

Syllabus
Of
1st Years Bachelor of Education (B.Ed.)
Programme

**(As per Regulation of 2-Years B.Ed. Course approved by the Governor's
Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)**
(With effect from Session 2015-17)

2015

Baikunth Teachers Training College
J.P.University, Chapra

Objectives of the B.Ed. Programme

Through the B.Ed. Programme the students will be helped to:

- understand the way learning occurs and to create plausible situations conducive to learning.
- view knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks.
- be sensitive to the social, professional and administrative contexts in which they need to operate;
- develop appropriate competencies to be able to not only seek the above mentioned understanding in actual situations, but also to create them.
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations.
- consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- view appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalized and disabled;
- pursue an integrated model of teacher education for strengthening the professionalization of teachers;
- develop the needed counselling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

Scheme of Study (Annual Distribution of the Courses)

B.Ed. – 1st Year

Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100 marks
Course 2	Contemporary India and Education	4	80	20	100 marks
Course 3	Learning and Teaching	4	80	20	100 marks
Course 4	Language Across the Curriculum	2	40	10	50 marks
Course 5	Understanding Disciplines and Subjects	2	40	10	50 marks
Course 6	Gender, School and Society	2	40	10	50 marks
Course 7a	Pedagogy of a School Subject-Part- I	2	40	10	50 marks
Course EPC 1	Reading And Reflecting On Texts	2	40	10	50 marks
Course EPC 2	Drama And Art in Education	2	40	10	50 marks
Course EPC 3	Critical Understanding of ICT	2	40	10	50 marks
Total		26		650 marks	

CHILDHOOD AND GROWING UP

Course No.: 1
Course Credit: 4

Theory:80 Marks
Practicum: 20 Marks

COURSES 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;

COURSE CONTENTS

Unit 1: Understanding Childhood

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

Unit 2: Understanding Adolescence

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

Unit 3: Understanding Socialization and the Context of the Learner

- Understanding Socialization
- Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values

- Socialization and the context of community: neighborhood, extended family, religious group and their socialization functions
- Socialization and the context of school : impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling
- Schooling as a process of identity formation: ascribed, acquired and evolving
- Gender Identities and Socialization Practices in family, schools, other formal and informal organization; Schooling of Girls
- Inequalities and resistances in society: issues of access, retention and exclusion

Unit 4: Understanding Differences in Learners

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

Unit 5: Learner’s Identity Development

- Understanding ‘Identity Formation‘; 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
- Determinants of identity formation in individual and groups; social categories such as caste, class, gender, religion, language and age
- School as a site of identity formation in teacher and students; school, culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and ‘hidden curriculum‘ in schools
- The influence of peer group , media, technology and globalization on identity formation

Practicum:

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 READING

1. Adler, Alfred. (1935) *The education of children*. London: Allen & Unwin.
2. Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
3. Brown, J.S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning*, Educational Researcher; 32-42.

4. Denise Pope (2001), *Doing School: How we are creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven: Yale University Press.
5. Faw, T., & Belkin, G. (1989). *Child Psychology*. New York, NY: McGraw-Hill Publishing Company.
6. Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston
7. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
8. Hurlock, Elizabeth B. (2001) *Child Development*, McGraw Hill Education (India) Private Limited; 6 edition (21 June 2001)
9. Jeanne, Ellis Ormrod. *Educational Psychology: Developing Learners*. Fourth Edition
10. Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
11. Kohlberg, L. (1987). *Child psychology and childhood education: A cognitive developmental view*. New York: Longman.
12. Luria, A. (1976). *Cognitive Development: Its Cultural and Social Foundations*. Cambridge, MA: Harvard University Press.
13. Maccoby, E. (1980). *Social development: Psychological growth and the parent-child relationship*. New York: Harcourt Brace Jovanovich
14. Meadows, S. (1986). *Understanding Child Development: Psychological Perspectives in an interdisciplinary field of inquiry*. London, Great Britain: Century Hutchinson Publishing Group.
15. Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
16. Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
17. Sarangapani M. Padma(2003.), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
18. Slater, A., & Lewis, M. (2007). *Introduction to infant development*. London: Oxford University Press.
19. Sturt Mary, Oakden, E.C. (1999) *Modern Psychology and Education*, Routledge.
20. Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.
21. Woolfolk, A.E. (2009) *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall

B.Ed. Year – I

CONTEMPORARY INDIA AND EDUCATION

Course No: 2
Course Credit: 4

Theory:80 Marks
Practicum:20 Marks

COURSES OBJECTIVES

The student-teachers will be able to

- Understand the concept and aims of education
- Develop perspectives about vision of contemporary Indian educational reality, its concerns and issues.
- Understand the Constitutional values and their implications on education
- Understand the concept of philosophy, relationship between Philosophy and Education and implications of philosophy on education
- Understand the schools of Philosophy and their impact on education
- Understand the vision of education given by Indian & Western thinkers
- Understand the importance of universalization of secondary education and the constitutional provisions for realizing it
- Examine the issues and concerns related to universalization of secondary education
- Analyze the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in schooling
- Realize the importance of Right to Education and the provisions made for realizing it.

COURSE CONTENTS

UNIT- I- UNDERSTANDING OF THE CONCEPT & AIMS OF EDUCATION

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

UNIT II: NORMATIVE VISION OF INDIAN EDUCATION

- Normative orientation of Indian education: A historical enquiry
- Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism, and social justice
- India as an evolving Nation, State: Vision, Nature and Salient Features– Democratic and Secular polity, Federal structure: Implications for educational system
- Aims and purposes of education drawn from the normative vision
- Education for National development: Education Commission (1964-66)
- Emerging trends in the interface between

- (i) Political process and education;
- (ii) Economic developments and education; and
- (iii) Socio-cultural changes and education.

UNIT- III- PHILOSOPHICAL VISION OF EDUCATION AND THE PHILOSOPHICAL SYSTEMS

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

UNIT IV: PHILOSOPHICAL VISION OF EDUCATION: EDUCATIONAL THINKERS

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

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

UNIT V: CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

- Universalization of School Education; Right to Education and Universal Access:

(i) Issues of a) Universal enrollment 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

- 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

- Idea of 'common school' system
- Right to Education Bill and its provisions.

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 (*eg.* 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 READING

1. Aggarwal, J.C., Psychological, Philosophical, Sociological Foundations of Education, Sipra Publication, Delhi, 2009
2. Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
3. Chandra, S.S. & Sharma, R.K., Principles of Education, Atlantic Publishers & Distributors, New Delhi, 1996
4. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Dewey J. (1952) Experience in Education Collier Macmillan.
6. Dewey J (1966) Democracy in Education, New York, Macmillan.
7. Gandhi M K (1956) Basic Education, Ahmedabad, Navajivan.
8. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
9. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
10. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
11. Joe, Park. Selected Readings in the Philosophy of Education, Macmillan, New York, 1963.
12. Kneller, Georg F. Foundation of Education, John Wiley & Sons Inc., USA., 1977.
13. Krishnamurthi J., Education and the Significance of life, KFI Publications.
14. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
15. Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
16. Ministry of Education. _Education Commission —Kothari Commissionl. 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

B.Ed. Year – I

LEARNING AND TEACHING

Course No.: 3
Course Credit: 4

Theory:80 Marks
Practicum:20 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit I: Learning: Its Nature, Types and Strategies

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

Unit II: Factors affecting Learning & Management of Learning

- Concept of Motivation; types, techniques of enhancing motivation,
- Health, sleep, difficulty of task, content and study habits as factors Influencing learning
- 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
- Forgetting classroom learning – meaning and its causes; strategies for improving retention of learning
- Meaning of learning to learn skills; Ways of developing self study

Unit III: Understanding Teacher and Teaching

- What is teaching?; Teaching as a planned activity– elements of planning.
- Assumptions underlying teaching and their influence on the planning for teaching. Proficiency in Teaching: Meaning and place of awareness, skills, competencies and commitment.
- Assumptions underlying effectiveness in teaching– Behaviouristic, Humanistic and Constructivist perspectives.

- An analysis of teacher's roles and functions, skills and competencies in the Pre-active phase – visualizing, decision-making on outcomes, preparing and organization; Interactive phase – facilitating and managing learning; Post-active phase – assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes
- Characteristics associated with effective teachers; Teacher's professional identity – what does it entail?

