



SUNRISE UNIVERSITY, ALWAR

Syllabus of B.Ed.

Course Structure

FIRST SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BED101	Childhood and Growing Up	40	60	100
BED102	Language Across the Curriculum	40	60	100
BED103	Gender, School and Society	40	60	100
BED104	Reading and Reflecting on Texts	40	60	100
Total		160	240	400

SECOND SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BED201	Understanding Disciplines and Subjects	40	60	100
BED202	Learning and Teaching	40	60	100
BED203	Contemporary India and Education	40	60	100
BED204	Pedagogy of School Subject-1*	40	60	100
Total	*Any one subject must be chosen in Paper code no. from BED204.1 to BED204.16	160	240	400

THIRD SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BED301	Drama and Art in Education	40	60	100
BED302	Critical Understanding of ICT	40	60	100
BED303	Knowledge and Curriculum	40	60	100
BED304	Pedagogy of School Subject-2*	40	60	100
Total	*Any one subject must be chosen in Paper code no. from BED304.1 to BED304.16	160	240	400

FOURTH SEMESTER

PAPERS CODE	PAPERS NAME	INTERNAL	EXTERNAL	TOTAL
BED401	Assessment for Learning	40	60	100
BED402	Creating an Inclusive School	40	60	100
BED403	Optional Paper*	40	60	100
BED404	Project & Viva Voce (School Internship)	80	20	100
Total	*Any one subject must be chosen in Paper code no. from BED403.1 to BED403.4	200	200	400

Syllabus of B.Ed.

SEM-1

1. BED101 Childhood and Growing Up

Course Contents:

Unit-1.

Understanding Childhood:

1. Understanding Childhood: Developmental Perspective.
2. Dimensions of Childhood: Social, Cultural, Political and Economic.
3. Key Factors during Childhood: Family, Neighbourhood, Community and School.
4. Children and their Childhood: The Contextual Realities of Bihar.
5. General objectives of early childhood Education as related to national goals.
6. Notion of joyful Childhood: Major discourse and educational implications.
7. Dimensions of individual development: physical, cognitive, language, social, and moral, their interrelationships and implications for teachers (with reference to Piaget, Erickson and Kohlberg).

Unit-2.

Understanding Adolescence:

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

Unit-3.

Understanding Socialization and the Context of the Learner:

1. Understanding Socialization.
2. Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
3. Socialization and the context of community: neighbourhood, extended family, religious group and their socialization functions.
4. Socialization and the context of school: impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling.
5. Schooling as a process of identity formation: ascribed, acquired and evolving.
6. Gender Identities and Socialization Practices in family, schools, other formal and informal organization; Schooling of Girls.
7. Inequalities and resistances in society: issues of access, retention and exclusion.

Unit-4.

Understanding Differences in Learners.

1. Difference in learners based on socio-cultural contexts: impact of home languages of learners' and language of instruction, impact of differential-cultural capital of learners.
2. Differences between individual learners: multiple intelligence, learning style, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, locus of control and personality.
3. Understanding differently-abled learners: slow learners and dyslexic learners.
4. Methods of assessing individual differences: tests, observation, rating scales, self-reports.
5. Catering to individual differences: grouping, individualizing instruction, guidance and

counselling, bridge courses, enrichment activities and clubs.

Unit-5.

Learner's Identity Development:

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

Objectives:

The student-teachers will be able to:

1. Develop an understanding of the notions of childhood and adolescence.
2. Develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context.
3. Develop an understanding of dimensions and stages of human development and developmental tasks.
4. Understand the range of cognitive capacities among learners.
5. Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
6. Understand socialization and its role in identity formation of a child.
7. Understand identity formation and its determinants.

Practicum:

1. Critical analysis of classroom instruction in the light of the developed Understandings.
2. Case study of a learner with behaviour problem/talented child/a LD child/a slow learner/a disadvantaged child.
3. Observing children in their natural setting.
4. Study of intelligence of at least.
- 5 school children and relating it with achievement and other background factors.

Suggested Readings:

1. Adler, Alfred. (1935) The education of children. London: Allen & Unwin.
2. Benjafield, J. G. (1992). Cognition, Prentice Hall, Englewood Cliffs.
3. Brown, J. S., Collins, A. and Dugrid, P. (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42.
4. Denise Pope (2001), Doing School: How we are creating a Generation of Stressed Out, Materialistic, and Miseducated Students. New Haven: Yale University Press.
5. Faw, T., & Belkin, G. (1989). Child Psychology. New York, N. Y: McGraw-Hill Publishing Company.
6. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston.
7. Gardner, Howard (1989). Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
8. Hurlock, Elizabeth, B. (2001) Child Development, McGraw Hill Education (India) Private Limited; 6 edition (21 June 2001).
9. Jeanne, Ellis Ormrod. Educational Psychology: Developing Learners. Fourth Edition.

10. Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd ed.). Upper Saddle River, N. J.: Pearson.
11. Kohlberg, L. (1987). *Child psychology and childhood education: A cognitive developmental view*. New York: Longman.
12. Luria, A. (1976). *Cognitive Development: Its Cultural and Social Foundations*. Cambridge, MA: Harvard University Press.
13. Maccoby, E. (1980). *Social development: Psychological growth and the parent-child relationship*. New York: Harcourt Brace Jovanovich.
14. Meadows, S. (1986). *Understanding Child Development: Psychological Perspectives in an interdisciplinary field of inquiry*. London, Great Britain: Century Hutchinson Publishing Group.
15. Lindgren, H. C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
16. Patricia, A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*.
17. Sarangapani M. Padma (2003.), *Constructing School Knowledge: An Ethnography of learning in an Indian Village*, Sage Publication.
18. Slater, A., & Lewis, M. (2007). *Introduction to infant development*. London: Oxford University Press.
19. Sturt Mary, Oakden, E. C. (1999) *Modern Psychology and Education*, Routledge.
20. Vygotsky, L. S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter-6.
21. Woolfolk, A. E. (2009) *Educational Psychology (11th Edition)* (My Education Lab Series) Prentice Hall.

2. BED102 Contemporary India and Education

Course Contents:

Unit-1.

Understanding of the Concept & Aims of Education:

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

Unit-2.

Normative Vision of Indian Education:

1. Normative orientation of Indian education: A historical enquiry.
2. Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism, and social justice.
3. India as an evolving Nation, State: Vision, Nature and Salient Features–Democratic and Secular polity, Federal structure: Implications for educational system.
4. Aims and purposes of education drawn from the normative vision.
5. Education for National development: Education Commission (1964-66).
6. Emerging trends in the interface between:
 - (i) Political process and education; (ii) Economic developments and education; and (iii) Socio-cultural changes and education.

Unit-3.

Philosophical vision of education and the philosophical systems:

- (i) Philosophy and Education: Meaning and definitions of philosophy, Branches of philosophy

and their relationship with educational problems and issues.

(ii) Philosophical systems: Schools of philosophy-Idealism, Naturalism, Pragmatism, Marxism, and Humanism with special reference to their concepts of reality, knowledge and values, and their educational implications for aims, curriculum, methods of teaching and discipline.

Unit-4.

Philosophical Vision of Education: Educational Thinkers-An overview of salient features of the 'philosophy and practice' of education advocated by the following thinkers:

(i) Indian Thinkers: R. N. Tagore, M. K. Gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishnamurthi and Gijju Bhai Badheka.

(ii) Western Thinkers: Plato, Rousseau, Dewey, Froebel and Maria Montessori.

Unit-5.

Contemporary Indian Schooling: Concerns and Issues-

1. Universalization of School Education; Right to Education and Universal Access:

(i) Issues of – (a) Universal enrolment. (b) Universal retention. (c) Universal success.

(ii) Issues of quality and equity. The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children.

2. Equality of Educational Opportunity:

(i) Meaning of equality and constitutional provisions.

(ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues.

(iii) Inequality in schooling: Public-private schools, rural-urban schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities.

(iv) Differential quality in schooling: Variations in school quality.

3. Idea of 'common school' system.

4. Right to Education Bill and its provisions.

Objectives:

The student-teachers will be able to:

1. Understand the concept and aims of education.

2. Develop perspectives about vision of contemporary Indian educational reality, its concerns and issues.

3. Understand the Constitutional values and their implications on education.

4. Understand the concept of philosophy, relationship between Philosophy and Education and implications of philosophy on education.

5. Understand the schools of Philosophy and their impact on education.

6. Understand the vision of education given by Indian & Western thinkers.

7. Understand the importance of universalization of secondary education and the constitutional provisions for realizing it.

8. Examine the issues and concerns related to universalization of secondary education.

9. Analyze the strategies used for realization UEE and the outcomes of their implementation.

10. Realize the need and importance of equity and equality in education and the constitutional provisions for it.

11. Identify the various causes for inequality in schooling.

Practicum:

1. Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion).

2. Project on the original work/s of a thinker.
3. Seminar presentation on philosophical issues and report.
4. A brief study of some philosophical development of learners.
5. Presentation on the reports and policies on USE.
6. Conduct surveys of various educational contexts (e.g., Schools of different kinds) to identify various forms of inequality.
7. A survey study of a school with reference to its aims, objectives, values and curriculum (Private School, Govt. School, Buniyadi Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Schools run by Religious and Linguistic minorities)
8. Annotated Bibliography.

Suggested Readings:

1. Aggarwal, J. C., Psychological, Philosophical, Sociological Foundations of Education, Sipra Publication, Delhi, 2009.
2. Anand, C. L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
3. Chandra, S. S. & Sharma, R. K., Principles of Education, Atlantic Publishers & Distributors, New Delhi, 1996.
4. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Dewey, J. (1952) Experience in Education Collier Macmillan.
6. Dewey, J. (1966) Democracy in Education, New York, Macmillan.
7. Gandhi, M. K. (1956) Basic Education, Ahmedabad, Navajivan.
8. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi.
9. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
10. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
11. Joe, Park. Selected Readings in the Philosophy of Education, Macmillan, New York, 1963.
12. Kneller, Georg F. Foundation of Education, John Wiley & Sons Inc., USA., 1977.
13. Krishnamurthi J., Education and the Significance of life, KFI Publications.
14. Kumar Krishna (2004) What is Worth teaching/3rd Edition Orient Longman.
15. Mani, R. S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
16. Ministry of Education. Education Commission—Kothari Commission. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
17. Ministry of Law and Justice (2009) Right to Education. Govt. of India.
18. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
19. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi.
20. NCERT (1986). School Education in India—Present Status and Future Needs, New Delhi.
21. Nunn, T. P. Education: Its Data and First Principles, Longmans Green & Co., New York, 1920.
22. Pandey, Ram Shakal. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1993.
23. Pathak, Avijit (2002) Social Implications of Schooling, Delhi Rainbow Publishers.
24. Price, Kingsley Education and Philosophical Thought, Allyn and Bacon Inc., Boston, 1962.
25. Ross, James S. Ground work of Educational Theory, Oxford University Press, Calcutta, 1981.
26. Rusk, R. R., The Doctrines of Great Educators, Macmillan & Co. Ltd., London, 1954.
27. Salamatullah (1979). Education in Social context, NCERT, New Delhi.
28. Saraswathi T. S (1999) Culture, Socialization and Human Development, Sage Publication.

29. Taneja, V. R. Socio-Philosophical Approach to Education, Atlantic Publishers & Distributors, New Delhi, 2005.

3. BED103 Learning and Teaching

Course Contents:

Unit-1.

Learning: Its Nature, Types and Strategies:

- (i) Concept & Nature of Learning, Concept learning, skill learning, verbal learning, social learning, Principal learning, problem solving.
- (ii) Basic Assumptions and analysis of the relevance of Learning Theories–Behavioral, Social, Cognitive & Humanistic learning theories.
- (iii) Learning as a process of construction of knowledge–Constructivist Approach to learning.
- (iv) Relationship of learning with school performance and ability of the learner.

Unit-2.

Factors affecting Learning & Management of Learning:

- (i) Concept of Motivation; types, techniques of enhancing motivation.
- (ii) Health, sleep, difficulty of task, content and study habits as factors Influencing learning.
- (iii) Influence of method of learning: part and whole learning; superficial and in-depth learning; Influence of prior learning on present learning; Strategies for transfer of learning.
- (iv) Forgetting classroom learning–meaning and its causes; strategies for improving retention of learning.
- (v) Meaning of learning to learn skills; Ways of developing self-study.

Unit-3.

Understanding Teacher and Teaching:

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

Unit-4.

Planning for Teaching:

- (i) Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/ strategies.
- (ii) Decision-making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks–instructional time as a variable in learning.
- (iii) Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class–skills required for learner engagement in the context of the strategy decided.
- (iv) Preparing for instruction: Identifying and selecting available learning resources or developing required learning resource.
- (v) Preparation of a Plan: Unit Plan and Lesson Plan.

Unit-5.

Skills and Strategies of Teaching:

- (i) Introducing a lesson—need and various possibilities.
- (ii) Motivating the learners and sustaining their attention—importance of stimulus variation and reinforcement as skills.
- (iii) Questioning, Illustration and explanation as teacher competencies influencing student-learning in the classroom.
- (iv) Strategy of Teaching—(a) Expository Strategy as approach to teaching for understanding: Presentation—discussion—demonstration, the Advance Organizer Model. (b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge: Concept attainment/Concept formation, Inductive thinking, Problem based learning/Project Based Learning.
- (v) Approaches to Individualized Instruction: Computer Managed Instruction, Programmed Instruction and Learning Activity Packages.
- (vi) Approaches to Small Group and Whole group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

Objectives:

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

1. Understand Concept & Nature of Learning.
2. Understand and appreciate different perspectives of learning—Behavioral, Social, Cognitive and Humanistic.
3. Know various types and strategies of learning.
4. Understand different conditions for learning and acquire the skills to facilitate them.
5. Understand the approaches and strategies for managing learning.
6. Demonstrate his/her understanding of the role of a teacher in different phases of teaching.
7. Identify various kinds of subject matter content in a textbook.
8. Write instructional objectives for teaching of a topic.
9. Demonstrate his/her understanding of different skills and their role in effective teaching.
10. Use instructional skills effectively.
11. Organize learning with active participation of learners—individually and in groups.

Practicum:

- (i) Comparative study of syllabi of various subjects to identify content categories.
- (ii) Writing instructional objectives of a lesson under domains and levels.
- (iii) Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.
- (iv) Design learning episodes/activities and organize them in the classroom.
- (v) Analyze the type of strategies adopted by a classroom teacher in organizing learning.
- (vi) Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)

Suggested Readings:

1. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
2. B. Wilson, (1996) Constructivist Learning Environments, New Jersey: Educational Technology Publications.
3. Brown, J. S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, Educational Researcher, 18(1), 32-42.

4. C. Fosnot (Ed.) (1996) *Constructivism: Theory, Perspectives and Practice*, (pp.8-33), New York: Teachers College Press.
5. Darling–Hammond, Linda, et. Al. *Excellence in Teacher Education: Helping Teachers Develop Learner–Centered School*. Washington, D. C. National Education Association School Restructuring Series, 1992.
6. Davis, Irork (1971), *The Management of Learning*, McGraw Hill, London.
7. Dennis Coon, *Essentials of Psychology*, 9th Ed. 2003, Wadsworth/Thomson Learning.
8. Dewey, J. (1916). *Democracy and Education*. New York: The MacMillan Company.
9. Fosnot, Catherine Twoomey, *Constructivism: Theory, Perspective and Practice*. New York: Teachers College Press, 1989.
10. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). *Negotiating the curriculum: Educating for the 21st century*, London: The Falmer Press.
11. J. Mezirow and Associates (1990), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*: San Francisco: Jossey–Bass Publishers.
12. Kelly, G. A. (1991). *The psychology of personal constructs Volume one–A Theory of Personality*, London: Routledge.
13. Kenneth T. Henson, 2000, *Educational Psychology for Effective Teaching*, Wordsworth Publishing Company.
14. L. Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey: Lawrence Erlbaum Associates Inc.
15. Langer, J. and Applebee, A.N. (1987). *How writing shapes thinking: A Study of Teaching and Learning*, National Council of Teachers of English.
16. Lindfors, J. (1984). *How children learn or how teachers teach? A Profound confusion: Language Arts*, 61 (6), 600-606.
17. Patricia Murphy (Ed.), 1999, *Learners, Learning & Assessment*, Paul Chapman Publishing Ltd.
18. Resnick, L. and Collins, A. (1996). *Cognition and Learning*. In T. Plomp and D. Ely, (Ed.) *The International Encyclopaedia of Educational Technology*, 2nd Ed. Oxford: Pergamon Press.
19. Savery, J. and Duffy, Thomas M. (1995). *Problem based learning: An instructional model and its constructivist framework*. *Educational Technology*, 35, 31-38.
20. Smith, K. (1993). *Becoming the-guidel on the side: Educational Leadership*, 51(2), 35-37.
21. Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*, MA: Harvard University Press.
22. Vygotsky, L.S. *Thought and Language*, Cambridge, MA: MIT Press, 1962.

