Mundeshwari College for Teacher Education

<u>Trainee Teacher Information</u>

NAME :- _____

<div style="border:1px solid">Self Attested Photo</div>

CLASS :- _____ SESSION :- _____

PEDAGOGY :- _____

FATHER / GUARDIAN :- _____

DATE OF BIRTH :- _____ BLOOD GROUP :- _____

ANY MAJOR HEALTH ISSUE :-_____

LOCAL / PERMANENT ADDRESS :-_____

_____

P.O. :-_____ P. S. :- _____

DISTRICT :-_____ PIN :- _____

MOBILE NO. :- _____

EMERGENCY CONTACT NO. :- _____

EMAIL ID :- _____

NATIONALITY :- _____

IDENTIFICATION MARKS :-_____

MODE OF TRANSPORT :- _____

DECLARATION BY THE CANDIDATE
I hereby declare that information given above is correct, If any kind of mistake is found than I myself am responsible for it.

SIGNATURE

SCHOOL OBSERVATION ROUTINE

School Allotted ....

Day	Present / Absent	Activity Performed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Day	Present / Absent	Activity Performed
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

Day	Present / Absent	Activity Performed
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Day	Present / Absent	Activity Performed
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		

PRACTICAL TEACHING SCHEDULE

School Allotted ....

Day	Present / Absent	Activity Performed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Day	Present / Absent	Activity Performed
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

Day	Present / Absent	Activity Performed
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Day	Present / Absent	Activity Performed
31		
32		
33		
34		
35		
36		
37		
38		
39		
40		

PRACTICAL TEACHING SCHEDULE

School Allotted ....

Day	Present / Absent	Activity Performed
41		
42		
43		
44		
45		
46		
47		
48		
49		
50		

Day	Present / Absent	Activity Performed
61		
62		
63		
64		
65		
66		
67		
68		
69		
70		

Day	Present / Absent	Activity Performed
51		
52		
53		
54		
55		
56		
57		
58		
59		
60		

Day	Present / Absent	Activity Performed
71		
72		
73		
74		
75		
76		
77		
78		
79		
80		

PRACTICAL TEACHING SCHEDULE

School Allotted ....

Day	Present / Absent	Activity Performed
81		
82		
83		
84		
85		
86		
87		
88		
89		
90		

Day	Present / Absent	Activity Performed
101		
102		
103		
104		
105		
106		
107		
108		
109		
110		

Day	Present / Absent	Activity Performed
91		
92		
93		
94		
95		
96		
97		
98		
99		
100		

Day	Present / Absent	Activity Performed
111		
112		
113		
114		
115		
116		
117		
118		
119		
120		

भारत का संविधान
उद्देशिका

हम, भारत के लोग, भारत को एक **संपूर्ण प्रभुत्व-संपन्न, समाजवादी, पंथ-निरपेक्ष, लोकतंत्रात्मक गणराज्य** बनाने के लिए तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक **न्याय,**

विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की **स्वतंत्रता,**

प्रतिष्ठा और अवसर की **समता**
प्राप्त कराने के लिए,

तथा उन **सब में** व्यक्ति की गरिमा और
राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर **अपनी इस संविधान सभा में** आज तारीख 26 नवंबर, 1949 ई. (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो हज़ार छह विक्रमी) को **एतद्द्वारा इस संविधान को** अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

राष्ट्रगानः—

जण— गण मन अधिनायक जय हे
भारत—भाग्य—विधाता।
पंजाब, सिंध, गुजरात, मराठा,
द्राविड़, उत्कल, बंग।
विंध्य हिमाचल यमुना गंगा,
उच्छल, जलधि, तरंग।
तव शुभ नामे जागें,
तव शुभ आशिष माँगें,
गाहे तव जय गाथा।
जन—गण मंगल दायक जय हे,
भारत—भाग्य—विधाता।
जय हे, जय हे, जय हे,
जय जय जय, जय है।।

राष्ट्रीय गीत

वन्दे मातरम् ! वन्दे मातरम् !
सुजलाम् सुफलाम् मलयज शीतलाम्
शस्य श्यामलाम् मातरम्।
वन्दे मातरम् ! वन्दे मातरम् !
शुभ्र ज्योत्सनाम पुलकित यामिनीम्
फुल्ल कुसुमित द्रुमदल शोभिनीम्।
सुहासिनीम् सुमधुर भाषिणीम्
सुखदाम् वरदाम् मातरम्।
वन्दे मातरम् ! वन्दे मातरम् !!

प्रार्थना   (Yellow House)

हे शारदे माँ, हे शारदे माँ
अज्ञानता से हमें तार दे माँ

तू स्वर की देवी है, संगीत तुझसे
हर शब्द तेरा है, हर गीत तुझसे
हम हैं अकेले, हम हैं अधूरे
तेरी शरण हम, हमें प्यार दे माँ।।

मुनियों ने समझी, गुनियों ने जानी
वेदों की भाषा, पुराणों की बाणी
हम भी तो समझे, हम भी तो जाने
विद्या का हमको अधिकार दे माँ।।

तू श्वेतवर्णी, कमल पे विराजे
हाथों में वीणा, मुकुट सर पे साजे।
अज्ञानता के मिटा के अंधेरे,
उजालों का हमको संसार दे माँ।।

प्रार्थना   (Green House)

हम को मन की शक्ति देना, मन विजय करें।
दूसरों की जय से पहले, खुद को जय करें।

भेद–भाव अपने दिल से, साफ कर सकें।
दोस्तों से भूल हो तो, माफ कर सकें।
झूठ से बचे रहें, सच का दम भरें।
दूसरों की जय से पहले, खुद को जय करें।

मुश्किलें पड़े तो हम पे, इतना कर्म कर।
साथ दे तो धर्म का, चलें तो धर्म पर।
खुद पे हौसला रहे, बदी से ना डरें।
दूसरों की जय से पहले, खुद को जय करें।

हम को मन की शक्ति देना, मन विजय करें।
दूसरों की जय से पहले, खुद को जय करें।

प्रार्थना   (Red House)

ए मालिक तेरे बन्दे हम
ऐसे हो हमारे करम
नेकी पर चले और बदी से टलें
ताकि हँसते हुए निकले दम

जब जुल्मों का हो सामना
तब तू ही हमें थामना
वो बुराई करे, हम भलाई करें
न ही बदले की हो भावना
बढ़ उठे प्यार का हर कदम
और मिटे बैर का ये भरम
नेकी पर चले और बदी से टलें
ताकि हँसते हुए निकले दम

बड़ा कमजोर है आदमी
अभी लाखों हैं इसमें कमीं
पर तू जो खड़ा
है दयालू बड़ा
तेरी कृपा से धरती थमी
दिया तुने जो हमको जनम
तू ही झेलेगा हम सबके गम
नेकी पर चले और बदी से टलें
ताकि हँसते हुए निकले दम
ए मालिक तेरे बन्दे हम।

प्रार्थना   (Blue House)

इतनी शक्ति हमें देना दाता
मन का विश्वास कमजोर हो ना
हम चलें नेक रस्ते पे हमसे
भूलकर भी कोई भूल हो ना

दूर अज्ञान के हों अंधेरे
तू हमें ज्ञान की रोशनी दे

हर बुराई से बचते रहें हम
जितनी भी दे भली जिन्दगी दे
बैर हो ना किसी का किसी से
भावना मन में बदले की हो ना
हम चलें नेक रस्ते पे हमसे
भूलकर भी कोई भूल हो ना

हम ना सोचें हमें क्या मिला है
हम ये सोचे किया क्या है अर्पण
फूल खुशियों के बॉटे सभी को
सब का जीवन ही बन जाए मधुबन
अपनी करुणा का जल तू बहा के
कर दे पावन हर एक मन का कोना

हम चलें नेक रस्ते पे हमसे
भूलकर भी कोई भूल हो ना
इतनी शक्ति हमें देना दाता
मन का विश्वास कमजोर हो ना

आर्यभट्ट ज्ञान विश्वविद्यालय
ARYABHATT KNOWLEDGE UNIVERSITY

विश्वविद्यालय कुल गीत

हमारा ज्ञान विश्वविद्यालय, आर्यभट्ट के नाम ।
राज्य की गरिमा मिलकर गायें, सुबह हो या शाम ॥
सुबह हो या शाम, आर्यभट्ट के नाम...

चिकित्सा हो या प्रावैधिकी, रखेंगे हम सबका मान ।
ब्रहमाण्ड से सूक्ष्म कणों तक, करेंगे अर्जित पूरा ज्ञान ॥
हिन्दु, मुस्लिम, सिख, ईसाई, भारतवर्ष सबों का धाम ।
एक ही धर्म हमारा, हम करते सबका सम्मान ॥
करते सबका सम्मान ॥...
आर्यभट्ट हमारा विश्वविद्यालय

हमारा ज्ञान विश्वविद्यालय, आर्यभट्ट के नाम ।
राज्य की गरिमा मिलकर गायें, सुबह हो या शाम ॥
सुबह हो या शाम, आर्यभट्ट के नाम...

दीप से दीप जलाकर हम, भेदभाव मिटायेंगे ।
घर घर में हम नारी–पुरूष को, ज्ञान मन्त्र से जगायेंगे ॥
प्यार अहिंसा मानवता को, राष्ट्र का लक्ष्य बनायेंगे ।
नई पहचान दिलायेंगे...
आर्यभट्ट हमारा विश्वविद्यालय

हमारा ज्ञान विश्वविद्यालय, आर्यभट्ट के नाम ॥
राज्य की गरिमा मिलकर गायें, सुबह हो या शाम ॥
सुबह हो या शाम, आर्यभट्ट के नाम

विद्यार्थी प्रतिज्ञा

भारत मेरा देश है। सभी भारतवासी मेरे भाई-बहन हैं। मुझे अपना देश प्राणों से भी प्यारा है। इसकी समृद्धि एवं विविध संस्कृति पर मुझे गर्व है। मैं इसका सुयोग्य अधिकारी बनने का सदा प्रयत्न रहूँगा। मैं अपने माता-पिता गुरूजनों एवं सभी बड़ों का सदा सम्मान करूँगा तथा सब के साथ विनम्रता का व्यवहार करूँगा।

मैं अपने देश और देशवासियों की निष्ठापूर्वक सेवा करने की प्रतिज्ञा करता हूँ, उनके कल्याण और समृद्धि में ही मेरा सुख निहित है।

Student's Pledge

India is my country. All Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I Shall always strive to be worthy of it. I shall give my parents, teachers and all elders and treat everyone with courtesy.

To my country and my people I pledge my devotion. In their well being and prosperity alone lies my happiness.

शिक्षक प्रतिज्ञा

मैं सद्चरित्र एवं सद् ज्ञान से परिपूर्ण नागरिक के रूप में विद्यार्थियों का निर्माण करने में दृढ़ निश्चय एवं पूर्व समर्पण के साथ उचित कर्तव्यों का पालन करते हुए इस महाविद्यालय को एक आदर्श संस्था के रूप में निर्मित करने की पवित्र एवं दृढ प्रतिज्ञा करता हूँ।

Teacher's Pledge

"I do solemnly swear that, I shall discharge my legitimate duties with determination and dedication to shape my students into citizens of good character and knowledge. So as to make the institution a model one."