Unit IV: Planning for Teaching

- Visualizing: The learner and learning readiness characteristics, the subject matter content and their interlinkages, the learning resources, approaches/ strategies.
- 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.
- Decision-making on instructional approaches and strategies: Expository or Inquiry, Individualized or Small Group or Whole Class – skills required for learner engagement in the context of the strategy decided.
- Preparing for instruction: Identifying and selecting available learning resources or developing required learning resource.
- Preparation of a Plan: Unit Plan and Lesson Plan.

Unit V: Skills and Strategies of Teaching

- Introducing a lesson– need and various possibilities
- Motivating the learners and sustaining their attention – importance of stimulus variation and reinforcement as skills.
- Questioning, Illustration and explanation as teacher competencies influencing student learning in the classroom;
- 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.
- Approaches to Individualized Instruction: Computer Managed Instruction, Programmed Instruction and Learning Activity Packages,
- Approaches to Small Group and Whole group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

PRACTICUM

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

SUGGESTED READING

1. Austin, F M (1961) *Art of Questioning in the Classroom*, University of London Press Ltd., London.
2. B.Wilson, (1996) *Constructivist Learning Environments*, New Jersey : Educational Technology Publications.
3. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, *Educational Researcher*, 18(1), 32-42.
4. C. Fosnot (Ed.) (1996) *Constructivism: Theory, Perspectives and Practice*, (pp.8-33), New York : Teachers College Press.
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, Irok (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.



LANGUAGE ACROSS THE CURRICULUM

Course No.: 4
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES 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:

COURSE CONTENTS

Unit 1: Learner and their Language

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

Unit 2. Language in School Curriculum:

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

Unit 3. Constitutional Provisions and Policies Of Language Education:

- Position of Languages in India; Articles 343-351, 350A;

- Recommendation of Kothari Commission (1964-66); NPE-1986; POA-1992;
- National Curriculum Framework-2005 (language education).

PRACTICUM

- 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.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyze: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly?

(iv) Is the language too technical? (v) Does it help in language learning? Now write an analysis based on the above issues

SUGGESTED READING

1. Akamajian, A, Demers, RA, Farmer, AK and Harnish, RH (2001), An Introduction to Language and Communication, Cambridge: Mass: MIT Press.
2. Becker, J. (1988) 'The success of parents' indirect techniques for teaching their pre-schoolers pragmatic skills', *First Language*, 8:173-182.
3. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
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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.
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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.
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17. McKay, et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
18. NCERT (2005): *National Curriculum Framework-2005*, New Delhi :NCERT
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20. Yale, George (2006). *The Study of Language*, Cambridge: Cambridge University Press.

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course No. : 5
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES 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

COURSE CONTENTS

Unit I: Basic Understanding of disciplines and Subjects

- What is a discipline?; History of the concept of discipline.
- What Are Academic Disciplines? Need/ Perspectives of the classification of Human knowledge into disciplines & Subjects; 1. The Philosophical Perspective: Unity and Plurality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective: Professionalization and Division of Labour
- 4. The Historical Perspective: Evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The Educational Perspective: Teaching and Learning
- Difference between discipline and subject; Nature and scope of disciplines/subjects
- Strengths and weaknesses of disciplines
- Basic premises and philosophy of subject
- Aims of disciplines/subjects for learners development in the national context

Unit II: Competencies for and Advancement of the disciplines/subjects

- Mastery over the subject
- Communicating the subject
- Subject specific terms and their uses
- Projects/activities in the subject
- Research in subject/discipline; Methods of data collection in the subject, Drawing conclusion, generalization and theory development, Preparing reference, notes and bibliography

Unit III: Interdisciplinary learning and the related issues

- What is Interdisciplinary learning? Interdisciplinary learning– a dialectical process,
- What are interdisciplinary subjects?
- What are the generic objectives of interdisciplinary subjects?
- Do interdisciplinary subjects require disciplinary depth?
- How can you design and coordinate interdisciplinary subjects?
- How can you assess interdisciplinary learning?
- What criteria can be used for quality assurance of interdisciplinary subjects?

