

Sl. No.: 002

BHUPENDRA NARAYAN MANDAL UNIVERSITY



Laloo Nagar, Madhepura-852113 (Bihar)

Two Years

B. Ed.

Syllabus

Price: Rs.250/-

विश्वविद्यालय प्रेस, मधेपुरा

बैठक संख्या-01 की कार्यवृत्त

आज दिनांक-16.05.16 को विश्वविद्यालय पत्रांक-GS(P.V.C.O-043/15)-941/15 दिनांक-20.06.15 के आलोक में गठित बी0 एड0 पाठ्यक्रम समिति की बैठक मा0 प्रतिकूलपति महोदय की अध्यक्षता में उनके वैश्व में आयोजित की गई, जिसमें निम्नलिखित सदस्य उपस्थित हुए:-

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|-------------------------------|-----|
| 01. डॉ0 आशुतोष कुमार | -ह0 |
| 02. डॉ0 कुमार सत्येन्द्र यादव | -ह0 |
| 03. डॉ0 राणा जयराम सिंह | -ह0 |
| 04. डॉ0 नरेश भोक्ता | -ह0 |
| 05. डॉ0 अजय कुमार सिंह | -ह0 |
| 06. डॉ0 बालगोविन्द सिंह | -ह0 |

समिति के अध्यक्ष-सह-प्रतिकूलपति ने मा0 सदस्यों को संबोधित करते हुए राज्यपाल से प्राप्त नामांकन अध्यादेश एवं परीक्षा परिनियम तथा विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिए निर्णय के आलोक एवं मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम पर लम्बे चर्चा-परिचर्चा के उपरांत निम्नलिखित निर्णय लिये गये:-

01. संगीत शिक्षण विधि का विषय नहीं रहा, क्योंकि यह विशेष अध्ययन विषय के रूप में चला गया। यदि छात्र या छात्राएँ इस विषय को मुख्य विषय के रूप में अध्ययन किया हो तो उसके शिक्षण विषय, सहायक विषयों से तय किया जायेगा।
02. सामाजिक विज्ञान विषय के अर्न्तगत केवल इतिहास, राजनीति शास्त्र, भूगोल एवं अर्थशास्त्र ही होंगे। जिनमें से इतिहास या भूगोल में से एक तथा राजनीति शास्त्र एवं अर्थशास्त्र में से एक विषय स्नातक स्तर पर अनिवार्यतः होना चाहिए।
03. यदि सामाजिक विज्ञान का एक विषय मुख्य तथा दो अन्य सहायक विषय भी सामाजिक विज्ञान से ही हैं तो ऐसी स्थिति में मुख्य विषय पहला शिक्षण विषय के रूप में पढ़ना होगा तथा इसके साथ ही भाषा शिक्षण के रूप में उसे दूसरे शिक्षण विषय का अध्ययन करना होगा।
04. वैसे छात्र-छात्राओं जिन्होंने मुख्य विषय के रूप में समाजशास्त्र, मनोविज्ञान, दर्शनशास्त्र एवं गृह विज्ञान में से कोई एक विषय मुख्य विषय के रूप में पढ़ा होगा तो उसे उसका पहला शिक्षण विषय भाषा(हिन्दी, अंग्रेजी, संस्कृत एवं उर्दू) शिक्षण होगा।
05. वैसे छात्र-छात्राओं जिन्होंने मुख्य विषय के रूप में समाजशास्त्र, मनोविज्ञान, दर्शनशास्त्र एवं गृह विज्ञान का अध्ययन किया हो तो उसे उसका पहला शिक्षण विषय प्रारंभिक शिक्षा एवं दूसरा शिक्षण विषय भाषा शिक्षण(हिन्दी, अंग्रेजी, संस्कृत एवं उर्दू) होगा।
06. जिन छात्र-छात्राओं ने वाणिज्य में स्नातक की उपाधि प्राप्त की है उनका पहला शिक्षण विषयों के प्रारूप को अनुमोदित किया गया तथा दूसरा शिक्षण विषय भाषा शिक्षण होगा।

चर्चा-परिचर्चा के उपरांत पाठ्यक्रम के अनिवार्य विषयों के प्रारूप को अनुमोदित किया गया एवं पाठ्यक्रम के शेष माँग पर परिचर्चा उपरांत अनुमोदन हेतु दिनांक-30.05.16 निर्धारित की गई।

बैठक की कार्यवाही 11 बजे दिन से शुरू की गई तथा संध्या 7:30 बजे अध्यक्ष महोदय के आदेशानुसार समाप्त करने की घोषणा की गई, जिससे सभी मा0 सदस्यों ने सहमति व्यक्त की।

बैठक संख्या-02 की कार्यवृत्त

आज पूर्व निर्धारित दिनांक-30.05.16 को पुनः मा० प्रतिकुलपति-सह-प्रभारी कुलपति महोदय की अध्यक्षता में उनके वैश्रम में बी० एड० पाठ्यक्रम समिति की बैठक आयोजित की गई, जिसमें निम्नलिखित सदस्य उपस्थित हुए:-

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|-----|---------------------------|-----|
| 01. | डॉ० आशुतोष कुमार | -ह० |
| 02. | डॉ० कुमार सत्येन्द्र यादव | -ह० |
| 03. | डॉ० राणा जयराम सिंह | -ह० |
| 04. | डॉ० नरेश भोक्ता | -ह० |
| 05. | डॉ० अजय कुमार सिंह | -ह० |
| 06. | डॉ० बालगोविन्द सिंह | -ह० |

समिति के अध्यक्ष-सह-प्रतिकुलपति ने मा० सदस्यों को संबोधित करते हुए राज्यपाल से प्राप्त नामांकन अध्यादेश एवं परीक्षा परिनियम तथा विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिए निर्णय के आलोक एवं मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम पर लम्बे चर्चा-परिचर्चा के उपरान्त निम्नलिखित निर्णय लिये गये:-

01. दोनों शिक्षण विषयों को दो समूहों प्रथम 7(a), जिसमें सभी भाषा शिक्षण, जीव विज्ञान शिक्षण और गणित शिक्षण तथा द्वितीय 7(b) शिक्षण विषय के अन्तर्गत प्राथमिक शिक्षा शिक्षण, सामाजिक विज्ञान-1 (इतिहास और नागरिक शास्त्र), सामाजिक विज्ञान-2 (भूगोल और अर्थशास्त्र), भौतिकीय विज्ञान एवं वाणिज्य को रखा गया है।
02. दो शिक्षण विषयों में से क्रमशः 7(a) प्रथम वर्ष के लिए तथा जिसमें सभी भाषा शिक्षण, जीव विज्ञान शिक्षण और गणित शिक्षण तथा द्वितीय 7(b) द्वितीय वर्ष के लिए निर्धारित किया गया। इसी क्रम में

यह भी स्पष्ट किया गया कि द्वितीय वर्ष के स्कूल इन्टर्नशिप कार्यक्रम में दोनों विषयों से बीस-बीस पाठ्य योजना का शिक्षण कार्य किया जाएगा।