4. BED104 Language Across the Curriculum

Course Contents:

Unit-1.

Learner and their Language:

1. Meaning of Language; various forms, systems and properties.
2. Language capital of learners before school entry.
3. How children learn language with special reference to Skinner, Chomsky, Piaget and Vygotsky.
4. Difference between acquiring language and learning language.
5. Social and cultural context of language; Language and Gender; Language and Identity; Language and Power; Language and Class (Society).
6. Political context of language; Multilingual perspective of India and Bihar, Constitutional provisions related to languages in India.

Unit-2.

Language in School Curriculum:

1. Home language and School language; Medium of understanding (child's own language).
2. Centrality of language in learning.
3. Language across the curriculum; Role and importance of language in the curriculum.
4. Language and construction of knowledge; Understanding the objectives of learning languages: imagination, creativity, sensitivity, skill development.
5. Difference between language as a school- subject and language as a means of learning and Communication.
6. Critical review of Medium of Instruction; Different school subjects as registers.
7. Multilingual classrooms; Multicultural awareness and language teaching.

Unit-3.

Constitutional Provisions and Policies of Language Education:

1. Position of Languages in India; Articles 343-351, 350A;
2. Recommendation of Kothari Commission (1964-66); NPE-1986; POA-1992.
3. National Curriculum Framework-2005 (language education).

Objectives:

After completion of Course the student will be able to:

1. Have a conceptual understanding of language.
2. Understand the different roles of language.
3. Understand the relation between literature and language.
4. Understand and appreciate different registers of language.
5. Understand the language background of students as first or second language users of the language used in teaching the subject.
6. Understand multilingualism in the classroom, school language and home language.
7. Develop sensitivity with respect to language diversity that exists in the classroom.
8. Understand the nature of classroom discourse.
9. Analyse the Constitutional Provisions and recommendations of Commissions & Policies of Language Education:

Practicum:

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyze: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? Now write an analysis based on the above issues.

Suggested Readings:

1. Akamajian, A, Demers, R. A, Farmer, A. K and Harnish, R. H (2001), An Introduction to Language and Communication, Cambridge: Mass: MIT Press.
2. Becker, J. (1988) 'The success of parents' indirect techniques for teaching their pre-schoolers pragmatic skills', First Language, 8:173-182.
3. Block, C. C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon.
4. Bohannon, J. and Bonvillian, J. (2000) 'Theoretical Approaches to Language Acquisition' in J. Berko Gleason (ed.), The Development of Language 5th Edition.

5. Brass, P., Language, Religion and Politics in North India, London, Cambridge University Press, 1974.
6. Brown, J. D. (1995). The elements of language curriculum: A systematic approach to program development. Boston: Heinle & Heinle.
7. Cattell, R. (2000) Children's Language: Consensus and Controversy, London: Cassell.
8. Chomsky, N. (1959) 'A Review of B. F. Skinner's Verbal Behavior', Language 35 (1): 26- 58.
9. Falk, Julia S (1973) Linguistics and Language- A Survey of basic Concepts and Implications: New York: John Wiley and Sons.
10. Fromkin, V, Rodman R., and Hyams N (2007), An Introduction to Language. Boston: Thomson Wadsworth.
11. Johnson, K. E. (1995). Understanding communication in second language classrooms. Oxford: Oxford University Press.
12. Ministry of Education. Education Commission—Kothari Commission. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
13. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi.
14. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
15. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
16. Krashen, S. (1982). Principles and practice in second language acquisition. London: Pergamon.
17. Mckay. et al. (1995). The Communication Skills Book, 2nd Ed. New Harbinger Publications.
18. NCERT (2005): National Curriculum Framework-2005, New Delhi: NCERT.
19. Plunkett, K. (1995) 'Connectionist approaches to language acquisition' in P. Fletcher and B. MacWhinney (eds), Handbook of child language.
20. Yale, George (2006). The Study of Language, Cambridge: Cambridge University Press.

SEM-2

5. BED201 Understanding Disciplines and Subjects

Course Contents:

Unit-1.

1. Basic Understanding of disciplines and Subjects:
 - (i) What is a discipline? History of the concept of discipline.
 - (ii) What Are Academic Disciplines?
2. Need/Perspectives of the classification of Human knowledge into disciplines & Subjects;
 - (i) The Philosophical Perspective: Unity and Plurality.
 - (ii) The Anthropological Perspective: Culture and Tribes.
 - (iii) The Sociological Perspective: Professionalization and Division of Labour.
 - (iv) The Historical Perspective: Evolution and Discontinuity.
 - (v) The Management Perspective: Market and Organization.
 - (vi) The Educational Perspective: Teaching and Learning.
 - (vii) Difference between discipline and subject; Nature and scope of disciplines/subjects.
 - (viii) Strengths and weaknesses of disciplines.
 - (ix) Basic premises and philosophy of subject.
 - (x) Aims of disciplines/subjects for learner's development in the national context.

Unit-2.

Competencies for and Advancement of the disciplines/subjects:

- (i) Mastery over the subject.
- (ii) Communicating the subject.

- (iii) Subject specific terms and their uses.
- (iv) Projects/activities in the subject.
- (v) Research in subject/discipline; Methods of data collection in the subject, drawing conclusion, generalization and theory development, Preparing reference, notes and bibliography.

Unit-3.

Interdisciplinary learning and the related issues:

- (i) What is Interdisciplinary learning? Interdisciplinary learning—a dialectical process.
- (ii) What are interdisciplinary subjects?
- (iii) What are the generic objectives of interdisciplinary subjects?
- (iv) Do interdisciplinary subjects require disciplinary depth?
- (v) How can you design and coordinate interdisciplinary subjects?
- (vi) How can you assess interdisciplinary learning?
- (vii) What criteria can be used for quality assurance of interdisciplinary subjects?

Objectives:

The student-teachers will be able to:

1. Understand the basic premises of subjects/disciplines.
2. Understand the need for classification of human knowledge.
3. Know required basic competencies for effective transaction of knowledge.
4. Know how to enhance knowledge of the discipline.
5. Importance of research for advancement of subject/discipline.
6. Understand the concept of Interdisciplinarity in education

Suggested Readings:

1. Abbott, Andrew (2001), *The Chaos of Disciplines*, Chicago: The University of Chicago Press.
2. Becher T (1989) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Milton Keynes: The Society for Research into Higher Education and Open University Press.
3. Becher, Tony and Paul R. Trowler (2001), *Academic Tribes and Territories*, Buckingham: The Society for Research into Higher Education and Open University Press.
4. Bellack, A. A. Selection and organization of curriculum content: an analysis. In Bellack, A. A. (Ed.) *What shall the high schools teach?* Washington, D. C: Yearb. Assn. Supervis. Curric. Dev., 1956.
5. Boghossian, Paul (2006), *Fear of knowledge*, Oxford: Oxford University Press.
6. Bruner, J., (1977) *The Process of Education*. Harvard University Press.
7. Chettiparamb, A., (2007). Interdisciplinarity: a literature review. *The Higher Education Academy* (www.heacademy.ac.uk/ourwork/networks/itlg).
8. Clark, Burton R., ed. 1987. *The Academic Profession: National, Disciplinary, and Institutional Settings*. Los Angeles: University of California Press.
9. Del Favero, Marietta (2002), *Academic Disciplines*, Encyclopaedia of Education.
10. Kline, S. J., (1995) *Conceptual Foundations for Multidisciplinary Thinking*. Stanford University Press, Stanford, California.
11. Davies, M., & Devlin, M., (2007). *Interdisciplinary Higher Education: Implications for Teaching and Learning*. Melbourne: Centre for the Study of Higher Education.
12. Dewey, J., (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (1998 Revised and expanded ed.). New York: D. C. Heath.
13. Fuller, Steve (1991), *Social Epistemology*, Indianapolis: Indiana University Press.
14. Gardner, H. (1989). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.

15. Gardner, Howard (1999), *The Disciplined Mind: What Students Should Understand*, New York: Simon & Schuster.
16. Goodson, I. F., & Marsh, C. J. (2005). *Studying school subjects: A guide*. Routledge.
17. Klein, Julie Thompson (1990), *Interdisciplinarity/History, Theory, and Practice*, Detroit: Wayne State University Press.
18. Klein, Julie Thompson (1996), *Crossing Boundaries/Knowledge, Disciplinarity, and Interdisciplinarity*, Charlottesville: University of Virginia Press.
19. McCalman, J., Muir, L., & Soeterboek, C. (2008). *Adventures with Breadth: A Story of Interdisciplinary Innovation*. Melbourne: Centre for the Study of Higher Education.
20. Miller, M., & Boix Mansilla, V. (2004). *Thinking Across Perspectives and Disciplines*. Interdisciplinary Studies Project, Project Zero: Harvard Graduate School of Education.
21. Nikitina, S. (2002). *Three Strategies for Interdisciplinary Teaching: Contextualising, Conceptualising, and Problem-Solving*. Project Zero: Harvard Graduate School of Education.
22. Foshay, A. W., *Discipline-centered curriculum*. In Passow, A. W. (Ed.) *Curriculum crossroads*. New York: Teach. Coll. Bur. Publ., 1962.
23. Pyenson, Lewis (1997), *Disciplines and Interdisciplinarity in the New Century*, Lafayette, LA: The University of Southwestern Louisiana Press.
24. Schwab, J. J. The concept of the structure of a discipline. *Educ. Rec.*, 1 962, 43, 197-205.
25. Whitley, Richard (2000), *The Intellectual and Social Organization of the Sciences*, Oxford: Oxford University Press.

6. BED202 Gender, School and Society

Course Contents:

Unit-1.

Gender Issues: Key Concepts:

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

Unit-2.

Gender, Power and Education:

- (i) Theories on Gender and Education: Application in the Indian Context.
- (ii) Socialization theory.
- (iii) Gender difference.
- (iv) Structural theory.
- (v) Deconstructive theory.
- (vi) Gender Identities and Socialization Practices in: (a) Family (b) Schools (c) Other formal and informal organization. (d) Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

Unit-3.

Gender Issues in Curriculum:

- (i) Gender, culture and institution: Intersection of class, caste, religion and region.
- (ii) Curriculum and the gender question.
- (iii) Construction of gender in curriculum framework since Independence: An analysis.
- (iv) Gender and the hidden curriculum.

- (v) Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy).
- (vi) Teacher as an agent of change.
- (vii) Life skills and sexuality.

Objectives:

This course will enable the students to:

- (i) Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- (ii) Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- (iii) Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.

Practicum:

Analysis of textual materials from the perspective of gender bias and stereotype:

1. Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations.
2. Preparation of tools to analyze reflection of gender in curriculum.
3. Project on women role models in various fields with emphasis on women in unconventional roles.
4. Project on analyzing the institution of the family: (i) Marriage, reproduction (ii) Sexual division of labour and resources.
5. Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilization of women, such as the Mahila Samakhya programmes.

Suggested Readings:

1. Aikman, S. & Unterhalter, E., Eds. (2007). *Practising Gender Equality in Education*. Oxford, Oxfam G. B.
2. Aikman, S. & Unterhalter, E., Eds. (2005). *Beyond Access: Transforming policy and Practice for gender equality in education*. Oxford: Oxfam GB.
3. Amnesty International. (2008). *Safe Schools: Every girl's right*. London: Amnesty International.
4. Barker, G. (2005). *Dying to be Men: Youth, masculinity and social exclusion*. New York: Routledge.
5. Colclough, C. (2004). *Achieving Gender Equality in Education: What does it take?* *Prospects*, 34(1): 3-10.
6. Coombs, P.H (1994). *Education Policy*. In S.S. Nagel (Eds), *Encyclopedia of Policy Studies*, 2nd ed., (pp.587-616). Marcel Dekker, New York, N.Y.
7. Dunne, M. (2009). *Gender as an Entry Point for Addressing Social Exclusion and Multiple Disparities in Education*. Technical Paper. UNGEI Global Advisory Committee Technical Meeting. 2009, 27 May. New York.
8. Global Campaign for Education. (2003, April). *A Fair Chance: Attaining gender equality in basic education by 2005*. Action Aid.
9. Herz, B. & Sperling, G. B. (2004). *What Works in Girl's Education: Evidence and politics from the developing world*. New York: Council on Foreign Relations.
10. Hyde, K. A. L. & Miske, S. (2000). *Education for All 2000 Assessment: Girl's education*

thematic study. Paris: UNESCO.

11. Kirk, J. (2004). Promoting a Gender-Just Peace: The roles of women teachers in peace building and reconstruction. *Gender and Development*, 12(3): 50-59.
12. Leach, F. (2003). *Practising Gender Analysis in Education*. Oxford: Oxfam G. B.
13. Lewis, M. & Lockheed, M. (2008, March). *Social Exclusion and the Gender Gap in Education*. Policy Research Working Paper 4562. Washington D. C: The World Bank.
14. Lewis, M. & Lockheed, M. (2006). *Inexcusable Absence: Why 60 million girls still aren't in school and what to do about it*. Washington, D. C: Centre for Global Development.
15. Mannathoko, C. (2008). Promoting Education Quality through Gender-Friendly Schools. In M. Tembon and L. Fort (Eds.) *Girl's Education in the 21st Century: Gender equality, empowerment, and economic growth* (pp. 127-142). Washington, DC: The International Bank for Reconstruction and Development/The World Bank.
16. Miske, S. (2008, March). *Learning from Girl's Education as an Organizational Priority: A review of UNICEF evaluations and studies, 2000-2005*. New York: UNICEF.
17. Miske, S. (2005). *Scaling Up Good Practices in Girl's Education*. Report of the UN Girl's Education Initiative Policy Consultation, Nairobi, Kenya, 23-25 June 2004. London: Commonwealth Secretariat.
18. Rihani, M. A. (2006). *Keeping the promise: Five benefits of girl's secondary education*. Washington, DC: AED.
19. Smith, R. & Fincham, K. (2008, November). *Transforming Policy and Practice for Gender in Education: A gender review of the 2009 EFA Global Monitoring Report*. Technical Paper. New York: UNICEF.
20. Smith, R., Wilkinson, M., & Huebler, F. (2007, November). *Notes from 2008 EFA Global Monitoring Report: A review of the main gender and inclusion issues*. UNGEI.
21. Subrahmanian, R. (2007). *Gender in Primary and Secondary Education: A handbook for policy-makers and other stakeholders*. London: Commonwealth Secretariat.
22. Subrahmanian, R. (2005). *Scaling Up Good Practices in Girl's Education*. Paris: UNESCO.
23. Tembon, M. & Fort, L. (Eds.) (2008). *Girl's Education in the 21st Century: Gender equality, empowerment and economic growth*. Washington, DC: World Bank.
24. UNESCO. (2001). *Thematic Studies: Girl's education*. Paris: UNESCO.
25. UNGEI. 2007. *United Nations Girl's Education Initiative: Regional Updates*. New York:
26. UNICEF. (2008) *Global Thematic Report: Basic education and gender equality*. New York: UNICEF.
27. USAID. (2008.) *Education from a Gender Equality Perspective*. Washington, DC: USAID.
28. USAID. (2008). *Gender Equality Framework*. Washington, DC: USAID.

7. BED203 Reading and Reflecting on Texts

Course Contents:

Unit-1.

Engaging with narrative and descriptive accounts:

1. The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities.
2. Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation).
3. Re-telling the account—in one's own words/from different points of view (taking turns in a smaller group).
4. Narrating/describing a related account from one's life experience (in front of a smaller group)
5. Discussion of characters and situations—sharing interpretations and points of view (in a smaller group).

6. Writing based on the text, e. g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

Unit-2.

Engaging with popular subject-based expository writing:

1. The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces). For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.
2. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) using reading strategies, such as scanning, skimming and reading for extracting information.
3. Identifying major concepts and ideas involved and making notes on these in some schematic form—flow diagram, tree diagram, mind map, etc. (guided working in pairs).
4. Explaining the gist of the text/topic to others (in the larger subject group).
5. Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
6. Writing a review or a summary of the text, with comments and opinions (individual task).

Unit-3.

Engaging with educational writing:

1. Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit. Suggested Activities.
2. Reading for discerning the theme(s) and argument of the essay (guided reading individually or in pairs).
3. Analysis of structure of the essay/article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs).
4. Analyzing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion).
5. Discussion of the theme, sharing responses and point(s) of view (small group discussion).
6. Writing a response paper (individually or in pairs).
7. Presentations of selected papers, questions and answers (large group).

