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

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Code</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANNUAL DISTRIBUTION OF THE COURSES YEAR – 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CC-1</td>
<td>Childhood and Growing up</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>CC-2</td>
<td>Contemporary India and Education</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>CC-3</td>
<td>Learning and Teaching</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>CC-4</td>
<td>Language across the Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>CC-5</td>
<td>Understanding disciplines and Subjects</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>CC-6</td>
<td>Gender, School and Society</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>PC-7A</td>
<td>Pedagogy of a School Subject - Part I</td>
<td>22-54</td>
</tr>
<tr>
<td>8</td>
<td>EPC-1</td>
<td>Reading and Reflecting on Texts</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>EPC-2</td>
<td>Drama and Art in Education</td>
<td>57</td>
</tr>
<tr>
<td>10</td>
<td>EPC-3</td>
<td>Critical Understanding of ICT</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Internship in School – Part-I (4 Weeks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANNUAL DISTRIBUTION OF THE COURSES YEAR – 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>PC-7B</td>
<td>Pedagogy of School Subject - Part II</td>
<td>64-94</td>
</tr>
<tr>
<td>13</td>
<td>CC-8</td>
<td>Knowledge and Curriculum</td>
<td>95</td>
</tr>
<tr>
<td>14</td>
<td>CC-9</td>
<td>Assessment for Learning</td>
<td>98</td>
</tr>
<tr>
<td>15</td>
<td>CC-10</td>
<td>Creating an Inclusive School</td>
<td>101</td>
</tr>
<tr>
<td>16</td>
<td>OC-11</td>
<td>Optional Course</td>
<td>103-110</td>
</tr>
<tr>
<td>17</td>
<td>EPC-4</td>
<td>Understanding the Self</td>
<td>111</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>School Internship (14 -16 Weeks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PEDAGOGY OF SCHOOL SUBJECTS (7A and 7B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>PC-7A&amp;7B-1</td>
<td>Pedagogy of English</td>
<td>23,55</td>
</tr>
<tr>
<td>20</td>
<td>PC-7A&amp;7B-2</td>
<td>Pedagogy of Hindi</td>
<td>25,67</td>
</tr>
<tr>
<td>21</td>
<td>PC-7A&amp;7B-3</td>
<td>Pedagogy of Science-I (Physical Science)</td>
<td>27,69</td>
</tr>
<tr>
<td>22</td>
<td>PC-7A&amp;7B-4</td>
<td>Pedagogy of Science-II (Biological Science)</td>
<td>29,71</td>
</tr>
<tr>
<td>23</td>
<td>PC-7A&amp;7B-5</td>
<td>Pedagogy of Mathematics</td>
<td>31,73</td>
</tr>
<tr>
<td>24</td>
<td>PC-7A&amp;7B-6</td>
<td>Pedagogy of Social Science-I (History &amp; Civics)</td>
<td>33,74</td>
</tr>
<tr>
<td>25</td>
<td>PC-7A&amp;7B-7</td>
<td>Pedagogy of Social Science-II (Geog. &amp; Econ.)</td>
<td>35,76</td>
</tr>
<tr>
<td>26</td>
<td>PC-7A&amp;7B-8</td>
<td>Pedagogy of Commerce</td>
<td>37,78</td>
</tr>
<tr>
<td>27</td>
<td>PC-7A&amp;7B-9</td>
<td>Pedagogy of Computer Science</td>
<td>39,80</td>
</tr>
<tr>
<td>28</td>
<td>PC-7A&amp;7B-10</td>
<td>Pedagogy of Home Science</td>
<td>41,82</td>
</tr>
<tr>
<td>29</td>
<td>PC-7A&amp;7B-11</td>
<td>Pedagogy of Urdu</td>
<td>43,84</td>
</tr>
<tr>
<td>30</td>
<td>PC-7A&amp;7B-12</td>
<td>Pedagogy of Sanskrit</td>
<td>44,85</td>
</tr>
<tr>
<td>31</td>
<td>PC-7A&amp;7B-13</td>
<td>Pedagogy of Maithili</td>
<td>46,87</td>
</tr>
<tr>
<td>32</td>
<td>PC-7A&amp;7B-14</td>
<td>Pedagogy of Bhojpuri</td>
<td>47,88</td>
</tr>
<tr>
<td>33</td>
<td>PC-7A&amp;7B-15</td>
<td>Pedagogy of Arabic</td>
<td>48,89</td>
</tr>
<tr>
<td>34</td>
<td>PC-7A&amp;7B-16</td>
<td>Pedagogy of Persian</td>
<td>50,91</td>
</tr>
<tr>
<td>35</td>
<td>PC-7A&amp;7B-17</td>
<td>Pedagogy of Bangla</td>
<td>53,93</td>
</tr>
</tbody>
</table>
### OPTIONAL COURSES (OC)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>OC-1</td>
<td>Basic Education</td>
<td>103</td>
</tr>
<tr>
<td>37</td>
<td>OC-2</td>
<td>Health, Yoga and Physical Education</td>
<td>104</td>
</tr>
<tr>
<td>38</td>
<td>OC-3</td>
<td>Guidance and Counselling</td>
<td>106</td>
</tr>
<tr>
<td>39</td>
<td>OC-4</td>
<td>Environmental Education</td>
<td>107</td>
</tr>
<tr>
<td>40</td>
<td>OC-5</td>
<td>Understanding School Management and Leadership</td>
<td>109</td>
</tr>
</tbody>
</table>

### Marking Scheme for Internal Assessment of CCs and EPCs

<table>
<thead>
<tr>
<th>Type of Courses with internal Marks</th>
<th>Break up</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses with internal Marks 20</td>
<td>Internal test</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Assignments and Projects</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20</td>
</tr>
<tr>
<td>Courses with internal Marks 10</td>
<td>Internal tests</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Assignments and Projects</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

### Marking Scheme for Assessment of School Contact Program

**School Internship Program – Part I**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>One month: 5 hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Diary</td>
<td>05</td>
</tr>
<tr>
<td>2</td>
<td>Classroom Observation</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>School Observation (Interaction with school management or Meeting with SMCs)</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Teacher – Student Dialogue (Different Interaction Styles)</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Case Studies</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Learning Plan (Substitute Teaching Plan)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

### Marking Scheme for Assessment of School Internship Program

**School Internship Program – Part II**

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Details</th>
<th>Four months: 5 hours/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Diary</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Classroom Observation and Peer Observations</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>School Observation (Interaction with school management or Meeting with SMCs)</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Teacher – Student dialogue (Different Interaction Styles)</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Professional Ethics (Reflection during Practice teaching)</td>
<td>10</td>
</tr>
</tbody>
</table>
2-Year B.Ed. Syllabus of AKU, Patna