03. स्कूल इन्टर्नशिप के अर्न्तगत 250(दो सौ पचास) अंकों के वितरण में प्रथम वर्ष आंतरिक मूल्यांकन के लिए 50 (पचास) अंक तथा ब्राह्म्य मूल्यांकन के लिए कोई प्रावधान नहीं रखा गया है, जबकि द्वितीय वर्ष में आंतरिक मूल्यांकन के लिए 160 (एक सौ साठ) अंकों तथा ब्राह्म्य मूल्यांकन के लिए 40 (चालीस) अंक का प्रावधान रखा गया है। ब्राह्म्य मूल्यांकन के अंक को दो शिक्षण विषयों के बीच बराबर-बराबर 20-20 (बीस-बीस) अंकों में बाँटने का प्रावधान किया गया।
04. पिछली बैठक के प्रस्ताव संख्या-01 को केवल शैक्षणिक सत्र-2015-2017 तक लागू माना जाएगा।
05. मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम को विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिये गये निर्णय के आलोक में मामूली संशोधन करते हुए भू0 ना0 मंडल विश्वविद्यालय में द्वि-वर्षीय बी0 एड0 पाठ्यक्रम को अनुमोदन हेतु विश्वविद्यालय को अग्रसारित किया जा रहा है।

Scheme of Study:-

ANNUAL DISTRIBUTION OF THE COURSES FOR 1ST YEAR

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
01	Childhood and Growing Up	4	80	20	100
02	Contemporary India and Education	4	80	20	100
03	Learning and Teaching	4	80	20	100
04	Language across the Curriculum	2	40	10	50
05	Understanding Disciplines and Subjects	2	40	10	50
06	Gender, School & Society	2	40	10	50
07(a)	Pedagogy of a School Subject-Part-I				
PSS-1	Teaching of English	2	40	10	50
PSS-2	Teaching of Urdu	2	40	10	50
PSS-3	Teaching of Hindi	2	40	10	50
PSS-4	Teaching of Sanskrit	2	40	10	50
PSS-5	Teaching of Biological Science	2	40	10	50
PSS-6	Teaching of Mathematics	2	40	10	50
EPC-1	Reading and Reflecting on Texts	2	40	10	50
EPC-2	Drama and Art in Education	2	40	10	50
EPC-3	Critical Understanding of ICT	2	40	10	50
	School Internship	2			50

Scheme of Study:-

ANNUAL DISTRIBUTION OF THE COURSES FOR 2ND YEAR

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
07(b)	Pedagogy of a School Subject-Part-II				
PSS-7	Teaching of Elementry Education	2	40	10	50
PSS-8	Teaching of Social Science-I (History & Civics)	2	40	10	50
PSS-9	Teaching of Social Science-II (Geography & Economics)	2	40	10	50
PSS-10	Teaching of Physical Science	2	40	10	50
PSS-11	Teaching of Commerce	2	40	10	50
08	Knowledge and Curriculum	4	80	20	100
09	Assessment for Learning	4	80	20	100
10	Creating an Inclusive School	2	40	10	50
11	Optional Course	2	40	10	50
OC-1	Work Education and office Processing	2	40	10	50
OC-2	Health and Physical Education	2	40	10	50
OC-3	Peace Education	2	40	10	50
OC-4	Guidance and Counseling	2	40	10	50
EPC-4	Understanding the Self	2	40	10	50
	School Internship	08			200

1st Year

Course 1: CHILDHOOD AND GROWING UP

Course Credit : 4

Exam Duration : 3 Hours

Full Marks: 100

Theory : 80

Practicum : 20

Objectives:

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

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
 - To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods & 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 critically understand how students and teacher observations relate to the theories they have learned & also to situate their learning's in realistic frames.
- To interpose how gender, caste and social class may impact the lived experiences of children.

Course Content:

UNIT 1: *Childhood*

- Childhood: Historical and contemporary perspectives. Theoretical perspectives on childhood stages.
- Study childhoods in family, schools, neighborhoods and community.
- Theories of childhood in different social economic and cultural setting. Growing up in rural and urban setting, growing up as a girl and growing up in marginalized community.
- Gender development: Meaning of gender roles; influences on gender roles, stereotypes, gender in the play-ground.
- Assumption of notions of childhood with special focus on Bihar: children in difficult circumstances, Reading about childhood from diverse contexts and

ging with children, engage the children with lived realities in various mean-
-graphic, Stories, narration of different cultures).

ing at ideas of work and childhood: child Rights and related debates.

d Development & Adolescence

ning, principles, characteristics of growth and development as such mental,
d and emotional aspects during early childhood.

ving up in different cultures of Indian culture diversity.

escence in different cultures, impact of urbanization and economic change in
er experience.

ving up as Adolescents impact religion socio-cultural context of gender, class
poverty.

dhhood and adolescence. Problems of Indian adolescents and role of teacher,
ly and community.

pectives in Development

duction to development: concept and introduction to perspectives in
lopmnt, humanistic psychology and developmental theory.

aring themes in the study of development: development as multidimensional
plural; Development as continuing through the life span; ways in which
lopmnt is continuous/discontinuous; sociocultural contexts influencing
lopmnt.

ecting data about children from different contexts: naturalistic observations;
views; reflective journals about children; anecdotal records and narratives;
cal methods with reference to Piaget.

UNIT 4: *Social, Emotional & Language Development*

- Social development:
 - Role of family, peers and school in social development.
 - Role of competition, discipline, reward and punishment in social development.
- Development of emotions, functions of emotions.
- Development of Speech and Language
 - Stages of language development
 - Factors in language development
 - Uses of language: Turn taking, interactions, and conversations, listening.
 - Socio-cultural variations in language: accents, differences in communication.
 - Linguistic variation, implications for a multicultural classroom.
 - Bilingual or multilingual children: implications for teachers- multilingual
 - Classrooms; storytelling as a pedagogic tool.

UNIT 5: *Children in Their Natural Settings*

- Observation about children by Parent and Teacher.
- Impact of urbanization & economic change in this knowledge construction and experience.
- Children in their natural settings; (Play& Community) using activities as a base to establish rapport children and childhood, their growth up in a realistic context, observation.
- Impact of gender, caste, social class, urbanization and economic change for the lived experience of children.
- Concept and processes of socialization: Ecological theory of Bronfen Brenner.
- Individual difference among children: socio-cultural and economic context: process of socialization; creativity.

- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments, and Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Reference Books:

1. Antoine de Saint-Exupery (1995). *The Little Prince*. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
2. Balagopalan, S. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
3. Ginsburg, H. (1997). *Entering the Child's Mind: the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? And Appendix.
4. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
5. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
6. Kauffman et al (1993). *Exceptional Children*. Allyn & Bacon: Boston, USA. 6th Edition.
7. Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. Oxford: New Delhi.

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Course Credit : 4

Full Marks : 100

Exam Duration : 3 Hours

Theory : 80

Practicum : 20

Objectives:

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

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

Course Content:

UNIT 1: *Diversity Inequality and Marginalization*

- Diversity inequality and Marginalization in the society and the implications for education.
- Concept of social diversity and its enrichment in life challenges for universal education (NCERT 2006, 2006b, 2006c, 2006d).
- Diversity at the level of individual regions, languages, religions, caste, tribes etc.
- Spread of modern education in colonial and post-independence periods.
- Diverse communities and individuals Education and Role in grooming children to respect diversity.
- Establish frameworks for collective living and resolution of tensions, peacefully and justly.
- Education of marginalized groups like women, Dalit's and tribal people.

UNIT 2: *Universalization of Secondary Education*

- Constitutional provisions
- Policies and programmes for realizing the constitutional obligations

- Right to education and its implications for universalization of secondary education (USE).
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement; status of USE.
- USE: issues and concerns.
- Lessons from implementation of UEE.
- Strategies for realization of targets.

UNIT 3: *Education in the constitution -*

- Study of Constitution especially the preamble for the fundamental Rights, Duties of Citizens and the directive principles of state policies.
- Constitutional values related to aims of education.
- Concepts relating to inequality, discrimination, marginalization in universalization of Education.
- Nationalist critique of colonial education and experiments with alternatives.
- The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.
- Current Research on multilingual education, medium of schooling, Development of three language formulae.
- Constitutional provisions and the colonial debates on school language Policies.