Objectives:

1. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach.
2. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.
3. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different

contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Suggested Readings:

1. Apps, Jerold W. *Study Skills for Adults Returning to School*. New York: McGraw-Hill Book Company, 1982.
2. Baker, Sheridan. *The Practical Stylist*. New York: Harper & Row, Publishers, 1985.
3. Baxter, Ray, *Studying Successfully*, ISBN: 0 9525393 0 6, c.f. <http://www.greencroft.org.uk>.
4. Claire Kehrwald Cook, *Line by Line: How to improve your own writing*, Houghton Mifflin, 1986, pp.219, ISBN 0395393914.
5. David B. Pirie, *How to Write Critical Essays: a guide for students of literature*, London: Routledge, 1985, pp.139, ISBN 0415045339.
6. Deese, James, and Ellin K. Deese. *How to Study*. New York: McGraw-Hill Book Company, 1969.
7. Ellis, David B. *Becoming a Master Student*. Rapid City, South Dakota: College Survival, Inc., 1993.
8. Fleet, Joan, Fiona Goodchild, and Richard Zajchowski. *Successful Learning*. London, Ontario: University of Western Ontario, 1987.
9. Fleet, Joan, Fiona Goodchild, and Richard Zajchowski. *Learning for Success*. Toronto: Harcourt Brace Jovanovich, 1990.
10. Gerald J. Alred et al, *The Professional Writer*, New York: St Martin's Press, 1992.
11. Harold Evans, *Essential English for Journalists, Editors and Writers*, London: Random House, 2000, pp.296, ISBN 0712664475.
12. Joan van Emden and Jennifer Easteal, *Technical Writing and Speaking*, McGraw-Hill, 1996.
13. Jo Billingham, *Editing and Revising Text*, Oxford: Oxford University Press, 2002, pp.144, ISBN 0198604130.
14. Jones, Bill, and Roy Johnson. *Making the Grade*. Manchester, UK: Manchester University Press, 1990.
15. John Clancy and Brigid Ballard, *How to Write Essays: A practical guide for students*, Longman Cheshire, 1983.
16. John Seely, *The Oxford Guide to Writing and Speaking*, Oxford: Oxford University Press, 2000, pp.304, ISBN 0192801090.
17. Jonathan Anderson and Millicent Poole, *Thesis and Assignment Writing*, London: John Wiley, 1994.
18. MacFarlane, Polly, and Sandra Hodson. *Studying Effectively and Efficiently: An Integrated System*. Toronto: University of Toronto, 1983.
19. Nilsson, Virginia. *Improve Your Study Skills*. Athabasca, Alberta: Athabasca University, 1989.
20. Pauk, Walter. *How to Study in College*. Boston: Houghton Mifflin Company, 1984.
21. Robert Barrass, *Students Must Write: A Guide to Better Writing in Coursework and Examinations*, London: Routledge, second edition 1995, pp.194, ISBN 0415132223.
22. Roy Johnson, *Improve your Writing Skills*, Manchester: Clifton Press, 1995, pp.137, ISBN: 0951984454.
23. Rudolph Flesch and A. H. Lass, *The Classic Guide to Better Writing*, New York: Harper Perennial, 1966, pp.288, ISBN: 0062730487.
24. University of British Columbia. *Strategies for Studying*. Victoria, British Columbia: Orca Publishers, 1996.
25. Yateendra Joshi, *Communicating in Style*, New Delhi: The Energy and Resources Institute, 2003, pp.250, ISBN 8179930165.

8. BED204 Pedagogy of School Subject–1

May be any One of the following Courses which is relevant for the candidate i.e. he/she has studied its related content as a subject at Graduation/Post-Graduation level:

- BED204.1 Method of Teaching English-1
- BED204.2 Method of Teaching Hindi-1
- BED204.3 Method of Teaching Sanskrit-1
- BED204.4 Method of Teaching Urdu-1
- BED204.5 Method of Teaching Arabic-1
- BED204.6 Method of Teaching Persian-1
- BED204.7 Method of Teaching History-1
- BED204.8 Method of Teaching Civics-1
- BED204.9 Method of Teaching Geography-1
- BED204.10 Method of Teaching Economics-1
- BED204.11 Method of Teaching Home Science-1
- BED204.12 Method of Teaching Commerce-1
- BED204.13 Method of Teaching Physical Sciences-1
- BED204.14 Method of Teaching Biological Sciences-1
- BED204.15 Method of Teaching Mathematics-1
- BED204.16 Method of Teaching Computer Science-1

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

8. BED204.1 Pedagogy of School Subject–1 (English)

Course Contents:

Unit-1.

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

Unit-2.

Curriculum of English:

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

Unit-3.

Specific Instructional Strategies and Method of Teaching:

1. Methods: Inductive deductive, lecture, discussion Grammar, Translation Method, Direct method, multilingual, their advantages and limitations & comparisons.

2. Approaches-Structural approach and Communicative approach, constructive approach.
3. Specific Strategies for teaching Vocabulary: Its ways and Means.
4. Specific strategies for Teaching of reading: Attributes of good reading. Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading.
5. Specific strategies for developing Writing Skills-Types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing).

Objectives:

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

1. Develop an understanding of the nature and objectives of teaching English as a foreign language.
2. Understand the behavioural objectives of English teaching.
3. Develop an ability to acquire language skills among learners.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
6. Become aware of modern methods of English teaching and put them to use in real classroom situations

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course.

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
4. Do a survey of five schools in your neighbourhood to find out: (i.) Level of Introduction of English. (ii.) Materials (textbooks) used in the classroom.
5. Prepare a report on the challenges faced by the teachers and the learners in the teachinglearning process.

Suggested Readings:

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

8. BED204.2 Pedagogy of School Subject–1 (Hindi)

Course Contents:

Unit-1.

Nature, Scope and Aims:

1. Language- its meaning and functions. The role of mother- language in the education of a child.

2. Special features of Hindi language and its universal significance- the cultural, social, practical, literary and linguistic.
3. Aims and objectives of Teaching Hindi as mother-tongue and national language.
4. Different forms of Hindi; Hindi as a language of knowledge; Hindi as first, second and third language; Hindi at International level.
5. Difficulties in teaching mother tongue.

Unit-2.

Curriculum of Hindi.

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

Unit-3.

Specific Instructional Strategies and Method of Teaching.

Objectives:

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

1. Develop an understanding of the nature and objectives of teaching Hindi as a mother language and national language.
2. Understand the behavioural objectives of Hindi teaching.
3. Develop an ability to acquire language skills among learners.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
6. Become aware of modern methods of Hindi teaching and put them to use in real classroom situations.
7. Teaching of Prose- Story, Drama, Essay and Novel. Major steps in the planning of a prose lesson.
8. Teaching of Poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
9. Teaching of Grammar: Place of grammar in the teaching of Hindi, Inductive and Deductive methods and their relative merits.
10. Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
11. Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.
12. Teaching of writing and composition: Letter writing, Essay writing and Precise writing.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the Hindi Textbooks (VI to XII) prepare a list of topics and activities given

on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

4. Do a survey of five schools in your neighbourhood to find out- (i) Level of Introduction of Hindi. (ii) Materials (textbooks) used in the classroom.

5. Prepare a report on the challenges faced by the teachers and the learners in the teachinglearning process.

Suggested Readings:

1. Flower, R. P. Language and Education.
2. Habolot, P. Language Learning.
3. Oad, L. K. Hindi Shikshanmein Truti Nidanevam Upchar.
4. Pandey, R. S. Hindi Shikshan.
5. Quirk, R. The study of the Mother Tongue.
6. Singh, N. K. Madhyamik Vidyalayonmein Hindi Shikshan.
7. Sharma, D. L. Hindi Shikshan Prashikshan.

8. BED204.3 Pedagogy of School Subject–1 (Sanskrit)

Course Contents:

Unit-1.

Nature, Scope and Aims:

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

Unit-2.

Curriculum of Sanskrit:

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

Unit-3.

Specific Instructional Strategies and Method of Teaching:

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

making sentence.

6. Teaching of writing and composition: Letter writing, Essay writing and Precis writing.

Objectives:

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

1. Understand the role and importance of Sanskrit and its cultural background.
2. Understand the behavioural objectives of Sanskrit teaching.
3. Develop an ability to acquire language skills among learners.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools.
6. Become aware of modern methods of Sanskrit teaching and put them to use in real classroom situations.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighborhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the Sanskrit Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
4. Do a survey of five schools in your neighborhood to find out-(i) Level of Introduction of Sanskrit (ii) Materials (textbooks) used in the classroom.
5. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Suggested Readings:

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

8. BED204.4 Pedagogy of School Subject-1 (Urdu)

Course Contents:

Unit-1.

Nature, Scope and Aims:

1. Language- its meaning and functions. The role of mother- language in the education of a child.
2. Special features of Urdu language and its universal significance- the cultural, social, practical, literary and linguistic.
3. Aims and objectives of Teaching Urdu as mother-tongue.
4. Role of Urdu language in India: Pre-and post-partition; Different forms of Urdu; Urdu as a

language of knowledge; Urdu as first, second and third language; Urdu at International level.
5. Difficulties in teaching mother tongue.

Unit-2.

Curriculum of Urdu:

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

Unit 3.

Specific Instructional Strategies and Method of Teaching:

1. Method of Teaching Prose; Dastan, Afsana, Novel, Drama, Sawanih, Makateeb and Insha. Major steps in the planning of a prose lesson.
2. Method of Teaching Poetry-Nazam, Ghazal and Rubae; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
3. Method of Teaching Grammar: Place of grammar in the teaching of Urdu, Inductive and Deductive methods and their relative merits.
4. 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.
5. Teaching of vocabulary-Its ways and means.
6. Teaching of writing and composition: Khutoot Nigari (Letter writing), Mazmoon Nigari (Essay writing) and Ikhtesar Nigari (Précis writing).

Objectives:

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

1. Develop an understanding of the nature and objectives of teaching Urdu as a mother language.
2. Understand the behavioural objectives of Urdu teaching.
3. Develop an ability to acquire language skills among learners.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
6. Become aware of modern methods of Urdu teaching and put them to use in real classroom situations.

Practicum: (Any One)

(Concerned teacher can devise assignment as per requirement of the course):

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the Urdu Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
4. Do a survey of five schools in your neighbourhood to find out: (i) Level of Introduction of Urdu. (ii) Materials (textbooks) used in the classroom.

5. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Suggested Readings:

1. Abdullah, Saleem Urdu Kaise Parhaen, Aligarh: Educational Book House.
2. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Beg, Mirza Khalil Urdu Zaban Ki Tareekh, Aligarh: Educational Book House.
6. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
7. Buck, G. (2001). Assessing Listening, New York: Cambridge University Press.
8. Douglas, D. (2000). Assessing Language for Specific Purposes, New York: Cambridge University Press.
9. Lado, R. (1983). Language Teaching: A Scientific Approach, New Delhi: McGraw Hill.
10. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nd ed. New York: Oxford University Press.
11. Littlewood, W. (1981). Language Teaching: An Introduction, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). Language Testing, New York: Oxford University Press.
13. Moinuddin. (2002). Urdu Zaban Ki Tadrees, New Delhi: NCPUL.
14. Quazi, Shahbaz & A khtar, Muhammad Naeem (2007). Urdu Tadreesi Tareeqa, Nagpur: Authors.
15. Read, J. (2000). Assessing Vocabulary, New York: Cambridge University Press.
16. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
17. Richards, J. C. and T. S. Rodgers. (2001). Approaches and Methods in Language Teaching, 2nd ed. New York: Cambridge University Press.
18. Sherwani, Inamullah Khan (1989). Tadrees Zaban-e-Urdu, Kolkata: Anjali Ghose.
19. Subbiah, Pon (2003). Test of Language Proficiency: Urdu, Mysore: Central Institute of Indian Languages.
20. Tabassum, Razia (2014) Aamozish-e-Urdu, Book Emporium, Patna.
21. Weigle, S. (2002). Assessing Writing, New York: Cambridge University Press.
22. Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

8. BED204.5 Pedagogy of School Subject–1 (Arabic)

Course Contents:

Unit-1.

Nature, Scope and Aims:

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

6. Problems concerning the development of Arabic in Bihar.

Unit-2.

Curriculum of Arabic:

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

Unit-3.

Specific Instructional Strategies:

1. Teaching of Prose; Maqamah, Qissah (Story) and Riwayah (Novel), Major steps in the planning of a prose lesson.
2. Teaching of Poetry-Tashbeeb, Ghazal, Madah, Heja, Rasa and Fakhra; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
3. Teaching of Grammar: Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
4. 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.
5. Teaching of vocabulary- Its ways and means.
6. Teaching of writing and composition: Letter writing, Essay writing and Précis writing.

Objectives:

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

1. The nature, characteristics and significance of Arabic language.
2. The aims and objectives of teaching Arabic as a foreign language.
3. To justify the place of mother tongue in teaching of Arabic.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E., secondary and senior secondary schools.
6. Understand the various approaches and modern method for successful Arabic teaching.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the Arabic Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
4. Do a survey of five schools in your neighbourhood to find out-(i) Level of Introduction of Arabic. (ii) Materials (textbooks) used in the classroom.

Suggested Readings:

1. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
2. Al-Naqa, Mahmum K. (1978). Asasiyat Talim-al-Lugha-al Arabic Li Ghairal-Arabic, ALESCO, Khartoum (Sudan), International Institute of Arabic Language.

3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York:OxfordUniversity Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
6. Buck, G. (2001). Assessing Listening, New York: Cambridge University Press.
7. Douglas, D. (2000). Assessing Language for Specific Purposes, New York: Cambridge University Press.
8. Khan, Muhammad Sharif Arbi Kaise Parhaen, Aligarh: Educational Book House.
9. Lado, R. (1983). Language Teaching: A Scientific Approach, New Delhi: McGraw Hill.
10. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nded. New York: OxfordUniversity Press.
11. Littlewood, W. (1981). Language Teaching: An Introduction, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). Language Testing, New York: Oxford University Press.
13. Nadvi, A.H. (1989). Arabi Adab Ki Tareekh, New Delhi: NCPUL.
14. Read, J. (2000). Assessing Vocabulary, New York: Cambridge University Press.
15. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers (2001). Approaches and Methods in Language Teaching, 2nd ed. NewYork: Cambridge University Press.
17. Rivers, W.M. (1968). Teaching Foreign Language skills, Chicago University Press.
18. Samak, S. M. (1975). Fan-al-Tadris-bil-Lugha-al Arabic, Cairo: Al- Anglo- Misriya.
19. Weigle, S. (2002). Assessing Writing, New York: Cambridge University Press.
20. Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

8. BED204.6 Pedagogy of School Subject–1 (Persian)

Course Contents:

Unit-1.

Nature, Scope and Aims:

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

Unit-2.

Curriculum of Persian:

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

Unit-3.

Specific Instructional Strategies:

1. Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and Khud-Navisht (Autobiography)., Major steps in the planning of a prose lesson.
2. Teaching of Poetry-Hamd, Na't, Ghazal, Rubaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
3. Teaching of Grammar: Place of grammar in the teaching of Persian, Inductive and Deductive methods and their relative merits.
4. 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.
5. Teaching of vocabulary- Its ways and means.
6. Teaching of writing and composition: Letter writing, Essay writing and Précis writing.

Objectives:

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

1. To understand the role and importance of Persian and its cultural background.
2. Understand the behavioural objectives of Persian teaching.
3. Develop an ability to acquire language skills among learners.
4. Gain knowledge about Constitutional provisions and policies of language education.
5. Acquire Competence in the content prescribed by BSEB, C.B.S.E., in secondary and senior secondary schools.
6. Become aware of modern methods of Persian teaching and put them to use in real classroom situations.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
2. Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools.
3. On the basis of the Persian Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
4. Do a survey of five schools in your neighbourhood to find out 1. Level of Introduction of Persian 2. Materials (textbooks) used in the classroom.
5. Prepare a report on the challenges faced by the teachers and the learners in the teachinglearning process.

Suggested Readings:

1. Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian: Cairo: Matba'at al-sa'adat.
2. Ash'ari, Mohammad (1994). Teaching Persian by Persian. Tehran: Monir: Cultural Centre Publication.
3. Avchinika, A. & A. Mohammed Zadeh (1996). Teaching Persian Language, Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). Language Testing in Practice, New York: Oxford University Press.
5. Baghcheban (Pirnazar), Samineh (1971). A Guide to Teach Persian to Non-Persian Speakers.

Tehran: Ministry of Art and Culture.

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

8. BED204.7 Pedagogy of School Subject–1 (History)

Course Contents:

Unit-1.

Nature, Importance and Aims of Teaching History:

(A.) Nature and Importance:

(i) Definitions concept and constituents of History.

(ii) Correlation of the different aspect of History with other subjects like Geography, civics, Economics, science and Technology.