नियम एवं शर्तें

1. मुंडेश्वरी कॉलेज फॉर टीचर एजुकेशन में दाखिला लेने वाले सभी प्रशिक्षुओं को बी. एड. कार्यक्रम के प्रति नीतिगत एवं सम्मानपूर्ण प्रतिबद्धता बनाए रखना अनिवार्य हैं। उनसे अपेक्षा की जाती है कि वह हर क्षेत्र में उच्चतम उपलब्धि हासिल करें और जहां भी हो, एक जिम्मेदार और गरिमामयी तरीके से स्वयं को स्थापितकरें।

2. सभी प्रशिक्षुओं के लिएमहाविद्यालय परिसर में मौलिक कर्तव्यों, मर्यादा और अनुशासन का पालन करना अनिवार्य हैं ।

3. सभी प्रशिक्षुओं को सभी शैक्षणिक कक्षाओं के साथ-साथ प्रायोगिक अभ्यास शिक्षण में 80% उपस्थिति अनिवार्य हैं । प्रशिक्षुओं को विद्यालयी अभ्यास शिक्षण के दौरान सभी प्रकार की गतिविधियों में भाग लेना आवश्यक हैं। सभी प्रशिक्षुओं को महाविद्यालय द्वारा सौंपे गए सरकारी विद्यालयों मेंही अभ्यास शिक्षण करना अनिवार्य होगा।

4. कॉलेज की कक्षाओं और पाठ्य सहगामी क्रियाओं एवं अन्य क्रियाकलापों के निर्धारित समय के दौरानकिसी भी प्रशिक्षु को कॉलेज परिसर छोड़ने की अनुमति नहीं दी जाएगी।

5. सभी प्रशिक्षणार्थियों को महाविद्यालय द्वारा उपलब्ध कराये गए निर्धारित ड्रेस कोड का पालन करना अनिवार्य है। बिना कॉलेज यूनिफार्म के कॉलेज परिसर में प्रवेश वर्जित होगा ।

6. सभी प्रशिक्षणार्थियों को महाविद्यालय द्वारा आयोजित आंतरिक परीक्षा में सम्मिलित होना अनिवार्य हैंविभिन्न विषयों के शिक्षकों द्वारा दिए गए प्रदत्त कार्य को समय पर प्रस्तुत किया जाना आवश्यक हैं ।

7. कोई भी छात्र बिना पूर्व अनुमति के किसी भी संकाय सदस्य से संपर्क नहीं करेंगे। अतिआवश्यक होने पर उन्हें संदेश द्वारा अनुमति लेकर संपर्क करेंगे ।

8. सभी प्रशिक्षणार्थियों से अपेक्षा की जाती है कि वे महाविद्यालय द्वारा समय-समय पर दिये गये सुचना के अनुसार निर्धारित समय पर शुल्क जमा करेंगे, अन्यथा कॉलेज इससे संबंधित कार्रवाई करने के लिए स्वतंत्र है।

9. महाविद्यालय परिसर को साफ-सुथरा रखना सभी प्रशिक्षुओं का कर्तव्य है जिसको आप सभी भलीभांति पूर्ण करेंगे।

10. किसी भी प्रशिक्षणार्थी द्वारा रैगिंग, दुर्व्यवहार या दुराचार नजरअंदाज नहीं किया जाएगा। सभी प्रशिक्षुओं से अपेक्षा की जाती है कि वे अपने सहपाठियों, वरिष्ठगणों, शैक्षणिक एवं गैर-शैक्षणिक कर्मचारियों के प्रति सम्मानजनक व्यवहार रखेंगे।

CODE OF CONDUCT FOR STUDENTS:

i. Students should strictly adhere to all the rules and regulations in force and amendments in future and any breach of any rule shall entail summery forfeiture of his/her seat in the college;

ii. The students should not involve themselves in any of such activities that are pre-judicial to the proper conduct of study or discipline, or peace in the college campus, such as involving themselves in strike, unlawful assemblies, consumption of intoxicating drinks and drugs, late attendance and any other infringement of rules and regulations;

iii. Students should not involve in any form of ragging;

iv. There are no conventional uniform for traditional courses except using Aprons by students and teachers while doing practical works in laboratories. However, vocational courses have mandated uniform.

v. 80% Attendance mandatory

vi. At the time of admission students are required to give their Anti Ragging mandatory undertaking.

vii. All the students are expected to developed the tendency of returning books library on time.

viii. All the students are expected to wear the college uniform. No entry will be allowed without the college uniform. Girl students have to wear Saree for 2 days in week.

CODE OF CONDUCT

1. PRINCIPAL

Principal should:

1. Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, optimization of human resources, concern for environment and sustainability;
2. Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the institution;
3. Act as steward of the college's assets in managing the resources with responsibility, optimally, effectively and efficiently for providing a conducive working and learning environment;
4. Promote the collaborative, shared and consultative work culture in the college, paving the way for innovative thinking and generation of ideas;
5. Endeavour to promote work culture and ethics that bring about quality, professionalism, satisfaction and service to the society and nation;
6. Adhere to a responsible pattern of conduct and demeanour expected of them by the community;
7. Refrain from allowing considerations of caste, creed, religion, race, gender or sex to interface him/her in their professional endeavour;

2. LIBRARIAN

Librarian should be required:

1. To actively promote reading and scholarship;
2. Work towards the modernization of the library, digitalization of research materials, and subscribing to online journals and global e- resources;
3. Install mechanism to check plagiarism such as obtaining MHRD approval anti-plagiarism software and promote academic ethics;
4. Hold annual library day and faculty specific library week to augment scholarship;
5. To make the central library inviting for faculty and students maintaining a high order of cleanliness and provide adequate space for academic discussions with arrangement of drinking water and beverages;
6. Feedback collection from All Students, Faculty and Stakeholder and Submitted ATR
7. Circulation of Books and Journals on time.
8. Recognition of Shortage of books and facilities.

3. TEACHERS

Teachers and their Responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct himself/herself in accordance with the idea of the profession. A teacher is constantly judged by

his/her student and society. Therefore, every teacher should see that there is no incompatibility between his/her precepts and practice. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:
i.   Safeguard the provisions of the Indian constitution in his/her professional and personal life;
ii.   Adhere to a responsible and acceptable manner of conduct and demeanour expected of them by the community;
iii. Seek to make professional growth continuously through study and research
iv.   Express free and frank opinion by participation at the professional meetings, seminars, conferences aimed contributing towards generation and growth of knowledge;
v.   Maintain active membership of the professional organizations and strive to improve education and professional competence through them;
vi.   Perform their duties in the form of teaching, tutorials, practical, seminars and research work, consciously and with dedication;
vii. Discourage and not to indulge in the unfair practice of plagiarism and other non ethical conduct in teaching and research;
viii. Abide by the acts, statute and ordinance of the university and to respect its ideals, vision, mission, cultural practices and tradition;
ix.   Cooperate and assist in carrying out the functions related to the educational responsibilities of the college and the university, such as assisting in appraising applications for admission, advising and counseling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation;
x.   Participate in extension, co-curricular and extra- curricular activities, including service.

Teachers and Students:
Teachers should:
i.   Respect the rights and dignity of the students in expressing his/her opinion
ii.   Deal justly and impartially with students regardless of their gender, religion caste, nationality, ethnicity and disability;
iii. Recognize the difference in aptitude and capabilities among student and strive to meet their individual needs;
iv.   Encourage students to strive higher, improve their attainments, develop their personalities and at the same time contribute to the community welfare;
v.   Inculcate among students scientific temper, spirit of inquiry and ideals of democracy,

patriotism, social justice, environmental protection and peace;

vi. Treat the students with dignity and not to behave in a vindictive manner towards any of them for any reason;

vii. Pay attention to fair assessment of merit;

viii. Make themselves available to the students helping and guiding them without any expectations for either any remuneration or rewards for the same;

ix. Aid students to develop an understanding of our national and state heritage and national goals; and also to encourage them to think critically and even act with responsibility;

Teachers and Colleagues:
Teachers should:

i. Treat other members of the profession in the same manner as they themselves wish to be treated;

ii. Not speak disrespectfully to colleagues and render assistant for professional betterment

iii. Refrain from making an unsubstantial allegations against colleagues to higher authorities;

iv. Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour;

Teachers and Authorities:
Teachers should:

i. Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods in consistent with their profession in initiating steps through their own institutional bodies and / or professional organizations for change of any such rule detrimental to professional interest;

ii. Refrain from undertaking any other employment and commitment, including private tuitions and coaching which are likely to interfere with their professional responsibilities;

iii. Co-operate in the formulation of policies of the institution when required;

iv. Co-operate their university in the formulation of policies of other institutions;

v. Co-operate with the authorities for the betterment of the college and university;

Teachers and non-teaching staffs:
Teachers should:

i. Treat the non-teaching staffs as colleagues and equal partners in a cooperative manner within the college premises'

ii. Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staffs of the college;

Teachers and Guardians:

Teachers should:

i. Try to see, that departments maintain contact with parents/guardians of their students, send reports of their performance to the guardians whenever necessary and even meet the guardians at meetings convened for the purpose for mutual exchange of ideas and for the benefit of the students and the college itself;

Teachers and Society:

Teachers should:

i. Recognize that education is a public service and strive to keep the public informed of the educational programmes that are being provided ;

ii. Work to improve education in the community and strengthen the community's cultural moral and intellectual life;

iii. Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;

iv. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;

v. Refrain from taking part in or subscribing in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions, or linguistic groups and actively work for mutual integration;

All B.Ed students must follow the instructions at the time of Teaching Practice

1. All B.Ed trainees must attend to internal teaching practice Internship, if any trainee absents himself without a proper cause and prior information, he will be debarred from internal teaching for the entire period of teaching.

2. All students must follow the bell-times given in time-table, i.e, neither he should exceed nor reduce the bell-timings.

3. After teaching is over, lecturer's signature is a must on appropriate spaces, Le, specified Spaces on fair teaching lesson plan, teaching report and criticism records.

4. During internal teaching practice mobile should remain switched off failing which your teaching might be cancelled

5. According to the schedule all students must bring Fair lesson plan (after correction) & teaching report with T.L.M. Those who will not come with these records and materials, may not be allowed for internal teaching practice on that day.

6. You must maintain discipline and dignity in the campus and class rooms. You must honour the teachers and students as well. Beating the school Students is strictly prohibited in or out of the class.

7. Wandering in verandas is strictly prohibited.

8. Students should avoid rough lesson-plan correction at the time of teaching. If necessary, you can request at the time of short-break.

Mundeshwari College for Teacher Education

All B.Ed Students must follow the instructions at the time of Internship-Cum-Teaching Practice

1. All B.Ed. trainees must attend to internal teaching practice to be held in different schools, if any trainees absents himself/herself without a proper cause and prior information, he/she will be debarred from internship-cum-teaching practice for the entire period of teaching.
2. You must be present daily in assigned schools during prayer session. After prayer session you must go to H.M's office to sign, on the attendance register.
3. You must have dignified dress (uniform) along with college Identity Card.
4. You must bring daily to concerned schools your Essential Records like:- Lesson plans, Learning Plans, Observation, Teaching Reports, along with TLMs and chart, duster etc.
5. You must stay in the concerned school from prayer to till the end of evening long bell. If there arises any emergency, you must take permission of the concerned H.M and our lecturer. Without taking permission, if any student leaves the concerned school campus, he/she will be treated as absent on that day.
6. You must maintain discipline and dignity in the school campus and classrooms. You must honour and teachers and students as well. Beating the school student is strictly prohibited.
7. You must pay respect to all the teachers of the concerned school irrespective of your subject.
8. During Teaching Practice-cum-Internship mobile should remain switched off failing which your teaching might be cancelled.
9. Every student must write fair lesson plan before teaching, rough lesson-plans are not allowed to teach.
10. After teaching the lesson, you must take the signature of the concerned subject teachers in your lesson plan record and teaching report.
11. After completion of the Internship-cum-Teaching practice. You must take concerned Teacher's Signature/H.Ms signature and seal on prescribed space in your Records, failing which it is not valid for the submission in the college.
12. Your behavior must earn name and fame for this promising institution.