UNIT 4: *Quality Education*

- What is "quality education"?
- Indicators of quality: related to learning environment, Student Outcomes.
- Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.
- Envisioning school management and organization for quality Education: school building, classroom practices role of Educational institution.

UNIT 5: *Study of Different Commissions and Policies*

- Wardha commission 1937: Basic Education.
- Kothari commissions (1966) recommendations and their implementation Mudaliar commission (1951-53).
- National Policy of Education (NPE), 1986 & Programme of action (POA), 1992.
- Liberalization & Globalization of Indian economy.
- 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.
- The role of agency of teachers in the content of universal and inclusive education.
- The report of common school system-chapters related to the 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.

Reference Books:

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
3. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.

4. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
5. Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
6. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
7. Ozial, A.O. „Hand Book of School Administration and Management“, London, Macmillan.
8. Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
9. Ministry of Education. „*Education Commission “Kothari Commission”*“. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
10. *National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi.
11. Seventh All India School Education Survey, NCERT: New Delhi. 2002.
12. UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
13. UNESCO. (2004) *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris.
14. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private*
15. *Aided Schools in Kerala*. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
16. UNESCO's report on Education for sustainable development.
17. Ministry of Law and Justice (2009) Right to Education. Govt of India.
18. Govt of India (1992) Report of Core group on value orientation to education, Planning commission.

COURSE 3: LEARNING AND TEACHING

Course Credit : 4

Full Marks : 100

Exam Duration : 3 Hours

Theory : 80

Practicum : 20

Objectives:

- To reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them.
- To understand learning socio-cultural & cognitive process.
- To understand the learner, learning in and out of school.
- To understand culturally responsive teaching approaches they support learning.
- To enable them to realize values, personal relationships between teacher and learners, relationship among the learner themselves, autonomy, self-esteem & freedom experienced by them.
- To appreciate that all teaching is directed at learning and they the learner is out the heart of the teaching.
- To explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise that cannot be reduced to techniques.

Course Content:

A. LEARNING

UNIT 1: Understanding the learner and Learning Process

- Understanding the learner, knowledge, skills, values, belief, attitudes and habits of learning.
- Learning as a process and learning as an outcome.
- Learning from Psychology, philosophy, sociology and languages, Learning from own experiences and move beyond them.
- Socio cultural & Cognitive Processes of learning.
- Autonomy, self- esteem and freedom experience by learners.

UNIT 2: *Learning in and out of School*

- Types of learning: Factual, Associations, conceptual, procedural, generalisation, principles and rules, attitude values and skills.
- Current theories of learning (Piaget, Vygotsky, 1977; Erlwanger, 1973).
- Curiosity, interest, active engagement and inquiry in Learning at all levels.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCERT, 2005).
- Relationship between teacher & learner during teaching learning process.

UNIT 3: *Learning and Motivation*

Learning: Meaning, factors influencing learning related to learner, teacher, process and task. Concepts of learner, Teaching, Learning, Instruction freedom and Autonomy.

Learning Theories: Trial and Error, Conditioned-response, Insight and their educational implications. Transfer of learning meaning, theories, transfer of learning from classroom to actual life situations. Pedagogic principles of organizing learning; Behavioristic, cognitive and Humanistic.

Motivation: Concept of motivation, Theories of motivation, teaching of motivating children in classroom situations. Attention, motivation and readiness as factors influencing scholastic learning.

UNIT 4: *Understanding Teaching*

- Teaching as a planned activity – elements of planning.
- Assumptions underlying teaching and their influence on the planning for teaching.
- Phases of teaching: pre-active, interactive and post-active.
- Proficiency in teaching meaning and place of awareness, skills, competencies and commitment.
- The general and specific subject related skills and competencies required in teaching.
- Impact of one's own socialization processes, awareness of one's own shifting

identities as student, adult, and student teacher, and their influences on becoming a teacher.

- Teacher's professional identity-what does it entail?
- An analysis of teacher roles and functions in the three phases: pre-active phase-visualizing; decision-making on outcomes, preparing and organization; interactive phase-facilitating and managing learning; post-active phase-assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes.

UNIT 5: *Teaching as a Profession*

- Teaching as a complex activity.
- Analyzing teaching in diverse classrooms. (Shulman 1986, Kosmick & Beck- 2007)
- Teaching approaches that support learning
- Activity of teaching informal setting (carr. 2005, chapter-2: Lampest. 2001).
- Teaching as a Profession.
- Teaching on their beliefs & practices.
- Multiple responsibilities in institution alised setting.
- Need & opportunities for professional growth of teacher.

References:

1. Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
2. Brown, J.S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning*, Educational Researcher; 32-42.
3. Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
4. Sarangapani M. Padma(2003.), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
5. Woolfolk, A.E. (2009) *Educational Psychology (11th Edition)* (My Education Lab Series) Prentice Hall
6. Bloom, B S., Englehart M D, Furst E J, Hill W H and Khrathwohl, D R (1956, 1964) *Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain*, Longman London

COURSE 4: LANGUAGE ACROSS THE CURRICULUM

Course Credit : 4

Full Marks: 100

Exam Duration : 3 Hours

Theory : 80

Practicum : 20

Objectives:

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

- To enable them to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To create sensitivity to the language diversity that exists in the classrooms.
- To understand multilingualism in the classroom.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner they promote learning in the subject area.
- To understand the nature of reading comprehension in the content areas (informational reading) and writing specifier content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose-writing to lesson and understand.

Course Content:

UNIT 1: Language and Literary

- Background of students Influence classroom Interaction.
- Literacy, Oral and Written language used in classroom to ensure optimal learning of the subject area.
- Develop Strategies for using oral language for the classroom to promote learning in the subject area.
- Oral language in class-room as a tool for learning.
- Pedagogical decisions and nature of students learning.
- Reading comprehension.

UNIT 2: *Language Diversity & Multilingualism*

- The home language and school language. The power dynamics of the standard language as the school language vs. home language or dialects. Deficit theory (Eter, 1989). Discontinuity theory.
- Nature of questioning in the classroom, types of questions, teacher control (Thwaite & Rivalland, 2009).
- Constitutional Provisions about Language
- Language Diversity: In the Context of India
- Multilingualism as a Resource and a Strategy
- Multilingual Classroom: A Case Study

UNIT 3: *Language across the Curriculum*

- Function of language: in the classroom, outside the class room
- Language in education and Curriculum
- Learning language and learning through language

UNIT 4: *Language Classroom*

- Introduction
- Aims and Objectives of Language Teaching
- Current Language Teaching-learning Processes and their Analysis
- Organizing Language Classroom
- Role of the Teacher
- Role of Errors

UNIT 5: *Developing Language Skills*

- Developing Listening and Speaking skills: Dialogue, Storytelling, Poem Recitation, Short play
- Reading an expository text; strategies; comprehension; activating schema;
- Building schema; reading to learn; acquisition of registers
- Beyond the textbook: diverse forms of texts as materials for language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: hierarchical status of Indian languages.

- Studying state policies on language and education
- Developing Writing Skills
- Linkages between reading and writing

Mode of Transaction

- ❖ Close and critical reading of selective texts under „discussion“ reading in small groups
- ❖ Participatory transaction by building them around responses of students
- ❖ Giving students opportunities to go through experimental process for transacting some topics such as process writing.

