार - नियमब) एवं मुक्त रचना (ग) विधियाँ
- सूक्ष्म शिक्षण कौशल एवं उनका महत्त्व

- इकाई-योजना एवं पाठ-योजना
- हिन्दी भाषा का मूल्यांकन - उपलब्धि परिक्षण
- निदानात्मक परीक्षण व उपरात्मक परीक्षण (उपरोक्त कौशलों को ध्यान में रखकर)

PRACTICUM

- Practice of Microteaching Skills
- Preperation of Unit Plan and Lesson Plan
- Test construction
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

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PC-7A-3: PEDAGOGY OF SCIENCE-I (PHYSICAL SCIENCE)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

After completing the course the student teacher will be able to:

- Realize the importance of Physical science teaching.
- Understand the aims and objectives of teaching Physical sciences.
- Familiarize themselves with the methods and approaches of teaching physical science and use them effectively in classroom .
- Construct test items to measure objectives belonging to various cognitive levels.
- Gain mastery over core teaching skill required for effective physical science teachings .
- Select and organize content, plan instruction and ensure effective delivery
- Understand the application of appropriate evaluation technique in Physical science.

COURSE CONTENT

UNIT I- NATURE, SIGNIFICANCE AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

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

UNIT II - METHODS AND APPROACHES FOR TEACHING OF PHYSICAL SCIENCE AND EVALUATION

- Methods of teaching -: Inductive–deductive, Analytic synthetic, heuristics, experimental, problem solving, project, lecture, demonstration
- Laboratory techniques and supervised study approaches – Defining, concept formation, stating necessary or sufficient condition, giving examples accompanied by a reason.
- Microteaching Skills Practice through Micro Lessons
- Unit Planning and Lesson Planning Skills.
- Evaluation in Physical Science, Preparation of Achievement tests

PRACTICUM

- Practice of Microteaching Skills

- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

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PC-7A-4: PEDAGOGY OF SCIENCE-II (BIOLOGICAL SCIENCE)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

For student-teachers to:

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

COURSE CONTENT

UNIT I–BIOLOGICAL SCIENCE IN SCHOOL CURRICULUM

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

UNIT II- PLANNING, DESIGNING, TRANSLATION AND EVALUATION OF INSTRUCTION

- Development of Unit Plan, Lesson Plan (Using Herbart, Bloom and Gagne approaches)
- Methods of Teaching Science – Lecture cum demonstration method, Project Method, Heuristic Method, Problem solving Method and Laboratory Method.
- Using Micro-teaching for skill development.
- Laboratory Management and Organization.
- Evaluation in Biology, Perpetration of Achievement Test

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

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PC-7A-5: PEDAGOGY OF MATHEMATICS

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teacher to:

- Understand and appreciate the importance and use of Mathematics in daily life.
- Know the various approaches to teaching Mathematics and practice them successfully.
- Know the methods in planning instruction for classroom.
- Appreciate and organize activities to develop ability in Mathematics.
- Obtain feedback both about teaching as well as students' learning.

COURSE CONTENT

UNIT I: a) NATURE AND SCOPE OF MATHEMATICS

- Meaning and Nature and scope of Mathematics.
- Mathematics and human civilization.
- Need for teaching Mathematics
- Correlation in Mathematics with other Subjects and Areas
- History of Mathematics. Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhatta, Leelawati, Ramanujam

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- Aims and objectives of teaching Mathematics and importance of Mathematics Lab
- Types of objectives and stating them in behavioural terms.

UNIT II: a) APPROACHES TO TEACHING MATHEMATICS AND EVALUATION

- Approaches to teaching Mathematics
- a) Inducto-deductive b) Analytic-synthetic c) Heuristic d) Laboratory and e) Project
- Using Micro-teaching for skill development

b) LESSON PLANNING AND ACHIEVEMENT TEST

- Preparation of lesson plans and unit plans
- Characteristics of a good lesson plan
- Evaluation in Mathematics
- Characteristics of a Good Test
- Preparation of test in Mathematics

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

REFERENCES

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PC-7A-6: PEDAGOGY OF SOCIAL SCIENCE-I (HISTORY & CIVICS)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

On completion of the course the students will be able to:

- Understand the concept, Nature and scope of social science (History/Civics).
- Understand the aims and objectives of teaching History and Civics.
- Get acquainted with principles and methods of curriculum construction.
- Apply appropriate methods, principles maxims and skill of teaching History and Civics.
- Emphasize the role of history in developing the national integration and international understanding.
- Prepare lesson plan and unit plan.
- Acquaint with different techniques of evaluation.

COURSE CONTENT

UNIT –I: NATURE, SCOPE AND CURRICULUM OF HISTORY/CIVICS

- Meaning, Nature, Scope and importance of History/Civics as a subject.
- Aims, objectives and values of teaching History/Civics.
- Relation of History/Civics with other school subjects: Geography, Economics, science and language.
- Concerns of teaching Social Sciences – NCF 2005 perspectives
- Bloom's Taxonomy of Framing Educational Objectives.
- Construction of material – chronological, topical and concentric.

UNIT –II: METHODS AND SKILLS OF TEACHING HISTORY/CIVICS AND EVALUATION

- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims of teaching History/Civics.
- Skills of teaching History/Civics Introduction, Explanation, Blackboard writing, Questioning, Reinforcement, stimulus variation.
- Microteaching Characteristics, Process microteaching cycle advantages and limitations of microteaching.
- Evaluation Techniques in History/Civics, Achievement Test

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids

- Content-based test for secondary classes
- Project/ assignment.

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PC-7A-7: PEDAGOGY OF SOCIAL SCIENCE-II (GEOGRAPHY & ECONMICS)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

On completion of the course the students will be able to:

- Understand concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Develop understanding of a man and environment relationship.
- Understanding core relationship between human occupation, natural resources and natural regions.
- Acquire skill in teaching Social sciences.
- Acquire knowledge of various evaluation procedures and to devise effective evaluation tools.

COURSE CONTENT

UNIT-I: NATURE, SCOPE AND CURRICULUM OF SOCIAL SCIENCE

- Nature, Scope and importance of Geography and Economics as a subject.
- Aims and Objectives of teaching Geography and Economics at secondary level.
- Social science and social studies: core subjects of social science – History, Civics, Geography, Economics, Inter relationship between them.
- Bloom's Taxonomy of Writing Instructional Objectives.