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-1</td>
<td>Childhood and Growing up</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>CC-2</td>
<td>Contemporary India and Education</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>CC-3</td>
<td>Learning and Teaching</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>CC-4</td>
<td>Language across the Curriculum</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>CC-5</td>
<td>Understanding disciplines and Subjects</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>CC-6</td>
<td>Gender, School and Society</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>PC-7A</td>
<td>Pedagogy of a School Subject - Part I</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>EPC-1</td>
<td>Reading and Reflecting on Texts</td>
<td>2</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td>EPC-2</td>
<td>Drama and Art in Education</td>
<td>2</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td>EPC-3</td>
<td>Critical Understanding of ICT</td>
<td>2</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>26</td>
<td>250</td>
<td>400</td>
<td>650</td>
</tr>
</tbody>
</table>

School Internship - 4 Weeks

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>26</td>
<td>320</td>
<td>330</td>
<td>650</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC-7B</td>
<td>Pedagogy of School Subject - Part II</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>CC-8</td>
<td>Knowledge and Curriculum</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>CC-9</td>
<td>Assessment for Learning</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>CC-10</td>
<td>Creating an Inclusive School</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>OC-11</td>
<td>Optional Course</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>EPC-4</td>
<td>Understanding the Self</td>
<td>2</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
</tbody>
</table>

School Internship - 16 Weeks

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>26</td>
<td>320</td>
<td>330</td>
<td>650</td>
</tr>
</tbody>
</table>

Grand Total

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
<td>610</td>
<td>690</td>
<td>1300</td>
</tr>
</tbody>
</table>

Order of Merit

<table>
<thead>
<tr>
<th>Percentage of Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 &amp; Above</td>
<td>O (Outstanding)</td>
</tr>
<tr>
<td>76 to 85</td>
<td>A+ (Excellent)</td>
</tr>
<tr>
<td>66 to 75</td>
<td>A (Very Good)</td>
</tr>
<tr>
<td>56 to 65</td>
<td>B (Good)</td>
</tr>
<tr>
<td>45 to 55</td>
<td>C (Average)</td>
</tr>
<tr>
<td>Less than 45</td>
<td>D (Fail)</td>
</tr>
</tbody>
</table>
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 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 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 and 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.

REFERENCES

• Aggarwal, J.C., Essentials of Educaitonal Psychology, Vikas Pubs House, Noida, 2009
• Boston.
• Choubey S.P, Shiksha Manovigyan.
• Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
• Flemming, C.M. Teaching., A Psychological Analysis.
• Gagne E., The cognitive Psychology of School Learning, Little, Brown and Company,
• Kalasimier H.J. Learning and Human Abilities Educational Psychology Harper and
• Lindgren H.C. Educational Psychology in Classroom, New York, John Wiley & Sons.
• Mathur S.S. Shiksha Manovigyan
• Mathur, S.S., Educational Psychology and Measurement, Vinod Pustak, Agra.
• Pear J.J., The Science of Learning, Psychological Press, Philadelphia
• Row.
• Sharma, Ramnath, Uchchatar Shiksha Manovigyan, Atlantic Pubs, and Distributors, N.D., 2004
• Singh, Arun Kumar, Shiksha Manovigyan, Bharati bhawan, Patna, 2001
• Sinha, H.S., Siksha Manovigyan, Atlantic Pubs and Distributors, New Delhi, 1996
• Skinner B.F. Psychology of Teaching, New York
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
- 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).
- 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.
- 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.

REFERENCE

- Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Ministry of Law and Justice (2009) Right to Education. Govt of India
2-Year B.Ed. Syllabus of AKU, Patna


- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNESCO's report on Education for sustainable development.
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 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 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
- 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 learning-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.

REFERENCES

- Choubey S.P, Shiksha Manovigyan.
- Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
- Flemming, C.M. Teaching., A Psychological Analysis.
- Kalusimier H.J. Learning and Human Abilities Educational Psychology Harper and Row.
- Mathur S.S. Shiksha Manovigyan
- Dear J.J., The Science of Learning, Psychological Press, Philadelphia
2-Year B.Ed. Syllabus of AKU, Patna


- Sharma, Ramnath, Uchchatar Shiksha Manovigyan, Atlantic Pubs, and Distributors, N.D., 2004
- Singh, Arun Kumar, Shiksha Manovigyan, Bharati bhawan, Patna, 2001
- Sinha, H.S., Siksha Manovigyan, Atlantic Pubs and Distributors, New Delhi, 1996
- Skinner B.F. Psychology of Teaching, New York
- Sternberg, R.J. (2013). Intelligence, competence and motivation (pp. 15-30). Guilford Publications.
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 on developing speaking skills- Oral, Presentations, Debate, Elocution, Discussion, Brain-storming.
- Assignment on developing Listening skills-listening to speech, Directions.
REFERENCES

- Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.)
- Ekanth samvaad, New Delhi: Shilalekh

2-Year B.Ed. Syllabus of AKU, Patna

- Handbook of Research on the Education of Young Children, New York:
- International Mullilingual Research Journal, Vol.(2) 1-10
- Macmillan.137-150.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi:
• NCERT.
• York: Primary English Teaching Association Cornell University.
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.

- 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 Brainstorming sessions.
REFERENCES


• Interdisciplinarities, Charlottesville: University of Virginia Press.

• Interdisciplinary Innovation. Melbourne: Centre for the Study of Higher Education.

• Interdisciplinary Studies Project, Project Zero: Harvard Graduate School of Education.

• Klein, Julie Thompson (1990), Interdisciplinarity/History, Theory, and Practice, Detroit:

• Klein, Julie Thompson (1996), Crossing Boundaries/Knowledge, Disciplinarities, and


• Pyenson, Lewis (1997), Disciplines and Interdisciplinarity in the New Century, Lafayette,


• Teaching and Learning, Melbourne: Centre for the Study of Higher Education.

2-Year B.Ed. Syllabus of AKU, Patna

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 institutions 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 inequalities or reinforcing gender parity.
- To help students to rethink their beliefs on gender 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 Brainstorming 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.
REFERENCES

- Aekar, S.(1994) Feminest theory and study of gender and education; In S.
- Mountainview, Mayfield Publishing Company.
# PEDAGOGY OF SCHOOL SUBJECTS

## PC-7A: PEDAGOGY OF SCHOOL SUBJECTS

<table>
<thead>
<tr>
<th>SL.No</th>
<th>Code</th>
<th>Name</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>PC-7A-1</td>
<td>Pedagogy of English</td>
<td>23</td>
</tr>
<tr>
<td>02</td>
<td>PC-7A-2</td>
<td>Pedagogy of Hindi</td>
<td>25</td>
</tr>
<tr>
<td>03</td>
<td>PC-7A-3</td>
<td>Pedagogy of Science-I (Physical Science)</td>
<td>27</td>
</tr>
<tr>
<td>04</td>
<td>PC-7A-4</td>
<td>Pedagogy of Science-II (Biological Science)</td>
<td>29</td>
</tr>
<tr>
<td>05</td>
<td>PC-7A-5</td>
<td>Pedagogy of Mathematics</td>
<td>31</td>
</tr>
<tr>
<td>06</td>
<td>PC-7A-6</td>
<td>Pedagogy of Social Science-I (History &amp; Civics)</td>
<td>33</td>
</tr>
<tr>
<td>07</td>
<td>PC-7A-7</td>
<td>Pedagogy of Social Science-II (Geog. &amp; Econ.)</td>
<td>35</td>
</tr>
<tr>
<td>08</td>
<td>PC-7A-8</td>
<td>Pedagogy of Commerce</td>
<td>37</td>
</tr>
<tr>
<td>09</td>
<td>PC-7A-9</td>
<td>Pedagogy of Computer Science</td>
<td>39</td>
</tr>
<tr>
<td>10</td>
<td>PC-7A-10</td>
<td>Pedagogy of Home Science</td>
<td>41</td>
</tr>
<tr>
<td>11</td>
<td>PC-7A-11</td>
<td>Pedagogy of Urdu</td>
<td>43</td>
</tr>
<tr>
<td>12</td>
<td>PC-7A-12</td>
<td>Pedagogy of Sanskrit</td>
<td>44</td>
</tr>
<tr>
<td>13</td>
<td>PC-7A-13</td>
<td>Pedagogy of Maithili</td>
<td>46</td>
</tr>
<tr>
<td>14</td>
<td>PC-7A-14</td>
<td>Pedagogy of Bhojpuri</td>
<td>47</td>
</tr>
<tr>
<td>15</td>
<td>PC-7A-15</td>
<td>Pedagogy of Arabic</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>PC-7A-16</td>
<td>Pedagogy of Persian</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>PC-7A-17</td>
<td>Pedagogy of Bangla</td>
<td>53</td>
</tr>
</tbody>
</table>
PC-7A-1: PEDAGOGY OF ENGLISH
F.M.-50 (EXTERNAL-40, INTERNAL-10)

CREDITS: 2

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
  - 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
- Preparation of Unit Plan and Lesson Plan
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES

- Palmer, H E: The Principles of Language Study.
- Sharma, K L.: Methods of Teaching English in India.
- Thomson & Wyatt HG: Teaching of English in India, University of London.
- Varghese, Paul: Teaching of English as Second Language.
- Kohli, A. L: Techniques of Teaching English
- Bhatia K. K: New Techniques of Teaching English as a Forein Language
- Das, Neena & M.: Teaching English As An Additional Language
- Rai, Geeta: Teaching of English
- Abha Rani Bist: Teaching English in India.
- N. Krishnaswamy & Lalita Krishnaswamy: Methods of Teaching English
- Arora, Sanjay, Teaching English, University Book House, Jaipur, 2007
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: हिंदी भाषा एवं विद्यालय में उसका स्थान
- हिंदी भाषा का उद्देश्य
- हिंदी भाषा का अर्थ, प्रकृति एवं विशेषताएं तथा कार्य
- हिंदी भाषा के सामान्य व विशिष्ट उद्देश्य
- बदलते परिसंहार में हिंदी भाषा का विद्यालय में स्थान
- हिंदी भाषा का स्थान व महत्व : विद्यालयीन पादयोगम में हिंदी भाषा का स्थान व महत्व
  (क) हिंदी भाषा सूचना कोटा आयोग 64-66 के सुझाव एवं सार्वजनिक प्रारंभम
  (ख) वर्तमान समय में भाषा का बदलता स्वरूप
- सहसंबंध : महत्व एवं प्रकार
  (क) आत्मिक गद्य पद्य एवं रचना
  (ख) वाहय विद्यालयीन विषयों के साथ (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला हस्त संगीत व नृत्य)

UNIT-II: हिंदी भाषा के अध्यापन की विधाएँ
- गद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, कथाकथन, अभिनय (नाट्यकरण, भूमिका अभिनय)
- पद्य (क) उद्देश्य (ख) विधियाँ - चर्चा, रसायनवादन
- व्याकरण(क) उद्देश्य (ख) विधियाँ - चर्चा, रसायनवादन
- रचना (क) उद्देश्य (ख) प्रकार - नियमव (ग) विधियाँ - सूचना शिक्षण की शिक्षा एवं उनका महत्व
2-Year B.Ed. Syllabus of AKU, Patna

- इकाई-योजना एवं पाठ-योजना
- हिंदी भाषा का मूल्यांकन - उपलब्धि परीक्षण
- विद्यालयक परीक्षण एवं उपरात्मक परीक्षण (उपरोक्त कौशलों को ध्यान में रखकर)

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

REFERENCES
- Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
- Yojendrjeet, Bhai, Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
- Pandey, Ramshakal, Hindi Shikshan, Vinod Pustak Mandir, Agra.
- Yogendrajeet, Bhai, Hindi Bhasas Shikshan, Vinod Pustak Mandir, Agra
- Sinha Sharda, Hindi Adhyayan, Shardalay Gyanoday, Patna, 1986
- Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006
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
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
- NCERT; Teaching of Science in Secondary Schools
- Siddiqui & Siddiqui; Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
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)
- Using Micro-teaching for skill development.
- Laboratory Management and Organization.
- Evaluation in Biology, Perpetration of Achievement Test

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

- Nair, Teaching Science in our school, S. Chand
- Rawat, lal and Johari, Vigyan Shikshan, Agra
- Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
- Bhooshan, Shailendra, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1989
- Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
- Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993
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
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Aggarwal S M: The teaching of Mathematics
- Mangal S K: Teaching of Mathematics
- Sidhu Kulbir Singh: The Teaching of Mathematics
- Kulshresthta, A.k.: Teaching of Mathematics
- Yadav, Siyaram: Teaching of Mathematics
- Kumar Sudhir, Ratnalikar D.N.: Teaching of Mathematics
- Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009
- Saxena, KK, Ganit Shikshan, University Book House, Jaipur, 2008
- Kulshresth, AK, Ganit Shikshan, R. Lall Book Depot, Meerut, 2012
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
- 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
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Aggarwal J.C.: Teaching of History
- Bining and Bining: Social Studies in Secondary School
- Blank: Foundation of History Teaching
- Johnson: Teaching of History
- Khalilur Rob: Tadrees - E - Tareekh - NCPUL
- Kochhar, S: Teaching of History
- Yajnik, K: The Teaching of Social studies in India
- Ian Philips: Teaching of History
- Tyagi, Gurusharandas: Itihas Shiksa, Vinod Pustak Mandir, Agra
- Yogendrajit, Bhai: Itihas Shikshan ki Ruprekha, Vinod Pustak Mandir, Agra
- Yadav, Nirmal: Teaching of Historyk, Anmol Pubs, ND, 1994
- Sharma RA: Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
- Singh, Yogendra K: Narikshastra Shikshan, APH Publishing Co., ND, 2004
PC-7A-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. 
- 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 
- 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 
- Preparation of Unit Plan and Lesson Plan 
- Preparation of Teaching Aids
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Bernard, H.C.: Principles and Practice of Geography teaching
- Dubey, S.K.: Advanced Geography teaching, Book Enclave, Jaipur
- Digumarti, B.B.: Methods of Teaching Geography, Discovery Publishing Basha, S.A House, N. Delhi
- Hussain Majid, Ed. Methodology of Geography
- Negi Vishal: New Methods of Teaching Geography, Cybertech Publications, New Delhi
- Prasad: Methods of Teaching Geography, ABD Publishers, Jaipur
- Rao, M.S. : Teaching of Geography
- Rai, B.C.: Teaching of Geography, Prakashan Kendra, Lucknow
- Siddiqui: Teaching of Geography, ABD Publishers, Jaipur
- Rao, MS: Teaching of Geography, Anmol Publications, ND, 1993
- Vatsyayan, T.: Bhoogol Shikshan ki Aadhunik Vidhiyan, Shahdra, Delhi
- Hicks, J.R.: (1960) The Social framework
- An Introduction to Economics,: Oxford University Press London
- Kanwar, B.S.: (1973) Teaching of Economics, Ludhiana Prakash Brothers
- Khan, R.S.: Teaching Economics (in Hindi), Kota Open University, BE-13
- NECRT : (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi
- Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
- Tyagi, Gurusarandan, Arthashastra Shiksha, Agrawal Publications, Agra, 2011
- Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
PC-7A-8: PEDAGOGY OF COMMERCE  
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

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
• 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 in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
- Saxena, Udayveer, Vanijya Shikshan, Vinod Pustak Mandir, Agra, 1970
- Khan, Mohammad Sharif, Commerce Education, Sterling Pub. Pvt Ltd, Delhi, 1982
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.
- Preparation of Unit Plan and Lesson Plan
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Choudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
- Sharma, Mukul, Computers in Classrooms, A. Mukherjee & Co. Pvt Ltd, Calcutta, 1986
- Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986
PC-7A-10: PEDAGOGY OF HOME SCIENCE

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

PRACTICUM
- Practicing Micro teaching Skills
- Preparation of Achievement test
- Family budget of Middle class income group
- Decoration of drawing room/bedroom/study room/children's room/guest room.
- Preparation of sick diet-anaemic, diabetic, High Cholesterol
- Preparation of diet for expecting mother, Lactating mother, for growing children
- First Aid, Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Peyuri
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork
2-Year B.Ed. Syllabus of AKU, Patna

REFERENCES

- Devadas: Teaching of Home Science
- E. Atkinson: Teaching of Domestic Science
- Amy: Evaluation of Home Science
- Al Good: Demonstration Techniques
- Spai: Care of Children in the Tropics
- Hatcher and Andrews: The Teaching of Home Making
- Spafford: Fundamentals in Teaching Home Science
- Shorry & Sharma: Grih Vigyan Shikshan
- Ehelorinch: Lessons in Domestic Science
- HMSO: Home Science
- Devadas, Rajamall,: Methods of Teaching Home Science, NCERT, New Delhi, 1978
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
• Preparation of Unit Plan and Lesson Plan
• Preparation of Teaching Aids
• Content-based test for secondary classes
• Project/assignment.

REFERENCES
• Akhtar Hussain Akhtar, Urdu Ki Tadris
• Alabakash Shaikh, Urdu Ki Tadris
• Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
• Arun Athreya, A Text Book of Teacher Education, New Dehili; Dominant Publishers and Dest
• Ram, S., Current Issues in Teacher Education, New Dehili; Sarup & Sons
PC-7A-12: PEDAGOGY OF SANSKRIT

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

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

PRACTICUM
- Practice of Microteaching Skills
- Test construction
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/assignment.
REFERENCES
- 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
UNIT-I: मैथिली के विभिन्न रूप तथा मैथिली के विकास का संक्षिप्त इतिहास

- विभिन्न काल खंड में विभिन्न रूप उद्धरण स्वरूप चुनाव* मैथिलीक स्वरूपक* बूझव।
- विभिन्न पत्रक में प्रयुक्त मैथिलीक रूपक* बूझव।
- बी.एड. कक्षा के विद्यार्थी-शिक्षक द्वारा प्रयुक्त मैथिलीक आधार पर मैथिलीक स्वरूप का बूझव।
- मैथिलीक विकासक इतिहासक आधार पर मैथिलीक स्वरूपक* बूझव।
- उपयुक्त सभी विद्यार्थी सीखव-सिखाएँ शिक्षा-शिक्षक सम्बन्ध, बहुभाषिकता, लोकतांत्रिक कक्षा, कक्षा-प्रक्रिया आदित्य के संदर्भ में बूझव।
- मैथिलीक वाचक रूपक विविधताकर बूझव।
- मैथिलीक वाचक ओ लिखित रूपक अन्तर्सम्बन्ध के बूझव।
- साहित्य में मैथिली

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

- साहित्यकार अर्थ
- राज्य-राज्यसंघ साधारण की बूझव ओं आंकर शिक्षामूल उपयोग
- विद्यार्थी-शिक्षक विद्वान राज्य में कक्षा 6-12 पर लेन मैथिलीक पाठ्यपुस्तकमें देल गेल विद्यासमक विविधतासें अवगम भ* सकताह।
- विद्यार्थी-शिक्षक उपयुक्त विधा सामकः बृहि शिक्षणमें आंकर उपयोग करवाक उहँ इसमहः पावि सकताह।
- विद्यार्थी-शिक्षक विद्वान राज्य में कक्षा 6-12 परल अनुमोदित मैथिलीक पाठ्यपुस्तकमें देल गेल व्याकरणिक तत्तक विविधतयें बृहि सकताह।
- विद्यार्थी-शिक्षक उपयुक्त व्याकरणिक तत्तकः संदर्भानुसार शिक्षण करवाक योजना बना सकताह।
- विद्यार्थी-शिक्षक ई बृहि सकताह जे मैथिली शिक्षणमें व्याकरणिक की महत्त अछि ?
- विद्यार्थी-शिक्षक व्याकरण ओं भाष्यिक अन्तर्सम्बन्धक समझ बना सकताह।

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.
PC-7A-14: PEDAGOGY OF BHOJPURI
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

UNIT-I: भोजपुरी भाषा की प्रकृति, उद्देश्य एवं पादर्शवर्ण की समझ
• भोजपुरी की प्रकृति एवं विशेषताएँ
• भोजपुरी भाषा की संरचनात्मक विशेषताएँ
• भोजपुरी शिक्षण के उद्देश्य की समझ: बिहार राज्य द्वारा अनुमोदित पादर्शकम तथा प्रत्येक स्तर पर दिए गए उद्देश्यों में परस्पर तात्कालिक संगति
• स्कूली पादर्शवर्ण में भोजपुरी भाषा का स्थान
• कक्षा शिक्षण में भोजपुरी भाषा के आंचलिक भाषा के साथ संबंध

UNIT-II: भोजपुरी साहित्य एवं व्याकरण रिश्ता
• भोजपुरी साहित्य की समझ
• भोजपुरी के पादर्शकांकों में दी गई विधाओं की समझ एवं शिक्षण।
• व्याकरण रिश्ता की वित्तीय विधियों एवं नवाचार: भोजपुरी रिश्ता में व्याकरण का महत्त
• (भोजपुरी के पादर्शकम में दिए गए व्याकरणिक तत्त्वों के बारे में समझ(भोजपुरी व्याकरण और भाषा के अनुसार भाषा की समझ।

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.
PC-7A-15: PEDAGOGY OF ARABIC
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

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
2-Year B.Ed. Syllabus of AKU, Patna

- 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)
- Nadvi, A.H.: Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
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),Tameel (Drama), Tanveed (Criticism), Sawanih (Biography) and KhudNavist (Autobiography), Major steps in the planning of a prose lesson.
2-Year B.Ed. Syllabus of AKU, Patna

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

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

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

**REFERENCES**
- Oxford University Press.
2-Year B.Ed. Syllabus of AKU, Patna

PC-7A-17: PEDAGOGY OF BANGLA
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

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

REFERENCES
- T.B.Chakraborty, Comparative Literature and Translation
- Bangla SahitterItibritto (7) Asit Bandapadhaya
- DeshBibhag: BanglaNatok-MijanurRahaman
- Roy, D.L. MewarPatan
- Bhattaccharjee, Austosh. BanglaNatyA SahitterItibhas
- 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.
2-Year B.Ed. Syllabus of AKU, Patna

- 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
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
2-Year B.Ed. Syllabus of AKU, Patna

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

REFERENCES
- Discover the Creative Outlet of Theater. New York: Backstage Books. Deals mostly with play production (i.e. —how to put on a show!), but also has good standalone exercises on relaxation, sensory awareness, etc.
- McCaslin, N. 1995. Creative Drama in the Classroom and Beyond. Addison-Wesley.
2-Year B.Ed. Syllabus of AKU, Patna

- 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

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 skilfully 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
2-Year B.Ed. Syllabus of AKU, Patna

- 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
- Advanced Teaching Methods for the Technology Classroom Author: Petrina, Stephen Publisher Idea Group Pub
- Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms By Rupert Wegerif LynDawes & Routledge Falmer, 2004
- Handbook of Information Management by Alison Scammell.
- Information Society: Wireless ICTs’ Transformative Potential, in Futures by A. Grantham, o. Tsekouras.
- Information Technology by Vincent B and Vincent T; Kaban, 1985
- Mangal, S.K., Shiksha Takniki, Phi Learning Pvt Ltd, Connaught Circus, ND, 2009
- MangalSK, Uma Mangal, Essentials of Educational Technology, Phi Learning Pvt Ltd, Connaught Circus, ND, 2009
- MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.
- Models of teaching Author: Joyce B and Well 14 Prentice Hall of India, 1985
2-Year B.Ed. Syllabus of AKU, Patna

- New Communication Technologies in Developing Countries by Jarice Hanson, Uma Narula; Lawrence Erlbaum Associates, 1990
- Sharma, R.A Shikshan Adhigaman Mclii Naveen Pravartan Meerut R.Lall 2000.
- Simmons, Carl, Teaching ICT, Sage Pubs, India Pvt Ltd, N.D., 2009
- 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
COURSES OF STUDY OF SECOND YEAR
OF

Two year
Bachelor of Education (B.Ed.) Programme
Syllabus
# PEDAGOGY OF SCHOOL SUBJECTS

## (7B)

<table>
<thead>
<tr>
<th>SL.No</th>
<th>Code</th>
<th>Name</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>PC-7B-1</td>
<td>Pedagogy of English</td>
<td>65</td>
</tr>
<tr>
<td>02</td>
<td>PC-7B-2</td>
<td>Pedagogy of Hindi</td>
<td>67</td>
</tr>
<tr>
<td>03</td>
<td>PC-7B-3</td>
<td>Pedagogy of Science-I (Physical Sciences)</td>
<td>69</td>
</tr>
<tr>
<td>04</td>
<td>PC-7B-4</td>
<td>Pedagogy of Science-II (Biological Sciences)</td>
<td>71</td>
</tr>
<tr>
<td>05</td>
<td>PC-7B-5</td>
<td>Pedagogy of Mathematics</td>
<td>73</td>
</tr>
<tr>
<td>06</td>
<td>PC-7B-6</td>
<td>Pedagogy of Social Science-I (History &amp; Civics)</td>
<td>74</td>
</tr>
<tr>
<td>07</td>
<td>PC-7B-7</td>
<td>Pedagogy of Social Science-II (Geog. &amp; Econ.)</td>
<td>76</td>
</tr>
<tr>
<td>08</td>
<td>PC-7B-8</td>
<td>Pedagogy of Commerce</td>
<td>78</td>
</tr>
<tr>
<td>09</td>
<td>PC-7B-9</td>
<td>Pedagogy of Computer Science</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>PC-7B-10</td>
<td>Pedagogy of Home Science</td>
<td>82</td>
</tr>
<tr>
<td>11</td>
<td>PC-7B-11</td>
<td>Pedagogy of Urdu</td>
<td>84</td>
</tr>
<tr>
<td>12</td>
<td>PC-7B-12</td>
<td>Pedagogy of Sanskrit</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>PC-7B-13</td>
<td>Pedagogy of Maithili</td>
<td>87</td>
</tr>
<tr>
<td>14</td>
<td>PC-7B-14</td>
<td>Pedagogy of Bhojpuri</td>
<td>88</td>
</tr>
<tr>
<td>15</td>
<td>PC-7B-15</td>
<td>Pedagogy of Arabic</td>
<td>89</td>
</tr>
<tr>
<td>16</td>
<td>PC-7B-16</td>
<td>Pedagogy of Persian</td>
<td>91</td>
</tr>
<tr>
<td>17</td>
<td>PC-7B-17</td>
<td>Pedagogy of Bangla</td>
<td>93</td>
</tr>
</tbody>
</table>
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
2-Year B.Ed. Syllabus of AKU, Patna

- Palmer, H E: The Principles of Language Study.
- Sharma, K L.: Methods of Teaching English in India.
- Thomson & Wyatt HG: Teaching of English in India, University of London.
- Varghese, Paul: Teaching of English as Second Language.
- Kohli, A. L: Techniques of Teaching English
- Bhatia K. K: New Techniques of Teaching English as a Foreign Language
- Das, Neena & M.: Teaching English As An Additional Language
- Rai, Geeta: Teaching of English
- Abha Rani Bist: Teaching English in India.
- N. Krishnaswamy & Lalita Krishnaswamy: Mehods of Teaching English
- Arora, Sanjay, Teaching English, University Book House, Jaipur, 2007
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 अध्ययन के स्रोत और सिद्धान्त
- भाषा अध्ययन के स्रोत : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, पूर्ण से अपूर्ण की ओर, सामान्य से विशेष की ओर
- भाषा अध्ययन के सिद्धांत : अनुकरण का सिद्धांत, रूचि का सिद्धांत, अभ्यास का सिद्धांत, बोलचाल का सिद्धांत, अनुपम व्र रुम का सिद्धांत, व्यक्तिगत विभिन्नता का सिद्धांत
- भाषा कौशल
  - श्रवण : महत्त्व एवं दौष
  - भाषण : महत्त्व एवं दौष (अखूँ) उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व के विशेष संदर्भ में
  - पठन / वाचन : महत्त्व, दौष वाचन के कारण (मौन वाचन एवं सस्तर वाचन)
  - लेखन : महत्त्व एवं दौष (अखूँ) वर्तमानी के कारण के विशेष संदर्भ में

उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका

UNIT II: भाषा अध्ययन के नए आयाम एवं साधन
- भाषा अध्ययन में बहुआयामी बुद्धिमत्ता का उपयोग शायद, संगीतात्मक, शारीरिक, वैज्ञानिक एवं प्रौद्योगिकीय
- भाषा अध्ययन के सौंदर्यकला साधन
- विभागीय भाषा के तरीके और आयोजन के जानकारी उपयोग, भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य,
  महत्त्व एवं आयोजन)
  (क) पाठ्यपुस्तक आवश्यकता एवं महत्त्व
  (ख) पुस्तकालय आवश्यकता, महत्त्व एवं उपयोग
- भाषा शिक्षक
  (क) हिंदी भाषा शिक्षक के विशेष गुण एवं व्यवसायिक वृद्धि
PRACTICUM

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

REFERENCES

- Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
- Yojendrjeet, Bhai, Hindi Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
- Pandey, Ramshakal, Hindi Shikshan, Vinod Pustak Mandir, Agra.
- Yogendrajeet, Bhai, Hindi Bhashas Shikshan, Vinod Pustak Mandir, Agra
- Sinha Sharda, Hindi Adhyayan, Shardalay Gyanoday, Patna, 1986
- Sharma, SR., Bhasha Shikshan, Arjun Publications House, ND, 2006
- 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
- Problems and strategies for teaching the above concepts to the students.

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

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

- Dass, Passi and Singh; Effectiveness of Micro-teaching in Training of Teachers, NCERT, New Delhi.
- NCERT; Teaching of Science in Secondary Schools
- Siddiqui & Siddiqui; Teaching of Science: Today and Tomorrow, Doaba house, Delhi.
- 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
REFERENCES

- Nair, Teaching Science in our school, S. Chand
- Rawat, Lal and Johari, Vigyan Shikshan, Agra
- Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
- Bhooshan, Shailendra, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra, 1989
- Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
- Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993
- CBSE, ISC, NIOS and State Board Books of Science of Secondary and Senior Secondary level
PC-7B-5: PEDAGOGY OF MATHEMATICS
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

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
- Concepts in Mathematics (Number System, Fractions, Polynomial, Mensuration, Trigonometry, Congruency of triangles, 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 in mathematics teaching-Cooperative and activity based learning
- 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

REFERENCES
- Aggarwal S M: The teaching of Mathematics
- Mangal S K: Teaching of Mathematics
- Sidhu Kulbir Singh: The Teaching of Mathematics
- Kulshrestha, A.k.: Teaching of Mathematics
- Yadav, Sivaram: Teaching of Mathematics
- Kumar Sudhir, Ratnaliyar D.N.: Teaching of Mathematics
- Rawat, MS, Ganit Shikshan, Vinod Pustak Mandir, Agra, 2009
- Saxena, KK, Ganit Shikshan, University Book House, Jaipur, 2008
- Kulshresth, AK, Ganit Shikshan, R. Lall Book Depot, Meerut, 2012
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
- 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
- Aggarwal J.C.: Teaching of History
- Bining and Bining: Social Studies in Secondary School
- Blank: Foundation of History Teaching
- Johnson: Teaching of History
- Khalilur Rob: Tadrees - E - Tareekh - NCPUL
- Kochhar, S: Teaching of History
- Yajnik, K: The Teaching of Social studies in India
- Ian Philips: Teaching of History
- Tyagi, Gurusharandas: Itihas Shiksa, Vinod Pustak Mandir, Agra
- Yogendrajit, Bhai: Itihas Shikshan ki Ruprekha, Vinod Pustak Mandir, Agra
- Yadav, Nirmal: Teaching of History, Anmol Pubs, ND, 1994
- Sharma RA: Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
- Singh, Yogendra K: Narikshastra Shikshan, APH Publishing Co., ND, 2004
PC-7B-7: PEDAGOGY OF SOCIAL SCIENCE-II
(Geography & Economics)

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

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

COURSE CONTENT

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

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

REFERENCES
- Bernard, H.C.: Principles and Practice of Geography teaching
- Dubey, S.K.: Advanced Geography teaching, Book Enclave, Jaipur
- Digumarti, B.B.: Methods of Teaching Geography, Discovery Publishing Basha, S.A House, N. Delhi
- Hussain Majid, Ed. Methodology of Geography
- Negi Vishal: New Methods of Teaching Geography, Cybertech Publications, New Delhi
- Prasad: Methods of Teaching Geography, ABD Publishers, Jaipur
- Rao, M.S. : Teaching of Geography
- Rai, B.C. : Teaching of Geography, Prakashan Kendra, Lucknow
- Siddiqui: Teaching of Geography, ABD Publishers, Jaipur
- Singh, HN., Bhoogol Shikshan, Vinod Pustak Mandir, Agra, 2011
- Vatsyayan, T.: Bhoogol Shikshan ki Aadhunik Vidhiyan, Shahdra, Delhi
- Hicks, J.R.: (1960) The Social framwork
- An Introduction to Economics, Oxford University Press London
- Kanwar, B.S.: (1973) Teaching of Economics, Ludhiana Prakash Brothers
- Khan, R.S.: Teaching Economics (in Hindi), Kota Open University, BE-13
- NECRT: (1977) Teaching Units in Economics for High and Higher Secondary Stage, New Delhi
- Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
- Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
PC-7B-8: PEDAGOGY OF COMMERCE  
F.M.-50 (EXTERNAL-40, INTERNAL-10)

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

COURSE CONTENTS

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

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

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

REFERENCES
• 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.
2-Year B.Ed. Syllabus of AKU, Patna

- Saxena, Udayveer, Vanijya Shikshan, Vinod Pustak Mandir, Agra, 1970
- Khan, Mohammad Sharif, Commerce Education, Sterling Pub. Pvt Ltd, Delhi, 1982
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

- Choudhary, K.P., Preparation of Lesson Notes, Calcutta Bookland.
- Sharma, Mukul, Computers in Classrooms, A. Mukherjee & Co. Pvt Ltd, Calcutta, 1986
- Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, N.D, 1986
PC-7B-10: PEDAGOGY OF HOME SCIENCE
CREDITS: 2
F.M.-50(EXTERNAL-40,INTERNAL-10)

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

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

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

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

REFERENCES
• Devadas: Teaching of Home Science
• E. Atkinson: Teaching of Domestic Science
• Amy: Evaluation of Home Science
• Al Good: Demonstration Techniques
• Spai: Care of Children in the Tropics
• Hatcher and Andrews : The Teaching of Home Making
• Spafford: Fundamentals in Teaching Home Science
2-Year B.Ed. Syllabus of AKU, Patna

- Shorry & Sharma: Grih Vigyan Shikshan
- Efhelorinch: Lessons in Domestic Science
- HMSO: Home Science
- Devadas, Rajamall; Methods of Teaching Home Science, NCERT, New Delhi, 1978
PC-7B-11: PEDAGOGY OF URDU
F.M.-50(EXTERNAL-40, INTERNAL-10)

CREDITS: 2

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, Gap Ki Zindagi
- Poetry: Masnavi, Ishrate Raftatah
- Difficulty in teaching of Urdu Language

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

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

REFERENCES
- Akhtar Hussain Akhtar, Urdu Ki Tadris
- Alabaksh Shaikh, Urdu Ki Tadris
- Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
- Arun Athreya, A Text Book of Teacher Education, New Dehli; Dominant Publishers and Dest
- Exhibition
- Ram, S., Current Issues in Teacher Education, New Dehli; 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
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-7B-13: PEDAGOGY OF MAITHILI
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

UNIT-I: लिखावक श्यास्तक संवर्धन अं लिखावक प्रतिष्ठा कारण वर्ण न
• विद्यार्थी-शिक्षक सुनव, कहख तथा पद्धतक संग 'लिखावक' तारतम्यता के बुझि सक्रियक, जेना-चिन्तन, सुनव, पढ़व, मानसिक रूपसँ, व्यवहारिक करवा आदि।
• विद्यार्थी-शिक्षक विभिन्न विधामें अपने अनुमध्यक्र हरतामतक क्षे संग लिखावक कोशलक विकसित कर सकताह।
• विद्यार्थी-शिक्षक लिखावक मूल्यांकन हेतु विभिन्न तरीकाकें वर्णे बुझि सक्रियक। विद्यार्थी-शिक्षक छात्र रचनाकर्म लेखन के विकास करवाक करवाक तरीका अं प्रतिष्ठा कारण बुझि सक्रियक।

UNIT-II: मैथिली: शिक्षण, कक्षा प्रतिष्ठा अं मूल्यांकन
• शिक्षण समझ अं शिक्षण विभिन्न चुना
• शिक्षण रणनीति अं 'सीखने की योजना': शिक्षण पूर्व, शिक्षण काल अं शिक्षण बाद
• एहि इकाई में विद्यार्थी-शिक्षक रचनात्मक तथा आलोचनात्मक उपयोग संग व्यवहारवादी उपयोगक विषयमें आलोचनात्मक समझ बना सक्रियक।
• विद्यार्थी-शिक्षक एकसंयुक्त अधिकृत शिक्षण विभिन्न उपयोग करवाक सम्भावना पर विचार कर सक्रियक।
• कक्षा-प्रतिष्ठा संदर्भ में कएला जएवाक तैयारीक सम्भावनामें बुझि सक्रियक।
• कक्षामें भौतिक अं मनोवैज्ञानिक शिक्षण-साधारण उपयोग करवाक बारेरे सीची सक्रियक।
• विद्यार्थी-शिक्षक सम्म मूल्यांकन अवधारणा बुझि सक्रियक।
• विद्यार्थी-शिक्षक सम्म मूल्यांकन बारेरे बुझि सक्रियक।
• मैथिली शिक्षणमें सत्ता अं सम्म मूल्यांकन उपयोगक विषयमें जानि सक्रियक।
• मैथिली शिक्षणमें तथा पादयुगस्तक आलोचनात्मक समझ

PRACTICUM
• Preparation of Teaching Aids
• Content-based test for secondary classes
• Project/ assignment
2-Year B.Ed. Syllabus of AKU, Patna

PC-7B-14: PEDAGOGY OF BHOJPURI
CREDITS: 2
F.M.-50(EXTERNAL-40,INTERNAL-10)

UNIT-I: विद्यार्थी-शिक्षकों में भोजपुरी लेखन, पठन तथा बाचन शक्ति का संरचनात्मक

• भोजपुरी भाषा में लिखने का, सुनने, कहने तथा पढ़ने के साथ तारामध्य में देख पाने की समझ का विकास : चित्तन, 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 तरीके 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 तरीके

• अवधारणा कौशल एवं इसके विकास की विधाओं
• पठन कौशल के विकास की विधाओं, समस्याएँ एवं निदान
• लेखन कौशल की विभिन्न विधाओं
• बाचन कौशल (मौखिक अभिव्यक्ति)
• भोजपुरी शिक्षण: रचनात्मक तथा अन्य उपायों के बारे में आलोचनात्मक समझ ।
• कक्षा शिक्षण रणनीतियाँ तथा सीखने की योजना : शिक्षण पूर्व, शिक्षण करते हुए तथा शिक्षण पश्चात।
• भोजपुरी शिक्षण में आकलन एवं मूल्यांकन : संकल्पना एवं अवधारणा, विभिन्न विधाओं का मूल्यांकन, प्रश्न पत्र निर्माण काल, संस्कृति के शिक्षण में सतर्क एवं समग्र मूल्यांकन के उपयोग के बारे में समझ ।

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

88
PC-7B-15: PEDAGOGY OF ARABIC
F.M.-50(EXTERNAL-40,INTERNAL-10)

CREDITS: 2

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 vocabulary – its ways and means.
- Teaching of writing and composition: letter writing, Essay writing and précis writing.

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

PRACTICUM
- Preparation of Teaching Aids
- Content-based test for secondary classes
2-Year B.Ed. Syllabus of AKU, Patna

- 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)
- Nadvi, A.H.: Arabi Adab ki Tareekh, NCPUL, New Delhi, 1989 (in Urdu)
PC-7B-16: PEDAGOGY OF PERSIAN
CREDITS: 2
F.M.-50(EXTERNAL-40,INTERNAL-10)

COURSE OBJECTIVES

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

COURSE CONTENT

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

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

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

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

REFERENCES
2-Year B.Ed. Syllabus of AKU, Patna

- Oxford University Press.
PC-7B-17: PEDAGOGY OF BANGLA

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

COURSE OBJECTIVES

To enable the student understand about:

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

COURSE CONTENT

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

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

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

2. Teaching of Creativity
   a. Objectives
   b. Methods of developing creativity

UNIT-II: TEACHER, TEXTBOOK AND TEACHING AIDS

- **Teacher**: qualities and skill required for teaching of Bengali language
- **Text Book**: Importance, characteristics of textbook (Internal & External),
  Evaluation of textbook: Std.10.
- **Use of Audio-Video aids in language teaching**: Importance and types of A.V. aids.
PRACTICUM:
Submission of report after completing anyone of the following:
- Sessional test/Assignment
- Practicing Micro teaching Skills
- Construction of Achievement test

REFERENCES
- T.B.Chakraborty,Comparative Literature and Translation
- Bangla SahitterItibritto (7) AsitBandapadhaya
- DeshBibhag:BanglaNatok-MijanurRahaman
- Roy, D.L. MewarPatan
- Bhattacharjee, Austosh. BanglaNatySahtterItihas
- Chandidas, Baru. Shri Krishna Kirtan(RadhaBiraha)
CC-8 KNOWLEDGE AND CURRICULUM
F.M.-100(EXTERNAL-80, INTERNAL-20)

CREDITS: 4

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 framework
- Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the textbooks
- 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 Brainstorming sessions.

REFERENCES

• Dewey J. Democracy in Education, New York, MacMillan
• Govt. of India, Report of the Secondary Education in Commission (1952-53). New Delhi, Department of Education.
• Govt. of India, Report of the Education Commission (1964-66), New Delhi, Department of Education.
• Govt. of India (MHRD), (1986-92), National Policy on Education, New Delhi.
• Mukherjee S.N. History of Education in India, Acharya Book Depot, Baroda.
• Naik J.P. Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay, Allied Publications.
• Panday, R.S., Education in an Emerging Indian Society, Agrawal Pilation, Agra, 2010-11
2-Year B.Ed. Syllabus of AKU, Patna

- Saxena, R.N., Educaiton in an Emerging Indian Society, R. Lall Book Depot, Meerut, 2009
- Walia, J.S., shiksha ke Siddhant Tatha Vdhiyan, Pual Pubs, Jalandhar, 1999
- Walia, J.S., Education in an Emerging Indian Society, Pual Pubs., Jalandhar, 2005
- Yadav, Pratibha, Udyaman Bharatiy Samaj Kein Shikshak, Sahitya Prakashan, Apka Bazar, Hospital Road, Agra, 2009
- Nanda, V.K., Education in na Emerging Indian Society, Anmol publicaitons, New Delhi, 2005
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-learning process.
- 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

- 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.
2-Year B.Ed. Syllabus of AKU, Patna

- 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 Brainstorming sessions.
- Development of Achievement test and administration and reporting the results using statistical measures.

REFERENCES
2-Year B.Ed. Syllabus of AKU, Patna

CC – 10 CREATING AN INCLUSIVE SCHOOL
CREDITS: 2
F.M.-50(EXTERNAL-40,INTERNAL-10)

COURSE OBJECTIVES

- Understand the nature of and characteristics 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 Brainstorming sessions
- Visit to a school having Inclusive setup.

REFERENCES
2-Year B.Ed. Syllabus of AKU, Patna

- GOI. (1986). National policy of Education. GOI.
- 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
- Jayapalan, N, History of Indian Education, Atlantik Publications, New Delhi, 2000
- Gupta, SP. & Alka Gupta, Bharat Mein Shiksha Pranali ka vikas, Sharda Pustak Bhavan, Allahabad, 2007
- Sharma Dr., History and Problems of Education in India, Lakshmi Narain Agarwal, Agra, 2006
- Aggarwal J.C, Bharat Mein Shiksha Vyavastha ka Vikas, Shipra Publications, Delhi, 2010
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 Brainstorming sessions.

REFERENCES
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 yogaanas, 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 Athletic Events
- Preparation of a Balanced diet plan

REFERENCES
2-Year B.Ed. Syllabus of AKU, Patna


publisher.
2-Year B.Ed. Syllabus of AKU, Patna

OC 1.3 GUIDANCE AND COUNSELLING

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

CREDITS: 2

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), Disadvantaged 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
• Kumari, Sarita and Monica Tomar(2005): Guidance and counseling, shri publishers and distributors, New Delhi.
OC 1.4 ENVIRONMENTAL EDUCATION

CREDITS: 2

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

COURSE CONTENT

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

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

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

REFERENCES
- Das, M.C. Fundamentals of Ecology, Tata Mcgraw Hill
- Kislay, Shardendu, Paryavaran Shiksha, Discovery Publications, ND, 2006
- Saxena, A.B. Environmental Education, National Psychological Corporation, Agra
- Sharma, A.C. Interdisciplinary Approaches in Environmental Education
- Teli, BL, Paryawaran Adhyayan, College Book Depot, Jaipur
2-Year B.Ed. Syllabus of AKU, Patna

- 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

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; cleanliness, 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 Brainstorming sessions.

REFERENCES
- Agarwal J. C., School Organization and Management
- Kochhar S. K., Secondary School Administration
- Mathur K. P., Vidyalaya Prabandhan evom Niyojan
- 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
2-Year B.Ed. Syllabus of AKU, Patna

- Saroj Saxena, Vidyalaya Prashasan evom Swasthya Shiksha
- Sharma, Pratishtha Shaikshik Prabandh aom Vidyalay Sangathan, Sahitya Prakashan, Agra, 2008
- Singh, 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 Brainstorming sessions.
REFERENCES

- Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain & M.