Reference Books:

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
2. Agnihotri, R.K. (1999). *Bachchon ki bhashaa seekhne ki kshamata*, bhag 1 or 2. *Shakshik Sandarbh*. Bhopal: Eklavya (p.p??).
3. Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
4. Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multilinguality*.
5. International Multilingual Research Journal, Vol.(2) 1-10
6. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ek anth samvaad*, New Delhi: Shilalekh
7. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York:- Primary English Teaching Association Cornell University.
8. Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
9. Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.
10. Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*.
11. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.)
12. *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
13. NCERT (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.
14. Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT.

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- Reflect the nature and role of disciplinary knowledge in the school curriculum.
- To redefine the school subjects in schools with concern for social justice.
- To know the „Theory of content“ framed in the syllabus and how it can be transformed.
- To analyse critically about the media which propagates popular believes, reinforcing gender roles in the popular culture and its implication at school.
- To become aware with some issues of gender identity roles and performativity for the development by positive notions of body and self.
- To reflect on one's aspiration and possibilities in order to develop a growing sense of interdisciplinary approach of knowledge.
- To identify experiences of children with community.

Course Content:

UNIT 1: *Understanding Discipline and Subjects*

- Understanding discipline and school subjects" of the school curriculum.
- Changing in most disciplinary areas (Social science and natural language Humanities science).
- Mathematics' through socio-cultural perspective.
- Emerging of subjects in particular social, political and intellectual concepts.
- History of the teaching subject areas in schools (Montuschi, 2003, Porter and Ross, 2003).

UNIT 2: *Disciplinary Knowledge*

- Redefining school subjects for social justice.
- Role of disciplinary knowledge in the overall scheme of school curriculum.(John Dwey)
- Paradigm shifts in nature of disciplines.
- The School subjects concerning with social justice.
- The methods of study & validation it Knowledge.

UNIT 3: *Theory of Contents Selection*

- Theory of contents, selection of context formed in the syllabus for constructing knowledge among the learners.
- Recent development of science, Maths, and philosophy.
- Teaching of language History and Civics as better vehicles of colonial indoctrination.
- Teaching of Maths and Science as vehicles of national development.
- Inclusion & Exclusion of subject area from there school curriculum.

UNIT 4: *Experience of Children and Communities*

- Experience of children and their communities their natural curiosities methods of the study of the subjects.
- School subjects with Practical Knowledge, community knowledge, intuitive knowledge and tacit knowledge (Deng, 2013).
- Work related subjects: Horticulture or hospitality, need to be creatively developed.
- Design of the curriculum & textbook as need of the children.

UNIT 5: *Gender Identity Roles & Interdisciplinary Knowledge*

- Develop a growing sense of interdisciplinary approach of knowledge.
- Issues of gender identity roles and performativity for the development positive.

notions of body self.

- Gender roles in popular culture & implication at school.
- Work related subjects like horticulture or hospitality etc.

Mode of Transaction

- Group discussion, Brainstorming,
- Audio visual environment,
- Developing community relationship,
- classroom transaction, seminar presentation
- Reading Various Resources

Reference:

- Montuschi, 2003; Porter, Porter & Ross 2003
- Goodson and Marsh 2005
- Deng, 2013.
- Krishna Murthy. J.(1947) on Education, Orient Longman, New Delhi.
- National Curriculum Framework 2005, NCERT, New Delhi.

COURSE 6 : GENDER, SCHOOL AND SOCIETY

Course Credit : 2

Full Marks : 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- To understand the gendered 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. in challenging gender inequalities or reinforcing gender parity.
- To study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplinary distinctly school as for boys and girls.
- To help student teachers to rethink their beliefs on gender bias & subjects.
- To examine how schools nurture or challenge creation of young people as masculine and feminine selves.
- To help to develop abilities to handle notions of gender and secularity, often addressing the issues under diverse cultured consprians, their own and their students, instead of studying away from the same.
- To formulate of positive notions of sexuality among young people impact larger issues.

Course Content:

UNIT 1: Gender Role in Home & Society

- Gender roles in society through family, caste, religion, culture (films, advertisements, songs etc.), law and the state (Menon, 2012).
- Opportunities for education to girls.

- Influence of home and society in gender identity construction.

UNIT 2: *Gender and School*

- Role of schools, peers, teachers, curriculum and text books etc. in challenging gender inequalities.
- Roles and responsibilities in schools and classrooms, rituals and school routines, process of disciplinary distinctly as for boys & girls and in classroom interaction.
- Representation of gendered roles, relationships and ideas in text books & curricular (Nirantar, 2010).
- Examining how schools nurture or challenge creation of young people as masculine & feminine selves.
- Positive nations of sexuality among young people impact larger issues. Perception of safety at school, home & beyond, Identification sexual abuse/ violence & verbalization combating the dominant societal outlook of objectification of female body.

UNIT 3: *Gender and Beliefs*

- Critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implementation at school.
- Development of positive nations of body and self-group work, discussion, A-V engagement for sensitized women issue.
- Pedagogy to challenge gendered inequalities roles of family, caste, religion, culture, media & popular culture, law & the state.

UNIT 4: *Issues of masculinity and Feminine*

- Emergence of gender specific roles.
- Cross-cultural perspective
- Social construction of masculinity and femininity

UNIT 5: *Gender Inequality in the school*

- Patriarchies in interaction with other social structures and identities.
- Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interaction.
- Working towards gender equality in the classroom.

Practical:

- Content analysis of 2 text books of school with respect to gender.
- Development of a project on the organizational climate of two schools single sex and co-ed. educational school.

References:

1. Aekar, S.(1994) Feminest theory and study of gender and education: In S.
2. Kumar, K. (1991) Sociology of educationa Ed. 2 London: Batsford.
3. Mountainview, Mayfield Publishing Company.

COURSE 7(a): PEDAGOGY OF SCHOOL SUBJECT (Part-I)
(PSS for 1st Year)

Course Credit : 2

Full Marks : 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

On the whole, the Pedagogy of School Subject envisages the following objectives:

- To understand the epistemological and Pedagogical bases of their own chosen school subject.
- To understand the Pedagogy as the integration of knowledge about the learner, the subject and the social context.
- To embed the Pedagogy with in the teaching learning process, an approach to draw upon socialities to address issues of justice & equity.
- To comprise of three areas: (1) Nature of the school subject, including its relation to disciplinary knowledge and its social history; (2) Approaches for the teaching of the subjects at different stages of school; (3) Deeper theoretical understanding of how children in diverse social condense construct knowledge of specific subject concept areas.
- To go over some of the basic concepts of the subject area.
- To relate their understanding of concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- To work with theoretical studies as well as on the field with school children from different backgrounds to understand their initiative conceptions and to adequately prepare for their own internship.
- To examine teaching-learning process that incorporates enquiry, discovery, conceptual development, activity based learning etc. within the classroom.

Course Content:

PSS-1: TEACHING OF ENGLISH (7a)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- Understand the nature and resources of language and issues related to language acquisition, variation and change.
- Use the knowledge and skills needed to understand, analyse, and evaluate their own performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its Implications for pedagogy.
- Acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.
- Develop the four basic skills i.e. listening, speaking, reading and writing among the students.
- Enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Improvise and use appropriate aids for teaching English.
- Know compare and analyse various methods and approaches of teaching English as a second language.
- Plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different state boards of Secondary Education in the Northern Region.
- Use of various techniques for the evaluation of learner's achievement in English.
- Identify and analyse errors and plan and execute remedial instruction.