(iii) Importance of Teaching History.

(B.) Aims and objectives:

(i) General aims of Teaching History.

(ii) Objectives of Teaching History-Instructional and Behavioural and their relationship with curriculum.

(iii) Blooms Taxonomy of Educational objective.

Unit-2.

History Curriculum:

(i) Principal of curriculum construction.

- (ii) History curriculum and state, NCERT Textbook controversy, history curriculum in CBSE, ICSE, BSEB.
- (iii) Selection and organization of Historical materials: (a) General Principles (b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches.
- (iv) Qualities of a good History text- books.
- (v) Curriculum reform in History - Critical appraisal of NCF- 2005, BCF-2008 in the context of Social Science teaching.

Unit-3.

Instructional strategies and methods of History teaching:

- (i) Methods of Teaching History- Inductive deductive method, Story Telling Method, Lecture Method, Discussion Method, Source Method, Project and Problem-Solving Method. (ii) Techniques of teaching–Simulation, gaming, survey method, case study, Brain storming Team teaching.
- (ii) Learning in Groups-Cooperative and collaborative learning, addressing needs of heterogeneous classroom.
- (iii) Use of ICT in learning History without burden.
- (iv) Teaching controversial topics in History.

Objectives:

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

1. Understand the nature scope and importance of History teaching.
2. Understand the behavioural objectives of History teaching.
3. To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools.
4. To acquire Competence in various strategies, methods, techniques and skills of teaching History.
5. To able to gain skills to create a harmonious environment in the classroom during teaching controversial topic.
6. To acquire competence in relating of appropriate strategy to the content to be taught.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

- (i) Selection and documentation of 20 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.
- (ii) Analysis of the recommendation of various commission and making a comparative evaluation of the recommendation with regard to aims and objectives of teaching history in the schools.
- (iii) Analysis of content of the syllabi of history from class VI to XII of any school board and preparing a report related to the various principles/method/approaches that have been adopted for organisation for organising the syllabus under study.
- (iv) Preparing a lesson plan on any topic of the history teaching.

Suggested Readings:

1. Aggarwal J. C.: Teaching of History.
2. Ballard, M, New Movements in the Study and Teaching of History.
3. Bhatnagar, C. R., Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.
4. Bining and Bining: Social Studies in Secondary School.

5. Blank: Foundation of History Teaching.
6. Ghate: V.D. Ethihis Shikshan.
7. Johnson: Teaching of History.
8. Khalilur Rob: Tadrees-E-Tareekh-NCPUL.
9. Kochhar, S: Teaching of History.
10. Yajnik, K.: The Teaching of Social studies in India.

8. BED204.8 Pedagogy of School Subject–1 (Civics)

Course Contents:

Unit-1.

Nature, Scope and Aims of Teaching Civics:

1. Concept, Meaning and definitions of Civics.
2. Nature, Scope and Importance of Civics teaching at secondary level.
3. Integration of Civics with other school subject.
4. Civics teaching and national politics.
5. General Aims of teaching Civics at secondary level.
6. Instructional and behavioural objective of Civics teaching at secondary level.

Unit-2.

Principles of curriculum construction:

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

Unit-3.

Instructional Strategies for Civics Teaching:

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

Objectives:

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

1. Understand the nature scope and importance of civics teaching.
2. Understand the behavioural objectives of civics teaching.
3. To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools.
4. To acquire Competence in various strategies, methods, techniques and skills of teaching civics.
5. To able to gain skills to create a harmonious environment in the classroom during teaching controversial topic.
6. To acquire competence in relating of appropriate strategy to the content to be taught

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop a structure of curriculum of civics of any grade.
2. A report on the organization, planning and outcome of excursion.
3. A critical study of the present Civics curriculum of Secondary School.
4. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures.
5. Assignment on any topic related to the civics teaching.

Suggested Readings:

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

8. BED204.9 Pedagogy of School Subject–1 (Geography)**Course Contents:****Unit-1.**

Nature, Scope and Aims of Teaching Geography:

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

Unit-2.

Geography curriculum:

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

Unit-3.

Methods & Approaches of Teaching Geography:

1. Method of teaching-Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method.
2. Approach of teaching-Inductive-deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner-centred, activity centred, systematic approach.
3. Importance of excursion and tours in understanding geography.

4. Techniques of teaching-Questioning, Dramatization, Role Playing, Brain Storming.

Objectives:

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

1. Understand the nature scope and importance of geography teaching.
2. Understand the behavioural objectives of geography teaching.
3. To acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
4. To acquire Competence in various strategies, methods, techniques and skills of teaching geography at secondary level.
5. To acquire competence in relating of appropriate strategy to the content to be taught.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop a structure of curriculum of geography of any grade.
2. A report on the organization, planning and outcome of excursion.
3. A critical study of the present Geography curriculum of Secondary School.
4. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures.
5. Assignment on any topic related to the geography teaching.

Suggested Readings:

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

8. BED204.10 Pedagogy of School Subject–1 (Economics)

Course Contents:

Unit-1.

Nature, Scope and Aims of Teaching Economics:

1. Concept, Meaning and definition of Economics.
2. Nature, Scope and Importance of Economics teaching at secondary level.
3. Integration of Economics with other school subject.
4. General Aims of teaching Economics at secondary level.
5. Instructional and behavioural objective of Economics teaching at secondary level.
6. knowledge of economy, globalization, liberalization, world bank, sustainable development, development with social justice.

Unit-2.

Principles of Curriculum Construction:

1. Meaning and principles of curriculum construction.
2. Place of Economics in secondary and senior secondary school curriculum with special

reference to B.S.E.B., C.B.S.E. and I.C.S.E.

3. Developmental trends in Economics teaching.
4. Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
5. Curriculum reform in Economics-Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching.

Unit-3.

Instructional Strategies for Economics Teaching:

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

Objectives:

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

1. Understand the nature scope and importance of Economics teaching.
2. Understand the behavioural objectives of Economic teaching.
3. To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools.
4. To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level.
5. To acquire competence in relating of appropriate strategy to the content to be taught.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Collect information of 20 persons of a locality about their economic and non-economic activities.
2. Collect information from a local market about the price trends of five vegetable for a week, develop a table indicating the trend in price change and discuss in class.
3. Prepare a curriculum design for any grade of any board.
4. Critical analysis of any one curriculum of economics.
5. Assignment on any relevant topic related to economic teaching.

Suggested Readings:

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

10. Srivastava H.S. (1976) Unit tests in Economics, New Delhi, NCERT.
11. Tyagi, S.D. (1973), Teaching of economics, (In Hindi) Agra, Vinod pustak Bhandar.

8. BED204.11 Pedagogy of School Subject–1 (Home Science)

Course Contents:

Unit-1.

Aims and Objectives of Teaching Home Science:

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

Unit-2.

Curriculum and Textbook of Home Science:

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

Unit-3.

Teaching Aids and Other Activities:

1. Home science laboratory: its equipment's and maintenance.
2. Audio–Visual aids in teaching Home Science at secondary level: Blackboard, Flannel board and Bulletin board; Radio, film, T. V. & computer.
3. Role of Excursion & visits.
4. Co-curricular activities- socialized techniques; role expectations.
5. Enquiry and discovery approach.

Objectives:

At the end of the course, the student teaches will be able to:

1. Understand the scope and importance of teaching of Home Science.
2. Acquaint with the objectives of teaching Home Science at secondary and senior secondary level.
3. To understand the principles of curriculum and can prepare a suitable curriculum.
4. To acquire the skills and scientific information necessary for health, home management, child rearing home economics textiles, food & nutrition.
5. Understand the facilities and teaching aids needed for Home Science teaching.

Practicum: (any one)

Concerned teacher can devise assignment as per requirement of the course:

1. Preparations of a Home Science file that includes: (i) Drafting (ii) Embroidery (iii) Recipe
2. Planning for Home Sc. Laboratory.
3. Family budget of Middle-class income group.
4. Decoration of drawing room/bedroom/study room/children's room/guest room.

Suggested Readings:

1. Rajamal P. Devdas, Methods of Teaching Home Science.
2. Sherry, Teaching of Home Science.

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

8. BED204.12 Pedagogy of School Subject–1 (Commerce)

Course Contents:

Unit-1.

Nature, Need and objectives of Commerce Education:

1. Meaning, Nature, Need and Scope of Commerce Education.
2. Justification for including commerce as an optional subject at school level.
3. Nature of general and specific objectives, behavioural objectives.
4. Technique of writing objective- instructional and behavioural.
5. Importance of Commerce in daily life.

Unit-2.

Curriculum of Commerce and Text books:

1. Concepts of curriculum and syllabus.
2. Principles of curriculum construction in commerce.
3. Place of Commerce in School curriculum especially in CBSE, ICSE and BSEB.
4. A critical appraisal of present commerce syllabi.
5. Text books and other supplementary materials in Commerce-Importance and qualities.

Unit-3.

Methods and Techniques of imparting Commerce Education:

1. Lecture Method.
2. Question-Answer Technique.
3. Discussion Method.
4. Project Method.
5. Problem Solving.
6. Games Method.

Objectives:

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

1. Realize the importance of Commerce teaching.
2. Understand the aims and objectives of teaching Commerce.
3. Acquire knowledge and skills necessary for the construction of Commerce curriculum.
4. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.

Practicum: (Any One)

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

Concerned teacher can devise assignment as per requirement of the course:

1. Preparing a curriculum Design for the commerce of any grade of any board.
2. Content analysis of any text book of commerce.
3. Assignment on any topic related to commerce.

4. Critical analysis of the curriculum of any grade of any board.

Suggested Readings:

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

8. BED204.13 Pedagogy of School Subject–1 (Physical Science)

Course Contents:

Unit-1.

Nature, Significance and Objectives of Teaching Physical Science:

1. 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.
2. 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.
3. Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives.
4. Scientific attitude and scientific methods of inquiry as related of Physical Science Teaching.

Unit-2.

Physical Science Curriculum:

1. Meaning and definition of Curriculum.
2. Principles and steps of Curriculum construction.
3. Place of Physical Sciences in present secondary and senior secondary school curriculum with special reference to CBSE, ICSE and BSEB.
4. Limitations of existing Physical Science curriculum at secondary school level.
5. Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of science teaching.

Unit-3.

Methods and Approaches for Teaching of Physical Science:

1. Qualities and competencies of a physical science teacher.
2. Methods of teaching: Inductive–deductive, Analytic synthetic, heuristics, experimental, problem solving, project, lecture, demonstration, programmed instruction, team teaching
3. Techniques of physical science teaching–Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study.
4. Approaches–Defining, concept formation, stating necessary or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting, Giving counter examples.

Objectives:

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

1. Realize the importance of Physical science teaching.

2. Understand the aims and objectives of teaching Physical sciences.
3. Acquire knowledge and skills necessary for the construction of Physical science curriculum
4. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
5. Familiarize themselves with the methods and approaches of teaching physical science at secondary and senior secondary levels and use them effectively in classroom.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Identification of specific learning difficulties in Physical Science.
2. Content analysis of the syllabus of any one grade of any one board at secondary or senior secondary level.
3. Evaluation of the text book of physical science of any one grade of any one board at secondary or senior secondary level.
4. Preparation of the structure of the curriculum of physical science of any one grade of any one board at secondary or senior secondary level.
5. Prepare a programmed instruction for the any unit of physical science.

Suggested Readings:

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

8. BED204.14 Pedagogy of School Subject–1 (Biological Science)

Course Contents:

Unit-1.

Nature, scope, aims and objectives of teaching Biology:

1. Nature, scope and importance of Biological Sciences education.
2. Aims and objectives of teaching Biological Science in terms of their learning outcome.
3. Emergence and development of Biological Science education.
4. Discoveries and landmark development in biology and contribution of Eminent Indian biologist.
5. Scientific attitude and scientific method as the major objectives of Biological Science teaching.

Unit-2.

Biological Science Curriculum:

1. Meaning and definitions of curriculum.
2. Principles of curriculum construction and development of curriculum in biology.
3. Defects in the existing Biological Science curriculum at secondary level.
4. Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of science teaching.
5. Trends in Science curriculum; Consideration in developing learner-cantered curriculum in

biology.

Unit-3.

Methods and Aids in Teaching of Biological Science:

1. Methods of teaching-Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, laboratory method, Project method, Programmed Instruction and Team Teaching.
2. Teaching aids in Biological Science teaching- Audio, Visual and Audio-visual.
3. Use of community resources in the teaching of Biological Sciences.
4. Organizing co-curricular activities in Biological Sciences: Science club, Field trips, Science fair, Science Quiz etc.
5. Organizing Biological science Resource Centres-Biological Science laboratory, and Biological Science Museum. Setting and maintaining an Aquarium, Vivarium and Botanical Garden.

Objectives:

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

1. Realize the importance of Biological Science teaching.
2. Understand the aims and objectives of teaching Biological Sciences.
3. Acquire knowledge and skills necessary for the construction of Biological Science curriculum.
4. Prepare and use different types of teaching aids in Biological Sciences.
5. Organize co-curricular activities in Biological Science teaching.
6. Develop Biological science laboratory and Biological Science Museum.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Preparation of design of ideal Laboratory/herbarium/aquarium/terrarium.
2. Preparation of common laboratory reagents.
3. Identification of specific learning difficulties in biology.
4. Survey of school science laboratory.
5. Preparation of two working charts and models.
6. Develop a programmed instruction of any topic of biology.

Suggested Readings:

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

8. BED204.15 Pedagogy of School Subject–1 (Mathematics)

Course Contents:

Unit-1.

Aims and objectives of Mathematics Teaching:

1. Meaning and nature of mathematics: role of Axioms, hypothesis, postulates, operations etc.
2. Scope of mathematics as school subject and in daily life operations.
3. Developmental trends in mathematics teaching.
4. Correlation of mathematics with other school subject.
5. Need for establishing general objectives for teaching mathematics.
6. Objectives of teaching mathematics in terms of Instruction and Behaviour.

Unit-2.

Mathematics Curriculum and Text Book:

1. Meaning and definition of curriculum.
2. Bases and principles of curriculum construction.
3. Place of mathematics in school curriculum.
4. Curriculum reform in Mathematics–Critical appraisal of NCF-2005, BCF 2008 in the context of Mathematics teaching.
5. Evaluation of mathematics curriculum at secondary and senior secondary stages.
6. Text books and supplementary materials in mathematics.

Unit-3.

Methods and Approaches for teaching of Mathematics:

1. Qualities and competencies of a mathematics teacher.
2. Methods of teaching: Inductive–deductive, Analytic synthetic, heuristics, experimental, problem solving, project, lecture, demonstration, programmed instruction, team teaching
3. Techniques of mathematics teaching–Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study.
4. Approaches–Defining, concept formation, stating necessary or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting, Giving counter examples.

Objectives:

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

1. Develop insight into the meaning, nature, scope and objective of mathematics education.
2. Explain the principles of curriculum construction.
3. Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools.
4. Understand and apply different methods of teaching mathematics in the classroom.
5. Able to select appropriate techniques to make mathematics an easy subject.
6. Able to encourage students for probing, raising queries, appreciating dialogue among peer-group.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Identification of specific learning difficulties in mathematics.
2. Content analysis of the syllabus of any one grade of any one board at secondary or senior secondary level.
3. Evaluation of the text book of mathematics of any one grade of any one board at secondary or senior secondary level.
4. Preparation of the structure of the curriculum of mathematics of any one grade of any one board at secondary or senior secondary level.

5. Prepare a programmed instruction for the any unit of mathematics.

Suggested Readings:

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

8. BED204.16 Pedagogy of School Subject–1 (Computer Science)

Course Contents:

Unit-1.

Nature, Scope and aims of teaching Computer Science:

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

Unit-2.

Development of Computer Science and its Curriculum:

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

Unit-3.

Methods of Teaching and Teaching strategies in Computer Science:

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

Objectives:

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

1. To know the nature scope and importance of computer science.
2. To know the principles of curriculum construction.
3. To understand the importance of computer in the era of globalization.
4. To familiarize with the history of development of Computer Science.

5. To develop the skills necessary for Computer education.
6. To know and understand the innovative methods for teaching Computer Science.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop a curriculum design for the computer science for any grade.
2. Preparation of CAI.
3. Power point presentation on any topic.
4. Preparation of teaching aids through Computer.

Suggested Readings:

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

SEM-3

9. BED301 Drama and Art in Education

Course Contents:

Unit-1.

Drama as Performing Art and its Relevance to Education:

1. Understanding the concept of Drama and its relevance for Education.
2. Drama as pedagogy.
3. Organizing drama: preparatory activities and resources, dramatic society.
4. Playing Drama: story, dialogue, characters, symbols, creating different situations.
5. Other forms of theatre; Stage Plays, Skits, Mime, Street Plays.
6. Knowledge of Indian and regional drama traditions.
7. Social Relevance of dance and Drama in Contemporary Indian Scene.
8. Appreciating art of drama in learners.