विद्यार्थियों के लिए विशेष निर्देश

1. NCTE के नियमानुसार सभी छात्र–छात्राओं की दोनों सत्रों की सैद्धांतिक कक्षा में 80% एवं व्यावहारिक कक्षा (Internship) में 90% उपस्थिति अनिवार्य है । ऐसा नहीं होने पर वि० वि० परीक्षा में शामिल नहीं हो पाएगें ।
2. College द्वारा निर्धारित समय सारणी के अनुसार कक्षा में उपस्थित रहना अनिवार्य है।
3. Micro Teaching और Lesson Planning, Learning Planning के साथ–साथ Demonstration Classes, Practice Teaching Activity Participation में 100% उपस्थिति अनिवार्य है।
4. Practical Records शिक्षकों के निर्देशानुसार एवं दिये गये समय में तैयार कर जमा करना अनिवार्य है।
5. सैद्धांतिक परीक्षा का केन्द्र (Centre) वि० वि० द्वारा निर्धारित किये जायेंगें क्योंकि उसमें महाविद्यालय की कोई भूमिका नहीं होती है।
6. परीक्षा फल का प्रतिशत आपकी सैद्धांतिक परीक्षा एवं प्रायोगिक परीक्षा की संयुक्त उपब्धि पर निर्भर है। उसमें प्रबंधन की कोई भूमिका नहीं होती है।
7. सभी विद्यार्थी ड्रेस कोड में ही महाविद्यालय में प्रवे । करेंगे।

Dr. Sarvepalli Radhakrishnan

Dr. Sarvepalli Radhakrishnan was one of the most distinguished diplomats, scholars and teachers of India, apart from being the first Vice President and the second President of the country. As a tribute to this great teacher, his birthday is observas Teachers' Day across India. As a matter of fact, when his students and friends asked him for the permission to celebrate his birthday, it was he who asked them to celebrate the day as Teachers' Day, honoring the efforts of teachers across the country.

Birth & Education

Dr. S Radhakrishnan was born on September 5, 1888, at Tiruttani, forty miles to the northeast of Chennai (then Madras), in South India. His early years were spent in Tiruttani and Tirupati, both famous as pilgrim centers. He graduated with a Master's Degree in Arts from Madras University. In April 1909, he was appointed to the Department philosophy, at the Madras Presidency College. From then onwards, he was engaged in a serious study of Indian philosophy and religion, and went on to become a teacher of Philosophy.

Professional Life

In 1918, Doctor Radha Krishnan was appointed as the Professor of Philosophy, in the University of Mysore. Three years later, he was appointed as a Professor to King George V Chair of Mental and Moral Science in the University Calcutta. Dr. Radhakrishnan even represented the University of Calcutta at the Congress of the Universities of the British Empire in June 1926 and the International Congress of Philosophy at the Harvard University in September 1929, Dr. Radhakrishnan was invited to take the post vacated by Principal J. Estin Carpenter, in Manchester College, Oxford. In Oxford, Dr. Radhakrishnan lecturer the students on Comparative Religion. From 1936-39, he served as the Spalding Professor of Eastern Religions and Ethic's at Oxford University. In 1939, he was elected Fellow of the British Academy. From 1939-48, he was the Vice-Chancellor of the Banaras Hindu University. He later held offices that with India's national and international affairs. He was the leader of the Indian delegation to UNESCO during 1946 Dr. Radhakrishnan served as the Ambassador of India to U.S.S.R. during 1949-52. He was also a member of the Constituent Assembly of India.

His Works

Dr.Radhakrishnan penned down a number of books during his lifetime. Some of which are like The Hindu View Life. The Idealist View of Life, Religion and Society, Eastern Religions and Western Thought and A Source Book Indian Philosophy. He had also written for some of the most reputed international journals.

Presidency of India

Dr. Radhakrishnan was the Vice-President of India from 1952 to 1962 and the President, General Conference of UNESCO, from 1952 to 1954. He held the office of the Chancellor, University of Delhi, from 1953-62. In May 1967, Dr. Radhakrishnan became the President of India, a post he served till May 1967. He was honored with Bharat Ratna in 1954. He was also knighted by the British government in the year 1931, but, he used only his academic title 'Doctor' throughout his life.

THE PHILOSOPHY OF INSTITUTION

It gives me immense pleasure to welcome you all to our grand initiative towards creating a quality in-built Teacher's Training Institute as a noble contribution to the society The motivation for establishing the Institute in Bihar has come chiefly out of two observations:

1) Dearth of well educated, trained teachers who can ignite the young minds, who can harness the potential of youth for the benefit of humanity and who can act as a catalyst to bring positive changes in the society.

2) Huge employment opportunities for trained educated youths in academic institutions across the State and the country as well.

It is in this backdrop that "Mundeshwari College for Teacher Education" has been established as a quality oriented institute for education. Accent is on to bridge the gap of well educated and trained teachers which is a prerequisite for overall educational development of the State.

Our motto is to have the best faculty available to enhance the teaching and learning process, also ensuring the students to get best academic environment and good infrastructure facilities for their prosperous educational career.

I welcome all the students of bachelor of education, academia and all other sections of the society in our journey towards nation building process.

Sri Samrendra Singh
Chairman

FROM THE PRINCIPAL'S DESK

Gaining knowledge alone is not Education, but it is that what makes us better human beings and so determines the future of the country. Education should help one to acquire life skills, there by live well, behave well to others and contribute his/her best to the society/nation/world. Ultimately the aim of Education should be the real peace in the world, where persons only use, develop and spread the positives in them.

Father of our nation, Mahatma Gandhi has beautifully observed the meaning of Education as 'the all-round drawing out of the best in child and man, in body, mind and spirit'. Here in this College, we are in that effort to bring out the best in our student-teachers, in all aspects, so that they are equipped to do the same when they become the real teachers later. All the activities are organized here as a team work by the faculty to achieve this common goal. Thus Mundeshwari College for Teacher Education, Patna is scaling new heights in academic excellence and social commitment.

BEST WISHES TO ALL.

Dr. Sunita Singh
Principal

COLLEGE COMMITTEE

SR NO	COMMITTEE NO	COMMITTEE NAME	
1	COMMITTEE - 01	Gender Sensitisation Committee	
2	COMMITTEE - 02	Guidance and Placement Committee	
3	COMMITTEE - 03	Library Advisory Committee	
4	COMMITTEE - 04	Anti Ragging Committee	
5	COMMITTEE - 05	Women's Grievance and safety committee	
6	COMMITTEE -06	Student Grievance and Redressal Cell	
7	COMMITTEE - 07	Examination committee	
8	COMMITTEE - 08	Board of Studies	
9	COMMITTEE - 09	Intellectual Property Right	
10	COMMITTEE - 10	SC/ST Cell	
11	COMMITTEE - 11	Minority Cell	

NOTE:- STUDENT CAN GIVE THEIR FEED BACK / SUGGESTION OR COMPLAINS TO CONCERNED COMMITTEE THROUGH APPLICATION   CONVENOR COMMITTEE NAME

FEED BACK ON WEBSITE - www.mcte.in

OR

DROP THEIR APPLICATION IN DROP BOX

OUR FACULTY

Dr. Sunita Singh
Principal
Scoial Science-I

Kumari Shashi Singh
Asst. Professor
Foundation Paper

Anjana Kumari
Asst. Professor
Language

Naushia Tabassum
Asst. Professor
Foundation

Pravin Kumar
Asst. Professor
Physical Education

Dr. Dinesh Kumar
Asst. Professor
Music

Bandana Prakash
Asst. Professor
Social Science

Neetu Rai
Asst. Professor
Language (English)

Reena Kumar
Asst. Professor
Social Science
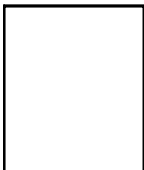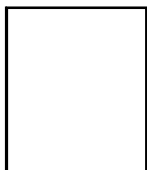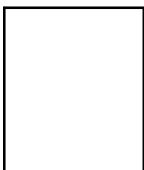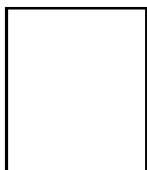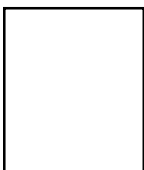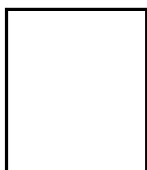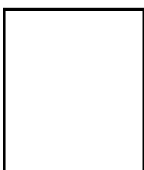
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Mundeshwari College for Teacher Education

Sarari-Usri Road, Khagaul, Patna - 801105

RECOGNISED BY NCTE (ERC), BHUBANESWAR

AFFILIATED TO ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

Web. : www.mcte.in, E-mail: mcte.patna@gmail.com,

FB: https://www.facebook.com/MCTEPATNA

Whatsapp : 9835998354, Contact : 8409991947, 9835405284

College Bank Details

Name	Mundeshwari College for Teacher Education, Patna
Bank	Bank of India
Bank Address	C & P Branch, Boring Road, Patna
A/c. No.	442120110000356
IFSC Code	BKID0004421

Note :- Students can pay their fees through college bank details

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI, PATNA 801105

1ST YEAR TIME TABLE B.Ed. Session : ....

PERIODS/DAYS	9:45AM 10:00AM	10:00AM 10:50AM	10:55AM 11:45AM	11:45AM 12:30PM	12:35PM 1:20PM	1:25PM 2:10PM	2:15PM 3:00PM	3:00PM 3:30PM
MONDAY	A S S E M B L Y	CC-01	CC-02	L U N C H B R E A K	CC-03	EPC-01	METHOD	L I B R A R Y
TUESDAY		CC-02	CC-05		CC-04	CC-01	EPC-02	
WEDNESDAY		CC-06	CC-03		CC-01	CC-02	METHOD	
THURSDAY		CC-02	CC-04		EPC-03	CC-01	EPC-02	
FRIDAY		CC-01	CC-06		CC-05	CC-03	METHOD	
SATURDAY		CC-01	CC-05		CC-06	CC-03	PRACTICUM WORK	

CC-C1= CHILDHOOD AND GROWING UP ;CC-02= CONTEMPORARY INDIA AND EDUCATION; CC-03= LEARNING AND TEACHING; CC-04= LANGUAGE ACROSS THE CURRICULUM

CC-05= UNDERSTANDING DISCIPLINES AND SUBJECTS; CC-06= GENDER SCHOOL AND SOCIETY; EPC-01=READING AND REFLECTING ON TEXT; EPC-02= DRAMA AND ART IN EDUCATION; EPC-03= CRITICAL UNDERSTANDING OF ICT.

MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

SARARI, PATNA 801105

2ND YEAR TIME TABLE B.Ed. Session : ....

DAYS	9:45AM 10:00AM	10:00AM 10:50AM	10:55AM 11:45AM	11:45AM 12:30PM	12:35PM 1:20PM	1:25PM 2:10PM	2:15PM 3:00PM
MONDAY	A S S E M B L Y	CC-08	CC-09	L U N C H B R E A K	CC-10	OC	LIBRARY
TUESDAY		EPC-04	CC-09		CC-08	METHOD	GAMES
WEDNESDAY		CC-09	CC-08		CC-10	OC	LIBRARY
THURSDAY		EPC-04	CC-09		CC-08	METHOD	LIBRARY
FRIDAY		CC-10	CC-09		CC-08	OC	GAMES
SATURDAY		CC-08	EPC-04		CC-09	CC-10	WORKSHOP

CC-08= KNOWLEDGE AND CURRICULUM; CC-09= ASSESSMENT FOR LEARNING; CC-10= CREATING AN INCLUSIVE SCHOOL; OC= OPTIONAL COURSES; EPC-04= UNDERSTANDING THE SELF

Mundeshwari College for Teacher Education

(AFFILIATED TO ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA)

A Unit of Vikramshila Educational & Welfare Society, Patna

Value Added Course

VAC-01: English for Professional Communication

VAC-02: Waste Management and Recycling

VAC-03: Cyber Safety

Syllabus/Curriculum of VAC-01

Year 1: Foundations of Professional Communication

Sl. No.	Lesson	Duration
1.	Introduction to Professional Communication	Week 1-2
2.	Oral Communication Skills	Week 3-4
3.	Listening Skills	Week 5-6
4.	Professional Writing Skills	Week 7-8
5.	Reading Skills	Week 9-10
6.	Non-Verbal Communication	Week 11-12
7.	Practical Application	Week 13-14

Year 2 : Advanced Professional Communication

Sl. No.	Lesson	Duration
1.	Advanced Speaking Skills	Week 1-2
2.	Professional Writing Skills II	Week 3-4
3.	Communication in Meetings and Interviews	Week 5-6
4.	Intercultural Communication	Week 7-8
5.	Digital Communication	Week 9-10
6.	Professional Etiquette	Week 11-12
7.	Practical Application II	Week 13-14
8.	Final Assessment and Project	Week 15-16

Mundeshwari College for Teacher Education
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Syllabus/Curriculum of VAC-02

Year 1: Foundations of Waste Management and Recycling

Sl. No.	Lesson	Duration
1.	Understanding Waste	Weeks 1-3
2.	Principles of Waste Management	Weeks 4-6
3.	Waste Collection and Segregation	Weeks 7-9
4.	Legal and Ethical Issues in Waste Management	Weeks 10-12
5.	Practical Application I	Weeks 13-16
6.	Basics of Recycling	Weeks 1-3
7.	Recycling Technologies and Innovations	Weeks 4-6
8.	Composting and Organic Waste Management	Weeks 7-9
9.	Community Involvement in Waste Management	Weeks 10-12
10.	Practical Application II	Weeks 13-16

Year 2: Advanced Waste Management and Recycling Practices

Sl. No.	Lesson	Duration
1.	Hazardous and E-Waste Management	Weeks 1-3
2.	Sustainable Waste Management Strategies	Weeks 4-6
3.	Policy and Legislation in Waste Management	Weeks 7-9
4.	Education and Advocacy in Waste Management	Weeks 10-12
5.	Practical Application III	Weeks 13-16
6.	Future Trends in Waste Management	Weeks 1-4
7.	Capstone Project	Weeks 5-12
8.	Reflection and Career Pathways	Weeks 13-16

Mundeshwari College for Teacher Education
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Syllabus/Curriculum of VAC-03

Year 1: Foundations of Cyber Safety

Sl. No.	Lesson	Duration
1.	Understanding Cyber Safety	Weeks 1-3
2.	Digital Footprint and Privacy	Weeks 4-6
3.	Online Behavior and Etiquette	Weeks 7-9
4.	Cyber Safety in Education	Weeks 10-12
5.	Practical Application I	Weeks 13-16
6.	Securing Personal and Institutional Data	Weeks 1-3)
7.	Cyber Safety Tools and Technologies	Weeks 4-6
8.	Teaching Cyber Safety	Weeks 7-9
9.	Responding to Cyber Incidents	Weeks 10-12
10.	Practical Application II	Weeks 13-16

Year 2: Advanced Cyber Safety Strategies

Sl. No.	Lesson	Duration
1.	Legal and Ethical Issues in Cyber Safety	Weeks 1-3
2.	Developing Cyber Safety Policies	Weeks 4-6
3.	Cyber Safety and Emerging Technologies	Weeks 7-9
4.	Promoting Cyber Safety Culture	Weeks 10-12
5.	Practical Application III	Weeks 13-15

Mundeshwari College for Teacher Education

(AFFILIATED TO ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA)

A Unit of Vikramshila Educational & Welfare Society, Patna

Rules for Admission in Value Added Courses

1. College students can take direct admission after announcing of admission date of this course.
2. Class conducted two days in a week in the morning or evening after/before regular course classes.
3. The course classes start at 08:30 to 09:30 AM in the morning or 04:00 to 05:00 PM in evening.
4. All learners must adhere to starting and finishing times.
5. All mobile phones must be switched off during the classes of course.
6. After completion of curriculum/syllabus of the course examination will be conducted for the issuance of certificate.
7. The assessment of the course will be done through grading system
8. Students will be awarded with a certificate on successful completion of the course.

CLOs of **VAC-01**

Improve proficiency in English for professional communication.

Develop effective speaking, listening, reading, and writing skills.

Understand and apply the principles of clear and concise communication.

Learn to communicate effectively in various professional contexts, including interviews, meetings, and presentations.

Build confidence in using English in professional and academic settings.

CLOs of VAC-02

Understand the principles and practices of waste management and recycling.

Develop the ability to integrate waste management concepts into educational curricula.

Foster environmental responsibility and sustainable practices among students and communities.

Learn to plan and implement waste reduction and recycling programs in educational settings.

Stay informed about emerging trends and technologies in waste management.

CLOs of VAC-03

Understand the principles of cyber safety and the risks associated with digital technology.

Develop strategies for promoting safe online practices among students and educators.

Implement measures to protect personal and institutional data.

Educate students about responsible internet use and online security.

Create a safe digital environment in educational settings.

आर्यभट्ट ज्ञान विश्वविद्यालय
ARYABHATT KNOWLEDGE UNIVERSITY

Aryabhatta Knowledge University

Patna, Bihar

Two year

Bachelor of Education (B.Ed.) Programme

COURSES OF STUDY

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

INDEX
ANNUAL DISTRIBUTION OF THE COURSES

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

Marking Scheme for Internal Assessment of CCs and EPCs

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

Marking Scheme for Assessment of School Contact Program

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

Marking Scheme for Assessment of School Internship Program

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

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

An Overview of the yearly distribution of Courses

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

Order of Merit

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

COURSES OF STUDY OF FIRST YEAR
OF

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus
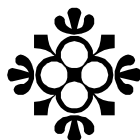
CC-1: CHILDHOOD AND GROWING UP

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

UNIT-III: SOCIALIZATION AND THE CONTEXT OF LEARNER
· Concept of Socialization: major perspectives, education as a medium and key factors
· Socialization: The context of family, community and school
· Gender Identities and Socialization Practices in: Family, Schools, other formal and informal organization, Schooling of Girls
· Process of Socialization and social realities (with special focus on Bihar): Inequalities, conflict, marginalization

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

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

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

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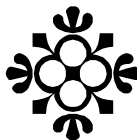
CC-2 CONTEMPORARY INDIA AND EDUCATION

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

UNIT –II : STUDY OF CONSTITUTION & EDUCATION
- Study of Educational Articles related to Indian Constitution
- Study of Constitution especially the preamble for the fundamentals Rights, Duties of citizens and the directive principles of state policies.
- Constitutional values related to aims of education.
- The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.

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

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

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

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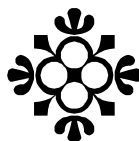
CC-3 LEARNING AND TEACHING

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

COURSE OBJECTIVES

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

COURSE CONTENTS

UNIT-I: CONCEPTS RELATED TO LEARNING
- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Major factors affecting learning
- Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

UNIT-II: THEORETICAL PERSPECTIVES ON LEARNING
- Reflecting on the development of theories on learning: Historical perspective Theories related to Learning: Behaviorist, Cognitivist, Information-processing view, Humanist, Social-constructivist (Throndike, Pavlov, Skinner, Kohler, Atkinson–Shiffrin model, Maslow and Vygotsky theoies of Leaning)
- Concepts and principles with their applicability in different learning situations
- Relevance and applicability for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives

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

UNIT-IV: PERSONALITY, INTELLIGENCE AND MENTAL HEALTH

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

MODE OF TRANSACTION

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

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

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

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

Course content/ Syllabus

Unit 1
- Language -meaning and concept.
- Functions of language.
- Role of language across curriculum.
- A brief historical background of language development.
- Theories of language development-Bloomfield and Chomsky.

Unit 2
- Understanding home language and school language
- Discussion as a tool for learning
- Nature of questioning in the classroom
- Types of questions-Teacher's role
- Different texts- Expository, Narrative, Transactional, Reflexive
- Develop strategies for using language in the classroom-oral and written.

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

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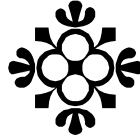
CC-5 UNDERSTANDING DISCIPLINES AND SUBJECTS

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT-I: BASIC UNDERSTANDING OF DISCIPLINES AND SUBJECTS

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

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

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

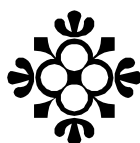**TRANSACTION METHOD**
The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

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CC - 6 GENDER, SCHOOL AND SOCIETY
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

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

COURSE CONTENT

UNIT-I: GENDER ISSUES: KEY CONCEPTS
- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Historical backdrop: Some landmarks from social reforms movements; focus on women's experiences of education, legislative
- Policy perspectives about Gender issues
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Gender and Society: Understanding the context of India with special focus on Bihar

UNIT-II: GENDER AND EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER
- Paradigm shift from women's studies to gender studies; perspective of researches School and Curriculum: The question of gender sensitivity; gender and hidden curriculum; Understanding school spaces from the perspective of gender
- Gender in text and pedagogy: Analyzing the 'Construction of gender' in textbooks and classroom practices
- Role of Education for gender equality
- Teacher: as an agent of change; gender sensitive professional

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

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PEDAGOGY OF SCHOOL SUBJECTS 7A

PC-7A-1: PEDAGOGY OF ENGLISH

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

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

COURSE CONTENT

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

UNIT II: TEACHING AND EVALUATION IN ENGLISH LANGUAGE
  A. TEACHING IN ENGLISH AND LESSON PLANS
- General Principles of Teaching English as a Foreign Language.
- *A. Methods of teaching English*
      1. Grammar Translation Method 2. Direct Method 3. Bi-lingual Method
- *B. Approaches of teaching English*
      1. Structural approach   - General principles of selection and gradation. 2. Communicative approach
- Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model, Skills of teaching: Core skills and planning Micro-lessons
- Writing Instructional objectives of teaching of prose &poetry and Lesson Plan
- Teaching of grammar - a. Types: Functional and Formal (Traditional)
                          b. Methods: Inductive and Deductive
  B. EVALUATION TECHNIQUES
- Concept and types of evaluation
- Construction of achievement test in English
- Ways of testing- reading, writing, speaking, grammar and vocabulary

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

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

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PC-7A- 2: PEDAGOGY OF HINDI

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

COURSE OBJECTIVES
To enable the student-teacher understand about:
- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching
- Approaches for teaching different aspects of Hindi language
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language. .