Course Content:

UNIT I:

- Language: Nature, concept, types (verbal & non-verbal), functions
- Concept of language learning and acquisition
- Multilingualism as a resource
- The objectives of teaching English as a second language at the secondary level.
- The position and role of English in India.
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions.
- Psychological, linguistic and pedagogical principles of teaching English as a second language.

UNIT II: *Study of Grammar Section*

- | | |
|--|----------------------------|
| - Determiners | - Auxiliaries and modals |
| - Infinitives and Participles | - Subject- verb concord |
| - Prepositions | - Adverbs |
| - Question Forms including Question Tags | - Active and Passive Voice |
| - Direct and Indirect speech | - Clauses |
| - Connectors | - Conditionals |
| - Punctuation | |

UNIT III:

- Reading – Its meaning and importance
- Methods of Teaching Reading
- Loud and Silent Reading
- Intensive and Extensive Reading
- Skimming and Scanning
- Reading defects and their cure

- Reading Comprehension
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.
- Different literary and poetic devices:
 - Rhyme
 - Rhythm
 - Simile
 - Metaphor
 - Alliteration
 - Pun
 - Repetition

UNIT IV:

- Grammar – translation method
- Direct method
- Structural – situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic approach
- The skill of questioning

UNIT V:

- Teaching of Prose – detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas
- Unit planning

PSS2: TEACHING OF URDU (7a)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- Understand the nature and mechanics of language.
- Use the knowledge and skills needed to understand, analyse, and evaluate his own-performance.
- Appreciate the uniqueness of Urdu language and literature.
- Identify the components of the four language skills.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach lessons in Urdu prose, poetry, drama, grammar and composition.

Course Content:

UNIT I

- Concept of language (verbal & non-verbal) concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- Objectives of teaching Urdu at Secondary levels.
- Origin and development of Urdu language.
- The qualities of a good language teacher.

UNIT II

- Writing: Elementary knowledge of Urdu scripts- Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikast.
- Teaching of alphabates, borrowed from Arabic, parsian and Hindi, their shapes and nomenclatures.

- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal)
- Essay writing

UNIT III

- Reading: Its importance, concept and meaning.
- Types of reading – Silent and loud reading, extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure.

UNIT IV

Methods of teaching:

- Translation method
- Direct method
- Play way method
- Bilingual method
- Structural approach Communicative approach

UNIT V

- Teaching of prose
- Teaching Poetry
- Teaching of Grammar
- Teaching of Composition
- Lesson planning in all the above areas
- Skill of questioning
- Teaching aids in Urdu

Practicum: *Any two of the following*

- Preparation of objective type tests
- Writing of objectives for teaching of prose
- Writing of objectives of teaching poetry
- Preparation of teaching aids
- Framing suitable exercises on given topic
- Preparation of lesson plan and unit plans
- Participation in conservation
- Practicum on suitable topics

References:

- | | |
|--------------------------------------|--|
| 1. Urdu Zaban ki Tadrees | : Moinuddin, NCPUL, west Block, RK
Puram, New Delhi, 2000 |
| 2. Hum Urdu Kaise Parhay | : Moinuddin, 2000 |
| 3. Tadrees e Zaban e Urdu | : Inamullah Khan Sharwani 1989 |
| 4. Urdu Lisaniat | : Shaukat Sabzwari, Educational Book
House Aligarh |
| 5. Ussol-e-Taleem aur Arsal-e-Tallem | : Garden D.S./Khalilur Rahman Saifi Premi,
NCPUL, New Delhi, 1998 |
| 6. Tadris-e- Urdu | : Zafar Alam, Saiban Publication Dargah
Chowkhandi, Sasaram, 2009 |

PSS 3: TEACHING OF HINDI (7a)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

उद्देश्य -

प्रशिक्षणार्थी-

1. माध्यमिक स्तर पर पढ़ाई जाने वाली हिन्दी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सकें तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सकें।
2. हिन्दी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्लेषण कर सकें तथा हिन्दी भाषा के व्यवहारिक रूप का कक्षा शिक्षण में प्रयोग कर सकें।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु यथा-कविता, कहानी, निबंध, नाटक तथा अन्य विधियों के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्व समझ सकें तथा विभिन्न विधियों की पाठ योजनाओं का विकास कुशलतापूर्वक कर सकें।

प्रथम ईकाई -

(अ) ध्वनि की ध्वनियाँ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण।

वर्णलिपि तथा मात्राएँ

वर्णमाला का स्वरूप। देवनागरी लिपि और उसका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। "र" का प्रकार और प्रयोग। संयुक्त स्वर और व्यंजन? इनकी संधि प्रकार और प्रयोग।

(आ) उच्चारण -

वर्णलिपि तथा मात्राएँ

हिन्दी भाषा में उच्चारण की समस्याएँ। अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा शिक्षण में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ।

द्वितीय ईकाई -

(अ) शब्द और शब्द रचना

शब्द और उसके प्रकार-

(क) अर्थ की दृष्टि से - (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)

(ख) प्रयोग की दृष्टि से - (सामान्य, तकनीकी)

(ग) इतिहास की दृष्टि से - (तत्सम, तद्भव, देशज और विदेशी)

शब्द रचना

उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएं तथा शब्द रचना में उनकी भूमिका उनके प्रकार और प्रयोग तथा हिन्दी शब्द रचना में रूपांतरण का महत्व।

शब्द शक्तियाँ –

अभिधा, लक्षणा और व्यंजना का भाषा शिक्षण में महत्व तथा साहित्य की सौन्दर्यपरक व्याख्या में इनकी भूमिका।

(अ) शब्दार्थ शिक्षण में शब्द की प्रकृति के अनुरूप विधियों का प्रयोग यथा— उपसर्ग, प्रत्यय, संधि, समास, व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा शब्दार्थ शिक्षण की विधि

तृतीय इकाई –

(अ) वाक्य रचना तथा लेखन

1. हिन्दी वाक्यों का रचना विधान । वाक्यों के प्रकार । हिन्दी में अर्थ विज्ञान और अर्थ बोध तथा अर्थ परिवर्तन । मुहावरे तथा लोकोत्तियों का भाषा में स्थान और महत्व।
2. पत्र लेखन, निबंध लेखन, तार तथा संवाद लेखन आदि की कुशलता

विकास की प्रविधि –

(आ) कक्षा शिक्षण के समय वाक्यों के सार्थक रूप से बोलने की भाषिक भागिमाओं से परिचित कराने के अभ्यास की विधि, लिखित रूप में भी भाषिक भागिमाओं को स्पष्ट रूप से अभिव्यक्त कर सकने के अभ्यास की विधि । मुखर और मौन वाचक के उद्देश्य । पठन के प्रकार, साधारण पठन । अर्थ ग्रहण के साथ पठन । विचारात्मक एवं सर्जनात्मक पठन ।

चतुर्थ इकाई –

हिन्दी भाषा शिक्षण में मातृभाषा का महत्व । भाषा शिक्षण के सिद्धांत और भाषिक कौशल । भाषा शिक्षण में इन कौशलों का अन्योन्याश्रय संबंध । मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य तथा द्वितीय भाषा के रूप में इसके उद्देश्यों में अंतर।

भारतीय भाषाओं में हिन्दी भाषा का स्थान तथा संपर्क भाषा के रूप में हिन्दी की भूमिका और महत्व। हिन्दी भाषा की बोलियाँ और उनका क्षेत्र।

पंचम इकाई –

1. पाठ योजना और उसकी उपयोगिता।
2. कविता, कहानी, निबंध नाटक शिक्षण के उद्देश्य और भाषा शिक्षण में इनका महत्व और भूमिका।