UNIT-II: METHODS OF TEACHING GEOGRAPHY/ECONOMICS AND THEIR INSTRUCTIONAL PLANNING

- Lecture, Discussion, Excursion, Project, Problem-solving, Story method Inductive and deductive, Brain-storming, lecture cum demonstration, Heuristics method, Tutorial, Question-Answer.
- Principles and maxims of social studies teaching: Perspectives in NCF 2005.
- Preparation of lesson plan and unit plan and their characteristics, importance; steps and format.
- Micro lesson and Micro teaching skills in Geography/Economics
- Evaluation in Geography and Economics, Devising Blueprint and preparing achievement test.

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids

- Content-based test for secondary classes
- Project/ assignment.

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PC-7A-8: PEDAGOGY OF COMMERCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teachers:

- Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
- Understand the nature of Commerce:
- Define the specific objectives of teaching Commerce in terms of learning outcomes;
- Understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction;
- Understand the place of commerce in higher secondary syllabus;
- Apply evaluation techniques most appropriate to assess the progress and achievement of pupils

COURSE CONTENT

UNIT I: A) NATURE AND NEED OF COMMERCE

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

B) CURRICULUM OF COMMERCE

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

UNIT II: INSTRUCTIONAL PLANNING AND INSTRUCTIONAL STRATEGIES EVALUATION

- Methods of Commerce teaching: 1. Lecture Method 2. Project Method 3. Problem Solving 4. Discussion Method 5. Games Method6. Practical work in Commerce
- Unit planning and Lesson planning
- Core teaching skills, Planning of micro lessons for the development of core skills
- Evaluation in Commerce, Preparation of Achievement test

PRACTICUM

- Submission of report after doing work in any one of the following:
- Preparation of a balance sheet
- Construction of Achievement test
- Practicing Microteaching skills
- Preparation of a Unit plan in Commerce
- Sessional tests

REFERENCES

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- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi
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- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Rao, Seema, Teaching of Commerce, Anmol Publications, ND, 1995
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PC-7A-9: PEDAGOGY OF COMPUTER SCIENCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

- To enable the student teachers:
- To know the principles of curriculum construction
- To acquire skills of evaluation
- To understand the importance of computer in the era of globalization
- To familiarize with the history of development of Computer Science
- To develop the skills necessary for Computer education
- To know and understand the innovative methods for teaching Computer Science
- To develop achievement test for evaluation in learning in Computer Sciences

COURSE CONTENT

UNIT I: A) NATURE, SCOPE AND AIMS OF TEACHING COMPUTER SCIENCE

- Meaning and Concept
- Nature and Scope
- Importance of Computer Science
- Place in the School Curriculum in the era of globalization
- Aims of teaching computers
- Difference between aims and objectives
- Instructional objectives
- Taxonomy and writing Instructional objectives in behavioural terms

UNIT II: METHODS OF TEACHING AND EVALUATION IN COMPUTER SCIENCE

- Methods of teaching Computer Science to students: Lecture method, Demonstration method, Laboratory method, Project method, Assignment method, Problem solving method, Computer Assisted Instruction
- Unit plan and Lesson Plans in Computer Science
- Microteaching Skills
- Nature and Need of Evaluation: Test Construction
- Evaluation through computer

PRACTICUM

Submission of report after completing anyone of the following:

- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Practicing Microteaching skills
- Power point presentation.
- Preperation of Unit Plan and Lesson Plan

- Preparation of Achievement test.
- Preparation of teaching aids through Computer.

REFERENCES

- Aggrawal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi,
- Vikas Publishing House, Pvt. Ltd.
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- for Computer Science Teachers, New Delhi, NCERT, 1975.
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- Dale, E, Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
- Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press,
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- Corporation, New Delhi.
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- Aggarwal, JC., Shiksha Mein Computer Ka Prayog va Sanchar Kaushalein, Vinod Pustak Mandir, Agra, 2011
- Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986

PC-7A-10: PEDAGOGY OF HOME SCIENCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the students-teacher understand and explain -

- The nature and scope of home science
- The nature and process of home science is a branch of science;
- A symphony among various branches of home science;
- Know and practice the various methods in home science teaching;
- Plan home science lesson;
- The methods of organizing home science curriculum;
- The modern evaluation methods in home science.

COURSE CONTENT

UNIT I: NATURE AND OBJECTIVES OF HOME SCIENCE TEACHING

- Need for including home science at the school level, importance of home science in the modern life style. Need for teaching home science.
- Curriculum: the various ways of arrangement, supporting materials textbooks, laboratory, charts, models etc.
- Writing learning objectives in behavioral terms
- Historical Perspectives of Home Science as a school subject

UNIT II: METHODS OF TEACHING HOME SCIENCE AND EVALUATION

- Various methods of teaching home science, subject specific methods: Lecture Method, Demonstration method, Project Method, Laboratory Method etc.
- Microteaching Skills and its Development.
- Lesson Planning, Unit Planning Instructional planning, year planning
- Evaluation - outcome of evaluation, tests-kinds of test, Achievement test, diagnostic and remedial teaching.

PRACTICUM

- Practicing Micro teaching Skills
- Preparation of Achievement test
- 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

REFERENCES

- Devadas: Teaching of Home Science
- E. Atkinson: Teaching of Domestic Science
- Amy: Evaluation of Home Science
- Al Good: Demonstration Techniques
- Spai: Care of Children in the Tropics
- Hatcher and Andrews : The Teaching of Home Making
- Spafford: Fundamentals in Teaching Home Science
- Shorry & Sharma: Grih Vigyan Shikshan
- Ehelorinch: Lessons in Domestic Science
- HMSO : Home Science
- Devadas, Rajamall,: Methods of Teaching Home Science, NCERT, New Delhi, 1978
- Yadav, Seema : Teaching of Home Science, Anmol Publications, ND, 1994

PC-7A-11: PEDAGOGY OF URDU

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the students-teachers to

- Obtain Mastery over the concept of books in Urdu Language.
- Become familiar with the objectives and importance of Urdu teaching
- Become familiar with the techniques, methods and activities of Urdu teaching
- Can construct, select and use suitable test items for evaluation
- Become familiar with the basic skills of Urdu language teaching

COURSE CONTENT

UNIT I: NATURE AND OBJECTIVES OF URDU LANGUAGE TEACHING

- Urdu as a language in School: Historical and Current Scenario
- 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.
- Teaching of Reading: Concept, Method of Reading: Oral reading and loud reading,
- Types of reading; Alphabetic, phonetic, word, sentence, story.
- Teaching of Writing : Objectives: Teaching of writing-mechanics or writing-transcription
- Writing Instructional Objectives in behavioral terms.