SUGGESTED READING

1. Abbott, Andrew (2001), *The Chaos of Disciplines*, Chicago: The University of Chicago Press.
2. Becher T (1989) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Milton Keynes: The Society for Research into Higher Education and Open University Press.
3. Becher, Tony and Paul R. Trowler (2001), *Academic Tribes and Territories*, Buckingham: The Society for Research into Higher Education and Open University Press.
4. Bellack, A. A. Selection and organization of curriculum content: an analysis. In Bellack, A. A. (Ed.) *What shall the high schools teach?* Washington, DC: Yearb. Assn. Supervis. Curric. Dev., 1956.
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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, SJ (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.
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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.
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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.

GENDER, SCHOOL AND SOCIETY

Course No.: 6
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

This course will enable the students to;

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- 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;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

COURSE CONTENTS

UNIT I: GENDER ISSUES: KEY CONCEPTS

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

UNIT II : GENDER, POWER AND EDUCATION

- Theories on Gender and Education: Application in the Indian Context
- Socialization theory
- Gender difference
- Structural theory
- Deconstructive theory
- Gender Identities and Socialization Practices in:
 - Family
 - Schools
 - Other formal and informal organization.
- Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

UNIT III: GENDER ISSUES IN CURRICULUM

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)

- Teacher as an agent of change
- Life skills and sexuality.

Practicum:

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

- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations
- Preparation of tools to analyze reflection of gender in curriculum
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Project on analyzing the institution of the family

(i) Marriage, reproduction

(ii) Sexual division of labour and resources

- 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 READING

1. Aikman, S. & Unterhalter, E., Eds. (2007). *Practising Gender Equality in Education*. Oxford, Oxfam GB.
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 girls' 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, NY.
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 Girls' Education: Evidence and politics from the developing world*. New York: Council on Foreign Relations.
10. Hyde, K.A.L. & Miske, S. (2000). *Education for All 2000 Assessment: Girls' 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 GB.
13. Lewis, M. & Lockheed, M. (2008, March). *Social Exclusion and the Gender Gap in Education*. Policy Research Working Paper 4562. Washington DC: 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, DC: Center for Global Development.
15. Mannathoko, C. (2008). Promoting Education Quality through Gender-Friendly Schools. In M. Tembon and L. Fort (Eds.) *Girls' 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 Girls' 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 Girls' Education*. Report of the UN Girls' Education Initiative Policy Consultation, Nairobi, Kenya, 23-25 June 2004. London: Commonwealth Secretariat.
18. Rihani, M.A. (2006). *Keeping the promise: Five benefits of girls' 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 Girls' Education*. Paris: UNESCO.
23. Tembon, M. & Fort, L. (Eds.) (2008). *Girls' Education in the 21st Century: Gender equality, empowerment and economic growth*. Washington, DC: World Bank.
24. UNESCO. (2001). *Thematic Studies: Girls' education*. Paris: UNESCO. (Education for
25. All 2000 Assessment)
26. UNGEI. 2007. *United Nations Girls' Education Initiative: Regional Updates*. New York:
27. UNICEF. (2008) *Global Thematic Report: Basic education and gender equality*. New York: UNICEF.
28. USAID. (2008.) *Education from a Gender Equality Perspective*. Washington, DC: USAID.
29. USAID. (2008). *Gender Equality Framework*. Washington, DC: USAID.

FACULTY

PEDAGOGY OF A SCHOOL SUBJECT – PART-I

Course No.: 7a

Theory: 40 Marks

Course Credit: 2

Practicum: 10 Marks

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

PSS-01- Method of Teaching English- Part- (I)

PSS-02- Method of Teaching Hindi- Part- (I)

PSS-03- Method of Teaching Sanskrit- Part- (I)

PSS-04- Method of Teaching Urdu- Part- (I)

PSS-05- Method of Teaching Arabic- Part- (I)

PSS-06- Method of Teaching Persian- Part- (I)

PSS-07- Method of Teaching History- Part- (I)

PSS-08- Method of Teaching Civics- Part- (I)

PSS-09- Method of Teaching Geography- Part- (I)

PSS-10- Method of Teaching Economics- Part- (I)

PSS-11- Method of Teaching Home Science- Part- (I)

PSS-12- Method of Teaching Commerce- Part- (I)

PSS-13- Method of Teaching Physical Sciences- Part- (I)