कविता, कहानी, निबंध और नाटक आदि की पाठ योजनाओं के सोपान तथा उनके प्रश्नोत्तर विधि तथा कक्षा में की जाने वाली विभिन्न

क्रियाओं का रूप ।

(नवीं कक्षा की निर्धारित पाठ्य पुस्तक के पाठों को आधार बनाकर प्रत्येक विद्या के दो दो पाठों का प्रशिक्षणाधियों के सहयोग से उदाहरण स्वरूप विकास करना अनिवार्य)

भाषा शिक्षण में मौखिक तथा लिखित प्रश्नों का स्वरूप -

- (क) कक्षा शिक्षण के समय अध्यापक द्वारा अर्थ ग्रहण, सराहना, सौन्दर्य बोध तथा रचनात्मकता के मूल्यांकन के लिए किये जाने वाले प्रश्नों के रूप तथा विधियाँ।
- (ख) लिखित अभिव्यक्ति में किए जाने वाले अर्थ ग्रहण, सराहना तथा ऐसे रचनात्मक प्रश्न जिनके द्वारा छात्रों की सर्जनात्मक क्षमता तथा मौलिक कल्पना शक्ति का मूल्यांकन किया जा सके । साथ ही वे सराहना तथा सौन्दर्य बोधात्मक प्रश्न जिनके द्वारा भाव सौन्दर्य, जीवन दृष्टि तथा रचनागत सौन्दर्य आदि के विवेचन की क्षमता का मूल्यांकन किया जा सके।

कक्षा शिक्षण के अतिरिक्त छात्रों की भाषागत रचनात्मकता के विकास के लिए की जाने वाली अन्य क्रियाएँ - कविता लेखन, कहानी लेखन तथा निबंध लेखन आदि की छोटी छोटी कार्यशालाओं के आयोजन का स्वरूप और उनका महत्व ।

अध्यापन विधियाँ

व्याख्यान के साथ साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

(स) प्रयोगात्मक - निम्नलिखित में से केवल दो

1. छात्रों की भाषा सीखने संबंधी कठिनाईयों और समस्याओं का अध्ययन विश्लेषण तथा निदान के उपाय।
2. ऐसे छात्र समूहों अथवा किसी विशिष्ट छात्र की भाषा सीखने संबंधी समस्याओं कठिनाईयों का निदानात्मक उपचार जो सर्वथा विशिष्ट और भिन्न हो।
3. पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से समकालीन पत्र पत्रिकाओं से पूरक सामग्री का चयन ।

(द) संदर्भ पुस्तकें

1. भाटिया, एम.एम. और नारंग सी, एल., 1987, आधुनिक हिन्दी शिक्षण विधियाँ, लुधियाना, प्रकाश ब्रदर्स।
2. लाल रमन बिहारी, 1993 हिन्दी शिक्षण, मेरठ, रस्तोगी पब्लिकेशन्स।
3. तिवारी, भोलानाथ : भाषा विज्ञान : इलाहाबाद, किताब महल।

— 4078 अच्छी हिन्दी : इलाहाबाद, किताब महल।

— इलाहाबाद महामति प्रकाशन।

PSS4: TEACHING OF SANSKRIT (7a)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Aims and Objectives:

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

- Understand Nature of Language Sanskrit
- Understand the Characteristics of Sanskrit language
- Understand the need and importance of teaching Sanskrit language.
- Understand the relation of Sanskrit Language with other subjects.
- Use multilingualism as a strategy
- Understand the use of language in context, such as grammar vocabulary and pronunciation
- Examine authentic literary and non-literary text and develop insight and appreciation.
- Understand about the teaching of prose, poetry and drama at different levels.
- Identify methods, approaches and materials for teaching Sanskrit at different levels.
- Develop and use teaching aids in the classroom both print and audio-visual material (ICT) at different levels.
- Familiarize students with our rich culture heritage and aspects of our contemporary life.
- Sensitize teacher-student about peace and environmental education in context of teaching Sanskrit.
- Understand process of assessment of language Sanskrit.

Course Content:

UNIT-I : Nature and Importance of Sanskrit language

Nature of Sanskrit Language, Sanskrit Language and Literature, Sanskrit Language and Indian Languages, Sanskrit as historical language (Dev-vani) Socio-cultural Importance of Sanskrit language, Sanskrit as a Modern language, Aims and objectives of teaching Sanskrit at different levels, Qualities of a Sanskrit Teacher.

UNIT-II : Different methods of Teaching Sanskrit

Importance of Teaching Sanskrit in India, Problems related to teaching Sanskrit at school level. Inductive and deductive approach, whole language approach, construction approach, Multi-lingual approach to language teaching (Demey, Bruner, Piaget, Vygotsky, Chomsky, Krashen), Indian thoughts on language teaching (Panini, Kamta Prasad, Kishor Das Vajpai etc.) Grammar translation method, Direct method, Structural-situational method, Audio-lingual method,

Natural Method, Communicative approach, Preparations of Ideal Lesson Plan, Use of Audio-visual aids in Sanskrit language.

UNIT-III : Different approaches of Sanskrit Language

Pronunciation, sounds, linguistic diversity and its impact on Sanskrit, the organisation of sounds; structure of sentences, the concept of universal grammar, Nature and structure of meaning, Basic concept in phonology, morphology, syntax and semantic, Discourse.

UNIT-IV : Acquisition of Language skill

Skill of listening and speaking, Tasks, Materials and resource for developing the listening and speaking skill : Story telling, dialogues situation conversation role play, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources, skill of reading skill, Types of reading : Reading aloud and silent reading, Extensive and Intensive reading, Study skill including using thesauruses, dictionary encyclopedia etc. writing process of writing, formal and Informal writing.

UNIT-V: Assessment in Sanskrit Language

Concept of evaluation, Continuous and comprehensive evaluation, Assessment of progress and development of language, Techniques of evaluation, Interpretation of scores and feedback to students-teacher and parents.

Practicum:

1. Do a survey of 5 schools in your neighbourhood and prepare a report on text book used in classroom. (C.B.S.E. and Bihar Board)
2. Keeping in view the needs of the children with special needs, prepare two activities for Sanskrit teachers.
3. Prepare an out line for action research on the basis of your experience of the difficulties faced during school experience programme.
4. Prepare the list of common error in Sanskrit among students.
5. Prepare a collection of poems and stories in Sanskrit of your choice.

PSS 5: TEACHING OF BIOLOGICAL SCIENCE

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

Objectives:

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

- Understand the aims and objectives of teaching science and its inter relationship with other branches of science.
- Appreciate the role of science in day to day life and its relevance to modern society.
- Develop adequate skills to use different methods of science for an effective classroom teaching.
- Develop competency to organize laboratory facilities and equipment.
- Prepare and use lesson plans and unit plans required for instructional purpose.
- Develop abilities and competencies to effectively organize teaching – learning experience with maximum involvement of students.
- Fabricate and use the adequate low cost teaching – learning materials for effective teaching in science.
- Analyse the organization of science content at secondary level.
- Develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.
- The whole syllabus is divided into five units: Two units consisting of pedagogical foundations, one unit containing Physical Science (Physics & Chemistry topics) and two units containing Biology.
- Questions would be set from each unit with equal weightage. Only internal choice would be given. No question would be set based on pure content. Every question related to content must carry integrated pedagogical aspect.

Course Content:

UNIT I:

History, Philosophy and nature of science, its role and importance in daily life, Objectives of teaching science.