Unit-2.

Visual Arts and Crafts:

1. Understanding visual arts and crafts with their relevance for Education.
2. Visual arts and crafts as pedagogy.
3. Visual arts and crafts: different forms, basic resources and their use.
4. Knowledge of Indian Craft Traditions and regional folk arts.
5. Appreciating visual arts and crafts in learners.

Unit-3.

Art-aided Learning and Role of a Teacher:

1. Integrating Drama with school curriculum.
2. Dance/drama research and other component of correlated arts.
3. Integrating Arts and Crafts with school curriculum.
4. Visualizing School and Classroom as a space for art aided learning.
5. Preparation of teacher for art aided learning.
6. Role of Media and technology in the study and propagation of dance/drama.

Objectives:

The student-teachers will be able to:

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

Practicum:

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

Suggested Readings:

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

exploration.

13. Spolin, V. 1986. Theatre Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern University Press.

14. Tarlington, C. and W. Michaels. 1995. Building Plays. Markham, Ontario: Pembroke. A step-by-step guide for creating performance events from process-oriented drama work.

15. Tarlington, C. and P. Verriour. 1991. Role Drama. Portsmouth, NH: Heinemann. A useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama.

16. Wagner, Betty Jane. 1999. Dorothy Heathcote: Drama as a Learning Medium. Portsmouth, NH: Heinemann.

17. Wilhelm, J. and B. Edmiston. 1998. Imagining to Learn: Inquiry, Ethics, and Integration Through Drama. Portsmouth, NH: Heinemann.

10. BED302 Critical Understanding of ICT

Course Contents:

Unit-1.

Basics in ICT and Computer Applications:

1. Information and Communication Technology: Meaning, nature and advantages.
2. Emergence of new information technology- convergence of computing and telecommunications.
3. Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis.
4. Operating system-meaning and types, types of computers.
5. Computer Network-LAN, WAN. Internet - concept and architecture; Locating internet resources-navigating, searching, selecting, evaluating, saving and bookmarking.
6. Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources.
7. Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices.

Unit-2.

Basic Computer Software Applications:

1. Software-meaning and types (system software, application software, proprietary software, open-source software, shareware and freeware).
2. Open-source software: concept, philosophy, types, and advantages. Open-source educational software.
3. Introduction to MS-Windows- navigating the desktop, control panel, file manager, explorer, and accessories.
4. Introduction to MS Office and Open Office.
5. Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications.
6. Utility tools: pdf creator, file archiving, file converter, antivirus.
7. Multimedia: meaning, types, advantages and evaluation of multimedia resources. Development and use of multimedia in education.
8. E-content: design, development, standards, learning objects and reusability, and authoring tools.

Unit-3.

ICT based Education and Evaluation:

1. Computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction.

2. Educational Software: Concept, need and Evaluation of Educational software.
3. Technology supported presentations/projects/assignments: Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.
4. Plagiarism: Concept of plagiarism with technology supported students' assignments/projects and measures to reduce plagiarism in Education.
5. Question Bank Development in school scenario (with inbuilt Evaluation mechanism): Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

Objectives:

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

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

Practicum:

1. Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
2. Locating internet resources-navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria).
3. Comparative study of ICT syllabus of school education and teacher education of various organizations.
4. Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at <http://www.teem.org.uk/>
5. Developing a multimedia e-content for a topic using eXe Learning.

Suggested Readings:

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press.
3. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi.
4. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi.
5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New Delhi.
6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi.
7. James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi.
8. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass.

9. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi.
10. Sarkar, S. K. & Gupta, A. K. (1998). Elements of Computer Science. S. Chand & Company: New Delhi.
11. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt. Ltd: New Delhi.
12. Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDEHb8webCD/STRIDE_Hb8_index.html
13. Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi.

11. BED303 Knowledge and Curriculum

Course Contents:

Unit-1.

Knowledge and Knowing:

1. Concept of Knowledge.
2. What is knowledge?
3. What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
4. Differentiation between information, knowledge, skill, belief and truth.
5. Knowing Process.
6. What are different ways of knowing?
7. How knowledge can be constructed? What is involved in construction of knowledge?
8. What are the relative roles of knower and the known in knowledge transmission and construction?
9. Facets of Knowledge
10. What are the different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school? (With an emphasis on understanding special attributes of 'school knowledge.')
11. What is the role of culture in knowing?
12. How is knowledge rendered into action? How to reflect on knowledge?

Unit-2.

Forms of knowledge and its organisation in schools:

1. Can we categorize knowledge? On what basis?
2. What forms of knowledge are included in school education?
3. On what basis are knowledge categories selected in school education?
4. Who selects, legitimizes, and organizes categories of knowledge in schools? In what form?
5. How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

Unit-3.

Concept of curriculum:

1. Understanding the meaning and nature of curriculum: Need for curriculum in schools.
2. Differentiating curriculum framework, curriculum and syllabus; their significance in school education.
3. Notion of the textbook.
4. Facets of curriculum: Core curriculum—significance in Indian context.
5. Meaning and concerns of 'hidden' curriculum.
6. Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences).
7. Difference between curriculum framework, curriculum and syllabus.
8. Trends in the curriculum of school education at national and state levels (with reference to

National curriculum frameworks).

Unit-4.

Curriculum Determinants and Considerations:

1. Nature of learner and the Forms of knowledge; Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects.
2. Determinants of curriculum at the nation or state-wide level; (i) social-political-cultural-geographical-economic diversity; (ii) socio-political aspirations, including ideologies and educational vision; (iii) economic necessities; (iv) technological possibilities; (v) cultural orientations; (vi) national priorities; (vii) system of governance and power relations; and (viii) International contexts.
3. Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities.
4. Considerations in curriculum development at the level of the school: (i) Forms of knowledge and its characterization in different school subjects (ii) Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students – multicultural, multilingual aspects (iv) Learner characteristics (v) Teachers' experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit-5.

Curriculum Development:

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

Objectives:

After going through this course, the student-teachers will be able to:

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

Practicum:

1. Assignment on concepts of knowledge in philosophical perspective.
2. Group work to analyze the curricular concepts.
3. Review of national curriculum frame works on school education and write a report for presentation and discussion.
4. School visits to study the factors required for implementing the curriculum in schools and write reflective experiences.
5. Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point presentations and report submission.
6. Interviews with class room practitioners and students who are the stakeholders to know their perceptions about the curriculum and the text books in use.
7. Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them.

Suggested Readings:

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing, New Delhi.
2. Buch, M. B. Planning Education, Implementation and Development, NCERT, New Delhi.
3. Curriculum Planning for better teaching and learning by J. G. Saylor and W Alexander (Holt, Rinehart and Winston).
4. Dewey, John (1959): The child and the Curriculum, Chicago, The University of Chicago Press.
5. Giroux, Henry et.al (1981): Curriculum and Instruction: Alternatives in Education by MC Cutchan Public corp, Printed in USA.
6. Hilda T (1962): Curriculum Development-Theory and Practice; Harcourt, Brace and World, Inc.
7. Howson, Geoffrey (1978): Developing a New Curriculum, London: Heinmann
8. NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework
9. NCERT (2000) National Curriculum framework for school Education.
10. NCERT (2005) National Curriculum framework.
11. Olivia, P (2004): Developing the curriculum (6th ed). Allyn & Bacon, Inc. ISBN: 0205412599.
12. Position paper: National Focus Group on '_Curriculum, Syllabus, Textbooks', NCERT.
13. Schubert W (1986): Curriculum Perspectives, Paradigms and Possibilities, Newyork: Macmillan.
14. Stuart Parker (1997). Reflective teaching in the post-modern world: A manifesto for education in postmodernity. Buckingham: Open University Press.
15. Sue Roffey (2004). The new teacher's survival guide to behaviour. London: Paul Chapman.
16. T. K. D. Nair (2004). School planning and management: A democratic approach, Delhi: Shipra.
17. Thomas J. Lesley, et al. (2002), Instructional Models: strategies for teaching in a diverse society, Belmont: Wordsworth.

12. BED304 Pedagogy of School Subject–2

Pedagogy of a School Subject (PSS)-Part-2. may be any One of the following relevant Courses which the candidate has studied in B.Ed. 1st year:

- BED304.1 Method of Teaching English-2
- BED304.2 Method of Teaching Hindi-2
- BED304.3 Method of Teaching Sanskrit-2

- BED304.4 Method of Teaching Urdu-2
- BED304.5 Method of Teaching Arabic-2
- BED304.6 Method of Teaching Persian-2
- BED304.7 Method of Teaching History-2
- BED304.8 Method of Teaching Civics-2
- BED304.9 Method of Teaching Geography-2
- BED304.10 Method of Teaching Economics-2.
- BED304.11 Method of Teaching Home Science-2
- BED304.12 Method of Teaching Commerce-2
- BED304.13 Method of Teaching Physical Sciences-2
- BED304.14 Method of Teaching Biological Sciences-2
- BED304.15 Method of Teaching Mathematics-2
- BED304.16 Method of Teaching Computer Science-2

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

12. BED304.1 Pedagogy of School Subject–2 (English)

Course Contents:

Unit-1.

Planning for teaching:

1. Meaning and importance of lesson planning, steps of lesson plan- B. S. Blooms Model.
2. Skills of teaching: Core skills and planning Micro-lessons.
3. Teaching of Prose. Major steps in the planning of a prose lesson.
4. Teaching of Poetry. Objectives of poetry lessons. Major steps in the planning of a poetry lesson.
5. Teaching of Grammar. Place of Teaching Grammar in the teaching of English. Methods of teaching Grammar and its planning.

Unit -2.

Aids of Teaching:

1. Meaning and importance of teaching aids.
2. Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on.
3. Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc.
4. Computer Assisted Language learning.
5. Language Laboratory and its importance in teaching of English.
6. Innovations in Teaching Aids in English.
7. English library, English classroom.

Unit-3.

Evaluation Techniques:

1. Concept and types of evaluation.
2. Characteristics of a good test.
3. Construction of achievement test in English.
4. Ways of testing-reading, writing, speaking, grammar and vocabulary.
5. Qualities of an English Teacher- an evaluative approach.

Objectives:

After the completion of the course, the student teacher will be able to:

1. Develop effective teaching aids for effective instruction delivery in the classroom.
2. Develop an insight about the role of English teacher in developing multilingual skills in students.

3. Plan the lesson with a balance of prose poetry and grammar teaching.
4. Develop competence in designing effective instructional strategies to teach English.
5. Develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for English teaching.
2. Keeping in view the needs of the children with special needs prepare two activities for English teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Practise in language laboratory to pronounce English correctly.

Suggested Readings:

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

12. BED304.2 Pedagogy of School Subject–2 (Hindi)

Course Contents:

Unit-1.

Planning for teaching:

1. General principles of language teaching with special reference to Hindi as mother-tongue and national language.
2. Meaning and importance of lesson-planning, Steps of the lesson plan-B.S. Bloom model.
3. Skills of Teaching: Core skills and planning micro-lessons for their development.
4. Basis skills of languages.
5. Methods of teaching Hindi to a multilingual class.

Unit-2.

Aids of Teaching:

1. Meaning and importance of Teaching Aids.
2. Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
3. Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
4. Computer Assisted Hindi language learning.
5. Language laboratory and its importance in the teaching of Hindi Language.
6. Salient features of a good text-book in Hindi.

Unit-3.

Evaluation Techniques.

1. Concept and types of Evaluation.
2. Characteristics of a good test.
3. Construction of achievement test in Hindi with Essay type, short answer type and Objective type items.
4. Ways of testing reading, writing, speaking, grammar and vocabulary.

5. Qualities of an Urdu Teacher- an evaluative approach.

Courses Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Hindi teacher in developing multilingual skills in students.
3. To plan the lesson with a balance of prose poetry and grammar teaching.
4. To develop competence in designing effective instructional strategies to teach Hindi.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for Hindi teaching.
2. Keeping in view the needs of the children with special needs prepare two activities for Hindi teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Assignment on any topic related to Hindi teaching.

Suggested Readings:

1. Flower, R. P. Language and Education.
2. Habolot, P. Language Learning.
3. Oad, L. K. Hindi Shikshanmein Truti Nidanevam Upchar.
4. Pandey, R. S. Hindi Shikshan.
5. Quirk, R. The study of the Mother Tongue.
6. Singh, N. K. Madhyamik Vidyalayonmein Hindi Shikshan.
7. Sharma, D. L. Hindi Shikshan Prashikshan.

12. BED304.3 Pedagogy of School Subject–2 (Sanskrit)

Course Contents:

Unit-1.

Planning for teaching:

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

Unit-2.

Aids of Teaching:

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

Unit-3.

Evaluation Techniques:

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

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Sanskrit teacher in developing multilingual skills in students.
3. To plan the lesson with a balance of prose poetry and grammar teaching.
4. To develop competence in designing effective instructional strategies to teach Sanskrit.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for Sanskrit teaching.
2. Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Assignment on any topic related to Sanskrit teaching.

Suggested Readings:

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

12. BED304.4 Pedagogy of School Subject–2 (Urdu)

Course Contents:

Unit-1.

Planning for teaching:

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

Unit-2.

Aids of Teaching:

1. Meaning and importance of Teaching Aids.
2. Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
3. Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
4. Computer Assisted Urdu language learning.
5. Language laboratory and its importance in the teaching of Urdu Language.
6. Salient features of a good text-book in Urdu.
7. Co-Curricular activities in Urdu: Khush Nawesi, Mushairah, Baitbazi, Bazm-e-Adab, Mobahisa, Adbi- Numaish, Adbi Maqale, Mojallah wa Moraqqa.

Unit-3.

Evaluation Techniques:

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

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Urdu teacher in developing multilingual skills in students.
3. To plan the lesson with a balance of prose poetry and grammar teaching.
4. To develop competence in designing effective instructional strategies to teach Urdu.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for Urdu teaching.
2. Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Assignment on any topic related to Urdu teaching.

Suggested Readings:

1. Abdullah, Saleem Urdu Kaise Parhaen, Aligarh: Educational Book House.
2. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
3. Bachman, L. and A. Palmer. (1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Beg, Mirza Khalil Urdu Zaban Ki Tareekh, Aligarh: Educational Book House.
6. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
7. Buck, G. (2001). Assessing Listening, New York: Cambridge University Press.
8. Douglas, D. (2000). Assessing Language for Specific Purposes, New York: Cambridge University Press.

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

12. BED304.5 Pedagogy of School Subject–2 (Arabic)

Course Contents:

Unit-1.

Lesson Planning and Methods of Teaching:

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

Unit-2.

Aids to Teaching:

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

Unit-3.

Evaluation Techniques:

1. Concept and types of Evaluation.

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

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Arabic teacher in developing multilingual skills in students.
3. To plan the lesson with a balance of prose poetry and grammar teaching.
4. To develop competence in designing effective instructional strategies to teach Arabic.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for Arabic teaching.
2. Keeping in view the needs of the children with special needs prepare two activities for Arabic teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Assignment on any topic related to Arabic teaching.

Suggested Readings:

1. Alderson, C. (2000). *Assessing Reading*, New York: Cambridge University Press.
2. Al-Naqa, Mahmum K. (1978). *Asasiyat Talim-al-Lugha-al Arabic Li Ghairal-Arabic*, ALESCO, Khartoum (Sudan), International Institute of Arabic Language.
3. Bachman, L. and A. Palmer. (1996). *Language Testing in Practice*, New York: Oxford University Press.
4. Bailey, K. (1997). *Learning About Language Assessment: Dilemmas, Decisions, and Directions*, Boston: Heinle & Heinle.
5. Brown, H. D. (2007). *Principles of Language Learning and Teaching*, 5th Edition, white Plain, New York: Pearson Education Inc.
6. Buck, G. (2001). *Assessing Listening*, New York: Cambridge University Press.
7. Douglas, D. (2000). *Assessing Language for Specific Purposes*, New York: Cambridge University Press.
8. Khan, Muhammad Sharif Arbi Kaise Parhaen, Aligarh: Educational Book House.
9. Lado, R. (1983). *Language Teaching: A Scientific Approach*, New Delhi: McGraw Hill.
10. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, 2nd ed. New York: Oxford University Press.
11. Littlewood, W. (1981). *Language Teaching: An Introduction*, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). *Language Testing*, New York: Oxford University Press.
13. Nadvi, A. H. (1989). *Arabi Adab Ki Tareekh*, New Delhi: NCPUL.
14. Read, J. (2000). *Assessing Vocabulary*, New York: Cambridge University Press.
15. Richards, J. C. (2001). *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers (2001). *Approaches and Methods in Language Teaching*,

2nd ed. New York: Cambridge University Press.