PSS-14- Method of Teaching Biological Sciences- Part- (I)

PSS-15- Method of Teaching Mathematics- Part- (I)

PSS-16- Method of Teaching Computer Science- Part- (I)

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit-I- Nature, Scope and Aims

- Role of English language in the Indian context: English as a colonial language,

English in Post-colonial times; English as a language of knowledge; Position Of English as second language in India;

- General Principles of language learning with special reference to English
- Advantages & importance of English learning
- Aims and Objectives of teaching English
- The Constituents of learning a foreign language: the sound system, the structural devices, vocabulary
- Difficulties in teaching English in India

Unit-II- Curriculum of English

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

Unit III- Specific Instructional Strategies and Method of Teaching 2 Year B.Ed. Syllabus of Patna University 25 | P a g e

- Methods: Inductive deductive, lecture, discussion Grammar, Translation Method, Direct method, multilingual, their advantages and limitations & comparisons.
- Approaches Structural approach and Communicative approach, constructive approach
- Specific Strategies for teaching Vocabulary: Its ways and Means

- Specific strategies for Teaching of reading: Attributes of good reading. Types of Reading, Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading.
- Specific strategies for developing Writing skills- Types of writing, factors affecting writing

skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing).

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

- Develop an understanding of the nature and objectives of teaching Hindi as a Mother language and national language
- Understand the behavioural objectives of Hindi teaching
- Develop an ability to acquire language skills among learners
- Gain knowledge about Constitutional provisions and policies of language education
- Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools
- Become aware of modern methods of Hindi teaching and put them to use in realclassroom situations.

COURSE CONTENTS

Unit-I- Nature, Scope and Aims

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

Unit-II- Curriculum of Hindi

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

Unit III- Specific Instructional Strategies and Method of Teaching 2 Year B.Ed. Syllabus of Patna University 27 | P a g e

- Teaching of Prose Story, Drama, Essay and Novel. Major steps in the planning of a prose lesson.
- Teaching of poetry- Objectives of poetry lessons. Importance for recitation, Major steps in a poetry plan.
- Teaching of Grammar: Place of grammar in theteaching of Hindi, Inductive and Deductive methods and their relative merits.

- Teaching of Reading: Attributes of good reading. Types of reading- Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading- The phonic method. Alphabetical method, word method and sentence method.
- Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence.
- Teaching of writing and composition: Letter writing, Essay writing and Precise writing.

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

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.
- Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the 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
- Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Hindi 2. Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

SUGGESTED READING

- Flower, R.P. *Language and Education*
- Habolot, P. *Language Learning*
- Oad, L.K. *Hindi Shikshan mein Truti Nidanevam Upchar*
- Pandey, R.S. *Hindi Shikshan*
- Quirk, R. *The study of the Mother Tongue*
- Singh, N.K. *Madhyamik Vidyalayon mein Hindi Shikshan*
- Sharma, D.L. *Hindi Shikshan Prashikshan*

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit-I- Nature, Scope and Aims

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

Unit-II- Curriculum of Sanskrit

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

Unit III- Specific Instructional Strategies and Method of Teaching

- Teaching of Prose, Drama, Story and Novel, Major steps in the planning of a prose lesson.

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

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

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

A. Nature and Importance :

- Definitions concept and constituents of History.
- Correlation of the different aspect of History with other subjects like Geography, civics, Economics, science and Technology.
- Importance of Teaching History.

B. Aims and objectives :

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

Unit- II- History Curriculum

- Principal of curriculum construction.
- History curriculum and state , NCERT Textbook controversy, history curriculum in CBSE,ICSE,BSEB
- Selection and organization of Historical materials :

(a) General Principles

(b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches.

- Qualities of a good History text- books.
- Curriculum reform in History- Critical appraisal of NCF- 2005, BCF- 2008 in the context of Social Science teaching

Unit- III- Instructional strategies and methods of History teaching

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

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

- 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.
- 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
- 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
- Preparing a lesson plan on any topic of the historyteaching.