Planning the instruction: Behavioral objectives, types of objectives, writing instructional objectives in behavioural terms, identification of teaching points, organizing the content, designing learning experiences. Role and functions of instructional materials and teaching aids: Components of instructional materials,

multimedia, computer, chart, models, improvised apparatus preparation of unit and lesson plan. Constructivist approach NCF-2005.

UNIT II:

Planning the teaching by using the following methods: Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, learning teaching. In the light of NCF-2005 constructivist approach is also followed.

Evaluation: Oral observation and written, objectives and essay type questions, types of objective test items: short answer type, multiple choice types, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their construction approach are adopted.

UNIT III:

Nutrition: Balance diet and nutrition deficiency diseases.

Structure and function of different animal tissues.

Communicable and non-communicable diseases, their symptoms, prevention and control.

Cell structure prokaryotic and Eukaryotic, functions of various cell organelles, cell division (Mitosis, Meiosis), Apical meristems, tissue system, permanent tissue (complex, secretory), epidermis.

UNIT IV:

Cell structure, Prokaryotic and Eukaryotic, Brief account of functions of various cell organelles, cell division: Mitosis elementary idea of Meiosis, Structure and function of meristems (Apical meristems), permanent tissue (Complex, secretory) Epidermis.

UNIT V:

Feeding mechanism, nutrients, balance diet and nutrition deficiency diseases. Communicable and non-communicable diseases, structure and functions of epithelial, connective, muscular and nervous tissues.

In the light of NCF-2005 Unit III, IV and V are highlighted on activity based learning.

Transaction Mode:

Lecture-cum-demonstration, question answer, discussion, Experimentation, assignment, project work etc.

Practical:

- a) Defects of eye and its correction
- b) Evolution of oxygen in photosynthesis
- c) Evolution of heat and CO_2 in respiration
- d) Identification of pests
- e) Diffusion and osmosis
- f) Dissection of vertebrate and invertebrate and exposure of different systems.
- g) Preparation of blood film

Practicum:

Suggested topics: Analysis, identification and classification of various concepts and hard spots in science at secondary stage.

- Museum, herbarium and aquarium.
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
- Designing lessons for selected concepts in science for class IX.
- Preparation of designs of ideal laboratory/Herbarium/Aquarium/terrarium.
- Practice the skill of collection, fixation and preservation of biological materials.
- Methods of preparation of common laboratory reagents.
- Measuring the rates of water absorption and loss in plants and animals.
- Using chromatography techniques to demonstrate that plant leaves contain a range of pigments.
- To demonstrate that green leaves produce starch in the presence of light.
- To design and perform experiment to demonstrate that by-product of Respiration in plants and animals is heat.
- To demonstrate oxygen consumption during respiration in plants and animal.
- Perform experiments to detect the presence of carbohydrates, lipids and proteins in food by qualitative chemical tests.
- To design and perform experiments to investigate the mechanism of breathing.
- Observing blood flow in the capillaries of living organism.
- Microscopic examinations of human blood-to observe the cellular components of

blood.

- Observing the principle feature of the mammalian brain using models or drawings.
- Observing Neuron and Neuromuscular function on prepared microscopic slides.
- Observing the stages of embryo developments in plants and animals using preserved material.
- Preparing microscopic slides to demonstrate stages of mitosis and meiosis.
- Collection of samples of angiospermic plants, presenting examples of vegetative reproduction in plants.
- (6) Myopia and Hypermetropia and their correction.

Activities:

- a. Salivary amylase activity.
- b. Plasmolysis and deplamolysis.
- c. Stomatal movement – it's opening and closing.
- d. Absorption and uptake of water through xylem.
- e. Pollen germination
- f. Preparations of cheek smear.
- g. Preparation of onion root tip smear for mitosis division.

References:

1. P.K.G Nair, principle of Environmental Biology, UNESCO training of science teachers and educators Bangkok UNESCO 1985.
2. NCERT: Teacher Education curriculum framework, NCERT, New Delhi 1978.
3. Environment Education: A process for pre-service Teacher Training Curriculum Development, UNESCO – UNEP International series 26 prepared by NCTE, New Delhi.
4. International Environmental Education Programme, Environmental Education series 22, prepared by NCERT, New Delhi.
5. Procedures for developing an Environmental Education Curriculum, UNESCO – UNEP.
6. Srivastava Narendra (2011): Introductory Biometry: Statistics and Research Methodology, Pointer Publishers, Jaipur, Rajasthan

PSS 6: TEACHING OF MATHEMATICS (7a)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- understanding of the characteristics of Mathematical language and its role in Science
- understanding of the nature of axiomatic method and mathematical proof
- knowledge about aims and general objectives of teaching secondary school mathematics ability to state specific objectives in behavioural terms with reference to concepts and generalizations ability to teach different kinds of mathematical knowledge consistent with the logic of the subject ability to evaluate learning of concepts and generalization ability to identify difficulties in learning concepts and generalization and provide suitable remedial instruction.
- Understanding of mathematical proof in the context of secondary school mathematics
- Understanding of nature, importance and strategies of problem-solving ability to teach proof of theorem and solution of problem to develop relevant skills ability to evaluate
- Understanding of proof of a theorem and problem-solving skills.
- Understand the characteristics of and strategies for teaching exceptional children in mathematics prepare and evaluate instructional materials in mathematics appreciate the need for continuing education of mathematics teachers.

Course Content

UNIT 1: *Foundations of Mathematics Education*

Nature of Mathematics

Meaning and dimensions of mathematics- the historical, scientific, language, artistic, Recreational, activity and tool; the nature of mathematical propositions, mathematical proof, structure and logic, axiomatic method, history of mathematics with special emphasis On Indian mathematics.

Learning of Mathematics

Perspectives on the psychology of learning and teaching of Mathematics- constructivism and enactivism, constructivism and a Vygotskian perspective, Zone of Proximal Development, Cognitive guided instruction, Cognitive apprenticeship, critical and realistic mathematics education, The van Hiele levels of geometric thinking, constructivism and spatial learning, cognitive modeling in spatial learning; implications for teaching.

Curriculum Reforms in School Mathematics

Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the National and State levels and their critical appraisal.

Need for Standards for school mathematics, Analysis of the aims and general objectives of teaching mathematics vis-à-vis the objectives of secondary education.

UNIT 2: *Strategies for Teaching of Different Kinds of Mathematical Knowledge*

Teaching of Mathematical Concepts

Meaning and aspects of a concept, concept formation and concept assimilation, Moves in teaching a concept – defining, stating necessary and/or sufficient condition, giving example with/without a reason, Comparing and contrasting, giving counter example; non-example with/without a reason; Use of Concept Attainment and Advance Organizer Models, planning and implementation of strategies in teaching a concept.

Teaching of Mathematical Generalizations

Learning by Exposition: Moves in teaching for understanding of generalizations: Introduction moves – focus, objective, motivation; Assertion, Interpretation moves instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis; Justification, Application – planning of strategies for teaching generalizations.

Learning by discovery: Nature and purpose of learning by discovery, Inductive-, deductive – guided discovery strategies, Maxims for planning and conducting discovery strategies; planning of strategies involving either induction or deduction or both for constructing knowledge.

Learning mathematics in groups-issues in practice, Characteristics of students of high ability and unsuccessful, Group work and cooperative or collaborative strategies, Provision in

heterogeneous classrooms.

UNIT 3: *Teaching of Process in Mathematics*

Teaching for Understanding Proof

Developing an intuition about the nature of proof – to make the transition from concrete thinking to more formal reasoning and abstract thinking as they progress from class to class, kinds of proof – direct proof, mathematical induction, proof by contradiction, proof by cases, the contra positive, and disproof by counter example.