UNIT II: METHODS OF TEACHING URDU LANGUAGE AND EVALUATION

- Methods of Urdu Language Teaching: Dictation, paragraph writing, creative writing and composition writing.
- Lesson Planning and Unit Planning
- Core Skills in Teaching: Microteaching Skills.
- Evaluation in Urdu Language: Essay type question, short question, objective type question
- Evaluation Techniques: Designing a question paper based on blue print.

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

REFERENCES

- Akhtar Hussain Akhtar, Urdu Ki Tadris
- Alabaksh Shaikh, Urdu Ki Tadris
- Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
- Arun Athreya, A Text Book of Teacher Education, New Dehil; Dominant Publishers and Dest
- Ram, S., Current Issues in Teacher Education, New Dehil; Sarup & Sons

PC-7A-12: PEDAGOGY OF SANSKRIT

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teacher understand about:

- The nature, characteristics and significance of Sanskrit language
- The aims and objectives of teaching Sanskrit as an ancient Indian language
- The various approaches of planning for successful Sanskrit teaching
- Approaches for teaching different aspect of Sanskrit language
- Aids and other similar available materials that could be used for teaching Sanskrit language
- 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

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

UNIT II - LESSON PLANNING AND METHODS OF TEACHING AND EVALUATION

- 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.
- Translation method for teaching Sanskrit, its advantages and limitations,
- Direct method for teaching Sanskrit, its main principles and techniques.
- Comparison between translation method and direct method.
- Evaluation Techniques: Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

REFERENCES

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- **Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra**

PC-7A-13: PEDAGOGY OF MAITHILI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

UNIT-I: मैथिली के विभिन्न रूप तथा मैथिली के विकास का संक्षिप्त इतिहास

- विभिन्न काल खण्ड सँ किछु रचनाकेँ उदाहरण स्वरूप चुनिक* मैथिलीक स्वरूपकेँ बूझब।
- विभिन्न पत्रिका में प्रयुक्त मैथिलीक रूप्केँ बूझब।
- बी.एड. कक्षाक विद्यार्थी-शिक्षक द्वारा प्रयुक्त मैथिलीक आधार पर मैथिलीक स्वरूप केँ बूझब।
- मैथिलीक विकासक इतिहासक आधार पर मैथिलीक स्वरूपकेँ बूझब।
- उपर्युक्त सभी बिन्दुकेँ मैथिली सीखब-सिखएबाक द्धविद्यार्थी-शिक्षक सम्बन्धा, बहुभाशिकता, लोकतान्त्रिक कक्षा, कक्षा-प्रक्रिया आदिऋ क संदर्भ में बूझब।
- मैथिलीक वाचिक रूपक विविधातार्केँ बूझब।
- मैथिलीक वाचिक ओ लिखित रूपक अन्तर्सम्बन्धा के बूझब।
- संविधान मे मैथिली

UNIT-II: मैथिली साहित्य ओ व्याकरण : समझ ओं शिक्षण

- साहित्ययक अर्थ
- शब्द-शक्तिक सामर्थ्य केँ बूझब ओं ओकर शिक्षणमे उपयोग
- विद्यार्थी-शिक्षक बिहार राज्य में कक्षा 6-12 घरि लेल मैथिलीक पाठ्यपुस्तकमे देल गेल विधासमक विशेषतासें अवगत भ* सकताह।
- विद्यार्थी-शिक्षक उपर्युक्त विधा समकेँ बूझि शिक्षणमे ओकर उपयोग करबाक ऊहि द्धसमझऋ पाबि सकताह।
- विद्यार्थी-शिक्षक बिहार राज्य में कक्षा 6-12 लेल अनुमोदित मैथिली पाठ्यक्रममे देल गेल व्याकरणिक तत्वक विषयमे बूझि सकताह।
- विद्यार्थी-शिक्षक उपर्युक्त व्याकरणिक तत्वकेँ संदर्भानुसार शिक्षण करबाक योजना बना सकताह।
- विद्यार्थी-शिक्षक ई बूझि सकताह जे मैथिली शिक्षणमे व्याकरणक की महत्व अछि ?
- विद्यार्थी-शिक्षक व्याकरण ओं भाषिक अन्तर्सम्बन्धाक समझ बना सकताह।

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

PC-7A-14: PEDAGOGY OF BHOJPURI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

UNIT-I: भोजपुरी भाषा की प्रकृति, उद्देश्य एवं पाठ्यचर्या की समझ

- भोजपुरी की प्रकृति एवं विशेषताएँ
- भोजपुरी भाषा की संरचनागत विशेषताएँ
- भोजपुरी शिक्षण के उद्देश्य की समझ : बिहार राज्य द्वारा अनुमोदित पाठ्यक्रम तथा प्रत्येक स्तर पर दिए गए उद्देश्यों में परस्पर तार्किक संगतता
- स्कूली पाठ्यचर्या में भोजपुरी भाषा का स्थान
- कक्षा शिक्षण में भोजपुरी भाषा के आंचलिक भाषा के साथ संबंध

UNIT-II: भोजपुरी साहित्य एवं व्याकरण शिक्षण

- भोजपुरी साहित्य की समझ
- भोजपुरी के पाठ्यपुस्तकों में दी गई विधाओं की समझ एवं शिक्षण।
- व्याकरण शिक्षण की विविधा विधियाँ एवं नवाचार: भोजपुरी शिक्षण में व्याकरण का महत्त्व
- (भोजपुरी के पाठ्यक्रम में दिए गए व्याकरणिक तत्वों के बारे में समझ(भोजपुरी व्याकरण और भाषा के अन्तर्संबंधों की समझ।

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preperation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

PC-7A-15: PEDAGOGY OF ARABIC

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the students 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.

COURSE CONTENT

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 - METHODS OF TEACHING AND EVALUATION

- 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.
- 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

PRACTICUM

- Practice of Microteaching Skills
- Test construction

- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

REFERENCES

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- Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New Delhi, 1983
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PC-7A-16: PEDAGOGY OF PERSIAN

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student 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 AND EVALUATION

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

b) Specific Instructional Strategies

- Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel),Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and KhudNavist (Autobiography)., Major steps in the planning of a prose lesson.

- Teaching of Poetry-Hamd, Na't, Ghazal, Rubaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.

c) Concept and types of Evaluation.

- 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

PRACTICUM

Submission of report after completing anyone of the following:

- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test.

REFERENCES

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PC-7A-17: PEDAGOGY OF BANGLA

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT I: a) MEANING AND NATURE OF TEACHING BANGLA

- Meaning and Nature of Teaching Bangla
- Importance of the Mother-Tongue.
- 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: LESSON PLANNING AND EVALUATION

a) UNIT PLANNING
- Importance of Unit Planning
- Steps of Planning and
- Merit and demerits

b) LESSON PLANNING
- Importance of Lesson Planning,
- Steps of Lesson Planning and
- Merit and demerits.

- Microteaching Skills for a Bengali Teacher
- Evaluation techniques: Designing a question paper based on blue print.

PRACTICUM

Submission of report after completing anyone of the following:

- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test.

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- Roy,D.L.MewarPatan
- Bhattaccharjee ,Austosh.BanglaNatyaSahitterItihas
- Chandidas,Baru.Shri Krishna Kirtan(RadhaBiraha)

ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC-1 READING AND REFLECTING ON TEXTS

CREDITS: 2 **F.M.-50(INTERNAL)**

COURSE OBJECTIVES

- To Enable B.Ed. students to read and respond to a variety of texts in difference 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 individuality 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.

COURSE CONTENT

UNIT-I: THE IMPORTANCE OF READING AND WRITING

- 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.
- 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-II: 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

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EPC-2 DRAMA AND ART IN EDUCATION

CREDITS: 2 **F.M.-50(INTERNAL)**

COURSE OBJECTIVES

The student will be able to

- Understanding the concept of Drama and its relevance for Education
- Extend their awareness through multiple perspectives, to look at reality through fantasy;
- Live or relive moments and evoke or even recreate situations;
- Understanding visual arts and crafts with their relevance for Education
- Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences;
- Understanding the self and as a form of self-expression for enhancing creativity

COURSE CONTENT

UNIT-I: 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'
- Integrating Drama with School Curriculum
- Integrating Arts and Crafts with School Curriculum

UNIT- 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
- Visualizing School and Classroom as a space for art aided learning
- Preparation of teacher for art aided learning: planning, performance

PRACTICUM

- Preparation of a drama script on a school based topic.
- Preparation of multi-media materials for art education in Senior Secondary School.
- Preparation of Instructional materials for education in the Arts in Secondary School.
- Organization of Area Club. The objectives, functions and evaluation.

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- useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama.

EPC-3 - CRITICAL UNDERSTANDING OF ICT

CREDITS: 2 **F.M.-50(INTERNAL)**

COURSE OBJECTIVES

- On completion of the course the students will be able to:
- Explain ICT and its application in Education
- Identify and demonstrate an understanding of the main components of the computer hardware in use
- Differentiate various operating systems and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
- Use internet and Web technologies efficiently to access remote information, communicate and collaborate with others
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Plan, develop, and evaluate multimedia based learning content
- Develop learning objects using open source authoring software

COURSE CONTENT

UNIT-I: 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
· Use of radio, 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
· Competencies of teachers in handling educational softweres in teaching-learning process

UNIT-II: VISUALIZING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

· Computer as a learning tool: making own email ID, sending emails; Effective browsing of the internet for discerning and selecting relevant information; Downloading relevant material; Cross collating knowledge from varied sources;
· General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses
· 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

PRACTICUM

- Using word processor, spreadsheet, and presentation software to produce various teaching learning resources.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Comparative study of ICT syllabus of school education and teacher education of various organizations
- Using Web Tools in Teaching and Learning

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COURSES OF STUDY OF SECOND YEAR OF

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus

PEDAGOGY OF SCHOOL SUBJECTS (7B)

PC-7B-1: PEDAGOGY OF ENGLISH

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES:

- To enable the student teacher know and understand about -
- Nature and Characteristics of English language contents of secondary stage
- Requirement and skill needed for mastering English
- Awareness about Language Labs among Students
- Aids that could be useful for teaching English
- Innovation in the field of English teaching methods
- Quality of an English Teacher

COURSE CONTENTS:

UNIT I: CORE CONTENTS AND SKILLS IN ENGLISH LANGUAGE

- Listening, Speaking, Reading and Writing Skills in English and through English
- Developing skills in Grammar for making the students proficient in English Language
- Importance of Interdependence of Language Skills
- Discussion on selected topics in prose and poems from secondary school Boards – CBSE,ICSE, BSEB.

UNIT II: INNOVATIONS IN THE FIELD OF ENGLISH LANGUAGE TEACHING

- Curriculum reform in Language teaching- Critical appraisal of NCF- 2005, BCF 2008 in the context of Language teaching
- Consideration in developing learner-centered curriculum in English
- Concept of Language lab in a school
- Innovative methods of teaching English
- Qualities of an English Teacher
- Types of Audio-Visual Aids and its appropriate uses
- Characteristics of a Good English Textbook.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

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PC-7B-2: PEDAGOGY OF HINDI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE 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
- Aids and other and similar available materials that could be used for teaching Hindi languages
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language. .

COURSE CONTENT

UNIT I :भाषा अध्यापन के सूत्र और सिद्धान्त

- भाषा अध्यापन के सूत्र : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर
- भाषा अध्यापन के सिद्धान्त : अनुकरण का सिद्धान्त, रूचि का सिद्धान्त, अभ्यास का सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात व क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त
- भाषा कौशल
  - श्रवण : महत्त्व एवं दोष
  - भाषण : महत्त्व एवं दोष (अशु) उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व के विशेष संदर्भ में)
  - पठन / वाचन : महत्त्व, दोष वाचन के प्रकार (मौन वाचन एवं सस्वर वाचन)
  - लेखन : महत्त्व एवं दोष (अशु) वर्तनी के कारण के विशेष संदर्भ में)

उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका

UNIT II :भाषा अध्यापन के नए आयाम एवं साधन

- भाषा अध्यापन में बहुआयामी बुद्धिमता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक, वैयक्तिक एवं प्राकृतिक
- भाषा अध्यापन के शैक्षणिक साधन
- विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम, भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य, महत्त्व एवं आयोजन)
  - (क)पाठ्यपुस्तक आवश्यकता एवं महत्त्व
  - (ख) पुस्तकालय आवश्यकता, महत्त्व एवं उपयोग
- भाषा शिक्षक
  - (क)हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यवसायिक वृद्धि

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

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment.