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit- I- Nature, Scope and Aims of Teaching Civics

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

Unit- II- Principles of curriculum construction

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

Unit- III- Instructional Strategies for Civics Teaching

Methods of Teaching:

Expository Based : Lecture, debate, discussion, storytelling method

Discovery Based : Experimental/inquiry/problem solving, assignments

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

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

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit- I- Nature, Scope and Aims of Teaching Geography

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

Unit II- Geography curriculum

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

- Method of teaching-Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Approach of teaching-Inductive- deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach.
- Importance of excursion and tours in understanding geography
- Techniques of teaching- Questioning, Dramatization, Role Playing, Brain Storming

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

- Develop a structure of curriculum of geography of any grade.

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit- I- Nature, Scope and Aims of Teaching Economics

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

Unit- II- Principles of Curriculum Construction

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

Unit III- Instructional Strategies for Economics Teaching

Methods of Teaching:

Expository Based : Lecture, debate, discussion, storytelling method

Discovery Based : Experimental/inquiry/problem solving, assignments

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

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

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit- I- Aims and Objectives of Teaching Home Science

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

Unit- II- Curriculum and Textbook of Home Science

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

Unit-III Teaching Aids and Other Activities

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

Practicum (any one) (*Concerned teacher can devise assignment as per requirement of the course*)

- Preparations of a Home Science file that includes
 - (i) Drafting
 - (ii) Embroidery
 - (iii) Recipe
- Planning for Home Sc. Laboratory
- Family budget of Middle class income group
- Decoration of drawing room/ bedroom/ study room/ children's room/ guest room.
- Preparation of sick diet anaemic, diabetic, High Cholesterol

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit I- Nature, Significance and Objectives of Teaching Physical Science

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

Unit- II- Physical Science Curriculum

- Meaning and definition of Curriculum
- Principles and steps of Curriculum construction
- Place of Physical Sciences in present secondary and senior secondary school curriculum with special reference to CBSE, ICSE and BSEB.
- Limitations of existing Physical Science curriculum at secondary school level.

. Curriculum reform in Science- Critical appraisal of NCF- 2005, BCF 2008 in the context of Science teaching

Unit III - Methods and Approaches for Teaching of Physical Science

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

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

- Realize the importance of Biological science teaching.
- Understand the aims and objectives of teaching Biological sciences.
- Acquire knowledge and skills necessary for the construction of Biological science curriculum
- Prepare and use different types of teaching aids in Biological sciences.
- Organize co-curricular activities in Biological science teaching.
- Develop Biological science laboratory and Biological science Museum

COURSE CONTENTS

Unit I- Nature, scope, aims and objectives of teaching Biology

- Nature, scope and importance of Biological sciences education
- Aims and objectives of teaching Biological Science in terms of their learning outcome
- Emergence and development of Biological science education
- Discoveries and landmark development in biology and contribution of Eminent Indian biologist
- Scientific attitude and scientific method as the major objectives of Biological science teaching.

Unit- II- Biological Science Curriculum

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

Unit- III- Methods and Aids in Teaching of Biological Science

- Methods of teaching Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, laboratory method, Project method, Programmed Instruction and Team Teaching.

- Teaching aids in Biological science teaching- Audio, Visual and Audio-visual.
- Use of community resources in the teaching of Biological sciences.
- Organizing co-curricular activities in Biological Sciences : Science club, Field trips, Science fair, Science Quiz etc.
- Organizing Biological science Resource centres- Biological science laboratory, and Biological science Museum. Setting and maintaining an Aquarium, Vivarium and Botanical garden

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

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

SUGGESTED READING

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

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

Course No.: 7a
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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

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

COURSE CONTENTS

Unit- I- Aims and objectives of Mathematics Teaching

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

Unit- II- Mathematics Curriculum and Text Book

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

Unit- III- Methods and Approaches for teaching of Mathematics

- Qualities and competencies of a mathematics teacher

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

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

- Identification of specific learning difficulties in mathematics
- Content analysis of the syllabus of any one grade of any one board at secondary or senior secondary level
- Evaluation of the text book of mathematics of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of mathematics of any one grade of any one board at secondary or senior secondary level
- Prepare a programmed instruction for the any unit of mathematics.

SUGGESTED READING

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

EPC 1: READING AND REFLECTING ON TEXTS

Course No.: EPC 1
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

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. 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. 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.

COURSE CONTENTS

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Retelling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations– sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

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.