17. Rivers, W. M. (1968). Teaching Foreign Language skills, Chicago University Press.

18. Samak, S. M. (1975). Fan-al-Tadris-bil-Lugha-al Arabic, Cairo: Al- Anglo- Misriya.

19. Weigle, S. (2002). Assessing Writing, New York: Cambridge University Press.

20. Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

12. BED304.6 Pedagogy of School Subject–2 (Persian)

Course Contents:

Unit-1.

Lesson Planning and Methods of Teaching:

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

Unit-2.

Aids to Teaching:

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

Unit-3.

Evaluation Techniques:

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

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Persian teacher in developing multilingual skills in students.
3. To plan the lesson with a balance of prose poetry and grammar teaching.
4. To develop competence in designing effective instructional strategies to teach Persian.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Develop an album of teaching aids for Persian teaching.

2. Keeping in view the needs of the children with special needs prepare two activities for Persian teachers.
3. Construction of achievement test.
4. Preparation of a unit plan.
5. Assignment on any topic related to Persian teaching.

Suggested Readings:

1. Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian: Cairo: Matba'at al-sa'adat.
2. Ashari, Mohammad (1994). Teaching Persian by Persian. Tehran: Monir: Cultural Centre Publication.
3. Avchinika, A. & A. Mohammed Zadeh (1996). Teaching Persian Language, Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). Language Testing in Practice, New York: Oxford University Press.
5. Baghcheban (Pirnazar), Samineh (1971). A Guide to Teach Persian to Non-Persian Speakers. Tehran: Ministry of Art and Culture.
6. Baghcheban (Pirnazar), Samineh (1971). Persian for Non-Persian Speakers. Tehran: Ministry of Art and Culture.
7. Banan Sadeghian, Jalil (1997). Persian for Non-Natives (Volume I) Tehran: Council for Promotion of Persian Language and Literature.
8. Banan Sadeghian, Jalil (1998) Persian for Non-Natives (Volume II) Tehran: Council for Promotion of Persian Language and Literature.
9. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
10. Lado, R. (1983). Language Teaching: A Scientific Approach, McGraw Hill, New Delhi.
11. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nd ed. New York: Oxford University Press.
12. Mirdehghan, Mahin-naz(2002). Teaching Persian to Native Speakers of Urdu, and Urdu to Native Speakers of Persian. Tehran: Alhoda International.
13. Moshiri, Leila (1995). Colloquial Persian. London: Routledge.
14. Rassi, Mohsen (2000). An Introduction to Persian. Tehran: Council for Promotion of Persian Language and Literature.
15. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers. (2001). Approaches and Methods in Language Teaching, 2nd ed. New York: Cambridge University Press.
17. Rivers, W. M. (1968). Teaching Foreign Language skills, Chicago University Press.
18. Samareh, Yadollah. (1993). Persian Language Teaching (AZFA: English Version) Elementary Course, Book 1-5. Tehran: Al-hoda Publisher and Distributors.
19. Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

12. BED304.7 Pedagogy of School Subject–2 (History)

Course Contents:

Unit-1.

Aids and Activities in History Teaching:

1. Teaching learning materials, Reference material- Archives, archaeological survey report, newspaper and periodicals etc.

2. Selecting and using teaching aids & audio-visual aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources.
3. Organizing co- curricular activities- history club, study circles, debate, exhibition, seminars and discussion, preparation of scrap book, history museum.
4. Role of tour and excursion in history teaching.

Unit-2.

Instructional Planning:

1. Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
2. Planning for effective instruction in History.
3. Unit Planning: Need and steps.
4. Lesson Planning- procedure for effective planning.

Unit-3.

Evaluation in History:

1. Concept of Evaluation and Purpose of Evaluation.
2. Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
3. Tools of Evaluation.
4. Qualities of a good evaluating tool.
5. Essay and objective type tests- their merits and limitation.
6. Construction of Achievement Test in History.

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of history teacher for national integration.
3. To promote reflection on issues pertaining to teaching of history.
4. To develop competence in designing effective instructional strategies to teach history.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Organisation of history exhibition on a particular theme.
2. Preparation of an album as an aid to the teaching of history.
3. Preparation of Model on any historical topic.
4. Preparing a resource unit on a topic of their choice in history.
5. Construction of the achievement test for class IX and X.

Suggested Readings:

1. Aggarwal J. C.: Teaching of History.
2. Ballard, M.: New Movements in the Study and Teaching of History.
3. Bhatnagar, C. R., Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.
4. Bining and Bining : Social Studies in Secondary School.
5. Blank: Foundation of History Teaching.
6. Ghate: V. D. Ethihis Shikshan.
7. Johnson: Teaching of History.
8. Khalilur Rob: Tadrees- E- Tareekh- NCPUL.
9. Kochhar, S.: Teaching of History.
10. Yajnik, K.: The Teaching of Social studies in India.

12. BED304.8 Pedagogy of School Subject–2 (Civics)

Course Contents:

Unit-1.

Aids and Activities in Civics Teaching:

1. Importance of teaching Aids, different types of teaching aids.
2. Role of civics teacher in the effective use of teaching aids.
3. Role of Co-curricular activities in Civics teaching.
4. Organising co-curricular activity-Debate, Seminar, conference, panel discussion and symposium, civics club.
5. Using community resources in developing low-cost aids.

Unit-2.

Instructional Planning:

1. Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.
2. Planning for effective instruction in civics.
3. Unit Planning: Need and steps.
4. Lesson Planning- procedure for effective planning.

Unit-3.

Evaluation in Civics:

1. Concept of Evaluation and Purpose of Evaluation.
2. Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.
3. Tools of Evaluation.
4. Qualities of a good evaluating tool.
5. Essay and objective type tests- their merits and limitation.
6. Construction of Achievement Test in Civics.

Objectives:

After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of civics teacher for national integration.
3. To promote reflection on issues pertaining to teaching of civics.
4. To develop competence in designing effective instructional strategies to teach civics.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Organisation of exhibition on a particular theme related to civics teaching.
2. Preparation of an album as an aid to the teaching of Civics.
3. Preparation of Model on any political topic.
4. Preparing a resource unit on a topic of their choice in civics.
5. Construction of the achievement test for class IX and X.

Suggested Readings:

1. Aggarwal, J. C. Teaching of political services and civics, Vikas Publishing House Pvt. Ltd. New Delhi (1983).
2. Khanna S. D. Sexena, V. R. Lamba, T. P. and Murthy V. Teaching of civics. Boaba publishing house, New Delhi (1982).
3. Yadav, Nirmal, Teaching of civics and political science, anmol publication pvt ltd., New Delhi

(1994).

4. Rai, B. C. Method Teaching of civics, Prakashan Kendra, Lucknow (1990).

5. Taneja, V. R. Fundamentals of Teaching Social Sciences, Mohindra capital publishers, Chandigarh (1970).

12. BED304.9 Pedagogy of School Subject–2 (Geography)

Course Contents:

Unit-1.

Teaching Aids and Co-curricular Activities:

1. Geography teacher- requirements, qualities of Geography teacher.
2. Teaching aids.
3. Mass media.
4. Geography room, lab, Geography museum-importance, designing, equipping, maintaining.
5. Importance and organization of fields trips, visits, excursion.
6. Geography based hobby, clubs, etc.

Unit-2.

Instructional planning:

1. Unit plan: meaning, need, and steps.
2. Preparing the programme of work for the year.
3. Micro teaching.
4. Lesson planning- meaning, importance, format, characteristics of a good lesson plan.
5. Planning of practical work in Geography.

Unit-3.

Evaluation in Geography:

1. Purpose and importance of evaluation in Geography.
2. Formative and summative evaluation.
3. Unit test-meaning, importance.
4. Preparation of achievement test in geography.
5. Well balanced question paper in Geography.

Objectives: After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of geography teacher.
3. To promote reflection on issues pertaining to teaching of geography.
4. To develop competence in designing effective instructional strategies to teach geography.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Preparation of an album as an aid to the teaching of geography.
2. Preparation of Model.
3. Preparing a resource unit on a topic of their choice in geography.
4. Construction of the achievement test for class IX and X.

Suggested Readings:

1. Bernard, H. C., Principles and Practice of Geography teaching.
2. Dubey, S. K.; Advanced Geography teaching, Book Enclave, Jaipur.
3. Digumarti, B. R. & Basha S. A., Methods of Teaching Geography, Discovery Publishing House, N. Delhi.

4. Hussain Majid, Ed. Methodology of Geography.
5. Negi Vishal, New Methods of Teaching Geography, Cybertech Publications New Delhi.
6. Parsad; Methods of Teaching Geography, ABD Publishers, Jaipur.
7. Rao, M. S. Teaching of Geography.
8. Rai, B. C., Teaching of Geography, Prakashan Kendra, Lucknow.
9. Siddiqui; Teaching of Geography, ABD Publishers, Jaipur.
10. Zaidi, S. M.; Modern Teaching of Geography, Anmol Publication, N. Delhi.

12. BED304.10 Pedagogy of School Subject–2 (Economics)

Course Contents:

Unit-1.

Teaching Aids and Co-Curricular Activities:

1. Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.
2. Role of Co-curricular activities in economics teaching.
3. Organizing Co-curricular activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium, economic club, Wall magazine, magazine, quiz.
4. Role of economic teacher for use and development of these teaching aids.
5. Using community resources.

Unit-2.

Instructional planning:

1. Unit Planning: meaning need and steps.
2. Core teaching skills.
3. Development of micro plan.
4. Lesson Planning-Procedure of preparing lesson plan.

Unit-3.

Evaluation in Economics:

1. Nature of educational evaluation, its need, role in educational process.
2. Evaluation procedure for appraising learner's performance, uses of evaluation.
3. Behavioural approach to testing instructional objectives in Economics.
4. Planning & Preparation of unit test and achievement test.
5. Open book examination, evaluating project work, question bank.
6. Diagnostic test and Remedial Teaching.

Objectives: After the completion of the course, the student teacher will be able to:

1. To develop effective teaching aids for effective instruction delivery in the classroom.
2. To develop an insight about the role of Economics teacher.
3. To promote reflection on issues pertaining to teaching of Economics.
4. To develop competence in designing effective instructional strategies to teach Economics.
5. To develop ability to design, develop and use various tools and techniques & evaluation.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Preparation of an album as an aid to the teaching of Economics.
2. Preparation of Model.
3. Preparing a resource unit on a topic of their choice in Economics.
4. Construction of the achievement test for class IX and X.
5. Organization of the quiz / poster competition on any topic of Economics.

Suggested Readings:

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

12. BED304.11 Pedagogy of School Subject–2 (Home Science)

Course Contents:

Unit-1.

Instructional Strategies for Home Science Teaching:

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

Unit-2.

Problems of Home Science Teaching:

1. Problems of Teaching Home Sc. in Schools.
2. Teaching with gender discrimination.
3. Teaching as an optional subject.
4. Teaching without Practical approach.
5. Teaching in later stage.

Unit-3.

Evaluation in Home Science:

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

Objectives:

At the end of the course, the student teaches will be able to:

1. Know and apply various techniques and approaches of teaching Home Science.
2. Develop a lesson plan with adequate balance of theory and practice.

3. Tackle the problems related to the home science teaching.
4. To give practical training of life to the students without any gender discrimination [The education commission (64-66) recommended that there should be no differentiation of curricula on the basis of sex. Because boys too need Home Sc. education, since they have equal responsibility in family living. They are equally concerned with health, hygiene, nutrition, budget, appropriate clothing, child rearing, home management etc. because of employment of their partner.].
5. To develop effective tools for the evaluation of students' achievement.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

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

Suggested Readings:

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

12. BED304.12 Pedagogy of School Subject–2 (Commerce)

Course Contents:

Unit-1.

Instructional Material-Teaching Aids and co-curricular activities:

1. Meaning, Importance and use of teaching aids in teaching of Commerce.
2. Criteria for selection of Instructional material and equipment.
3. Different audio-visual equipment and material used in Commerce Education.
4. Different types of co-curricular activities for strengthening Commerce education.
5. Use of Software and Hardware in teaching of Commerce.
6. Practical work in Commerce.

Unit-2.

Planning for Teaching Commerce.

1. Unit Plan and lesson plan.
2. Micro plan for the development of core teaching skills.
3. Lesson planning procedure- Selection and organization of content. Planning instruction in Commerce, stating instructional and behavioral objective, Preparation and use of Teaching Aids in Commerce, manage the student's response.
4. Planning Year's work in Commerce: Accountancy and budget.

Unit-3.

Evaluation in Commerce:

1. Concepts of Evaluation.
2. Measurement and tests.
3. Types of tests.
4. Developing different types of tests in Commerce including Diagnostic Tests.
5. Remedial Teaching.
6. Preparing an Achievement Test and types of test items.

Objectives:

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

1. Understand the importance of teaching aids and can prepare it according to their lesson plan
2. Gain mastery over core teaching skill required for effective commerce teachings.
3. Select and organize content, plan instruction and ensure effective delivery.
4. Develop achievement test in commerce.
5. Understand the application of appropriate evaluation technique in Commerce.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Designing lesson plans with the help of effective teaching aids.
2. Prepare a school budget using community resources.
3. Preparation of models and charts helpful in commerce teaching.
4. Observation of lesson taught by the fellow prospective teachers and experienced teachers.
5. Construction of an achievement test for class IX or class X.

Suggested Readings:

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

12. BED304.13 Pedagogy of School Subject–2 (Physical Sciences)

Course Contents:

Unit-1.

Teaching Aids and Activities in Physical science:

1. Teaching aids in Physical science- Audio, Visual, Audio-Visual, Still, Motion, two dimensional, three dimensional.
2. Preparing low-cost improvised teaching aids.
3. Physical Science Laboratory: setting materials required and importance.
4. Use of community resources in teaching Physical Science.

Unit-2.

1. Instructional Strategies in Physical Science.
2. Unit Plan and lesson plan.
3. Micro plan for the development of core teaching skills.

4. Lesson planning procedure-Selection and organization of content. Planning instruction in physical science, stating instructional and behavioral objective, Preparation and use of Teaching Aids in physical science, manage the student's response.

Unit-3.

Evaluation in Physical science:

1. Meaning and purpose of evaluation.
2. Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced Norm-referenced.
3. Tools of evaluation.
4. Qualities of a good measuring tool.
5. Essay & objective type tests.
6. Teacher made and Standardized test.
7. Planning and construction of an achievement test.

Objectives:

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

1. Understand the importance of teaching aids and can prepare it according to their lesson plan.
2. Gain mastery over core teaching skill required for effective physical science teachings.
3. Select and organize content, plan instruction and ensure effective delivery.
4. Develop physical science laboratory.
5. Develop achievement test in physical science.
6. Understand the application of appropriate evaluation technique in Physical science.

Practicum; (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Preparing one lesson plan containing explanation of physical science principle or law/ demonstration of physical science/Numerical problem.
2. Preparation of design of ideal physical science laboratory or preparing one lesson plan for conducting physical science laboratory on any topic.
3. Survey of a school physical science laboratory.
4. Preparation of models and charts using audio visual aids.
5. Observation of lesson taught by the fellow prospective teachers and experienced teachers.
6. Construction of an achievement test for class IX or class X.

Suggested Readings:

1. Das, R. C., Science Teaching in Schools, Sterling Publishers, New Delhi.
2. Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
3. Gupta, S. K., Teaching Physical Sciences in Secondary School, Sterling Publishers, New Delhi.
4. Mangal, S. K., Teaching of Physical and Life Science, Arya Book Depot, Delhi.
5. NCERT; Teaching of Science in Secondary Schools.
6. Sharma, R. C., Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.

12. BED304.14 Pedagogy of School Subject–2 (Biological Sciences)

Course Contents:

Unit-1.

Transactional strategies in Biological Science Teaching:

1. Unit Planning: importance and preparation.

2. Lesson-planning: Need and importance.
3. Selection and organization of content. Planning instruction in biological science, stating instructional and behavioral objective, Preparation and use of Teaching Aids in biological science, manage the student's response.
4. Core teaching skills and planning of micro lessons for their development.
5. Content analysis and identification of major concepts in a given topic.

Unit-2.

Pedagogical Analysis of following Topics Structure and function of cell organelles, nutrition in plants and animals, photosynthesis, respiration in animals and man, transport system in plants and circulatory system in animals, excretory system in man, reproduction of plants and animals, plant hormones and ecological balance. Pedagogical analysis should consist of:

1. Identification of concepts.
2. Listing behaviour outcomes.
3. Listing evaluation procedure.
4. Listing activities and experiments.

Unit-3.

Evaluation in Biology:

1. Concept and purpose of evaluation.
2. Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation.
3. Tools of evaluation.
4. Qualities of a good evaluating tool.
5. Essay and objective type tests- their merits and limitations, Measures of their improvement.
6. Construction of Achievement test in Biological Science.

Objectives:

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

1. Adopt proper transactional strategies for effective teaching of biology.
2. Identify specific learning difficulties in biology and provide suitable remedial instructions.
3. Gain mastery over core teaching skill required for effective biology teachings.
4. Able to encourage school students for probing, raising queries related to the particular biological topic.
5. Apply different tools and techniques of evaluation in biological sciences.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
2. Prepare a micro lesson plan of any topic of biology.
3. Observation of lesson taught by the fellow prospective teachers and experienced teachers
4. Construction of an achievement test for class IX or class X.
5. Writing essay, short answer and objective type test items.

Suggested Readings:

1. Anderson, O. Roger: Teaching Modern Idea of Biology, Teachers College Press, New York, 1972.
2. Green, T. L.: Teaching of Biology in Tropical Secondary School, Oxford University Press, London, 1965.
3. Mangal, S. K.: Teaching of Physical and Life Sciences, Arya Book Depot, Delhi, 1995.
4. Miller, David F. & Blaydes, G. W. Methods and Materials for Teaching the Biological

Sciences. McGraw- Hill Biik co, Inc., New York, 1962.

5. Nasreen, Nakhat: Methods of Teaching Biological Science, Authors Press, New Delhi, 2008

6. NCERT: Teaching of Science in Secondary Schools, 1982.

7. Sharma, R. C.: Modern Science Teaching, Dhanpat Rai & Sons, Delhi- 1995.

8. Siddiqui, N. N. & Siddiqui, M. N. Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1994.

9. Sood, J. K.: Teaching of Life Sciences, Kohli Publishers, Chandigarh, 1987.

12. BED304.15 Pedagogy of School Subject–2 (Mathematics)

Course Contents:

Unit-1.

Teaching Aids and Activities in Mathematics:

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

Unit-2.

Planning of Mathematics Teaching:

1. Unit Plan and lesson plan.
2. Micro plan.
3. Lesson planning procedure-Selection and organization of content. Planning instruction in Mathematics, stating instructional and behavioral objective, Preparation and use of Teaching Aids in Mathematics, manage the student's response.

Unit-3.

Evaluation in Mathematics:

1. Meaning and purpose of evaluation.
2. Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced Norm-referenced.
3. Tools of evaluation
4. Qualities of a good measuring tool.
5. Essay & objective type tests, Teacher made.
6. Standardized test.
7. Planning and construction of an achievement test.

Objectives:

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

1. Understand the importance of teaching aids and can prepare it according to their lesson plan.
2. Gain mastery over core teaching skill required for effective mathematics teachings.
3. Select and organize content, plan instruction and ensure effective delivery.
4. Develop achievement test in mathematics.
5. Understand the application of appropriate evaluation technique in mathematics.

Practicum: (Any One)

Concerned teacher can devise assignment as per requirement of the course:

1. Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
2. Preparation of design of ideal mathematics laboratory.

3. Survey of a school mathematics laboratory.
4. Preparation of models and charts.
5. Observation of lesson taught by the fellow prospective teachers and experienced teachers.
6. Construction of an achievement test for class IX or class X.

Suggested Readings:

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

12. BED304.16 Pedagogy of School Subject–2 (Computer Science)

Course Contents:

Unit-1.

Lesson Planning and Instruction in Computer:

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

Unit-2.

Evaluation in Computer Science:

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

Unit-3.

Computer Science Laboratory:

1. Need and Importance.
2. Planning and Designing laboratory.
3. Equipment's and material.
4. Maintenance and safety measures.
5. Practical work in Computer Science teaching.

Objectives:

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

1. Gain mastery over core teaching skill required for effective Computer science teachings.
2. Select and organize content, plan instruction and ensure effective delivery.
3. Develop achievement test in computer science.
4. Understand the application of appropriate evaluation technique in computer science.
5. Able to set up an effective computer science laboratory.

Practicum: (Any one)

Concerned teacher can devise assignment as per requirement of the course:

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

Suggested Readings:

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

SEM-4**13. BED401 Assessment for Learning****Course Contents:****Unit-1.**

Introduction to Assessment & Evaluation:

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

Unit-2.

Assessment of Learning:

1. Concept of Cognitive, Affective, Psychomotor domain of learning.

2. Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
3. Constructing table of specifications & writing different forms of questions– (VSA, SA, ET & objective type, situation based).
4. Construction of achievement tests- steps, procedure and uses.
5. Construction of diagnostic test – Steps, uses & limitation.

Unit-3.

Assessment for Learning:

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

Unit-4.

Individual psychological assessment:

1. Measurement of intelligence: Individual-Group, Verbal-non-verbal, power-speed.
2. Measurement of Aptitude: Aptitudes tests and its uses.
3. Measurement of Interest: Use of interest inventories.
4. Measurement of Attitude: Use of Attitude Scales.
5. Measurement of Personality.

Unit-5.

Interpretation and Reporting of student's performance:

1. Interpreting student's performance.
2. Descriptive statistics (measures of central tendency & measures of variability, percentages)
3. Graphical representation (Histogram, Frequency Curves).
4. NPC–percentile.
5. Grading–Meaning, types, and its uses.
6. Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching–learning process; Identifying the strengths & weakness of learners.
7. Reporting student's performance–Progress reports, cumulative records, profiles and their uses, Portfolios.

Objectives:

This course is designed to help student teachers to:

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the importance of assessment in continuous and comprehensive manner.
3. Develop assessment tasks and tools to assess learner's competence and performance.
4. Acquire skill of constructing an achievement test.
5. Administer different kinds of psychological tests.
6. Devise marking, scoring and grading procedures.
7. Devise ways of reporting on student performance.
8. Analyze, manage and interpret assessment data.
9. Develop the habit of reflecting-on and self-critiquing to improve performance.

Practicum:

1. Constructing a table of specification on a specific topic (subject specific).
2. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
3. Construction of any one of the process-oriented tools and administering it to group of students & interpreting it.
4. Administration of a Psychological tests and interpretation of test results.
5. Determination of Reliability or validity of any self-made test.
6. Construction of a Test Battery with at least five types of test items and trying out of the same on a class/group of students.
7. Analysis of question papers (teacher made).

Suggested Readings:

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

14. BED402 Creating an Inclusive School**Course Contents:****Unit-1.**

Introduction to Inclusive Education:

1. Concept meaning scope and challenges of inclusive education.
2. Distinction between special education, integrated education and inclusive education and their merits and demerits.

3. Creating inclusive environment—physical, social and emotional (barrier free environment).
4. Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
5. Facts and myths of inclusive education with particular reference to Indian context.
6. Factors influencing inclusive education

Unit-2.

Nature and needs of Students with Diverse Needs (SWDN):

1. Definition, types and classification of SWDN (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, special health problems, gifted, creative, SC, ST, girl students, rural students, students from linguistic minority, street children, migrant workers children and orphans).
2. Characteristics and educational needs of SWDN based on research evidence.
9. Concept of an inclusive school—infrastructure and accessibility, human resources, attitudes to disability, whole school approach, Community-based education.
3. Supportive resources and services for children with SWDN in inclusive education.

Unit-3.

Educational Strategies, Management and Assessment Techniques for SWDN:

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

Objectives:

After going through this course, the student teacher would be able to:

1. Understand the meaning, scope and importance of inclusive education.
2. Identify the children with diverse needs in the classroom.
3. Understand the Concept of an inclusive school.
4. Manage students in inclusive classroom by adapting appropriate strategies.
5. Relate the use adaptation in assessment and evaluation strategies to ensure uniformity of the outcomes.

Practicum:

1. Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education.
2. Visit to special schools for observing the behaviours of students with VI, HI, MR, LH.
3. Visit to AIISH to observe how to deal with assessment and for the students with diverse needs.
4. Discussion of the reports of the visits to schools/AIISH.
5. Lesson planning for inclusive classroom.

Suggested Readings:

1. Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). The effect of inclusion on learning, in Nutbrown, C., & Clough, P. (2006) Inclusion in the Early Years', London, Sage.

2. Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rightsbased Society for Persons with Disabilities in Asia and the Pacific (2002).
3. Internet Source, MHRD (2005b). Action Plan for Inclusive Education of Students and Youth with Disabilities,
4. Internet Source, SSA (2002). Basic features of SSA, Inclusive education in SSA, Retrieved from www.ssa.nic.in/inclusive_education/ssa_plan_manual.
5. Jangira, N. K. (2002) Special educational needs of students and young adults: an unfinished agenda, in: M. Alur & S. Hegarty (Eds) Education and students with special needs: from segregation to inclusion New Delhi, Sage.
6. Jhulka, A. (2006) — “Including students and youth with disabilities in education—a guide for practioners” NCERT, New Delhi.
7. Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners—An Introduction to Education (11th Ed) Allyn & Bacon, Pearson Education, Inc. USA.
8. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). Handbook of Special Education, New York: Prentice Hall Inc.
9. King S. & Margaret. E. (1994). Curriculum based assessment in special education, California: Singular Publishing group Inc.
10. Luftig, L. R. (1989). Assessment of Learner with special needs’ Boston, Allyn & Bacon.
11. Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission Vivekannanda University.
12. Mangal, S. K. (2007). Educating Exceptional Students—An Introduction to Special Education. New Delhi: Prentice-hall of India Pvt. Ltd.
13. Ministry of Human Resource Development (2005) Action plan for inclusion in education of students and youth with disabilities (New Delhi, Government of India).
14. Ministry of Social Justice and Empowerment (2006) National Policy for persons with disabilities (New Delhi, Government of India).
15. Narayan, J. (1997). Grade Level Achievement Devices, Secunderabad, NIMH.
16. Nutbrown, C. C. (2006). _Inclusion in the early years’, London: Sage Publications Ltd.
17. Oslon, J. L., and Platt, J. M. (1992). Teaching students and adolescents with special needs. McMillan publishing company limited, USA.
18. Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
19. National Sample Survey Organisation (2003) Disabled persons in India, NSS 58th round (New Delhi, Government of India).
20. Right to Education Bill (2005 Draft, enacted 2009) Available online.
21. Rehabilitation Council of India (2005) Annual Report, 2003–04, Rehabilitation Council of India, New Delhi.
22. Salamanca Statement and Framework for Action on Special Needs Education (1994).
23. Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) Teaching Students with Special needs in Inclusion Setting. (3 Ed). Allyn & Bacon.
24. Swarup, S. (2007). Inclusive Education, Sixth Survey Of Educational Research 1993 N.Delhi.: 2000. NCERT.
25. Wood, J. W., and Lazzari, A. M. (1997). Exceeding the boundaries: Understanding Exceptional Lives. Harcourt Brace and Company, USA.
26. Murphy, P.F and Gipps, C. V. (1996) Equity in the classroom: Towards effective Pedagogy for girls and boys (Ed) The Faluer Press, UNESCO Publishing
27. Abdelnoor, A. (1999) Presenting Exclusions. Heinemann Educational Publishers, Oxford.
28. Ruhela, S. P. (1996) India’s struggle to universalize Elementary Education M. D. Publications Pvt. Ltd New Delhi.

29. Burrello, N. C., Lashley, C. and Beatty, E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
30. Hegarty, S. and Alu. R. M. (2002) Education and Children with special needs—from Segregation to Inclusion (Ed) Sage Publication.
31. Thompson, S. J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001) Alternate Assessments for Students with Disabilities. Crowin Press, Inc and Council for Exceptional Children.
32. Rogers, B. (2004) Behaviour Recovery (2nd Ed) Paul Chapman Publishing.

15. BED403 Optional Paper

May be any One of the following Courses must be chosen in Paper code no. from BED403.1 to BED403.4

BED403.1 Vocational/Work Education

BED403.2 Health and Physical Education

BED403.3 Peace Education

BED403.4 Guidance and Counselling

Note: Vocational/Work Education Group has total Subject. Candidate has been chosen either one subject of BED403.1 -Vocational/Work Education Papers or BED403.2 to BED403.3 -No. Papers.

15. BED403.1 Vocational/Work Education

Course Contents:

Unit-1.

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

VE-1 Tailoring.

VE-2 Embroidery.

VE-3 Leather Craft.

VE-4 Horticulture & Gardening.

VE-5 Agriculture.

VE-6 Spinning.

VE-7 Artistic Craft.

Objectives:

1. To enable the students to understand the meaning, objectives and importance of work experience.
2. To enable them to know the Historical background of work experience.
3. To enable them to understand the Contents of work experience and develop related skills.

VE-1. Tailoring

Course Contents:

Unit-1.

Introduction to Sewing:

1. Information on Sewing Machines.
2. Safety precautions to be followed while operating the machines.
3. Maintenance of Sewing Machines.
4. Repairs and corrections in Machine and stitches.
5. Useful materials for sewing; Knowledge of needles & threads.

Unit-2.

Techniques & Pattern:

1. Techniques; Information on body structure, Right technique for measurements, Precaution while cutting, Useful tip for perfect sewing.
2. Patterns; Stitches pattern in sewing; Whipping stitch, slip stitch, Button Hook stitch, over sewing stitch, Plain seam, Over cost seams, Decorative Stitches.
3. Use of accessories like buttons, Elastic, zips in sewing, Variety of cuffs, Collars, strips, facing and lining, Variety of Sleeves and Pockets.

Unit-3.

Different Kinds of Apparels:

1. Kids Apparels; New born essentials, Cloth Diapers, Simple baby suit, Zabla set, Baba suit, Kids Daily wear, Night Suit, Frocks; Sun-frock, A-Shape Frocks, Plain frock, Umbrella frock, Party frock, School Uniform (Skirt and Blouse).
2. Girls and Women Apparels: Petticoat, kali Petticoat, Plated Petticoat, 8/6 kali Petticoat, Tunics and tops, Tops with variety of collars, short tops, Simple tops, maxis, Salwar-Kurta, Normal salwar, Normal Kurta, Blouse, Simple Blouse, Choli Blouse, Kameez with dart, princess line, with kali, six-piece, umbrella with yoke, overlap style.
3. Boys and Gents Apparels; Daily Wear, Under Garments, Normal Pyjama, Churidar Pyjama, Kurta- (Bengali & Lucknowi Kalidar designs), Shirts, Trousers, shorts & T- shirts.

Suggested Readings:

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

VE-2. Embroidery

Course Contents:

Unit-1.

Introduction of Embroidery:

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

Unit-2.

Elements & Principal of Art:

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

Unit-3.

Embroidery Tools & Techniques:

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

Suggested Readings:

1. Antrobus, Mary Symond and Louisa Preece. Needlework through the Ages. London: Hodder & Strough, Ltd., 1928. -Includes non-European work. Fewer plates than Schuette.
2. Brown, P. The Encyclopedia of Embroidery Techniques. East Roseville NSW: Simon and Schuster, 1994.
3. Cave, Oenone. Cutwork Embroidery and How to Do It. Dover Publications, 1982. ISBN - 0-486-24267-6.
4. Dhamija, Jaslean, (Ed.) Asian Embroidery, Craft Council of India, 2004.
5. Eaton, J. The Complete Stitch Encyclopedia. London: Hamlyn, 1986.
6. Enthoven, J. The Stitches of Creative Embroidery. West Chester: Schiffer Publishing, 1987.
7. Gillow, John and Nicholas Barnard, Traditional Indian Textiles, Thames and Hudson, 1991.
8. Gostelow, Mary. A World of Embroidery. New York: Charles Scribners' Sons, Inc., 1975.
9. Irwin, John and Margaret Hall. Indian Embroideries. India: S.R. Bastiker, 1973.
10. Nirmala C Mistry, Indian Embroidery Ethnic and Beyond with C. D, Jain Book depot, 2006.

VE-3. Leather Craft

Course Contents:

Unit-1.

Tools and Accessories for Stitching:

1. Tools & Accessories required for stitching on leather.
2. Types of sewing machines like Flat, Post & Cylinder Bed, working mechanism of sewing

machine, Identification of the problems in sewing machine and troubleshooting measures, Safety precautionary measures in operating the machine.

3. Reinforcement materials and their specific applications.
4. Lining materials and their use for a given purpose.
5. Fittings & Fasteners for a specific job.
6. Needle points, sizes (numbers) and parts.
7. Different types of threads, sizes and quality parameters.

Unit-2.

Basic Cutting Practice:

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

Unit-3.

Stitching Practice on Leather:

1. Various type of stitches like lock stitch, chain stitch, zig zag stitch and overlock stitch.
2. Stitching on Various types of leather.
3. Grading and assorting of leathers.
4. Various types of Seams.
5. Various types of leather products.
6. Various types of edge treatments.
7. Causes and Remedies of needle and thread breakage.
8. Adhesives for leather products.