COURSE CONTENT

UNIT-I : हिन्दी भाषा एवं विद्यालय में उसका स्थान

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

   (क)आंतरिक गद्य पद्य एवं रचना

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

UNIT-II : हिन्दी भाषा के अध्यापन की विधाएँ

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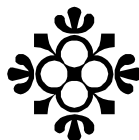- सूक्ष्म शिक्षण कौशल एवं उनका महत्त्व

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

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

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

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

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

COURSE CONTENT

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

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

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

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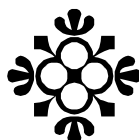
PRACTICUM
• Practice of Microteaching Skills

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

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

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

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

COURSE CONTENT

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

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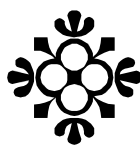- Evaluation in Biology, Perpetration of Achievement Test

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

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PC-7A-5: PEDAGOGY OF MATHEMATICS

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

COURSE OBJECTIVES

To enable the student-teacher to:

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

COURSE CONTENT

UNIT I: a) NATURE AND SCOPE OF MATHEMATICS

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

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

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

UNIT II: a) APPROACHES TO TEACHING MATHEMATICS AND EVALUATION

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

b) LESSON PLANNING AND ACHIEVEMENT TEST

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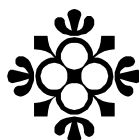- Preparation of test in Mathematics

PRACTICUM

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

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

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

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

UNIT –II: METHODS AND SKILLS OF TEACHING HISTORY/CIVICS AND EVALUATION
- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims of teaching History/Civics.
- Skills of teaching History/Civics Introduction, Explanation, Blackboard writing, Questioning, Reinforcement, stimulus variation.
- Microteaching Characteristics, Process microteaching cycle advantages and limitations of microteaching.
- Evaluation Techniques in History/Civics, Achievement Test
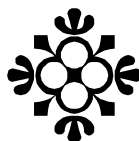
PRACTICUM
- Practice of Microteaching Skills
- Test construction
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids

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

REFERENCES

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- Johnson: Teaching of History
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- Yajnik, K : The Teaching of Social studies in India
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PC-7A-7: PEDAGOGY OF SOCIAL SCIENCE-II
(GEOGRAPHY & ECONMICS)

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

COURSE OBJECTIVES
On completion of the course the students will be able to:
 • Understand concept, meaning and scope of social sciences.
 • Get acquainted with appropriate methodology as applicable to social sciences.
 • Prepare unit plan and lesson plan.
 • Develop understanding of a man and environment relationship.
 • Understanding core relationship between human occupation, natural resources and natural regions.
 • Acquire skill in teaching Social sciences.
 • Acquire knowledge of various evaluation procedures and to devise effective evaluation tools.

COURSE CONTENT

UNIT-I: NATURE, SCOPE AND CURRICULUM OF SOCIAL SCIENCE
 • Nature, Scope and importance of Geography and Economics as a subject.
 • Aims and Objectives of teaching Geography and Economics at secondary level.
 • Social science and social studies: core subjects of social science – History, Civics, Geography, Economics, Inter relationship between them.
 • Bloom's Taxonomy of Writing Instructional Objectives.

UNIT-II: METHODS OF TEACHING GEOGRAPHY/ECONOMICS AND THEIR INSTRUCTIONAL PLANNING
 • Lecture, Discussion, Excursion, Project, Problem-solving, Story method Inductive and deductive, Brain-storming, lecture cum demonstration, Heuristics method, Tutorial, Question-Answer.
 • Principles and maxims of social studies teaching: Perspectives in NCF 2005.
 • Preparation of lesson plan and unit plan and their characteristics, importance; steps and format.
 • Micro lesson and Micro teaching skills in Geography/Economics
 • Evaluation in Geography and Economics, Devising Blueprint and preparing achievement test.
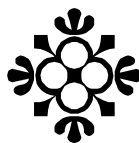
PRACTICUM
 • Practice of Microteaching Skills
 • Test construction
 • Preperation of Unit Plan and Lesson Plan
 • Preperation of Teaching Aids

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

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PC-7A-8: PEDAGOGY OF COMMERCE

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

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

COURSE CONTENT

UNIT I: A) NATURE AND NEED OF COMMERCE
- Meaning, Nature, Need and Scope of Commerce Education
- Aims and objectives of teaching Commerce
- Blooms Taxonomy of Educational Objectives
- Techniques of writing objectives - Instructional and behavioural

B) CURRICULUM OF COMMERCE
- Concepts of Curriculum
- Principles of curriculum construction in commerce syllabi with reference to BSEB, CBSE and ICSE.

UNIT II: INSTRUCTIONAL PLANNING AND INSTRUCTIONAL STRATEGIES EVALUATION

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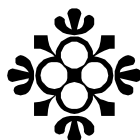- Evaluation in Commerce, Preparation of Achievement test

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

REFERENCES
- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi
- Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
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PC-7A-9: PEDAGOGY OF COMPUTER SCIENCE
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

UNIT II: METHODS OF TEACHING AND EVALUATION IN COMPUTER SCIENCE

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

PRACTICUM
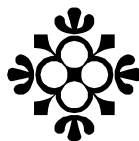Submission of report after completing anyone of the following:
- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Practicing Microteaching skills
- Power point presentation.
- Preperation of Unit Plan and Lesson Plan

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

REFERENCES
- Aggrawal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi,
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- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London,
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- Dale, E, Audio- Visual Methods in Teaching, New York, Deyden Press, 1954
- Ghosh, V.D., Creative Teaching of Computer Science, Delhi Oxford University, Press,
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- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi
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PC-7A-10: PEDAGOGY OF HOME SCIENCE

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT I: NATURE AND OBJECTIVES OF HOME SCIENCE TEACHING
*   Need for including home science at the school level, importance of home science in the modern life style. Need for teaching home science.
*   Curriculum: the various ways of arrangement, supporting materials textbooks, laboratory, charts, models etc.
*   Writing learning objectives in behavioral terms
*   Historical Perspectives of Home Science as a school subject

UNIT II: METHODS OF TEACHING HOME SCIENCE AND EVALUATION
*   Various methods of teaching home science, subject specific methods: Lecture Method, Demonstration method, Project Method, Laboratory Method etc.
*   Microteaching Skills and its Development.
*   Lesson Planning, Unit Planning Instructional planning, year planning
*   Evaluation - outcome of evaluation, tests-kinds of test, Achievement test, diagnostic and remedial teaching.
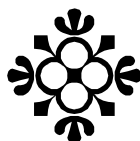
PRACTICUM
*   Practicing Micro teaching Skills
*   Preparation of Achievement test
*   Family budget of Middle class income group
*   Decoration of drawing room/bedroom/study room/children's room/guest room.
*   Preparation of sick diet-anaemic, diabetic, High Cholesterol
*   Preparation of diet for expecting mother, Lactating mother, for growing children
*   First Aid, Arrangement of First Aid Box
*   Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri
*   Kitchen Garden
*   Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

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- Spai: Care of Children in the Tropics
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- Spafford: Fundamentals in Teaching Home Science
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- Ehelorinch: Lessons in Domestic Science
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PC-7A-11: PEDAGOGY OF URDU

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

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

COURSE CONTENT
UNIT I: NATURE AND OBJECTIVES OF URDU LANGUAGE TEACHING
- Urdu as a language in School: Historical and Current Scenario
- Teaching of Verbal Communication: Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.
- Teaching of Reading: Concept, Method of Reading: Oral reading and loud reading,
- Types of reading; Alphabetic, phonetic, word, sentence, story.
- Teaching of Writing : Objectives: Teaching of writing-mechanics or writing-transcription
- Writing Instructional Objectives in behavioral terms.

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

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

REFERENCES
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- Alabaksh Shaikh, Urdu Ki Tadris
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PC-7A-12: PEDAGOGY OF SANSKRIT

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

UNIT II - LESSON PLANNING AND METHODS OF TEACHING AND EVALUATION
- Meaning and importance of lesson planning, steps of the lesson plan - B.S. Bloom model.
- Skills of teaching: - Core skills and planning micro lessons for their development.
- Translation method for teaching Sanskrit, its advantages and limitations,
- Direct method for teaching Sanskrit, its main principles and techniques.
- Comparison between translation method and direct method.
- Evaluation Techniques: Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
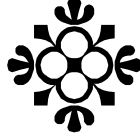- Ways of testing reading, writing, speaking, grammar and vocabulary

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

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

PC-7A-13: PEDAGOGY OF MAITHILI

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

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

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

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

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

PRACTICUM

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

PC-7A-14: PEDAGOGY OF BHOJPURI

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

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

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

UNIT-II: भोजपुरी साहित्य एवं व्याकरण शिक्षण

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

PRACTICUM
*   Practice of Microteaching Skills
*   Test construction
*   Preperation of Unit Plan and Lesson Plan
*   Preparation of Teaching Aids
*   Content-based test for secondary classes
*   Project/ assignment.
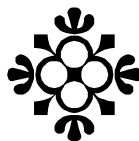
PC-7A-15: PEDAGOGY OF ARABIC

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

COURSE OBJECTIVES

To enable the students understand about:

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

COURSE CONTENT

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

B) Lesson Planning
- Meaning and importance of lesson-planning- Steps of the lesson plan – B.S. Bloom model
- Skills of teaching : Core skills and planning micro-lessons for their development

UNIT II - METHODS OF TEACHING AND EVALUATION
- Translation method for teaching Arabic, its advantages and limitations
- Direct method for teaching Arabic, its main principles and techniques
- Comparison between translation method and direct method.
- Concept and types of Evaluation
- Characteristics of a good test.
- Construction of achievement test in Arabic with Essay type, short Answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary
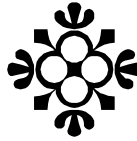
PRACTICUM
- Practice of Microteaching Skills
- Test construction

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

REFERENCES
- Al-Naqa: Asasiyat Talim-al-Lugha-al Arabic Li ,Mahmum K Ghairal-arabic, ALESCO, International Institute of Arabic Language, Khartoum (Sudan), 1978 (in Arabic)
- Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New   Delhi, 1983
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PC-7A-16: PEDAGOGY OF PERSIAN

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

B) Lesson Planning
* General principles of language learning with special reference to Persian
* Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
* Skills of Teaching: Core skills and planning micro-lessons for their development.

UNIT – II - A) METHODS OF TEACHING AND EVALUATION

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

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

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

c) Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary

PRACTICUM
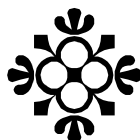Submission of report after completing anyone of the following:
- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test.

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PC-7A-17: PEDAGOGY OF BANGLA

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

COURSE OBJECTIVES

To enable the student understand about:

- The nature, characteristics and significance of Hindi language.
- The aims and objectives of teaching Hindi as a mother language.
- The various approaches for planning for successful Hindi teaching
- Approaches for teaching different aspects of Hindi language
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Hindi language.