Suggested Activities

- 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
- 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)
- Explaining the gist of the text/topic to others (in the larger subject group)
- 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)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III: ENGAGING WITH EDUCATIONAL WRITING

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

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- 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)
- 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)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group).

PRACTICUM:

Read any one of the following texts and give critical appraisal of it:

- Robinson Crusoe* by Daniel Defoe
- Gulliver's Travels* by Jonathan Swift
- The God of Small Things* by Arundhati Roy
- Wings of Fire* by Dr. A.P.J. Abdul Kalam
- Deevaswapna* by Gijubhai Badheka
- De-schooling Society* by Ivan Illich
- Juthan* by Omprakash Valmiki
- National Policy on Education 1986*
- Learning without Burden*-Yashpal Committee Report

SUGGESTED READING

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.

EPC 2: DRAMA AND ART IN EDUCATION

Course No.: EPC 2
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES OBJECTIVES

The student-teachers will be able to

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

COURSE CONTENTS

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

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

Unit 2: Visual Arts and Crafts

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

Unit 3: Art –aided Learning and Role of a Teacher

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

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 READING

1. Booth, D. 1994. *Story Drama: Reading, Writing & Role-playing Across the Curriculum*. Pembroke Publishers Ltd.
2. Bowell, P. and B. Heap. 2001. *Planning Process Drama*. London: David Fulton. An excellent introduction to planning process drama. Simple, thoughtful, and enthusiastic.
3. Erion, P. 1996. *Drama in the Classroom: Creative Activities for Teachers, Parents & Friends*. Lost Coast Press.
4. Grady, S. 2000. *Drama and Diversity: A Pluralistic Perspective for Educational Drama*. Portsmouth, NH: Heinemann.
5. Heinig, R. 1992. *Creative Drama for the Classroom Teacher*. Allyn and Bacon.
6. Heathcote, D. and L. Johnson. 1991. Ed. C. O'Neill. *Collected Writings on Education and Drama*. Evanston, IL: Northwestern University Press.
7. Hornbrook, D. 1991. *Education in Drama: Casting the Dramatic Curriculum*. RoutledgeFalmer.
8. Keller, B. 1988. *Improvisations in Creative Drama: Workshops and Dramatic Sketches for Students*. Colorado Springs: Meriwether Publishing.
9. McCaslin, N. 1995. *Creative Drama in the Classroom and Beyond*. Addison-Wesley.
10. Peterson, L. and D. O'Connor. 1997. *Kids Take the Stage: Helping Young People Discover the Creative Outlet of Theater*. New York: Backstage Books. Deals mostly with play production (i.e. —how to put on a show!), but also has good standalone exercises on relaxation, sensory awareness, etc.
11. Pomer, J. 2001. *Perpetual Motion: Creative Movement Exercises for Dance and Dramatic Arts*. Champaign, IL: Human Kinetics, Inc.
12. Spolin, V. 1983. *Improvisation for the Theatre*. Evanston, IL: Northwestern University Press. Essential handbook of improvisational activities for skill-building and theatrical exploration.
13. Spolin, V. 1986. *Theatre Games for the Classroom: A Teacher's Handbook*. Evanston, IL: Northwestern University Press.
14. Tarlington, C. and W. Michaels. 1995. *Building Plays*. Markham, Ontario: Pembroke. A step-by-step guide for creating performance events from process-oriented drama work.
15. Tarlington, C. and P. Verriour. 1991. *Role Drama*. Portsmouth, NH: Heinemann. A useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama.
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.

EPC 3: CRITICAL UNDERSTANDING OF ICT

Course No.: EPC 3
Course Credit: 2

Theory: 40 Marks
Practicum: 10 Marks

COURSES 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

COURSE CONTENTS

Unit I: Basics in ICT and Computer Applications

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

Unit II: Basic Computer Software Applications

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

Unit 3: ICT based Education and Evaluation

- Computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction
- Educational Software: Concept, need and Evaluation of Educational software.

- Technology supported presentations/projects/assignments: Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.
- Plagiarism: Concept of plagiarism with technology supported students' assignments/projects and measures to reduce plagiarism in Education.
- 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.

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 READING

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
3. Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
4. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi
5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New Delhi
6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi
7. James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
8. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
9. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
10. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
11. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi
12. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
13. Takenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi