

B.Ed. 2nd Semester

LEARNING AND TEACHING

Course Code: EDUCC203

Course Credit: 4

Theory: 70 Marks

Practicum: 30 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe various psychological processes that occur during teaching-learning.

(L2: Understand)

CO2: Use different core skills in effective teaching. (L3: Apply)

CO3: Analyse the factors affecting teaching and learning process related to learner, teacher, and context (L4: Analyse)

CO4: Formulate instructional objectives of a topic (L6: Create)

COURSE CONTENT

Unit 1: Learning - Nature, Types, and Theories

- Concept and Nature of Learning: concept learning, skill learning, verbal learning, social learning, principle learning, and problem-solving.
- Learning Theories: Behavioral, social, cognitive, and humanistic theories of learning. Emphasis on the constructivist approach, viewing learning as a process of constructing knowledge.
- Relationship of learning with school performance and ability of the learner
- Motivation in Learning: Concept and types of motivation, strategies for enhancing motivation, and their influence on learning and teaching processes.

Unit 2: Factors and Strategies Affecting Learning

- Factors influencing learning and teaching process – learner related, teacher related, process related and content related
- Transfer of Learning – Strategies for transfer of learning
- Forgetting classroom learning – meaning and its causes; strategies for improving retention of learning

Unit 3: Teaching - Concept, Phases, and Planning

- Teaching as a planned activity, assumptions underlying teaching its influence on teaching plans
- Pre-active (planning), interactive (facilitating learning), and post-active (assessment and reflection) phases, with a focus on roles, skills, and competencies required at each phase of teaching assumptions underlying effectiveness in teaching – Behaviouristic, Humanistic and Constructivist perspectives
- Planning for Teaching: Visualizing learner readiness, deciding instructional objectives, strategies, and time allocation and different teaching strategies
- Instructional Approaches: Selecting and developing resources (e.g., CAI, CBI, CMI), and preparing unit and lesson plans for structured learning

Unit 4: Skills and Strategies for Effective Teaching

- Microteaching Concept, phases, and core teaching skills, including introduction, explanation, stimulus variation, reinforcement, questioning, and closure
- Strategies of Teaching whereas Expository and inquiry strategies for understanding and concept attainment; Emphasis on cooperative and collaborative learning, group discussions, role-play, simulation, and use of debate, quizzes, and seminars for effective teaching
- Innovative Teaching Methods: Use of brain-storming, dramatization, and games to stimulate thinking and engagement in learning.

Practicum

- Comparative study of syllabi of various subjects to identify content categories.
- Writing instructional objectives of a lesson under domains and levels.
- Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activities and preparing a report
- Design learning episodes/activities and organize them in the classroom.
- Analyze the type of strategies adopted by a classroom teacher in organizing learning.
- Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)
- Any other activity based on the units of the paper in the form of written assignment, project, performance or fieldwork with a detailed report.

Suggested Reading

1. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
2. B.Wilson, (1996) Constructivist Learning Environments, New Jersey : Educational Technology Publications.
3. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, Educational Researcher, 18(1), 32-42.
4. C. Fosnot (Ed.) (1996) Constructivism: Theory, Perspectives and Practice, (pp.8-33), New York : Teachers College Press.
5. Darling – Hammond, Linda, et. Al. Excellence in Teacher Education : Helping Teachers Develop Learner – Centered School. Washington, D.C. National Education Association School Restructuring Series, 1992.
6. Davis, Irook (1971), The Management of Learning, McGraw Hill, London.
7. Dennis Coon, Essentials of Psychology, 9th Ed. 2003, Wadsworth/Thomson Learning.
8. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
9. Fosnot, Catherine Twoomey, Constructivism : Theory, Perspective and Practice. New York : Teachers College Press, 1989.
10. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). Negotiating the curriculum : Educating for the 21st century, London : The Falmer Press.
11. J. Mezirow and Associates (1990), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning: San Francisco: Jossey – Bass Publishers.
12. Kelly, G.A. (1991). The psychology of personal constructs Volume one – A Theory of

- Personality, London : Routledge.
13. Kenneth T. Henson, 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.
 14. L.Steffe and J. Gale (Eds.) 1995). Constructivism in Education, New Jersey : Lawrence Erlbaum Associates Inc.
 15. Langer, J. and Applebee, A.N. (1987). How writing shapes thinking : A Study of Teaching and Learning, National Council of Teachers of English.
 16. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
 17. Patricia Murphy (Ed.), 1999, Learners, Learning & Assessment, Paul Chapman Publishing Ltd.
 18. Resnick, L. and Collins, A. (1996). Cognition and Learning. In T.Plomp and D.Ely, (Ed.) The International Encyclopaedia of Educational Technology, 2nd Ed. Oxford : Pergamon Press.
 19. Savery, J. and Duffy, Thomas M. (1995). Problem based learning : An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
 20. Smith, K. (1993). Becoming the —guide|| on the side : Educational Leadership, 51(2), 35-37.
 21. Vygotsky, L. (1978). Mind in Society : The Development of Higher Psychological Processes, MA : Harvard University Press.
 22. Vygotsky, L.S. Thought and Language, Cambridge, MA : MIT Press, 1962.

Course Credit: 2

Practicum: 15 Marks

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

- EDUPS201 - Method of Teaching English- Part- (I)
- EDUPS202 - Method of Teaching Hindi- Part- (I)
- EDUPS203 - Method of Teaching Sanskrit- Part- (I)
- EDUPS204 - Method of Teaching Urdu- Part- (I)
- EDUPS205 - Method of Teaching Arabic- Part- (I)
- EDUPS206 - Method of Teaching Persian- Part- (I)
- EDUPS207 - Method of Teaching History- Part- (I)
- EDUPS208 - Method of Teaching Civics- Part- (I)
- EDUPS209 - Method of Teaching Geography- Part- (I)
- EDUPS210 - Method of Teaching Economics- Part- (I)
- EDUPS211 - Method of Teaching Home Science- Part- (I)
- EDUPS212 - Method of Teaching Commerce- Part- (I)
- EDUPS213 - Method of Teaching Physical Sciences- Part- (I)
- EDUPS214 - Method of Teaching Biological Sciences- Part- (I)
- EDUPS215 - Method of Teaching Mathematics- Part- (I)
- EDUPS216 - Method of Teaching Computer Science- Part- (I)

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

METHOD OF TEACHING ENGLISH- PART- (I)

Course Code: EDUPS201

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the constitutional provisions and policies of language education (L2: Understand)

CO2: Recognize and employ the modern methods of teaching English. (L4: Apply)

CO3: Construct behavioural objectives of teaching English, of different levels of Bloom's Taxonomy (L6: Create)

CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENT

Unit 1: Nature, Scope, Aims and Curriculum

- Role of English language in the Indian context- English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India
- General Principles and Benefits of English Language Learning; Aims and objectives of learning English in India; Advantages & importance of English learning
- Challenges in Teaching English in the Indian context
- Meaning and principle of curriculum construction; Critical review of the English curriculum at secondary and senior secondary levels across CBSE, ICSE, and BSEB; Curriculum reform recommendations from NCFSE-2023 and Bihar Curriculum Framework
- Constitutional provisions and policies of language education-:Position of Languages in India; Articles 343-351, 350A; Key recommendations of Kothari Commission (1964-66); NPE-1986; POA-1992)

Unit 2: Instructional Strategies and Method of Teaching

- Methods- Inductive deductive, lecture, discussion, debate, grammar translation method, direct method, story telling, multilingual, their advantages and limitations & comparisons
- Approaches- Structural approach and communicative approach, constructive approach, gaming, dramatization
- Specific Strategies for teaching vocabulary
- Specific strategies for Teaching of reading; Attributes of good reading; Types of reading; Good and bad habits of Reading; Strategies to develop reading Comprehension; Methods of reading
- Specific strategies for developing writing skills - Types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organisation in writing).

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

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks
- Do a survey of five schools in your neighbourhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom
- Do a survey of five schools in your neighbourhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

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

METHOD OF TEACHING HINDI- PART- (I)

Course Code: EDUPS202

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

पाठ्यक्रम लब्धि

इस पाठ्यक्रम को पूरा करने पर छात्राध्यापक

CO1: मातृ भाषा तथा राष्ट्र भाषा के रूप में हिन्दी शिक्षण का अर्थ तथा प्रकार्य की व्याख्या करते हैं।

(L2: Understand)

CO2: माध्यमिक तथा उच्च माध्यमिक स्तर पर उपयुक्त शिक्षण प्रयुक्ति तथा तरीके का इस्तेमाल करते हैं।

(L3: Apply)

CO3: ब्लूमस कोटि विभाजन के आधार पर उद्देश्य निर्माण करते हैं। (L6: Create)

CO4: शिक्षार्थियों को भाषा कौशल प्राप्त करने में सक्षम बनाने की क्षमता विकसित करते हैं। (L6: Create)

पाठ्यक्रम विषय

अन्विति 1- हिन्दी भाषा का स्वरूप, लक्ष्य, एवं पाठ्यक्रम

- भाषा का अर्थ, प्रकृति, प्रकार्य और बालकों के शिक्षण में मातृभाषा हिन्दी की भूमिका; हिन्दी का सांस्कृतिक, सामाजिक, व्यावहारिक, तथा साहित्यिक महत्त्व, हिंदी के विशेष संदर्भ में भाषा शिक्षण के सामान्य सिद्धांत
- मातृभाषा तथा द्वितीय भाषा के रूप में हिन्दी भाषा शिक्षण के उद्देश्य
- हिंदी की व्याकरणिक व्यवस्था; हिन्दी के विभिन्न रूप—अधिगम की भाषा, हिन्दुस्तानी, संस्कृतनिष्ठ हिन्दी; अंतर्राष्ट्रीय स्तर पर हिन्दी का प्रयोग।
- माध्यमिक एवं उच्च माध्यमिक स्तर पर (सीबीएसई, सीआईएससीई, बीएसईबी) हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन; एनसीएफ-2023 और बीसीएफ का मूल्यांकन।
- भाषा शिक्षा से सम्बंधित संवैधानिक उपबंध (अनुच्छेद 343-351, 350A), कोठारी आयोग (1964-66), एनईपी 2020।
- हिन्दी पाठ्य पुस्तक- महत्त्व तथा अच्छे पाठ्य पुस्तक की विशेषताएँ

अन्विति 2: अनुदेशनात्मक कार्यनीतियाँ और शिक्षण पद्धति

- गद्य शिक्षण — कहानी, नाटक, निबंध या आलेख, उपन्यास; गद्य शिक्षण योजना निर्माण के मुख्य चरण
- पद्य शिक्षण — काव्य शिक्षण का उद्देश्य; काव्य पाठ का महत्त्व; पद्य शिक्षण योजना निर्माण के मुख्य चरण
- व्याकरण शिक्षण — हिन्दी शिक्षण में व्याकरण का स्थान; आगमन तथा निगमन विधि तथा उनका महत्त्व
- भाषा कौशल शिक्षण — श्रवण, वाचन, पठन, लेखन।

- शब्दार्थ शिक्षण – मौखिक कार्य, अभ्यास विधि, वाक्य निर्माण विधि
- लेखन तथा रचना शिक्षण – पत्र लेखन, सार लेखन इत्यादि।

प्रायोगिक कार्य

- पाठ्यक्रम के विभिन्न अन्वितियों से जुड़े लिखित दत्त कार्य, विस्तृत लिखित रपट के साथ प्रस्तुति या फिल्ड गतिविधियाँ
- हिन्दी भाषा शिक्षण से संबंधित क्रियात्मक शोध अथवा हिन्दी क्लब संबंधी गतिविधियाँ एवं रपट
- हिन्दी पाठ्य पुस्तकों का आलोचनात्मक विश्लेषण
- हिन्दी भाषा की विशेषताओं तथा इतिहास से संबंधित गतिविधियाँ तथा विस्तृत रपट
- भाषा कौशल संबंधी खेल निर्माण

संदर्भ ग्रंथ

1. पाण्डे, आर. एस. : हिन्दी शिक्षण
2. ओड, एल. के.: हिन्दी शिक्षण में त्रुटि निदान एवं उपचार
3. सिंह, एन. के.: माध्यमिक विद्यालयों में हिन्दी शिक्षण
4. शर्मा, डी एल. : हिन्दी शिक्षण प्रशिक्षण
5. चतुर्वेदी, शिखा: हिन्दी शिक्षण
6. भाई योगेन्द्र जीत: हिन्दी शिक्षण
7. शर्मा, एस आर: हिन्दी शिक्षण
8. Flower, R.P. Language and Education
9. Habolot, P. Language Learning
10. Quirk, R. The study of the Mother Tongue

METHOD OF TEACHING SANSKRIT- PART- (I)

Course Code: EDUPS203

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the constitutional provisions and policies of language education (L2: Understand)

CO2: Recognize and employ the modern methods of teaching language. (L4: Apply)

CO3: Construct behavioural objectives of different levels of Bloom's Taxonomy (L6: Create)

CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENT

Unit 1: Sanskrit: Nature, Scope, Aims and Curriculum

- Meaning, Function, and Importance of Sanskrit – The role of Sanskrit as a classical language in education, highlighting its cultural, social, practical, literary, and linguistic significance
- Aims and Objectives of Teaching Sanskrit; Sanskrit language and literature, Sanskrit language and Indian languages, Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language; Difficulties in teaching old and classical language
- Meaning and Principles of Curriculum Design in Sanskrit – Key principles for structuring the Sanskrit curriculum at the secondary and senior secondary levels
- Critical study of the Sanskrit curriculum in CBSE, ICSE, and BSEB, including reforms from NCFSE-2023 and Bihar Curriculum Framework; Text books in Sanskrit- Importance and qualities
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992

Unit 2: Instructional Strategies and Method of Teaching

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

Practicum (Any One) (The concerned teacher can devise assignments as per the requirement of the course)

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

Suggested Reading

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

METHOD OF TEACHING URDU- PART- (I)

Course Code: EDUPS204

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the constitutional provisions and policies of language education (L2: Understand)

CO2: Recognize and employ the modern methods of teaching language. (L4: Apply)

CO3: Construct behavioural objectives of different levels of Bloom's Taxonomy (L6: Create)

CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENT

Unit 1: Urdu Language: Nature, Scope, Aims and Curriculum

- Role of Urdu as a classical language in education and its impact on child development
- Significance of Urdu Language – Special features of Urdu and its cultural, social, practical, literary, and linguistic value both in national and international context
- Aims and Objectives of Teaching Urdu; Goals for teaching Urdu as a mother tongue, including enhancing linguistic skills and cultural awareness
- The evolution and significance of Urdu before and after partition, its various forms, its role as a primary, secondary, and tertiary language, and its presence internationally
- Meaning and principle of curriculum construction; Critical study of existing Urdu curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB
- Curriculum reform in Urdu- Critical appraisal of NCFSE-2023, and Bihar Curriculum framework
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992 ; Text books in Urdu- Importance and qualities

Unit 2: Specific Instructional Strategies and Method of Teaching

- Method of Teaching Prose; Dastan, Afsana, Novel, Drama, Sawanih, Makateeb and Insha. Major steps in the planning of a prose lesson.
- Method of Teaching Poetry- Nazam, Ghazal and Rubae; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Method of Teaching Grammar: Place of grammar in the teaching of Urdu, 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: Khutoot Nigari (Letter writing), Mazmoon Nigari (Essay writing) and Ikhtesar Nigari (Précis writing)

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

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

Suggested Reading

1. Abdullah, Saleem Urdu Kaise Parhaen, Aligarh: Educational Book House.
2. Alderson, C. (2000). Assessing Reading, New York: Cambridge University Press.
3. Bachman, L. and A. Palmer.(1996). Language Testing in Practice, New York: Oxford University Press.
4. Bailey, K. (1997). Learning About Language Assessment: Dilemmas, Decisions, and Directions, Boston: Heinle & Heinle.
5. Beg, Mirza Khalil Urdu Zaban Ki Tareekh, Aligarh: Educational Book House.
6. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5th Edition, white Plain, New York: Pearson Education Inc.
7. Buck, G. (2001). Assessing Listening, New York: Cambridge University Press.
8. Douglas, D. (2000). Assessing Language for Specific Purposes, New York: Cambridge University Press.
9. Lado, R. (1983).Language Teaching: A Scientific Approach, New Delhi: McGraw Hill.
10. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nded. New York: Oxford University Press.
11. Littlewood, W.(1981). Language Teaching: An Introduction, Cambridge: Cambridge University Press.
12. McNamara, T. (2000). Language Testing, New York: Oxford University Press.
13. Moinuddin. (2002). Urdu Zaban Ki Tadrees, New Delhi: NCPUL.

14. Quazi, Shahbaz & A khtar, Muhammad Naeem (2007). Urdu Tadreesi Tareeqa, Nagpur: Authors.
15. Read, J. (2000). Assessing Vocabulary, New York: Cambridge University Press.
16. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
17. Richards, J. C. and T. S. Rodgers.(2001). Approaches and Methods in Language Leaching, 2nd ed. New York: Cambridge University Press.
18. Sherwani, Inamullah Khan (1989). Tadrees Zaban-e-Urdu, Kolkata: Anjali Ghose.
19. Subbiah, Pon (2003). Test of Language Proficiency: Urdu, Mysore: Central Institute of Indian Languages.
20. Tabassum, Razia (2014) Aamozish-e-Urdu, Book Emporium, Patna
21. Weigle, S. (2002). Assessing Writing, New York: Cambridge University Press
22. Woodward, T. (2001).Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

METHOD OF TEACHING ARABIC- PART- (I)

Course Code: EDUPS205

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the constitutional provisions and policies of language education (L2: Understand)

CO2: Recognize and employ the modern methods of teaching language. (L4: Apply)

CO3: Construct behavioural objectives of different levels of Bloom's Taxonomy (L6: Create)

CO4: Develop the ability to enable learners to acquire language skills (L6: Create)

COURSE CONTENT

Unit 1: Arabic Language: Nature, Scope, Aims and Curriculum

- Understanding the role and functions of language in communication, with an emphasis on Arabic as a foreign language.
- Significance of Arabic Language – Exploring the cultural, practical, literary, and linguistic contributions of Arabic and its global importance.
- Aims and Objectives of Teaching Arabic; Goals for teaching Arabic as a foreign language
- Historical development of Arabic language in India, including specific challenges faced in promoting Arabic in Bihar.
- Meaning and principle of curriculum construction with special reference to Arabic; Place of Arabic in three language formula; Critical study of existing Arabic curriculum in Secondary and senior secondary Schools of BSEB. Arabic curriculum, and its place in the three-language formula;
- Constitutional provisions and policies of language education:-Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992 ; Text books in Arabic- Importance and qualities

Unit 2: Instructional Strategies and Method of Teaching

- Teaching of Prose; Maqamah, Qissah (Story) and Riwayah (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.
- Teaching of Grammar: Place of grammar in the teaching of Arabic, Inductive and Deductive methods and their relative merits
- Teaching of Reading: Attributes of good reading, Types of reading; Scanning, Skimming; Intensive reading, Extensive reading, Silent reading, reading aloud. Various methods of reading-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

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

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

Suggested Reading

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

17. Rivers, W.M. (1968). Teaching Foreign Language skills, Chicago University Press.
18. Samak, S.M. (1975). Fan-al-Tadris-bil-Lugha-al Arabic, Cairo: Al- Anglo- Misriya.
19. Weigle, S. (2002). Assessing Writing, New York: Cambridge University Press.
20. Woodward, T. (2001). Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.

METHOD OF TEACHING PERSIAN- PART- (I)

Course Code: EDUPS206

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Understand the nature, characteristics and significance of Persian language.

(L2: Understand)

CO2: Develop an ability among learners to acquire language skills (L3: Apply)

CO3: Use modern methods of Persian teaching in real classroom situations. (L3: Apply)

CO4: Develop course content as per the requirements of BSEB in secondary and senior secondary schools (L6: Create)

COURSE CONTENT

Unit 1: Persian: Nature, Scope, Aims and Curriculum

- Language- its meaning and functions. The role of classical language in the education of a child.
- Significance of Persian Language – Persian's cultural, social, practical, literary, and linguistic importance and its impact on global heritage
- Aims and Objectives of Teaching Persian as a classical language; its integration with Indian languages and socio-cultural contributions
- Challenges in Teaching Persian
- Meaning and principle of curriculum construction; Critical study of existing Persian curriculum in Secondary and senior secondary School of BSEB; Text books in Persian - Importance and qualities
- Place of Persian in three language formula
- Constitutional provisions and policies of language education-: Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992

Unit 2: Instructional Strategies and Method of Teaching

- Teaching of Prose; Dastan-e-Kotah (Short Story), Hikayat (Story), Ruman (Novel), Tamseel (Drama), Tanqeed (Criticism), Sawanih (Biography) and Khud-Navisht (Autobiography)., Major steps in the planning of a prose lesson.
- Teaching of Poetry-Hamd, Na't, Ghazal, Rubaee, Masnawi and Qaseedah; Objectives of poetry lesson. Importance of recitation, Major steps in a poetry plan.
- Teaching of Grammar: 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

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

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

SUGGESTED READING

1. Al-Shourabi, Ebrahim Amin (1948). Basic Grammar for Teaching Persian: Cairo: Matba'at al-sa'adat.
2. Ash'ari, Mohammad (1994). Teaching Persian by Persian. Tehran: Monir: Cultural Centre Publication.
3. Avchinika, A. & A. Mohammed Zadeh (1996). Teaching Persian Language, Moscow: University of Moscow.
4. Bachman, L. and A. Palmer (1996). Language Testing in Practice, New York: Oxford University Press.
5. Baghcheban (Pirnazar), Samineh(1971). A Guide to Teach Persian to Non-Persian Speakers. Tehran: Ministry of Art and Culture.
6. Baghcheban (Pirnazar), Samineh (1971). Persian for Non-Persian Speakers. Tehran: Ministry of Art and Culture.
7. BananSadeghian, Jalil (1997). Persian for Non-Natives (Volume I) Tehran: Council for Promotion of Persian Language and Literature.
8. BananSadeghian, Jalil (1998) Persian for Non-Natives (Volume II) Tehran: Council for Promotion of Persian Language and Literature.
9. Brown, H. D. (2007). Principles of Language Learning and Teaching, 5thEdition, white Plain, New York: Pearson Education Inc.
10. Lado, R. (1983).Language Teaching: A Scientific Approach, McGraw Hill, New Delhi.
11. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching, 2nded. New York: Oxford University Press.

12. Mirdehghan, Mahin-naz(2002). Teaching Persian to Native Speakers of Urdu, and Urdu to Native Speakers of Persian. Tehran: Alhoda International.
13. Moshiri, Leila(1995). Colloquial Persian. London: Routledge.
14. Rassi, Mohsen(2000). An Introduction to Persian. Tehran: Council for Promotion of Persian Language and Literature.
15. Richards, J. C. (2001). Curriculum Development in Language Teaching, New York: Cambridge University Press.
16. Richards, J. C. and T. S. Rodgers.(2001). Approaches and Methods in Language Teaching, 2nd ed. New York: Cambridge University Press.
17. Rivers, W.M. (1968). Teaching Foreign Language skills, Chicago University Press.
18. Samareh, Yadollah. (1993). Persian Language Teaching (AZFA: English Version) Elementary Course, Book 1-5. Tehran: Al-hoda Publisher and Distributors.
19. Woodward, T. (2001).Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom, New York: Cambridge University Press.
20. Zarghamian, Mehdi. (1997).The Persian Language Training Course: Preliminary to Advanced, Volume-I& II, 1999 Vol. III, Tehran: Council for Promotion of Persian Language and Literature.
21. Zarghamian, Mehdi. 1999. Basic Vocabulary and Basic Grammar: Teaching Persian for Non-Native Speakers, Tehran: Council for Promotion of Persian Language and Literature.

METHOD OF TEACHING HISTORY- PART- (I)

Course Code: EDUPS207

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain concept of history, historical concepts and history writing. (L2: Understand)

CO2: Organize classroom teaching learning activities using various methods, techniques and approaches of History (L3: Apply)

CO3: Analyse pedagogical practices and curriculum reforms in History (L4: Analyse)

CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit I: History: Nature, Scope, Aims and Curriculum

- History: Definitions, concepts, and constituents; introduction to historiography; differentiation between past and history; process of constructing historical facts. Importance of Teaching History in shaping national identity, fostering imagination of national communities, and understanding societal changes.
- Integration with Other Subjects: Exploring connections of history with geography, civics, economics, science, and technology to promote interdisciplinary understanding.
- Aims and Objectives: General aims of teaching history, instructional and behavioral objectives aligned with Bloom's Taxonomy, and their integration with curriculum goals, referencing NCFSE-2023. Critical evaluation of NCFSE-2023 and Bihar Curriculum Framework in the context of history teaching within social science education.
- Principles of Curriculum Development: General and specific principles, including cultural epoch, biographical, chronological, topical, concentric, spiral, and integrational approaches.
- History Curriculum and Textbooks: Relationship of curriculum with state policies, NCERT textbook controversies, and a critical analysis of CBSE, ICSE, and BSEB curricula; qualities of effective history textbooks.

Unit 2: Instructional Strategies and Methods for Teaching

Methods of Teaching

- Expository: Lecture, debate, discussion, storytelling method.
- Discovery Based: Experimental, inquiry, problem solving, assignments.
Activity Based: Simulation, gaming, survey method, source method, case study, project method.
- Individualized: Computer assisted instruction, modular, mastery learning, Dalton Plan, Information and Communication Technology (ICT).

- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom.
- Techniques Of Teaching: Questioning, Dramatization, Role Playing, Brainstorming.
- Strategies for teaching controversial topics in history.

Practicum:

- Selection and documentation of 20 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategies that would be adopted to achieve them
- Analysis of the recommendation of various commissions and making a comparative evaluation of the recommendation with regard to aims and objectives of teaching history in the schools
- Analysis of content of the syllabi of history from class VI to XII of any school board and preparing a report related to the various principles/methods/approaches that have been adopted for organization for organizing the syllabus under study
- Preparing a lesson plan on any topic of the history teaching
- Activities based on the units of the paper in form of written assignments, performance or field works with a detailed report.

Suggested Reading

1. Aggarwal J.C. : Teaching of History
2. Ballard, M, : New Movements in the Study and Teaching of History.
3. Basham, A. L. : The wonder that was India
4. Bhatnagar, C.R.,: Bhusan and Khenna- Preparation and Evaluation of Text Books in Social Studies.
5. Bining and Bining :Social Studies in Secondary School
6. Blank : Foundation of History Teaching
7. E. H Carr: What is History
8. Ghate, V.D. : Ethias Shikshan.
9. Gurucharandas Tyagi: Teaching of History
10. Johnson : Teaching of History
11. Khalilur Rob : Tadrees- E- Tareekh- NCPUL.
12. Kochhar, S : Teaching of History
13. Sharma, R. N. : Teaching of History
14. Yajnik, K. : The Teaching of Social studies in India.
15. Yogendra Kumar Singh: Teaching of History

METHOD OF TEACHING CIVICS- PART- (I)

Course Code: EDUPS208

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain core political terms, concepts and theories(L2: Understand)

CO2: Organize classroom teaching learning activities using various methods, techniques and approaches of Civics (L3: Apply)

CO3: Analyse pedagogical practices and curriculum reforms in Civics (L4: Analyse)

CO4: Frame instructional objectives in Civics based on Bloom's taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Civics: Nature, Scope, Aims and Curriculum

- Concept, meaning, definition, nature, scope and importance of Civics teaching at secondary level; emphasizing its integration with other school subjects and its relationship to national politics.
- Identifying general aims and setting instructional and behavioral objectives for teaching Civics in secondary education.
- Meaning and principles of curriculum construction; approaches to organize Civics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Analyzing principles of curriculum design, with a focus on integrating Civics in secondary and senior secondary curricula across B.S.E.B., C.B.S.E., and I.C.S.E. boards.
- Civics Curriculum Reform – Evaluating curriculum reforms like NCFSE-2023 and Bihar Curriculum Framework.
- Developmental trends and defects in the present Civics curriculum; importance and qualities of Civics textbooks.

Unit 2: Instructional Strategies and Method of Teaching

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

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

- Develop a structure of curriculum of civics of any grade.
- A report on the organization, planning and outcome of excursion.
- A critical study of the present civics curriculum of Secondary School.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
- Assignment on any topic related to the civics teaching
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

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

METHOD OF TEACHING GEOGRAPHY- PART- (1)

Course Code: EDUPS209

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain core geographical terms, concepts and theories (L2: Understand)

CO2: Organize classroom teaching learning activities using various methods, techniques and approaches of Geography (L3: Apply)

CO3: Analyse pedagogical practices and curriculum reforms in Geography (L4: Analyse)

CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Geography: Nature, Scope, Aims and Curriculum

- Concept, meaning, definition, nature, scope and importance of Geography teaching at secondary level; emphasizing its integration with other school subjects.
- Identifying general aims and setting instructional and behavioral objectives for teaching Geography in secondary education.
- Meaning and principles of curriculum construction; approaches to organize Geography curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Analyzing principles of curriculum design, with a focus on integrating Geography in secondary and senior secondary curricula across B.S.E.B., C.B.S.E., and I.C.S.E. boards.
- Geography Curriculum Reform – Evaluating curriculum reforms like NCFSE-2023 and Bihar Curriculum Framework.
- Developmental trends and defects in the present Geography curriculum ; importance and qualities of Geography textbooks and practical classes.

Unit 2: Instructional Strategies and Method of Teaching

- Method of teaching -Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Approach of teaching- inductive-deductive approach, descriptive approach, regional approach, environmental approach, teacher-centred, learner-centred, activity-centred, systematic approach.
- Importance of excursions and tours in understanding geography. Techniques of teaching - Questioning, Dramatization, Role Playing, Brainstorming, Computer Assisted Instruction
- Learning in groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom

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

- Develop a structure of curriculum of geography of any grade.
- A report on the organization, planning and outcome of excursion.
- A critical study of the present Geography curriculum of Secondary School.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
- Assignment on any topic related to geography teaching
- Any other activity based on the units of the paper in the form of written assignment, projects,
- performance or fieldwork with a detailed report

Suggested Reading

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

METHOD OF TEACHING ECONOMICS- PART- (I)

Course Code: EDUPS210

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain core economic terms, concepts and theories (L2: Understand)

CO2: Organize classroom teaching-learning activities using various methods, techniques and approaches of Economics (L3: Apply)

CO3: Analyse pedagogical practices and curriculum reforms in Economics (L4: Analyse)

CO4: Frame instructional objectives in Economics based on Bloom's taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Economics: Nature, Scope, Aims and Curriculum

- Concept, meaning, definition, nature, scope and importance of Economics teaching at secondary level; emphasizing its integration with other school subjects, and its relevance in daily life and societal development.
- Identifying general aims and setting instructional and behavioral objectives for teaching Economics at secondary and senior secondary levels.
- Meaning and principles of curriculum construction; approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Analyzing principles of curriculum design, with a focus on integrating Economics in secondary and senior secondary curricula across B.S.E.B., C.B.S.E., and I.C.S.E. boards.
- Economics Curriculum Reform – Evaluating curriculum reforms like NCFSE-2023 and Bihar Curriculum Framework.
- Developmental trends and defects in the present Economics curriculum; importance and qualities of Economics textbooks.

Unit 2. Instructional Strategies and Method of Teaching

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

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

- Collect information of 20 persons of a locality about their economic and non-economic activities
- Collect information from a local market about the price trends of five vegetable for a week, develop a table indicating the trend in price change and discuss in class
- Prepare a curriculum design for any grade of any board
- Critically analyze any one curriculum of economics
- Assignment on any relevant topic related to economic teaching
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

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

METHOD OF TEACHING HOME SCIENCE- PART- (I)

Course Code: EDUPS211

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

- CO1: Understand the concept, philosophy and aims of teaching Home Science (L2: Understand)
- CO2: Use the knowledge gained to improve health and hygiene, food and nutrition, home management and preservation of food (L3: Apply)
- CO3: Use appropriate teaching aids and co-curricular activities for effective teaching-learning (L3: Apply)
- CO4: Evaluate present curriculum of home science in schools and bring reforms (L5: Evaluate)

COURSE CONTENT

Unit 1: Home Science Nature, Scope, Aims and Curriculum

- Concept, meaning, definition, nature, scope and importance of Home Science education
- Integration of Home Science with other school subjects, and its relevance in daily life and societal development.
- Identifying general aims and setting instructional and behavioral objectives for teaching Home Science at secondary and senior secondary levels.
- Meaning and principles of curriculum construction; approaches to organize Home Science curriculum
- Analyzing principles of curriculum design, with a focus on integrating Home Science in secondary and senior secondary curricula across B.S.E.B., C.B.S.E., and I.C.S.E. boards.
- Home Science Curriculum Reform – Evaluating curriculum reforms like NCFSE-2023 and Bihar Curriculum Framework
- Developmental trends and defects in the present Home Science curriculum; importance and qualities of Home Science textbooks

Unit 2: Instructional Strategies and Method of Teaching

- Methods of Teaching:
 - Expository: Lecture, Lecture cum demonstration, demonstration, debate, discussion method
 - Discovery Based: Experimental, inquiry, problem solving, assignments, project method
 - Activity Based: Simulation, gaming, survey method, case study, laboratory, Home experience (Activity) method
- Individualized: Computer-assisted instruction, modular, mastery learning
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classrooms.
- Techniques of Teaching: Questioning, Dramatization, Role Playing, Brainstorming

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

- Preparations of a Home Science file that includes
 - (i) Drafting
 - (ii) Embroidery
 - (iii) Recipe
- Planning for Home Sc. Laboratory
- Family budget of Middle class income group
- Decoration of drawing room/ bedroom/ study room/ children's room/ guest room.
- Preparation of sick diet-anaemic, diabetic, High Cholesterol
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

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

METHOD OF TEACHING COMMERCE- PART- (I)

Course Code EDUPS212

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the basic terminology and elementary ideas of Commerce (L2: Understand)

CO2: Organize classroom teaching learning activities using various methods and techniques of Commerce. (L3: Apply)

CO3: Analyse pedagogical practices and curriculum reforms in Commerce (L4: Analyse)

CO4: Frame instructional objectives in Commerce based on Bloom's taxonomy (L6: Create)

COURSE CONTENT

Unit I: Commerce: Nature, Scope, Aims and Curriculum

- Concept, meaning, definition, nature, scope and importance of Commerce teaching at secondary level; Justifying the inclusion of Commerce as an optional subject at the school level emphasizing its integration with other school subjects, and knowledge relevant to daily life and professional environments
- Identifying general aims and setting instructional and behavioral objectives for teaching Commerce.
- Meaning and principles of curriculum construction; approaches to organize Commerce curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Analyzing principles of curriculum design, with a focus on integrating Commerce in secondary and senior secondary curricula across B.S.E.B., C.B.S.E., and I.C.S.E. boards.
- Commerce Curriculum Reform – Evaluating curriculum reforms like NCFSE-2023 and Bihar Curriculum Framework.
- Developmental trends and defects in the present Commerce curriculum;
- Importance and qualities of commerce textbooks, along with the role of supplementary reference books and journals.

Unit 2: Instructional Strategies and Method of Teaching

- Methods of Teaching:
Expository: Lecture, debate, discussion, storytelling method.
Discovery Based: Experimental, inquiry, problem solving, assignments.
Activity Based: Simulation, gaming, survey method, source method, case study, project method.
- Individualized: Computer-assisted instruction, modular, mastery learning, Dalton Plan.
- Learning in groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom.
- Techniques of teaching: Questioning, dramatization, role-playing, Brainstorming

Practicum (Any One)

- Submission of report after doing work in any one of the following: (**Concerned teacher can devise assignment as per requirement of the course**)
- Preparing a curriculum Design for the commerce of any grade of any board
- Content analysis of any textbook of commerce
- Assignment on any topic related to commerce
- Critical analysis of the curriculum of any grade of any board
- Any other activity based on the units of the paper in form of written assignment, projects, performance or fieldwork with a detailed report

Suggested Reading

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

METHOD OF TEACHING PHYSICAL SCIENCES- PART- (I)

Course Code: EDUPS213

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Use scientific skills in identifying and applying appropriate scientific principles and methodologies to solve problems in their day to day life (L3: Apply)
- CO2: Critically analyse the national and state level curriculum frameworks in the context of Physical Sciences (L4: Analyse)
- CO3: Select appropriate methods and techniques of teaching Physical Sciences in a given situation for effective classroom transactions (L5: Evaluate)
- CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit I: Physical Science: Nature, Scope, Aims and Curriculum

- Nature and Scope of Physical Science – Exploring physical science as a body of knowledge, a method of inquiry, and an attitude toward life. Relationship of Physical science with other sciences and its dual foundation in theory and experimentation
- Physical Science and Modern Society – Understanding the relationship between physical science and society, including its impact on the environment, industrialization, sustainable development, and peace in the context of modern Indian society
- Aims and objectives of teaching Physical Sciences in terms of their learning outcome
- Scientific attitude and scientific method as the major objectives of Physical Science teaching
- Meaning of curriculum and principles of curriculum construction; current place of physical science in secondary and senior secondary curricula (CBSE, CISCE, BSEB), and identifying its limitations
- Curriculum reform in Science- Critical appraisal of NCFSE- 2023, Bihar Curriculum Framework in the context of Science teaching and characteristics of a good physical science textbook

Unit 2: Instructional Strategies and Method of Teaching

- Methods of teaching -Inductive–deductive, analytic-synthetic, heuristic, experimental, problem solving, project, lecture, demonstration, programmed instruction, team teaching
- Techniques of physical science teaching – oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching physical science: Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem Solving, Concept Mapping, Role of the teacher in teaching these approaches

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

- Identification of specific learning difficulties in Physical Science
- Evaluation of the textbook of physical science of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of Physical Science of any one grade of any one board at secondary or senior secondary level
- Preparation of a programmed instruction for the any unit of Physical Science
- Any other activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

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

METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (I)

Course Code: EDUPS214

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After completion of the course, the prospective teachers will attain the ability to:

CO1: Use scientific skills in identifying and applying appropriate scientific principles and methodologies to solve problems in their day to day life (L3: Apply)

CO2: Critically analyse the national and state level curriculum frameworks in the context of Biological Sciences (L4: Analyse)

CO3: Select appropriate methods and techniques of teaching Biological Sciences in a given situation for effective classroom transactions (L5: Evaluate)

CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Biology: Nature, Scope, Aims and Curriculum

- Nature, scope, and importance of Biological Sciences education
- Aims and objectives of teaching Biological Sciences in terms of their learning outcomes
- Emergence and development of biological sciences education and contribution of eminent Indian biologists
- Scientific attitude and scientific method as the major objectives of Biological Science teaching
- Meaning of curriculum and principles of curriculum construction, the current place of biology in secondary and senior secondary curricula (CBSE, CISCE, BSEB), and identifying its limitations
- Curriculum reform in Science- Critical appraisal of NCFSE- 2023, Bihar Curriculum Framework in the context of Science teaching and characteristics of a good biological science textbook

Unit 2: Instructional Strategies and Method of Teaching

- Methods of teaching- Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, laboratory method, Project method, Programmed Instruction and Team Teaching.
- Techniques of Biological Science teaching – Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching biological science: Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem-Solving, Concept Mapping, Role of teacher in teaching these approaches

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

- Identification of specific learning difficulties in Biological Science
- Evaluation of the textbook of Biological Science of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of Biological Science of any one grade of any one board at secondary or senior secondary level
- Preparation of programmed instruction for any unit of Biological Science
- Any other activity based on the units of the paper in form of written assignment, projects, performance or fieldwork with a detailed report

SUGGESTED READING

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

METHOD OF TEACHING MATHEMATICS- PART- (I)

Course Code: EDUPS215

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At completion of the course, the prospective teachers will attain the ability to:

- CO1: Apply Mathematical skills such as information ordering, formulating, reasoning, critical thinking and problem-solving in tackling daily life problems (L3: Apply)
- CO2: Analyze the existing content of the Mathematics curriculum prescribed by BSEB, CBSE and CISCE in secondary and senior secondary schools (L4: Analyze)
- CO3: Critically analyse national and state level curriculum frameworks in the context of Mathematics (L4: Analyse)
- CO4: Select appropriate methods and techniques of teaching Mathematics for effective classroom transactions (L5: Evaluate)