COURSE CONTENT

UNIT I: a) MEANING AND NATURE OF TEACHING BANGLA

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

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

UNIT II: LESSON PLANNING AND EVALUATION
a) UNIT PLANNING
- Importance of Unit Planning
- Steps of Planning and
- Merit and demerits
b) LESSON PLANNING
- Importance of Lesson Planning,
- Steps of Lesson Planning and
- Merit and demerits.
- Microteaching Skills for a Bengali Teacher
- Evaluation techniques: Designing a question paper based on blue print.

PRACTICUM
Submission of report after completing anyone of the following:
- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test.

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- DeshBibhag:BanglaNatok-MijanurRahaman
- Ahsan,Syed.Ali.BanglaSahitterModhya Yug.
- Roy,D.L.MewarPatan
- Bhattaccharjee ,Austosh.BanglaNatyaSahitterItihas
- Chandidas,Baru.Shri Krishna Kirtan(RadhaBiraha)

ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC-1 READING AND REFLECTING ON TEXTS

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

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

COURSE CONTENT

UNIT-I: THE IMPORTANCE OF READING AND WRITING
- Reading and responding variety of texts in different ways.
- Learn to think together.
- Personal/Creative/Critical all of these together responding.
- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.
- Participating in Reading and writing process to enhance their capacities as readers and writers.
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies etc.
- Analyse various text structures.
- The content of writing from readings.
- Reading & Writing leads to develop the critical skills.

- Writing with sense of purpose and audience responding, writing within the context of other ideas.

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

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

REFERENCES
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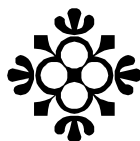
EPC-2 DRAMA AND ART IN EDUCATION

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

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

COURSE CONTENT

UNIT-I: DRAMA AS PERFORMING ART

- Understanding the concept of Drama and its relevance for Education
- Drama as a pedagogy
- Organizing Drama: preparatory activities and resources, dramatic society
- Forms of Drama: Solo, group
- Playing Drama: Story, dialogue, characters, symbols, decoration of floor, lighting, creating different situations.
- Knowledge of Indian and regional drama traditions
- Appreciating art of Drama in learners
- Review and assessment of performing art 'Drama'
- Integrating Drama with School Curriculum
- Integrating Arts and Crafts with School Curriculum

UNIT- VISUAL ARTS AND CRAFTS
- Understanding visual Arts and Crafts with their relevance for Education
- Visual Arts and Crafts as pedagogy
- Visual Arts and Crafts: different forms, basic resources and their use
- Knowledge of Indian Craft Traditions and regional folk arts
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts
- Appreciating visual arts and crafts in learners
- Review and assessment of visual arts and crafts
- Visualizing School and Classroom as a space for art aided learning
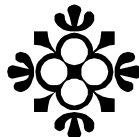- Preparation of teacher for art aided learning: planning, performance

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

REFERENCES
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- Friends. Lost Coast Press.
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- Spolin, V. 1986. Theatre Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern University Press.
- Tarlington, C. and P. Verriour. 1991. Role Drama. Portsmouth, NH: Heinemann. A
- 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.
- useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama.

EPC-3 - CRITICAL UNDERSTANDING OF ICT
CREDITS: 2   **F.M.-50(INTERNAL)**

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

COURSE CONTENT

UNIT-I: INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
· Concepts of ICT and its relevance for education
· Aims and Objectives of National Policy on Information and Communication Technology (ICT) in School Education in India
· Types of ICT resources: audio-visual and computer media
· Challenges of Integration of ICT in School
· Use of radio, television and video in education
· Use of newspaper in education.
· Functional knowledge of operating LCD projector
· Functional knowledge of operating computers: on/off, word processing, use of power point, excel, paint
· Competencies of teachers in handling educational softweres in teaching-learning process

UNIT-II: VISUALIZING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS
· Computer as a learning tool: making own email ID, sending emails; Effective browsing of the internet for discerning and selecting relevant information; Downloading relevant material; Cross collating knowledge from varied sources;
· General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses
· Developing PPT slide show for classroom use
· Generating subject-related demonstrations using computer software
· Enabling students to plan and execute projects (using computer based research)
· Collaborative learning tasks

· Interactive use of ICT: Participation in web groups, creation of 'blogs', social networking sites, common messaging apps

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

REFERENCES
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- Kulshrestha, S.P.Shaikshik takaniki ke mool adhar Agra Vinod Pustak Mandir 1982.
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- Models of teaching Author: Joyce B and Well 14 Prentice Hall of India,1985
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- The Impact of ICT on Literacy Education. Edited by Richard Andrews London And New York
- Using Communication Technology: Creating Knowledge Organizations by Bettina S. T. Buchel;Palgrave, 2001
- Walia, J.S., Soochna Sampreshan Aom Shiksha Takniki, Ahim Paul, Pubs, Jalandhar, 2011
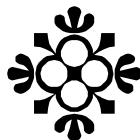
COURSES OF STUDY OF SECOND YEAR
OF

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus

PEDAGOGY OF SCHOOL SUBJECTS (7B)

PC-7B-1: PEDAGOGY OF ENGLISH

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

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

COURSE CONTENTS:

UNIT I: CORE CONTENTS AND SKILLS IN ENGLISH LANGUAGE
- Listening, Speaking, Reading and Writing Skills in English and through English
- Developing skills in Grammar for making the students proficient in English Language
- Importance of Interdependence of Language Skills
- Discussion on selected topics in prose and poems from secondary school Boards – CBSE,ICSE, BSEB.

UNIT II: INNOVATIONS IN THE FIELD OF ENGLISH LANGUAGE TEACHING
- Curriculum reform in Language teaching- Critical appraisal of NCF- 2005, BCF 2008 in the context of Language teaching
- Consideration in developing learner-centered curriculum in English
- Concept of Language lab in a school
- Innovative methods of teaching English
- Qualities of an English Teacher
- Types of Audio-Visual Aids and its appropriate uses
- Characteristics of a Good English Textbook.

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

REFERENCES
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- Jain, R.K.: Essentials English Teaching.
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- Das, Neena & M.:Teaching English As An Additional Language
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PC-7B-2: PEDAGOGY OF HINDI

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

COURSE OBJECTIVES

To enable the student-teacher understand about:

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

COURSE CONTENT

UNIT I : भाषा अध्यापन के सूत्र और सिद्धान्त

*   भाषा अध्यापन के सूत्र : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर

*   भाषा अध्यापन के सिद्धान्त : अनुकरण का सिद्धान्त, रूचि का सिद्धान्त, अभ्यास का सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात व क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त

*   भाषा कौशल

    –   श्रवण : महत्त्व एवं दोष

    –   भाषण : महत्त्व एवं दोष (अशु) उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व के विशेष संदर्भ में)

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

    –   लेखन : महत्त्व एवं दोष (अशु) वर्तनी के कारण के विशेष संदर्भ में)

    उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका

UNIT II : भाषा अध्यापन के नए आयाम एवं साधन

*   भाषा अध्यापन में बहुआयामी बुद्धिमता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक, वैयक्तिक एवं प्राकृतिक

*   भाषा अध्यापन के शैक्षणिक साधन

*   विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम, भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य, महत्त्व एवं आयोजन)

    (क)पाठ्यपुस्तक आवश्यकता एवं महत्त्व

    (ख) पुस्तकालय आवश्यकता, महत्त्व एवं उपयोग

*   भाषा शिक्षक

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

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

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

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- CBSE, ISC, NIOS and State Board Books of Hindi of Secondary and Senior Secondary level
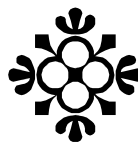
PC-7B-3: PEDAGOGY OF SCIENCE-I
(PHYSICAL SCIENCE)

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

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

• Realize the importance of Physical science teaching.

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

COURSE CONTENT

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

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

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

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• CBSE, ISC, NIOS and State Board Books of Science of Secondary and Senior Secondary level
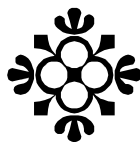
PC-7B-4: PEDAGOGY OF SCIENCE-II
(BIOLOGICAL SCIENCE)

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

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

COURSE CONTENTS

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

UNIT II- INSTRUCTIONAL MEDIA AND NON-FORMAL APPROACHES IN TEACHING BIOLOGICAL SCIENCE.
- Instructional media – need and importance, classification, selection and integration of media in teaching learning process.
- Improvising low-cost apparatus
- Non-formal approaches in teaching Biological Science- activity approach, field trip, Biology museums, aquarium and vivarium
- Organizing Science fairs and Science clubs.
- Qualities of a good biology teacher and Biology Textbook.

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

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- Nair, Teaching Science in our school, S. Chand
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- CBSE, ISC, NIOS and State Board Books of Science of Secondary and Senior Secondary level
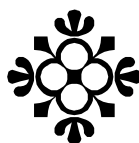
PC-7B-5: PEDAGOGY OF MATHEMATICS

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

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

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

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

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

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

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

COURSE OBJECTIVES

On completion of the course the students will be able to:
* Understand the concept, Nature and scope of social science (History/Civics).
* Understand the aims and objectives of teaching History and Civics.
* Emphasize the role of history in developing the national integration and international understanding.
* Develop the skills in preparing and using of instructional aids.
* Develop Content Specific Knowledge in History/Civics.

COURSE CONTENT

UNIT –I: CURRICULUM OF HISTORY/CIVICS IN SCHOOLS
* Archaeology and Pre-history, Paleolithic and Neolithic ages:
* Bronze Age civilizations: Harappa, Mesopotamia, Egypt and Chinese.
* Iron Age Societies: Indian Chinese, Iranian, Greek, Roman. Social formations in the Medieval Period:
* Indian: Social and economic life, development of culture and science.
  Beginning of Modern age and industrial revolution:
* Renaissance, Reformation, Discoveries and Exploration.
* Rise of Nation states and the English revolution.
* Industrial revolution, American, French and Russian revolution.
* Democracy and Political System in India
* Our Constitution and its Characterstics: Preamble, Amendments and Education specific Provisions
* Distribution of Power between Central and States
* Fundamental Rights and Duties
* Electoral System in India
* Federalism
* Popular struggles in India

UNIT-II: ROLE OF HISTORY/CIVICS IN PROMOTING NATIONAL AND INTERNATIONAL INTEGRATION AND EVALUATING LEARNING
* History and national integration: Our national heritage, unity in diversity, the role of history in promoting national integration.
* Education for Citizenship.
* Major concerns in History and Civics Education in School as highlighted in NCF-2005 and BCF 2008.
* History and international understanding: Our human heritage, the role of history as promote internationalism.
* Characteristics and essential qualities of audio-visual aids.
* Qualities of a Social Science Teacher
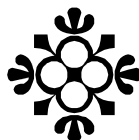* A Good textbook in Social Science.

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

REFERENCES

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

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

COURSE OBJECTIVES
On completion of the course the students will be able to:
*   Understand concept, meaning and scope of social sciences.
*   Enrich the knowledge of basics of economics and acquaint with the Indian economy.
*   Develop the skill in preparing and use of instructional aids.
*   Develop understanding of a man and environment relationship.
*   Understanding core relationship between human occupation, natural resources and natural regions.
*   Acquire skill in teaching Social sciences.
*   Acquire content knowledge in History and Civics

COURSE CONTENT

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

UNIT-II: INNOVATIVE METHODS AND SKILLS IN TEACHING GEOGRAPHY/ECONOMICS
*   Major concerns in Geography and Economics Education in School as highlighted in NCF-2005 and BCF 2008.
*   Role of Field Visit, Geography Lab Work, Seminars , Projects in Geography and Economics
*   Learning Resources in Geography and Economics
*   Audio-visual aids in teaching of   and Economics, need, Importance and preparation.
*   Continuous evaluation using feedback for improvement of teaching and learning.
*   Textbook of Geography and Economics.
*   Teacher of Social Studies.