Teaching Problem Solving in Mathematics

Definition of a problem, problem-solving and teaching problem-solving; Importance of teaching problem solving, posing a problem, generating problem, modeling and model for problem-solving in algebra and geometry, Situation model for solving word problem, discovering or exploring various options for solving the problem i.e. developing heuristics, carrying out the plan and generating and extending a good problem.

UNIT 4: *Assessment of and for Mathematics Learning*

Stating measurable objectives of teaching concepts, generalizations, problem solving and proof; construction of appropriate test items for assessing product and developmental(thinking skills) outcomes; Diagnosing basic causes for difficulties in learning concepts, generalizations, problem solving and proof; selecting remedial teaching strategies based on the perceived causes, implementing and evaluating the strategies. Construction of unit tests: Design and blue print; item construction; marking scheme; question-wise analysis. Construction of a mathematics question paper including general instruction with nature of options and overall coverage, and marking scheme.

Learning mathematics in groups-issues in practice, Characteristics of students of high ability and unsuccessful, Group work and cooperative or collaborative strategies, Provision in heterogeneous classrooms.

UNIT 5: *Learning Resources in Mathematics*

Meaning, types, functions, preparation and utilization of learning resources in

Mathematics: Textbook, Models, Calculators and Computers, Graphic calculators, Logo in learning algebraic language and spatial reasoning, Cabri geometry as a mediating and as a cognitive tool, Geometer's sketchpad, The Mathematics Laboratory – planning and organizing lab activities, Mathematics Outside the Classroom.

References:

1. Cooney, Thomas J. and Others (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
2. Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). Fostering geometric thinking: A guide for teachers, grades 6-10. Portsmouth, NH: Heinemann.
3. Driscoll, M. (1999). Fostering algebraic thinking: A guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
4. Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning, NY: Macmillan Publishing.
5. Mager, Robert (1962) Preparing instructional objectives. Palo Alto, CA: Fearon.
6. Malone, J. and Taylor, P. (eds) (1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.
7. Marshall, S.P. (1995) Schemes in Problem-solving. NY: Cambridge University Press.
8. Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.
10. NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
11. Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Research and its Applications, NY: Continuum.
12. Nunes, T and Bryant, P (Eds) (1997). Learning and Teaching Mathematics: An International Perspective, Psychology Press.
13. Lester, F.K (Ed) (2007). Second Handbook of Research on Mathematics Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.

COURSE EPC 1: READING AND REFLECTING ON TEXTS (1/2)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- 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.
- 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 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.
- 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 1: *The Importance of Reading*

- Reading and responding variety of texts in different ways.
- Learn to think together.
- Personal/Creative/Critical all of these together responding.

- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.
- Participating in Reading and writing process to enhance their capacities as readers and writers.
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies etc.

UNIT 2: *Reading various of Texts*

- Role of language & pedagogy of reading and writing across other subjects.
- Reading interactively-individually and in small groups.
- Enhancing capacity of placing a text through reading and experiences.
- Making and appraising arguments and interpretations, creating thoughtful arguments and offering justification for them.
- Reading variety of texts: empirical, conceptual and historical work, policy, documents, studies about schools, teaching learners and about different people's experiences.
- Addressing different types of reading skills.
- Expository texts like: Making predictions, answer questions and summarizing.

UNIT 3: *Writing*

- Analyse various text structures.
- The content of writing from readings.
- Reading & Writing leads to develop the critical skills.
- Writing with sense of purpose and audience responding, writing within the context of other ideas.

UNIT 4: *Reading and Writing*

- Ways of reading; pre-reading and post reading activities.
- Helping Children to become Good Readers.

- What is writing and relationship between Reading and Writing.
- Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts.
- Assessment of writing.
- Types of texts; narrative and expository readers response to literature, schemas and interpretation of texts.
- Engaging with a text.

UNIT 5: *Understanding of Textbooks and pedagogy*

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

Transaction Mode

- Reading various texts
- Critical thinking
- Writing various approaches

- Guest lectures on relevant studies
- Group discussion
- Question-answer

Reference Books:

1. Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
2. Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
3. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust.
4. NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
5. Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
6. Yule, G. (2006). The study of language. Delhi: Cambridge University Press.
7. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

COURSE EPC 2 : Drama and Art in Education (1/2)

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

Objectives:

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

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercise.
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- Identify and develop one's own creative potential.
- Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Recognise the role of „drama as education" in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven.
- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- Develop a perspective and appreciation of art, nature, human existence relationship.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts

- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/event.
- Deepen understanding, appreciation and skills in one chosen medium through self-work and evaluate self as an artist and art educator.

Course Content:

Creative Drama: Focus Areas

- ❖ In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
- ❖ Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
- ❖ Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- ❖ Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For

instance, the case of a marginalized Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.

- ❖ Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- ❖ Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and Group's progress in class.

Mode of Transaction

Games to help loosen up sharpen reflexes; have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation. Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue. Participative learning using role play, hot seating, building stories/songs, making and analyzing a "character's" diary, personal belongings (objects) of characters. Make short plays that can be performed by student-teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that are built on student's creativity rather than following a given script.

Fine Arts: Focus Areas

- ❖ **Art, Art appreciation and Art education:** visit to places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- ❖ **Visual Art:** Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news-paper etc.
- ❖ **Musical Performing Arts:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (e.g. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc.: create musical pieces with others; design and run sessions on music with children.
- ❖ **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media. It's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films.

- ❖ **Literary Arts:** linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
- ❖ **Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post-Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
- ❖ **Designing a Project for School Children:** Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Expertise/Specialization required conducting this course

This course needs to be conducted in the mode of workshops by professionals trained in drama, theatre, folk arts, music, Fine-arts and co-ordinated by a faculty member.

Essential Readings

1. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinmann.
2. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
3. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi:

NBT.

4. McCaslin, Nellie (1987). *Creative Drama in the Primary Grades, Vol I and In the Intermediate Grades, Vol II*, New York/London: Longman.
5. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
6. Narayan, S. (1997). *Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth*, Vol. 6, Navajivan Publishing House.
7. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
8. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
9. Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi.
10. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

COURSE EPC 3: Critical Understanding of ICT (1/2)

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

Objectives:

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

- To develop knowledge about micro computer system.
- To understand and develop skills in using computer in field of education.
- To develop skills in using application software for the purpose of educational management.
- Enable him to learn programming for the purpose of developing educational software's.

Course Content:

UNIT-I: Computer & Its Uses

- What is Computer?
- History & Technological Development.
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting, Banking, Research, Defence, Business, Census etc.
- Limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.
- Globalization of community through Computer (Internet).
- Challenges of Integration of ICT in School.

UNIT-II: Characteristics & Hardware

- Characteristics of Computer.
- Classification of computer (According to Technology & Capacity wise).
- Personal Computer.
- Input Unit, Output Unit, Processing Unit.
- Memory of Computer.

UNIT-III: *Operating System*

- Types of Operating System (Dos, Unix, Windows)
- Dos Internal Commands, External Commands.
- Introduction of UNIX.
- Brief Introduction of Windows.
- Utility & Application of Software.

UNIT-IV: *Computers as a Learning Tool:*

Computer as a learning tools-making email-id, effective browsing of internet, downloading, E-learning, M-learning, distance learning, Online learning, PPT.

UNIT-V: *Spared Sheets*

- Introduction to Apache Open office(version 3.2)
- MS-Excel

(These all software has following details File creating, Editing, Printing, Graphs and File conversion into other language data files)

Practicals:

1. The Students will administer to develop at least five PPT from own teaching Subject/ current issues.
2. Create own email Id.
3. Download Resource materials.