REFERENCES

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

PC-7B-3: PEDAGOGY OF SCIENCE-I (PHYSICAL SCIENCE)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

After completing the course the student teacher will be able to:

- Realize the importance of Physical science teaching.
- Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
- Identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- Understand the importance of teaching aids and can prepare it according to their lesson plan
- Develop physical science laboratory
- Understand the Quality of a Physical Science Teacher.

COURSE CONTENT

UNIT I- CORE COMPONENTS IN PHYSICAL SCIENCES AND THEIR TRANSACTION

- Effective transfer of the concepts of secondary and senior secondary science curriculum: Newton's Laws of Motion and Gravitation, Force, Work and Energy, Heat and its transfer, Periodic table, Atomic Structure, Chemical reactions and Balanced chemical equations, Acids and Bases, Reflection and refraction, Sound, pH scale.
- Problems and strategies for teaching the above concepts to the students.

UNIT II- INNOVATIVE METHODS AND LEARNING AIDS IN SCIENCE

- NCF-2005 and BCF-2008 perspectives on Science Teaching
- Techniques of physical science teaching – Team Teaching, Oral, written, drill, assignment, simulation, term teaching, task analysis, Programmed instruction
- Improvised teaching learning Materials in Physical Science
- Qualities of a Physical Science Teacher and Science Textbook
- Place of Activities and Projects in Science
- Learning Science through Science Exhibition, Field Visit, Science Club, Quiz etc.

PRACTICUM

- Preparation of Teaching Aids
- Practice of different Practical in Physical Sciences from Schools stage
- Content-based test for secondary classes
- Project/ assignment

REFERENCES

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

PC-7B-4: PEDAGOGY OF SCIENCE-II (BIOLOGICAL SCIENCE)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

For student-teachers to:

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

COURSE CONTENTS

UNIT I- CORE CONTENTS OF BIOLOGY AND ITS TRANSACTIONS

- Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of Science teaching
- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology
- Discussion on core topics (Photosynthesis, Digestion, Communicable and Non-Communicable Diseases, Cell Structure and Division, Respiratory System, Nutrition and balanced Diet, Food chain and Web, Classification of Plant and Animal Kingdom etc.) of secondary and senior secondary stage

UNIT II- INSTRUCTIONAL MEDIA AND NON-FORMAL APPROACHES IN TEACHING BIOLOGICAL SCIENCE.

- Instructional media – need and importance, classification, selection and integration of media in teaching learning process.
- Improvising low-cost apparatus
- Non-formal approaches in teaching Biological Science- activity approach, field trip, Biology museums, aquarium and vivarium
- Organizing Science fairs and Science clubs.
- Qualities of a good biology teacher and Biology Textbook.

PRACTICUM

- Preparation of Teaching Aids
- Practice of different Practical in Biological Sciences from Schools stage
- Content-based test for secondary classes
- Project/ assignment

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

PC-7B-5: PEDAGOGY OF MATHEMATICS

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teacher to:

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

COURSE CONTENT

UNIT I: CORE CONTENTS IN MATHEMATICS AND ITS DEVELOPMENT

- Teaching Process in Mathematics: Axioms, Postulates and Kinds of Proofs: Necessary and Sufficient Conditions.
- Concepts in Mathematics (Number System, Fractions, Polynomial, Mensuration, Trigonometry, Congurency of trangles, Quadratic Equations,Profit and Loss, Data Handling etc.)
- Misconceptions in Mathematics and strategies for removing them.
- Problem Solving as Approach in Mathematics teaching

UNIT II: INNOVATIONS IN MATHEMATICS TEACHING

- Modern trends n mathematics teaching-Cooperative and activity based learning
- Major concerns in mathematics Education: NCF-2005, BCF 2008.
- Improvised teaching Aids and learning resources in Mathematics
- Characteristics of a good Math's textbook.
- Role and responsibility of a Mathematics teachers
- Promoting Mathematics related activities in schools: Mathematics Lab, Field Visit and Mathematics Exhibition.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

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PC-7B-6: PEDAGOGY OF SOCIAL SCIENCE-I (HISTORY & CIVICS)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

On completion of the course the students will be able to:

- Understand the concept, Nature and scope of social science (History/Civics).
- Understand the aims and objectives of teaching History and Civics.
- Emphasize the role of history in developing the national integration and international understanding.
- Develop the skills in preparing and using of instructional aids.
- Develop Content Specific Knowledge in History/Civics.

COURSE CONTENT

UNIT –I: CURRICULUM OF HISTORY/CIVICS IN SCHOOLS

- Archaeology and Pre-history, Paleolithic and Neolithic ages:
- Bronze Age civilizations: Harappa, Mesopotamia, Egypt and Chinese.
- Iron Age Societies: Indian Chinese, Iranian, Greek, Roman. Social formations in the Medieval Period:
- Indian: Social and economic life, development of culture and science.

Beginning of Modern age and industrial revolution:

- Renaissance, Reformation, Discoveries and Exploration.
- Rise of Nation states and the English revolution.
- Industrial revolution, American, French and Russian revolution.
- Democracy and Political System in India
- Our Constitution and its Characterstics: Preamble, Amendments and Education specific Provisions
- Distribution of Power between Central and States
- Fundamental Rights and Duties
- Electoral System in India
- Federalism
- Popular struggles in India

UNIT-II: ROLE OF HISTORY/CIVICS IN PROMOTING NATIONAL AND INTERNATIONAL INTEGRATION AND EVALUATING LEARNING

- History and national integration: Our national heritage, unity in diversity, the role of history in promoting national integration.
- Education for Citizenship.
- Major concerns in History and Civics Education in School as highlighted in NCF-2005 and BCF 2008.
- History and international understanding: Our human heritage, the role of history as promote internationalism.
- Characteristics and essential qualities of audio-visual aids.
- Qualities of a Social Science Teacher
- A Good textbook in Social Science.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

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PC-7B-7: PEDAGOGY OF SOCIAL SCIENCE-II (GEOGRAPHY & ECONOMICS)

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

On completion of the course the students will be able to:

- Understand concept, meaning and scope of social sciences.
- Enrich the knowledge of basics of economics and acquaint with the Indian economy.
- Develop the skill in preparing and use of instructional aids.
- Develop understanding of a man and environment relationship.
- Understanding core relationship between human occupation, natural resources and natural regions.
- Acquire skill in teaching Social sciences.
- Acquire content knowledge in History and Civics

COURSE CONTENT

UNIT-I: GENERAL GEOGRAPHY AND ECONOMICS OF INDIA & WORLD

- Geography of India: Location and situation – size, shape, relief, and physiographic division of India. Climate and Monsoon, Social, Natural, Vegetation and forest, Minerals, Industry and Transport
- World Geography: The atmosphere-factors determining weather and climate.
- Inter relationship between Man and Atmosphere, Lithosphere and Hydrosphere.
- Resources and their classification: renewables, & Nonrenewable
- Population: Distribution, growth and density of population.
- Types of economics – capitalistic, socialistic and mixed economy, developed and developing economy.
- Consumption: Meaning, definition, utility-kinds of utility.
- Consumer, procedure, demand and supply-meaning, definition, law of demand, price mechanism.
- Indian Economy: Main sectors and regions, sectors according to ownership – private and public, sectors according to the types of activity- rural and Urban.

UNIT-II: INNOVATIVE METHODS AND SKILLS IN TEACHING GEOGRAPHY/ECONOMICS

- Major concerns in Geography and Economics Education in School as highlighted in NCF-2005 and BCF 2008.
- Role of Field Visit, Geography Lab Work, Seminars , Projects in Geography and Economics
- Learning Resources in Geography and Economics
- Audio-visual aids in teaching of Geography and Economics, need, Importance and preparation.
- Continuous evaluation using feedback for improvement of teaching and learning.
- Textbook of Geography and Economics.
- Teacher of Social Studies.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

REFERENCES

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PC-7B-8: PEDAGOGY OF COMMERCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teachers:

- Acquire the knowledge of current higher secondary syllabus of Commerce understands the aims and the objectives of teaching of Commerce;
- Develop concepts of different core topics of commerce education in schools;
- Role of teaching aids in teaching of commerce
- Develop attitudes to be a competent and committed Commerce teacher.

COURSE CONTENTS

UNIT I: CORE COMPONENTS OF COMMERCE FROM SCHOOL EDUCATION

- Nature and Purpose of Business, Concepts, objectives and characteristics of business
- Forms of Business Organizations,
- Business Services, Banking, E-Business, Insurance
- Social Responsibility of Business and Business Ethics, Responsibility towards owners, consumers, employees, Government and Community.
- Principles and functions of Management.

UNIT-II: INNOVATIVE METHODS AND RESOURCES IN COMMERCE TEACHING

- Meaning, Importance and use of teaching aids in teaching of Commerce
- Criteria for selection of instructional material and equipment
- Different audio visual equipments and materials used in commerce teaching
- Use of textbook as teaching aids
- New trends in Teaching Commerce: Market Visit, E-Business platforms.
- Use of Software and Hardware in teaching of Commerce.

PRACTICUM

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

- Preparation of a balance sheet
- Preparation of a teaching model
- Critical review of a test book of secondary or higher secondary level.
- Preparation of a unit plan in Commerce.
- Sessional tests.

REFERENCES

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PC-7B-9: PEDAGOGY OF COMPUTER SCIENCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

- To enable the student teachers:
- To know the principles of curriculum construction
- To understand the importance of computer in the era of globalization
- To familiarize with the history of development of Computer Science
- To develop the skills necessary for Computer education
- To know and understand the innovative methods for teaching Computer Science
- To develop needed instructional material.

UNIT-I: DEVELOPMENT OF COMPUTER SCIENCE AND ITS CURRICULUM

- 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

UNIT-II: INNOVATION AND RESOURCES IN COMPUTER SCIENCE

- Computers as a powerful medium of Instruction across various subjects
- Core Computer skills of a 21st Century Teacher
- Textbook in Computer Science
- Planning and Design of Computer Science lab, Safety Measures
- Resources in Computer lab, Practical Lab Work and its Recording
- Effective teacher of Computer Science
- Teaching Aids in Computer Science
- Problem in teaching Computer Science

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

REFERENCES

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PC-7B-10: PEDAGOGY OF HOME SCIENCE

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the students-teacher understand and explain -

- The nature and contents of home science
- The nature and process of home science is a branch of science;
- Develop their skills in practicing as a home science teacher;
- A symphony among various branches of home science;
- Know and practice the various methods in home science teaching;
- The methods of organizing home science curriculum;
- Different learning resources in home science.

COURSE CONTENT

UNIT-I: CORE TOPICS IN HOME SCIENCE AND ITS TRANSACTION

- 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.
- Problems and strategies of teaching various home science aspects.

UNIT-II: INNOVATION IN TEACHING OF HOME SCIENCE

- Various learning resources in Home science
- Qualities of Home Science teachers
- New trends and activities towards teaching of Home science
- Textbooks in Home science
- Planning of Home Science laboratory

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

REFERENCES

- Devadas: Teaching of Home Science
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- Amy: Evaluation of Home Science
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PC-7B-11: PEDAGOGY OF URDU

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the students-teachers to

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

COURSE CONTENT

UNIT-I: TEACHING PROSE, POETRY, GRAMMAR & CREATIVITY

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

Content Std.-10

- Prose : Bachhe, Ganv Ki Zindagi
- Poetry : Masnavi, Ishrate Raftatah
- Difficulty in teaching of Urdu Language

UNIT-II- URDU LANGUAGE TEACHER, TEXTBOOK AND TEACHING AIDS

- Skill of Teacher of Urdu language
- Text Book: Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
- Use of Audio-Video aids in language teaching: Importance and types of A.V. aids.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

REFERENCES

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PC-7B-12: PEDAGOGY OF SANSKRIT

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student-teacher understand about:

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

COURSE CONTENT

UNIT I- CONTENT SPECIFIC INSTRUCTIONAL STRATEGIES IN SANSKRIT

- Teaching of Prose, Drama, Story and Novel; Major steps in the planning of a prose lesson.
- Teaching of poetry - Objectives of poetry lessons; Importance of recitation; Major steps in poetry.
- Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
- 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.
- Teaching of vocabulary - its ways and means, oral work, drilling vocabulary building, making sentence.
- Teaching of writing and composition; Letter writing, Essay writing and precise writing.

UNIT II- LEARNING RESOURCES IN SANSKRIT AND TEACHER

- Meaning and importance of Teaching Aids
- Simple Teaching Aids : Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: (Audio - visual Aids) Radio, Tape recorder, Television, Video,
- Overhead projector, Gramophone and Lingua phone.
- Computer Assisted Language learning
- Language laboratory and it's importance in the teaching of Sanskrit language
- Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.
- Qualities of a Sanskrit Teacher- an evaluative approach.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

REFERENCES

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- **Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002**
- **Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra**

PC-7B-13: PEDAGOGY OF MAITHILI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

UNIT-I: लिखबाक क्षमताक संव)'न ओं लिखबाक प्रक्रियाक बारेमे समझ

- विद्यार्थी-शिक्षक सुनब, कहब तथा पढ़बाक संग 'लिखबाक' तारतम्यता कें बूझि सकताह, जेना-चिन्तन, सुनब, पढ़ब, मानसिक रूपसँ व्यवस्थित करब आदि।
- विद्यार्थी-शिक्षक विभिन्न विधामे अपन अनुभवकें रचनात्मकता संग लिखबाक कौशलल विकसित क* सकताह।
- विद्यार्थी-शिक्षक लिखबाक मूल्यांकन हेतु विभिन्न तरीकाक बारेमे बूझि सकताह।

विद्यार्थी-शिक्षक छात्रमे रचनात्मक लेखन क विकास करबाक तरीका ओ प्रक्रियाक बारेमे बूझि सकताह।

UNIT-II: मैथिली : शिक्षण, कक्षा प्रक्रिया ओं मूल्यांकन

- शिक्षण समझ ओं शिक्षण विधिाक चुनाव
- शिक्षण रणनीति ओं 'सीखने की योजना' : शिक्षण पूर्व, शिक्षण काल ओ शिक्षण बाद
- एहि इकाई मे विद्यार्थी-शिक्षक रचनात्मक तथा आलोचनात्मक उपागम संग व्यवहारवादी उपागमक विषयमे आलोचनात्मक समझ बना सकताह।
- विद्यार्थी-शिक्षक एकसँ अधिाक शिक्षण विधिाक उपयोग करबाक सम्भावना पर विचार क* सकताह।
- कक्षा-प्रक्रियाक संदर्भ मे कएल जएबाक तैयारीक सम्बन्धामे बूझि सकताह।
- कक्षामे भौतिक ओं मनोवैज्ञानिक शिक्षण-साधानक उपयोग करबाक बारेमे सोचि सकताह।
- विद्यार्थी-शिक्षक सतत मूल्यांकन अवधारणा बूझि सकताह।
- विद्यार्थी-शिक्षक समग्र मूल्यांकनक बारेमे बूझि सकताह।

विद्यार्थी-शिक्षक मैथिलीक शिक्षणमे सतत ओं समग्र मूल्यांकनक उपयोगक विषयमे जानि सकताह।

- मैथिली शिक्षणक तथा पाठ्यपुस्तकक आलोचनात्मक समझ

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

PC-7B-14: PEDAGOGY OF BHOJPURI

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

UNIT-I: विद्यार्थी-शिक्षकों में भोजपुरी लेखन, पठन तथा वाचन क्षमता का संवर्धन

- भोजपुरी भाषा में लिखने को, सुनने, कहने तथा पढ़ने के साथ तारतम्यता में देख पाने की समझ का विकास : चिन्तन, सुनना, पढ़ना, मानसिक रूप में व्यवस्थित करना ।
- विभिन्न विधाओं में अपने अनुभवों को रचनात्मकता के साथ लिखने की कुशलता विकसित करना।
- भोजपुरी में स्वयं लेखन का मूल्यांकन करने के तरीकों के बारे में समझ बनाना।
- भोजपुरी में विद्यार्थी-शिक्षकों के रचनात्मक लेखन को विकसित करने के तरीकों तथा प्रक्रियाओं के बारे में समझ विकसित करना।

UNIT-II: भोजपुरी शिक्षण, कक्षा प्रक्रिया एवं आकलन के तरीक

- श्रवण कौशल एवं इसके विकास की विधियाँ
- पठन कौशल के विकास की विधियाँ, समस्याएँ एवं निदान
- लेखन कौशल की विभिन्न विधियाँ
- वाचन कौशल (मौखिक अभिव्यक्ति)
- भोजपुरी शिक्षण: रचनात्मक तथा अन्य उपागमों के बारे में आलोचनात्मक समझ ।
- कक्षा शिक्षण रणनीतियाँ तथा सीखने की योजना : शिक्षण पूर्व, शिक्षण करते हुए तथा शिक्षण पश्चात्।
- भोजपुरी शिक्षण में आकलन एवं मूल्यांकन : संकल्पना एवं अवधारणा, विभिन्न विधाओं का मूल्यांकन, प्रश्न पत्र निर्माण कला, संस्कृत के शिक्षण में सतत एवं समग्र मूल्यांकन के उपयोग के बारे में समझ ।

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

PC-7B-15: PEDAGOGY OF ARABIC

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE 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.

COURSE CONTENT

UNIT I – CONTENT 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.
- 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.

UNIT II– LEARNING RESOURCES AND TEACHER IN ARABIC LANGUAGE

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.
- Qualities of an Arabic Teacher – an evaluative approach.
- 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.

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes

- Project/ assignment

REFERENCES

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PC-7B-16: PEDAGOGY OF PERSIAN

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student 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) TEACHING CONTENTA AND LEARNING RESOURCES

- 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 – II –A) INNOVATIVE LEARNING PERSIAN

- Computer Assisted language learning.
- Language laboratory and it's 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..
- Qualities of an Persian Teacher- an evaluative approach.

PRACTICUM

Submission of report after completing anyone of the following:

- Sessional test
- Assignment
- Construction of Achievement test.

REFERENCES

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PC-7B-17: PEDAGOGY OF BANGLA

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student 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.

COURSE CONTENT

UNIT I: a) TEACHING OF PROSE, POETRY AND GRAMMAR IN BANGLA

- **Teaching of Prose in Bangla:**
  - Objectives
  - Methods of Prose-Teaching
  - An application of prose teaching in classroom activity

- **Teaching of poetry in Bangla**
  - Objectives
  - Methods of Poetry-Teaching
  - 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-II: TEACHER, TEXTBOOK AND TEACHING AIDS

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

PRACTICUM:

Submission of report after completing anyone of the following:

- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test

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- Bhattaccharjee ,Austosh.BanglaNatyaSahitterItihas
- Chandidas,Baru.Shri Krishna Kirtan(RadhaBiraha

CC-8 KNOWLEDGE AND CURRICULUM

CREDITS: 4 **F.M.-100(EXTERNAL-80,INTERNAL-20)**

COURSE OBJECTIVES

After going through this course the students will be able to

- Understand the concepts of knowledge and knowing.
- Understand different ways of knowing, knowledge construction, the relative roles of knower and known in knowledge transmission and construction.
- Analyze the different facets of knowledge and their interrelationship.
- Comprehend the forms of knowledge and their organization in school education
- Understand the meaning of curriculum and its associated concepts
- Analyze the elements, organization, scope, various perspectives, needs, priorities, curriculum concerns, and changes in the pedagogical approaches, sequence, evaluation schemes and other reforms in the documents of National curriculum frame works
- Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books
- Understand the different approaches and process of curriculum development

COURSE CONTENT

UNIT-I: 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-II: 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-III: 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-IV: 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

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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CC- 9 ASSESSMENT FOR LEARNING

CREDITS: 4 **F.M.-100(EXTERNAL-80,INTERNAL-20)**

COURSE OBJECTIVES

- Understand the nature of assessment and evaluation and their role in teaching-learningprocess.
- 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

COURSE CONTENT

UNIT-I: PERSPECTIVES ON ASSESSMENT AND EVALUATION

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

UNIT-II: ASSESSMENT OF LEARNING

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

- 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-III: 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-IV: 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
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- Standards based assessment – international practices.
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Development of Achievement test and administration and reporting the results using statistical measures.

REFERENCES

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CC – 10 CREATING AN INCLUSIVE SCHOOL

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

- Understand the nature of and characterstics of Inclusive system of Education
- Develop concept of contemporary Indian Schooling
- Understand the perspectives of different types of schools setting
- Understand the need and demands of different students belonging to different educational setting.
- Develop the idea about creating a conducive environment in a inclusive school.

COURSE CONTENT

UNIT-I: CONTEMPORARY INDIAN SCHOOLING: POLICY CONCERNS AND ISSUES

- 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;
- Evaluation system in a school: Policy perspectives about major changes; the Context of Evaluation in schools of Bihar
- Making of School time table, Structure of Educational Administration
- 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
- Idea of common school system: with special focus on CSS Report, Govt. of Bihar

UNIT-II: CREATING AN INCLUSIVE SCHOOL

- 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

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions
- Visit to a school having Inclusive setup.

REFERENCES

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OPTIONAL COURSES

OC 1.1 BASIC EDUCATION

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE CONTENT

UNIT-I: 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
- 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-II: BASIC EDUCATION: CURRICULUM, SCHOOL AND TEACHER

- The Principle of Correlation in basic education and its pedagogical aspects
- 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 .

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

REFERENCES

- Carini, P.F. (2001), Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165 – 181). New York: Teachers College Press.

OC 1.2 HEALTH, YOGA AND PHYSICAL EDUCATION

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE CONTENT

UNIT-I: UNDERSTANDING HEALTH AND YOGA

- 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
- 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-II: HEALTH AND PHYSICAL EDUCATION: CURRICULUM, SCHOOL AND TEACHER

- 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
- 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

TRANSACTION METHOD

- Developing Skills and demonstration of at least five Yoga by the student teacher
- Drill and Practice of Two games and two Atheletic Events
- Preperation of a Balanced diet plan

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OC 1.3 GUIDANCE AND COUNSELLING

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE CONTENT

UNIT-I: FUNDAMENTALS OF GUIDANCE AND COUNSELLING

- Concept, Meaning and Need of Guidance
- Aims & Principles of guidance
- Types of Guidance: Educational, Vocational & Personal
- Issues and Problems of Guidance
- Concept, Nature and Need of Counseling
- Difference between Guidance & Counseling
- Aims & Principles of Counseling
- Issues and Problems of counselling

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

PRACTICUM

Any two of the following

- Case study of any one special need child.
- Organizing career interview for school students.
- Psychological test: Personality test, Aptitude test, Creativity test.
- Organizing career and counseling talk.

REFERENCES

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- Kumari, Sarita and Monica Tomar(2005): Guidance and counseling, shri publishers and distributers, New Delhi.

OC 1.4 ENVIRONMENTAL EDUCATION

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE CONTENT

UNIT-I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES

- 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
- 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-II: 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 and local problems while teaching, making Eco- clubs, organizing exhibitions, field trips, observations, sensitive towards the environment of school

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Organising an Environmental Awareness Program

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- **UNESCO: Environmental Education: Principles of Teaching and Learning, Paris**
- **UNESCO: Guide to Environmental Value Education.**
- **UNESCO: Interdisciplinary Approaches in Environmental Education, Paris**

OC - 1.5 UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

CREDITS: 2 **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE CONTENT

UNIT-I: UNDERSTANDING SCHOOL ORGANIZATION

- School Organization: Concept and major Components; Community as an important component
- Basic Principles for the functioning of school organization
- School as an organization and as a part of organization, academic and administrative structures.
- Relation between Schools and other educational organizations: Teacher education institution, State and National level bodies
- Idea of Democratic and Distributive leadership in the schools
- Leadership qualities and role: Monitor, Class-Teacher, Head of School, Academic leaderships

UNIT-II: ASPECTS OF SCHOOL MANAGEMENT

- School management: Concept, basic principles and systemic nature; Community-School Relationship, School Management Committee.
- Planning mechanism in school management: annual school calendar, day to day
- Managing School resources: The school Building, School budget, Laboratory, Workshop, Library, sports ground, Hostel, School Office; cleaniness, maintenance and optimum utility
- Role of school records in effective management system

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

REFERENCES

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ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC- 4 UNDERSTANDING SELF

CREDITS: 2 **F.M.-50(INTERNAL)**

COURSE OBJECTIVES

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

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

COURSE CONTENT

UNIT—I: 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-II: 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
- Knowledge and practice of professional ethics
- Teacher's autonomy: an integral part of its identity
- Developing as a Teacher: Role of Teacher Education Programmes

TRANSACTION METHOD

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

REFERENCES

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