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

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- Negi Vishal: New Methods of Teaching Geography, Cybertech Publications, New Delhi
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- Oliver, J.M.: (1977) The Principle of teaching Economics withinthe curriculum, London Routledge & Kegan Paul
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PC-7B-8: PEDAGOGY OF COMMERCE
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

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

COURSE CONTENTS

UNIT I: CORE COMPONENTS OF COMMERCE FROM SCHOOL EDUCATION
- Nature and Purpose of Business, Concepts, objectives and characteristics of business
- Forms of Business Organizations,
- Business Services, Banking, E-Business, Insurance
- Social Responsibility of Business and Business Ethics, Responsibility towards owners, consumers, employees, Government and Community.
- Principles and functions of Management.

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

PRACTICUM
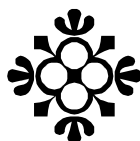Submission of report after doing work in any one of the following:
- Preparation of a balance sheet
- Preparation of a teaching model
- Critical review of a test book of secondary or higher secondary level.
- Preparation of a unit plan in Commerce.
- Sessional tests.

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- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-New Delhi
- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt Ltd- New Delhi

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- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
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PC-7B-9: PEDAGOGY OF COMPUTER SCIENCE
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

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

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

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

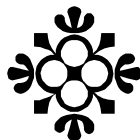**PRACTICUM:** Appropriate Practical has to be conducted based on the topic of the syllabus:
    a) MS Office- Word, Excel, Power-point, Access
    b) BASIC- Generating Patterns, C Programming- Drawing Circle, Finding GCD, Finding Maximum and Minimum in a series
    c) Web Tools - Blogs, Wiki, Internet forum, News Groups, Social Networking

REFERENCES
- Aggrawal, J.C., Teaching of Computer Science: A Practice Approach, New Delhi,
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- University of London Press, 1937.
- Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, New York,
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- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Delhi,
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- for Computer Science Teachers, New Delhi, NCERT, 1975.
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PC-7B-10: PEDAGOGY OF HOME SCIENCE
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

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

COURSE CONTENT

UNIT-I: CORE TOPICS IN HOME SCIENCE AND ITS TRANSACTION
- Teaching of nutrition and food, home decoration, health care, baby care, including mother health, baby health and clothing, mother-craft, nursing, home management, home budget and accounts.
- Problems and strategies of teaching various home science aspects.

UNIT-II: INNOVATION IN TEACHING OF HOME SCIENCE
- Various learning resources in Home science
- Qualities of Home Science teachers
- New trends and activities towards teaching of Home science
- Textbooks in Home science
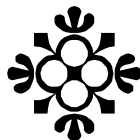- Planning of Home Science laboratory

PRACTICUM
- Planning for Home Sc. Laboratory
- Family budget of Middle class income group
- Decoration of drawing room/bedroom/study room/children's room/guest room.
- Preparation of sick diet-anaemic, diabetic, High Cholesterol
- Preparation of diet for expecting mother, Lactating mother, for growing children
- First Aid, Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

REFERENCES
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- Amy: Evaluation of Home Science
- Al Good: Demonstration Techniques
- Spai: Care of Children in the Tropics
- Hatcher and Andrews : The Teaching of Home Making
- Spafford: Fundamentals in Teaching Home Science
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<h1 style="text-align:center">PC-7B-11: PEDAGOGY OF URDU</h1>

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

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

COURSE CONTENT
UNIT-I: TEACHING PROSE, POETRY, GRAMMAR & CREATIVITY
- Unit Lesson Planning : Importance, Steps of Planning and merit demerits.
- Teaching of Prose : Objectives-methods of Prose-Teaching an application in classroom activity
- Teaching of Poetry : Objectives-methods of Poetry-Teaching an application in classroom activity
- Teaching of Grammar: Importance of teaching of grammar in language teaching,
- Methods of grammar Teaching an application in classroom activity
- Teaching of Creativity: Objectives and methods of developing creativity

Content Std.-10
- Prose : Bachhe, Ganv Ki Zindagi
- Poetry : Masnavi, Ishrate Raftatah
- Difficulty in teaching of Urdu Language

UNIT-II- URDU LANGUAGE TEACHER, TEXTBOOK AND TEACHING AIDS
- Skill of Teacher of Urdu language
- Text Book: Importance, characteristics of textbook (Internal & External), Evaluation of textbook: Std.10.
- Use of Audio-Video aids in language teaching: Importance and types of A.V. aids.

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

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- Arun Athreya, A Text Book of Teacher Education, New Dehil; Dominant Publishers and Dest
- Exibitags
- Ram, S., Current Issues in Teacher Education, New Dehil; Sarup & Sons

PC-7B-12: PEDAGOGY OF SANSKRIT

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

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

COURSE CONTENT

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

UNIT II- LEARNING RESOURCES IN SANSKRIT AND TEACHER
- Meaning and importance of Teaching Aids
- Simple Teaching Aids : Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: (Audio - visual Aids) Radio, Tape recorder, Television, Video,
- Overhead projector, Gramophone and Lingua phone.
- Computer Assisted Language learning
- Language laboratory and it's importance in the teaching of Sanskrit language
- Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.
- Qualities of a Sanskrit Teacher- an evaluative approach.
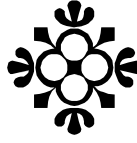
PRACTICUM
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment

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- Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
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PC-7B-13: PEDAGOGY OF MAITHILI
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

## UNIT-I: लिखबाक क्षमताक संच)ॅन ओं लिखाबाक प्रक्रियाक बारेमे समझ
- विद्यार्थी-शिक्षक सुनब, कहब तथा पढ़बाक संग 'लिखबाक' तारतम्यता कें बूझि सकताह, जेना-चिन्तन, सुनब, पढ़ब, मानसिक रूपसँ व्यवस्थित करब आदि।
- विद्यार्थी-शिक्षक विभिन्न विधामे अपन अनुभवकें रचनात्मकता संग लिखबाक कौशलल विकसित क* सकताह।
- विद्यार्थी-शिक्षक लिखबाक मूल्यांकन हेतु विभिन्न तरीकाक बारेमे बूझि सकताह।
  विद्यार्थी-शिक्षक छात्रमे रचनात्मक लेखन क विकास करबाक तरीका ओ प्रक्रियाक बारेमे बूझि सकताह।

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

PRACTICUM
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment
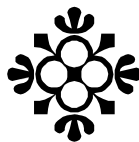
PC-7B-14: PEDAGOGY OF BHOJPURI
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

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

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

PRACTICUM
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment
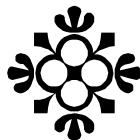
PC-7B-15: PEDAGOGY OF ARABIC
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES
To enable the student-teachers understand about:

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

COURSE CONTENT

UNIT I – CONTENT SPECIFIC INSTRUCTIONAL STRATEGIES
- Teaching of Prose; Maqamah, Story and Novel, Major steps in the planning of a prose lesson.
- Teaching of Poetry-Tashbeeb, Ghazal, Madah, heja, Rasa and Fakhra; Objectives of Poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading. Types of reading –scanning, skimming, intensive reading. Extensive reading, silent reading, reading aloud. Various methods of reading – The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary – its ways and means.
- Teaching of writing, and composition: letter writing, Essay writing and precis writing.

UNIT II– LEARNING RESOURCES AND TEACHER IN ARABIC LANGUAGE
Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape recorder, Television, Video, Overhead Projector, Gramophone and lingua phone.
- Qualities of an Arabic Teacher – an evaluative approach.
- Computer Assisted language learning
- Language laboratory and it's importance in the teaching of Arabic Language.
- Salient features of a good text-book in Arabic.

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

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▪ Lado, R.: Language Teaching: A scientific Approach, McGraw Hill, New   Delhi, 1983
▪ Nadvi, A.H.:Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
▪ Rivers, W.M.: Teaching Foreign Language skills, Chicago University Press, 1968
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PC-7B-16: PEDAGOGY OF PERSIAN

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT I- A) TEACHING CONTENTA AND LEARNING RESOURCES
- Place of grammar in the teaching of Persian, Inductive and Deductive methods and their relative merits.
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading; The phonic method, alphabetical method, word method and sentence method.
- Teaching of vocabulary- Its ways and means.
- Teaching of writing and composition: Letter writing, Essay writing and Précis writing.
- Other literary activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

b) Aids to Teaching
- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.

UNIT – II –A) INNOVATIVE LEARNING PERSIAN
- Computer Assisted language learning.
- Language laboratory and it's importance in the teaching of Persian Language.
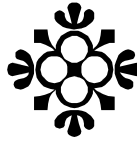- Salient features of a good text-book in Persian. Comparative Analysis of prescribed text-books of different Boards..
- Qualities of an Persian Teacher- an evaluative approach.

PRACTICUM
Submission of report after completing anyone of the following:
- Sessional test
- Assignment
- Construction of Achievement test.

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PC-7B-17: PEDAGOGY OF BANGLA
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

To enable the student understand about:

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

COURSE CONTENT

UNIT I: a) TEACHING OF PROSE, POETRY AND GRAMMAR IN BANGLA
  o **Teaching of Prose in Bangla:**
    ▪ Objectives
    ▪ Methods of Prose-Teaching
    ▪ An application of prose teaching in classroom activity

  ▪ **Teaching of poetry in Bangla**
    ▪ Objectives
    ▪ Methods of Poetry-Teaching
    ▪ An application of poetry teaching in classroom activity

 b) Teaching of Grammar and Creativity
1. Teaching of Grammar
  a. Importance of teaching of grammar in language teaching,
  b. Methods of grammar Teaching
        An application of grammar teaching in classroom activity
2. Teaching of Creativity
 a. Objectives
 b. Methods of developing creativity

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

PRACTICUM:
Submission of report after completing anyone of the following:
- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test

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CC-8 KNOWLEDGE AND CURRICULUM

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT-I: KNOWLEDGE AND KNOWING

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

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

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

UNIT-IV: PURPOSE OF EDUCATION
- Purpose of Education: individual or social development, providing knowledge or information, materialistic and spiritual development; worthiness and political agenda of education
- Education and Values: What are values? Are they relative or absolute? Who creates values? What kinds of values education perpetuates? Do different school contexts have a differential impact on learners' value formation?
- Constitutional Values: democracy, equality, liberty, secularism, and social justice

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

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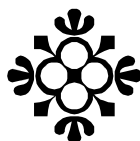
CC- 9 ASSESSMENT FOR LEARNING

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

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

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

UNIT-IV: ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION
- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examinations, Use of question bank
- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity,
- Impact of entrance test and public examination on teaching and learning – the menace of coaching
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations
- Standards based assessment – international practices.
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data

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

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- Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
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CC – 10 CREATING AN INCLUSIVE SCHOOL
CREDITS: 2   **F.M.-50(EXTERNAL-40,INTERNAL-10)**