Suggested Readings:

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

VE-4. Horticulture & Gardening

Course Contents

Unit-1.

Garden Design:

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

Unit-2.

Specialized Gardens: Herb Garden, Rose Garden, Bog Garden, Sunken Garden, Topiary Garden, Kitchen Garden, Paved Garden, Dish Garden, Rock Garden, Terrace Garden, Water Garden & Bottle Garden (Terrarium), Concept of container/pot Garden and designs.

Unit- 3.

Nursery production and management:

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

Suggested Readings:

1. Arora, J. S (1990). Introductory Ornamental Horticulture, Kalyani Publication.
2. Bailey, L. H 1901. The Standard Encyclopaedia of Horticulture, volume 1,2 and 3 Macmillan Publications.
3. Bose, T. K. and Mukerjee, D. 1987, Gardening in India, Oxford Book House.
4. Chauhan, V. S. Vegetable Production in India. Ram Prasad and Sons.
5. Kumar N 1989 Introduction to Horticulture, Rajalakshmi Publications.
6. Manibhushan Rao 1991. Text book of Horticulture, Macmillan Publications.
7. Shujnrrnoto, 1982. The Essentials of Bonsai, David & Charles, Newton.

VE-5. Agriculture

Course Contents

Unit-1.

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

Unit-2.

Storing & Marketing Knowledge of storing grains, preparing them for the market Practice in

preparation of usual budget and profit and loss, knowledge of accounts and appreciate the dignity of labour.

Unit-3.

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

Suggested Readings:

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

VE-6. Spinning

Course Contents

Unit-1.

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

Unit-2.

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

Unit-3.

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

Suggested Readings:

1. Ahmad, Razi, Charka, Gandhi Sangrahalaya, Patna.
2. Gandhiji, Rachnatmak Karya Karam uska Rahasya Aur Sthan.
3. Gandhiji-Gram Swaraj, Nav Jivan Prakashan, Ahmedabad.
4. Kulkarni, Sudhindra, The spinning of wheels-, Allied Publication, New Delhi.
5. Rajput, J. S., The seven social sins, Allied publication, New Delhi.
6. W. Klein, The Technology of Short Staple Spinning, Manual of Textile Technology–Vol.1, by The Textile Institute, Manchester, UK.
7. W. Klein, Man-Made Fibres and Their Processing, Manual of Textile Technology–Vol.6, by The Textile Institute, Manchester, UK.
8. W. Klein, A. Practical Guide to Combing and Drawing, Manual of Textile Technology–Vol.3, by The Textile Institute, Manchester, UK.

VE-7. Artistic Craft

Course Contents

Unit-1.

Geometrical 3D Object Study at least–5 works:

To develop the basis sense of structure–detail drawings in various positions and angles develop & understand basic Shapes and Forms–any twisting form and its detail study. Basic

Geometrical Shapes–Square, Rectangle, Cylinder, Cone, Intersecting Triangle, Half rounded 3D Shapes & Circle. Medium – Pencil, Conte–Black & Brown.

Unit-2.

Structure & Character Study at least–2 works:

(a) Operational problems in building up structure–Foliage & Trunk Study for basic understanding of structure, Bending, Twisting, Curving Forms created from nature. Expanding structure through unit etc. Experiments through various types of materials combinations of Known and Unknown Rhythmic 3D Form. Medium–Wire, Plaster of Paris, Clay etc.

(b) Study from Found Objects–Intricate Drawings, enlarging images and complete 3D sculpture making to develop the sense and handle true to realism as referred in the found object. Medium–Clay, photographs for document.

Unit-3.

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

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

Suggested Readings:

1. Adamson, Glenn. Thinking Through Craft. London: Berg publishers, 2007.
2. Adamson, Glenn. The Craft Reader. UK: Berg Publishers, February, 2010.
3. Auther, Elissa. String, Felt, and the Hierarchy of Art and Craft in American Art, 1960- 1980. Minneapolis: University of Minnesota Press, 2009.
4. Barker, Garry, G. The Handcraft Revival in Southern Appalachia, 1930-1990. Knoxville: The University of Tennessee Press, 1991.
5. Botton, Alain de. The Pleasures and Sorrows of Work. New York: Pantheon Books, 2009.
6. Crawford, Matthew B. Shop Class as Soulcraft: An Inquiry into the Value of Work. New York: Penguin Press, 2009.
7. Crowe, Donald W.; Washburn, Dorthey K. Symmetry Comes of Age: The Role of Pattern in Culture. Seattle: University of Washington Press, 2004.
8. Newell, Laurie Britton. Out of the Ordinary: Spectacular Craft. New York: V&A Publications, 2007, pp. 112-123.

15. BED403.2 Health & Physical Education

Course Contents:

Unit-1.

1. Conceptual Understanding of Health, Safety and Security.
2. Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children.
3. Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones.
4. Common health problems and diseases (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis)–its causes, prevention and cure, immunization and firstaid.
5. Reproductive and sexual health-RTI, STI, HIV/AIDS, responsible sexual behaviour.
6. Safety and security—disasters in and outside schools, Accidents and first aid–cuts, burns, bites, sprain, fracture, drawing and poisoning. Ways of prevention, safety from snake and dog

bites, animal attacks, prevention and treatment.

Unit-2.

Food and Nutrition:

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

Unit-3.

Awareness about Physical Fitness:

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

Note: Assignment-Concerned teacher can devise assignment as per requirement of the course.

Courses Objectives:

1. The aim of teaching this area as a B.Ed. course may be perceived as an integrated and holistic understanding of health, diseases, physical fitness among children to promote health and well-being of children. Thus, the broader objective of learning of this area should enable the student teachers to.
2. Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
3. Develop positive attitude towards health as individual and be collectively responsible to achieve it.
4. Equip them to know their health status, identify health problems and be informed for taking remedial measures.
5. Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries.
6. Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
7. Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
8. Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse.
9. Understand various policies and programmes related to health, physical education and yoga.
10. Help them to understand the process of assessment of health and physical fitness.

Suggested Readings:

1. Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher.
2. Bucher, C. A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co.

3. Kamlesh, M. L. & Sangral, M. S. (1986). *Methods in Physical Education*, Ludhiana: Prakash Brothers.
4. Kangane, Sopan & Sonawane, Sanjeev. (2007). *Physical Education*. Pune: Nirali publication.
5. Kaur, Manjeet. (2003). *Health and Physical Education*, Ludhiana: Tendon Publications.
6. Sharma, Anil, P. (2011). *Mind, Body and Divine Yoga*. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
7. Sharma, Anil, P. & Pandey, Pradeep, K. (2010). *Psychology in Yoga*. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
8. Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur. (2003). *Essentials of Physical Education*, Ludhiana: Kalyani Publishers.
9. Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani publishers.
10. Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, *Teaching Methodology and Educational Technology in Physical Education*, Kalyani Publishers, Ludhiana.
11. Syedentop, Daryl (1994). *Introduction to physical education, fitness and sports* (2nd ed.). London: Mayfield publishing company.

15. BED403.3 Peace Education

Course Contents:

Unit-1.

Understanding Peace as a Dynamic Social Reality:

1. Awareness of relevance of peace.
2. Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
3. Peace contexts: underlying assumptions, processes and imperatives.
4. Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society.
5. Foundations of peace: compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e. g. socio-economic, gender, etc. life style in harmony with sustainable development.
6. Highlights of various philosophies of peace-Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama; initiatives at national and international levels.

Unit-2.

Understanding Conflicts, Mediation and Transformation of Conflict:

1. Nature of conflict; Incompatibility of needs and aspirations, Resulting conflicts at different levels in society- intrapersonal, interpersonal, organizational, interstate and global.
2. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.
3. Developing capabilities for mediation and conflict transformation; Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict, Commitment to mediate, looking for alternative strategies, skills and creative solutions to overcome/transform conflicts.

Unit-3.

Orienting Education for Peace Building:

1. Critical reflection on the curricular processes and pedagogy of peace education.
2. Challenging the traditional models of learning to constructivist approaches in teaching.

3. Rethinking authority relations from democratic perspective; promoting dialoguing, and developing capabilities for decision making.
4. Understanding social justice in local contexts- its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels.
5. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.
6. Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills.
7. Pedagogical knowledge for skill orientation of subject content and teaching-learning experience in classroom for promoting peace.
8. Awareness of the epistemic connection of the subject content with peace values, e. g. language (effective communication). Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision).
9. Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden.
10. Humanistic approach to evaluation.
11. Becoming agency for peace in the school organization and surrounding local communities.
12. Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.
13. Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school.
14. Awareness and orientation of students' attitudes towards balanced media exposure.
15. Evaluation of the Peace-Building Processes.

Unit-4.

Understanding importance of skills and strategies of assessment of the peace:

1. Building process in terms of attitudes, values, skills and strategies at school level-motivation and sustains of efforts, sharing experiences towards peace building, reviewing strategies
Practicum: (A). Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony. (B). Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences. (C). Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace like; (i) Conflicts experienced at home/in family/in society/in school, etc.(ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job.
2. Developing an action plan for peace in school and local community.
3. Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

Objectives:

After going through this paper, the student-teachers will be able to:

1. Broaden the notions about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values.
2. Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts.
3. Strengthen self by continual reflection leading to reduction in stereotypes.

4. Transcending barrier of identity and socialization.
5. Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
6. Develop attitudes and skills for resolving conflicts in creative manner.
7. Perform the activities for experiential awareness of peace as a reality at personal and school levels.
8. Reflect on school, curricula, textbooks and pedagogical processes from peace perspective.
9. Understand the role of media and local community in peace education.
10. Discuss the peaceful solutions to the real issues faced by them.

Suggested Readings:

1. Aber, J. L., Brown, J. L. & Henrich, C. G. (1999). *Teaching Conflict Resolution: An Effective School- Based Approach to Violence Prevention*. New York: Columbia University, National Centre for Children in Poverty.
2. Arnow, J. (1995). *Teaching Peace: How to Raise Children to Live in Harmony without Fear, without Prejudice, without Violence*. New York: The Berkeley Publishing Group.
3. Bajaj, Monisha, ed. (2008). *Encyclopaedia of Peace Education*. Charlotte, N. C: Information Age Publishing.
4. Brantmeier, Edward J. Lin, Jing & Bruhn, Christa (Eds.) (2008). *Transforming Education for Peace*. Charlotte, NC: Information Age Press.
5. Barash, D. (1991). *Introduction to Peace Studies*. Belmont, CA: Wadsworth Publishing Co.
6. Brock-Utne, Birgit. (1985). *Education for Peace*. London: Pergamon Press. Cortright, D. (2008). *Peace: A History of Movement and Ideas*. Cambridge: Cambridge University Press.
7. Deutsch, M & P. T. Coleman. (2000). *The Handbook of Conflict Resolution*. San Francisco, CA: Jossey-Bass.
8. Eisler, R. T. & Miller, R. (2004). *Educating for a Culture of Peace*. New York: Heineman.
9. Girard, K. and S. J. Koch. (1998). *Conflict Resolution in Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass.
9. Harris, I. (1988). *Peace Education*. Jefferson, NC: McFarland Inc.
10. Harris, I. & Morrison, M. L. (2003). *Peace Education* (2nd edition). Jefferson, N. C: McFarland Inc.
11. Johnson, D. W. & Johnson, R. T. (2005). *Teaching Students to be Peacemakers* (4rd. edition). Edina, M. N: Interaction Press.
12. Merryfield, M. and Remy, R. (1995). *Teaching about International Conflict and Peace*. Albany, New York: State University of New York Press.
13. Montessorri, Maria (1972). *Education and Peace*. Chicago, IL: Regnery.
14. O'Hare, Pdraic (1983). *Education for Peace and Justice*. New York: Harper and Row.
15. Page, James (2008). *Peace Education: Exploring Ethical and Philosophical Foundations* (Charlotte, NC: Information Age Press.
16. Read, Herbert. (1955). *Education for Peace*. New York: Harper Colophon.
17. Reardon, Betty (1989). *Comprehensive Peace Education*. New York, NY: Teachers College Press.
18. Salomon, Gavriel and Baruch Nevo (Eds.) (2003). *Peace Education: The Concept, Principles, and Practices around the World*. Mahwah, N. J: Lawrence Erlbaum.
19. Salomon, Gavriel and Edward Cairns (Eds.) (2010). *Handbook on Peace Education*. Taylor & Francis: New York: NY.
20. Ury, W. (1999). *Getting to Peace: Transforming Conflict at Home, at Work, and in the World*. New York, NY: Viking.
21. Weeks, D. (1992). *The Eight Essential Steps to Conflict Resolution*. Los Angeles, C. A:

Jeremy Tarcher, Inc.

22. Young, N. (2010). The Oxford International Encyclopaedia of Peace. New York: Oxford Unity Press.

15. BED403.4 Guidance and Counselling

Course Contents:

Unit-1.

Needs and Problems of Learners in Schools:

1. Helping learners to understand self: One's own self, strengths and weaknesses, self-esteem, self-concept, self-confidence.
2. Concept of Guidance and Counselling; Role & need of guidance & Counselling, guidance services, nature, scope and different approaches to guidance and counselling.
3. Academic: difficulties in learning, attention, underachievement, stress, indiscipline, drop-outs, school violence.
4. Socio-personal: behavioural, psychological, attitudinal problems.
5. Vocational: career planning, career development and career information.
6. Differently abled, disadvantaged, creative and talented group of students.

Unit-2.

Developing Resources in Schools for Guidance:

1. Human resources: Role of teacher, teacher-counsellor, career master, counsellor, medical officer, psychologist and social worker.
2. Physical and Material resources: career corner, career literatures including charts and posters, psychological tests, materials and their uses.
3. School community linkages, role of PTAs, guidance committee, referral agencies.

Unit-3.

Minimum Guidance Programme for the School:

1. Group Guidance activities: orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions.
2. Counselling: Individual and group counselling.
3. Testing Programmes: Mental ability, interest, attitude and aptitude.
4. Development and maintenance of cumulative records Practicum: (i). Study the problems of school children and probable guidance interventions. (ii). Identify and prepare a list of problem of students in school that can be addressed through a teacher counsellor. (iii). Plan a minimum guidance programme for a school at the secondary stage. (iv). Identification of probable cases from school students for providing counselling services and prepares a report. (v). Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages. (vi). Prepare a directory of emerging career options for the youth in India. (vii). Review any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest. (viii). Plan and conduct a class talk and a career talk for secondary school students on identified themes. (ix). List out the nature of job of a school counsellor in terms of their major and minor duties and other responsibilities. (x). Prepare a status paper on the guidance services in Indian Schools. (xi). Make a directory of the Courses offered by the Institutions engaged in preparing school counsellors in India.

Objectives:

On completing the course student teachers would be able to:

1. Aware about various problems faced by the students in schools.
2. Recognize the need for guidance and counselling in schools.
3. Familiarize with various guidance services in school.

4. Develop resources for guidance activities in schools.
5. Plan a minimum guidance programme for a school.
6. Develop understanding about the role of school in guidance.

Suggested Readings:

1. Anastasi, A and Urbina, S (1997). Psychological Testing (7th Ed.). Upper Saddle River, N. J: Prentice Hall.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-I, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling: A theoretical Perspective; Volume-II, New Delhi: Vikas Publishing House Pvt. Ltd.
4. Gibson R. L. and Mitchell, M. H. (2003). Introduction to Counselling and Guidance. New Delhi: Prentice-Hall.
5. Gysbers and N. C. and Henderson E (2006). Developing and Managing Your School Guidance and Counselling Programme (4th Edn.). Alexandria, V. A: American Psychological Corporation.
6. Saraswat, R. K. and Gaur J. S. (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
7. Mohan, S. (1998). Career Development in India: Theory, Research and Development; New Delhi: Vikas Publishing House.
8. Joneja, G. K. (1997). Occupational Information in Guidance. New Delhi: NCERT.

16. BED404 Project & Viva Voce (School Internship)**Course Contents:****Unit-1.**

Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of 16 weeks.

Unit-2.

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.

Unit-3.

The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.

Unit-4.

Internship should not be reduced to the delivery of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakya font with letter size 12 and line spacing 1.5.

The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).

Unit-5.

The candidate shall also submit separately the- “Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)”, “Record of Preparing Teaching-Learning Materials” (20 for school subject), and the ‘Records of the Observation of Peer Interns’ Lesson (at least 20 lessons of Peer Interns are to be observed).

Unit-6.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Unit-7.

During Internship student-teacher has to organize different activities in the school such as Co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.

Objective:

School Internship/Field Attachment aims at engaging the students-teachers with field-based situation and work in upper primary, secondary or senior secondary government/recognized private school and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of works related to school education. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

Activities of Internship & Their Weightage in Assessment:

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

Total: 100

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