COURSE OBJECTIVES

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

COURSE CONTENT

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

- Name and types of the School: Development in the light Policy perspectives; As a source   to understand the contemporary structure of schools in India as well as Bihar
- Curriculum of the School: Major developments with reference to Policy perspectives;
- Evaluation system in a school: Policy perspectives about major changes; the Context of Evaluation in schools of Bihar
- Making of School time table, Structure of Educational Administration
- Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrollment and Universal retention
- Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects
- Idea of common school system: with special focus on CSS Report, Govt. of Bihar

UNIT-II: CREATING AN INCLUSIVE SCHOOL
- Inclusive School
- Inclusive Education: understanding the development of the concept
- Analysis of related policy documents: International, National and State level
- Understanding diversities–concepts, characteristics, classification of children with diversities; Assessment of children to know their profile
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- School's readiness for Inclusive approach: Role of School, community and State

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

REFERENCES

- Booth, T. ,Ainscow, M., Black-Hawkins, K. Vaughan, M., & Shaw, L. (2000). Index for inclusion: Developing learning and participation in schools. Centre for studies on Inclusive Education.
- Ghosh, S.C. (2007). History of education in India. Rawat Publications.
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- Urmila Sharma, Hand Book of Vedic Education
- J.C. Aggarwal , Development of Education in India
- R.N. Sharma, History of Indian Education
- Suresh C. Ghosh, History of Education in India
- F.E., Keay Indian Education in Ancient and Later times
- Tara Chand, Influence of Islam on Indian Culture
- N.N. Law,Promotion of Learning in India during Muhammadan Rule
- A.N. Basu,Education in Modern India
- J.P. Naik, S. Nurullah,A History of Education in India
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OPTIONAL COURSES

OC 1.1 BASIC EDUCATION

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

COURSE CONTENT

UNIT-I: UNDERSTANDING GANDHIAN PHILOSOPHY
- Gandhian philosophy of Life: its bearing on the principles and the Practice of Basic Education
- A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India culminating in the evaluation of Basic Education
- Basic Education System: Backdrop and its development-Wardha Committee and after
- The Development of Basic Education System in Bihar
- Policy perspectives related to Basic Education: A Critical Study of the recommendations and assessment made by the important committees, commissions in respect of its implementation

UNIT-II: BASIC EDUCATION: CURRICULUM, SCHOOL AND TEACHER
- The Principle of Correlation in basic education and its pedagogical aspects
- The curriculum of Basic Education: Analysis and review; Comparison with the general school curriculum;
- Nature of Assessment in the curriculum of Basic Education
- Envisioning new curriculum of Basic Education for contemporary Education: Objectives, structure and process of knowledge generation
- Schools for Basic Education: Organizational set up, infrastructure and functioning, relation with community
- Teachers for Basic Education: Expectations and professional preparation .

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

REFERENCES

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

OC 1.2 HEALTH, YOGA AND PHYSICAL EDUCATION

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

COURSE CONTENT

UNIT-I: UNDERSTANDING HEALTH AND YOGA
- Health: Concept, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Food and nutrition: food habits, timing of food, nutrients and their functions, practices related to food hygiene, malnutrition, including obesity
- Common health problems and diseases: causes, prevention and cure, immunization and first aid, food and waterborne and deficiency diseases and prevention
- Yoga: importance of yoga, practicing *yogasanas, kriyas* and *pranayams*; Yoga at school and role in classroom practices
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

UNIT-II: HEALTH AND PHYSICAL EDUCATION: CURRICULUM, SCHOOL AND TEACHER
- Understanding Games and Sports: different types and their importance for each learner
- Athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Organization of games and sports: understanding rules and regulations; Planning and Event management
- Health and Physical Education: A critical analysis of school curriculum; present notions about the subject in school curriculum; Integrated curriculum approach for Heath and Physical Education;
- Spaces for Health and Physical Education in School: Planning, resource creation, updation and optimum utility; future prospects for students
- Teacher for Health and Physical Education: Professional Preparation; role in school

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

REFERENCES
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     Nirmaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani
     Publishers.
publisher.

OC 1.3 GUIDANCE AND COUNSELLING

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

COURSE CONTENT

UNIT-I: FUNDAMENTALS OF GUIDANCE AND COUNSELLING
- Concept, Meaning and Need of Guidance
- Aims & Principles of guidance
- Types of Guidance: Educational, Vocational & Personal
- Issues and Problems of Guidance
- Concept, Nature and Need of Counseling
- Difference between Guidance & Counseling
- Aims & Principles of Counseling
- Issues and Problems of counselling

Unit-II: Guidance and Counselling Services at School

- Organizing Guidance and Counseling services at school: Planning, execution and follow- up
- Role of counselor, Social worker, Teacher in organizing guidance services
- Career guidance services, Career Information Centre, Career conferences, Career Bulletin
- Tools used in guidance: Observation, Questionnaire, Anecdotal record, Cumulative record, Interview, Case study
- Methods of counseling: Directive, Non-Directive, Eclectic
- Procedure of counseling: Initial disclosure, In-depth exploration and commitment to action
- Guidance and Counselling for Children with special Needs: Characteristics and Guidance   for Exceptional children, Gifted children, Children with different abilities (Hearing,   Visual, Artho and learning disabilities), Disadvanced children

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

REFERENCES
- Nayak, A.K.(2004): Guidance counseling, A.P.H. publication corporation, New Delhi.
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OC 1.4 ENVIRONMENTAL EDUCATION

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

COURSE CONTENT

UNIT-I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES
- Concept of Environmental: meaning, nature and major components
- Environment and sustainable development
- Relating environment with traditional knowledge and cultural practices
- Role of Education in creating environmental awareness
- An overview of constitutional provisions related to environment and its protection
- Pollution related to land, water and air
- Deforestation: Change in forest cover over time
- Waste generation and management
- Environmental degradation and its impact on the health of people
- Green house gas emission and Global warming
- Climatic changes: Disturbance in weather cycle
- Impact of natural-disaster/man-made disaster on environment
- Environmental issues in the context of Bihar

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

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

REFERENCES
- Carson, Sean B., Environmental Education: Principles and Practices, Edward Arnold Publishers, London
- Das, M.C. Fundamentals of Ecology, Tata Mcgraw Hill
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- Kislay, Shardendu, Paryavaran Shiksha, Discovery Publications, ND, 2006

- Saxena, A.B. Environmental Education, National Psychological Corporation, Agra
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- Teli, BL, Paryawaran Adhyayan, College Book Depot, Jaipur,
- UNESCO: Education of Environmental Education in School, Paris
- UNESCO: Environmental Education: Principles of Teaching and Learning, Paris
- UNESCO: Guide to Environmental Value Education.
- UNESCO: Interdisciplinary Approaches in Environmental Education, Paris
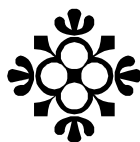
OC - 1.5 UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

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

COURSE CONTENT

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

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

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

REFERENCES
- Agarwal J. C., School Organization and Management
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- Mathur S. S., Vidyalaya Sangathan evom Swasthya Shiksha
  Mudaliar A. L., Education in India
- Mukerjee S. N., Education in India - today and tomorrow
  R. N. Safaya, School Administration & Org.
- Rajani Joshi, Vidyalaya Prashasan evom Sangathan

- Saroj Saxena, Vidyalaya Prashasan evom Swasthya Shiksha
- Sharma, Pratishtha Shaikshik Prabandh aom Vidyalay Sangathan, Sahitya Prakashan, Agra, 2008Verma, Rajesh, Shaikshik Prabandh Aom Vidyalay Sangathan, Indian Publishing House, Jaipour, 2007Singh, Yashodha, Educational Administration and School Organization, Sheth Pubs, Bombay, 1981
- Sukhiya S. P., Vidyalaya Prashasan evom Sangathan
- Tak, Suleman, Educational Management and School Organization, Jain Prakashan, Jaipur,
- Walia, J.S., Madhyamik Shiksha Aom School Prabandh, Ahim Paul Pubs, NN 11, Gopal Nagar, Jalandhar, 2011
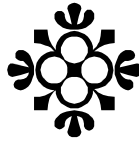
ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC- 4 UNDERSTANDING SELF

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

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

COURSE CONTENT

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

UNIT-II: UNDERSTANDING TEACHERS' IDENTITY
- Teachers' identity: Contemporary status and debates, Notional of an 'Ideal' teacher
- Transition of teachers' identity in Indian scenario: from 'Guru' to 'Professional'
- Major factors affecting teachers' identity: socio-cultural, political, economical context
- Theoretical perspectives related to teachers' identity
- Creating case narratives of teachers and reflecting on them
- Knowledge and practice of professional ethics
- Teacher's autonomy: an integral part of its identity
- Developing as a Teacher: Role of Teacher Education Programmes

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

REFERENCES

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पाठ्यचर्या की

सेवा पूर्व दो वर्षीय डिप्लोमा इन एलिमेन्ट्री एजुकेशन (डी०एल०एड०) पाठ्यचर्या की रूपरेखा निम्न प्रकार से तय की गई है :

प्रथम वर्ष				द्वितीय वर्ष			
कोर्स कोड	विषय	सत्र समाप्ति परीक्षा	आन्तरिक मूल्यांकन	कोर्स कोड	विषय	सत्र समाप्ति परीक्षा	आन्तरिक मूल्यांकन
F-1	शिक्षा के परिप्रेक्ष्य-1	70	30	S-1	शिक्षा के परिप्रेक्ष्य-2	70	30
F-2	बाल विकास व मनोविज्ञान-1	70	30	S-2	बाल विकास व मनोविज्ञान-2	70	30
F-3	विद्यालय की समझ व कक्षा का प्रबंधन-1	70	30	S-3	विद्यालय की समझ व कक्षा का प्रबंधन-2	70	30
F-4	विद्यालय और शिक्षा नीति	70	30	S-4	शिक्षा का साहित्य	70	30
F-5	भाषा और शिक्षा	70	30	S-5	सम्प्रेषण के तरीके	70	30
F-6	अंग्रेजी का शिक्षणशास्त्र-1	70	30	S-6	अंग्रेजी का शिक्षणशास्त्र-2	70	30
F-7	गणित का शिक्षणशास्त्र-1	70	30	S-7	गणित का शिक्षणशास्त्र-2	70	30
F-8	पर्यावरण अध्ययन का शिक्षणशास्त्र	70	30	S-8	विज्ञान / सामाजिक अध्ययन का शिक्षणशास्त्र	70	30
F-9	हिन्दी का शिक्षणशास्त्र-1	70	30	S-9	भाषा का शिक्षणशास्त्र (कोई एक) हिन्दी-2 / संस्कृत / मैथिली / बांगला / उर्दू	70	30
F-SEP	विद्यालय अनुभव कार्यक्रम (इंटर्नशिप)		200	S-SEP	विद्यालय अनुभव कार्यक्रम (इंटर्नशिप)		200
FP-1	शिक्षा में सूचना एवं संचार तकनीकी (आई.सी.टी.)		50	SP-1	कला शिक्षा		50
FP-2	जीवन कौशल, योग व स्वास्थ्य शिक्षा		50	SP-2	कार्य अनुभव		50
	प्रथम वर्ष कुल अंक		1200		द्वितीय वर्ष कुल अंक		1200
					कुल अंक : 1200+1200= 2400		

Bhuvan-Malti Teachers Training College

....Date..................