COURSE CONTENT

Unit I: Mathematics: Nature, Scope, Aims and Curriculum

- Meaning and nature of Mathematics: role of axioms, hypothesis, postulates, operations
- Scope of Mathematics as school subject and in daily life operations; Integration of Mathematics with other school subjects
- Developmental trends in Mathematics teaching
- Aims and objectives of teaching mathematics, instructional and behavioural objectives with reference to Bloom's Taxonomy of educational objectives
- Meaning of curriculum and principles of curriculum construction, current place of Mathematics in secondary and senior secondary curricula (CBSE, CISCE, BSEB), and identifying its limitations.
- Curriculum reform in Mathematics- Critical appraisal of NCFSE- 2023, Bihar Curriculum Framework in the context of Mathematics teaching and characteristics of a good mathematics textbook

Unit 2: Instructional Strategies and Method of Teaching

- Methods of teaching- Inductive–deductive, Analytical-synthetic, heuristics, experimental, problem-solving, project, lecture, demonstration, Programmed instruction, team teaching
- Techniques of mathematics teaching – Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches of teaching mathematics: Subject-centred approach, Behaviourist approach and Constructivist approach, Collaborative Learning Approach (CLA), Problem-Solving, Concept Mapping, Role of teacher in teaching these approaches

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

- Identification of specific learning difficulties in mathematics
- Evaluation of the textbook of mathematics of any one grade of any one board at secondary or senior secondary level
- Preparation of the structure of the curriculum of mathematics of any one grade of any one board at secondary or senior secondary level
- Preparation of programmed instruction for any unit of mathematics.
- Any other activity based on the units of the paper in the form of a written assignment, projects, performance or fieldwork with a detailed report

Suggested Reading

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

METHOD OF TEACHING COMPUTER SCIENCE- PART- (I)

Course Code: EDUPS216

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the nature, scope and aims of teaching Computer Science (L2: Understand)

CO2: Select appropriate methods and techniques of teaching Computer Science in a given situation for effective classroom transactions (L5: Evaluate)

CO3: Frame curriculum and course content of Computer Science at secondary and senior secondary levels (L6: Create)

CO4: Frame instructional objectives based on Bloom's Taxonomy (L6: Create)

COURSE CONTENT

Unit 1: Computer Science: Nature, Scope, Aims and Curriculum

- Meaning, Nature, and Scope of Computer Science
- Identifying general aims and setting instructional and behavioral objectives for teaching Computer Science at secondary and senior secondary levels.
- Historical Development of Computer Science – Tracing the first steps in computing and the history of computers in India, emphasizing their growth and relevance in the globalized era.
- Meaning and principles of curriculum construction; approaches to organize Computer Science curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Place of Computer Science in School Curriculum – Evaluating the integration of computer science into the school curriculum and addressing its importance and limitations in the era of globalization.

Unit 2: Instructional Strategies and Method of Teaching

- Lecture method
- Demonstration method Discussion Method
- Laboratory method
- Heuristic method
- Project method
- Assignment method
- Problem-solving method
- Computer Assisted Instruction

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

- Develop a curriculum design for computer science for any grade
- Preparation of CAI
- Powerpoint presentation on any topic
- Preparation of teaching aids through Computer.
- Any other activity based on the units of the paper in the form of written assignments, projects, performance or fieldwork with a detailed report

Suggested Reading

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

ASSESSMENT FOR LEARNING

Course Code: EDUCC209
Course Credit: 4

Theory: 70 Marks
Practicum: 30 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Differentiate among various forms of evaluation and the three domains of learning for a holistic learning experience of students (L2: Understand)
- CO2: Use the knowledge of intelligence and personality assessment techniques to carry out case studies and action research (L3: Apply)
- CO3: Carry out statistical analysis on a given data of achievement test (L4: Analysis)
- CO4: Create achievement tests using quality assurance tools like item analysis, reliability and validity and design process-oriented tools for carrying out authentic assessment (L6: Create)

COURSE CONTENT

Unit 1: Introduction to Assessment, Evaluation and Learning Domains

- Concepts and inter-relationships of test, measurement, examination, appraisal, and evaluation. Importance of assessment and evaluation for quality education
- Purposes of Assessment for placement, feedback, grading, certification, diagnosis of learning difficulties, and quality education.
- Forms of Assessment: Based on purpose (formative, summative, diagnostic), mode (oral, written, performance), scope (teacher-made, standardized), and context (school-based, authentic).
- Domains of Learning: Cognitive, affective, and psychomotor domains, including the revised taxonomy of objectives (2001) and its implications for setting learning objectives and assessment strategies.

Unit 2: Constructing and Implementing Assessment Tools

- Constructing tables of specifications and various forms of questions (very short answer, short answer, essay-type, and objective-type).
- Steps, procedures, and uses in constructing achievement tests and diagnostic tests.
- Construction and use of observation schedules, checklists, rating scales, and anecdotal records. Assessing group processes using sociometric techniques, group dynamics, and criteria for assessing social skills.
- Ensuring reliability (test-retest, equivalent forms, split-half) and validity (face, content, construct) in tools, and conducting item analysis.

Unit 3: Psychological and Portfolio Assessment

- Measurement of intelligence (individual/group, verbal/non-verbal), aptitude, interest, attitude, and personality. Focus on the uses and types of tools for each psychological aspect.
- Meaning, scope, and uses of portfolio assessment, including the development and use of rubrics for assessing student work.
- Continuous and Comprehensive Evaluation (CCE): The importance, construction, and challenges faced by teachers in implementing Continuous and Comprehensive Evaluation (CCE).

Unit 4: Interpreting and Reporting Student Performance

- Use of descriptive statistics (measures of central tendency and variability) and graphical data representation.
- Use of Normal Probability Curve (NPC), percentiles, percentile rank, and Rank Difference Correlation Coefficient by Spearman.
- Types of grading, the Choice-Based Credit System (CBCS), and methods for assessing institutional performance through pupil, teacher, and community evaluations.

Practicum

- Construction of a table of specification on a specific topic (subject specific)
- Construction of a unit test using table of specifications and administering it to target group and interpreting the result.
- Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- Administration of a psychological tests and interpretation of test results
- Determination of reliability or validity of any self-made test
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students
- Analysis of question papers(teacher made)
- Any activity based on the units in the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Chauhan, C. P. S. (1993): Emerging Trends in Educational Evaluation. New Delhi: Commonwealth Publishers
2. Gronlund, N. E. (2004): Writing Instructional Objectives for Teaching and Assessment, Delhi: Pearson/Merrill/Prentice Hall
3. Linn, Robert and Norman E. Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA
4. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
5. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading-Writing Classroom. Norwood, MA: Christopher-Gordon Publishers
6. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: the Achievement Cycle. Larchmont, NY: Eye no Education

7. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
8. Likert, R. (1932). A Technique for the Measurement of Attitudes. Archives Psychology, 40.
9. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8th ed.): Chapter 10: Describing Educational Data.
10. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.
11. Payne, D. A (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
12. Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
13. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.
14. Singh, A. K. (2002): Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Bharti Bhawan Publishers & Distributors
15. T.V.Somashekar (2006) Educational Psychology & Evaluation, Bangalore, Nirmla Prakashana.
16. Ward, A. W. & Ward, M. M. (1999): Assessment in the Classroom. Wadsworth: International Thomson Publishing Company

DRAMA AND ART IN EDUCATION

Course Code: EDUEPC202

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

- CO1: Describe Indian craft traditions and folk arts, local specific arts and other cultural components that constitute national heritage (L2: Understand)
- CO2: Do comparative analysis studies in the fantasy plays and plays of moral values, examine the current state of plays and review the effects of plays on society in present times (L4: Analysis)
- CO3: Use artistic and aesthetic sense in day-to-day life situation and achieve balanced growth as a social being in tune with our culture (L3: Apply)
- CO4: Communicate clearly (pronunciation, stress, and intonation) and use language for various oral and written artistic expressions (L6: Create)

COURSE CONTENT

Unit 1: Drama and Visual Arts as Pedagogy in Education

- Understanding the concept and history of drama and its relevance as a pedagogical tool. Focus on organizing and playing drama, including preparatory activities, story creation, dialogue, characters, and creating different situations. Explore the role of dramatic society
- Understanding the importance of visual arts and crafts in education. Knowledge of basic colour and design sense, different forms of visual arts and crafts, and their use in teaching. Emphasize regional folk arts and Indian craft traditions
- Understanding the social relevance of dance, drama, and visual arts in the contemporary Indian scene. Explore regional and contemporary drama, as well as traditional Indian art

Unit 2: Integrating Arts and Drama with School Curriculum

- Integration of drama, arts, and crafts into the school curriculum to enhance learning; visualizing schools and classrooms as spaces for art-aided learning
- Preparing teachers for using art, craft, and drama in education, with attention to local and regional craft traditions like sculpture, painting, and architecture
- Explore the role of media and technology in the study and propagation of dance/drama/arts

Practicum

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

- Learning the art of play-writing by devising and writing an original play from school curriculum.
- Playing other forms of theatre, stage play, skits, mime, street plays.
- Any activity based on the units of the paper in form of written assignment, projects, performance or field work with a detailed report

Suggested Reading

1. Booth, D. 1994. *Story Drama: Reading, Writing & Role-playing Across the Curriculum*. Pembroke Publishers Ltd.
2. Howell, P. and B. Heap. 2001. *Planning Process Drama*. London: David Fulton. An excellent introduction to planning process drama. Simple, thoughtful, and enthusiastic.
3. Erion, P. 1996. *Drama in the Classroom: Creative Activities for Teachers, Parents & Friends*. Lost Coast Press.
4. Grady, S. 2000. *Drama and Diversity: A Pluralistic Perspective for Educational Drama*. Portsmouth, NH: Heinemann.
5. Heinig, R. 1992. *Creative Drama for the Classroom Teacher*. Allyn and Bacon.
6. Heathcote, D. and L. Johnson. 1991. Ed. C. O'Neill. *Collected Writings on Education and Drama*. Evanston, IL: Northwestern University Press.
7. Hornbrook, D. 1991. *Education in Drama: Casting the Dramatic Curriculum*. RoutledgeFalmer.
8. Keller, B. 1988. *Improvisations in Creative Drama: Workshops and Dramatic Sketches for Students*. Colorado Springs: Meriwether Publishing.
9. McCaslin, N. 1995. *Creative Drama in the Classroom and Beyond*. Addison-Wesley.
10. Peterson, L. and D. O'Connor. 1997. *Kids Take the Stage: Helping Young People Discover the Creative Outlet of Theater*. New York: Backstage Books. Deals mostly with play production (i.e. how to put on a show), but also has good standalone exercises on relaxation, sensory awareness, etc.
11. Pomer, J. 2001. *Perpetual Motion: Creative Movement Exercises for Dance and Dramatic Arts*. Champaign, IL: Human Kinetics, Inc.
12. Spolin, V. 1983. *Improvisation for the Theatre*. Evanston, IL: Northwestern University Press. Essential handbook of improvisational activities for skill-building and theatrical exploration.
13. Spolin, V. 1986. *Theatre Games for the Classroom: A Teacher's Handbook*. Evanston, IL: Northwestern University Press.
14. Tarlington, C. and W. Michaels. 1995. *Building Plays*. Markham, Ontario: Pembroke. A step-by-step guide for creating performance events from process-oriented drama work.
15. Tarlington, C. and P. Verriour. 1991. *Role Drama*. Portsmouth, NH: Heinemann. A useful beginner's guide to how role drama can be effective in the classroom. Excellent overview of how to plan a role drama. 2 Year B.Ed. Syllabus of Patna University
16. Wagner, Betty Jane. 1999. *Dorothy Heathcote: Drama As a Learning Medium*. Portsmouth, NH: Heinemann.
17. Wilhelm, J. and B. Edmiston. 1998. *Imagining to Learn: Inquiry, Ethics, and Integration Through Drama*. Portsmouth, NH: Heinemann.

CRITICAL UNDERSTANDING OF ICT

Course No: EDUEPC203

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Explain the meaning and advantages of Information and Communication Technology
(L2: Understand)

CO2: Identify component and types of computer and networking (L2: Understand)

CO3: Use open source base operating system and office software with basic competency
(L2: Understand)

CO4: Display skills of creating e-content using her insights in the merits of multimedia contents.
(L6: Create)

COURSE CONTENT

Unit 1: Foundations of ICT and Practical Applications in Education

Theory:

- Information and Communication Technology (ICT): Meaning, nature, and advantages
- Types of Computer and Computer Networks - LAN, WAN, and the Internet (concept and architecture).
- Emerging Technologies in Education: Synchronous and Asynchronous mode of communication; Teleconferencing
- Indian Languages and Computing
- Software Fundamentals: Understanding software types (system, application, proprietary, open-source, shareware, and freeware). The concept and philosophy of open-source software, with a focus on its educational applications.

Practical:

- Basic Computer Hardware Exploration: Familiarization with input/output devices, storage, and display devices. Basic troubleshooting and diagnosis of hardware issues.
- Computer Security: Safeguards against hacking, viruses, spyware, and safe computing practices, including firewall and antivirus tools.
- Digital Tools for Education: Use of digital cameras, scanners, multimedia projectors, and interactive whiteboards for multimedia resource creation.
- Typing and Text Processing: Typing in English and Indian languages, creating teaching-learning resources using word processors, spreadsheets, and presentation software (LibreOffice).

Unit 2: ICT in Teaching, Learning, and Evaluation

Theory:

- Design & Development of E-content; Multimedia – meaning, types, development, advantages and evaluation of Multimedia resources
- Operating Systems – Meaning and types, merits and demerits of Ubuntu and LibreOffice operating system
- Emerging ICT Issues: Net neutrality, Internet privacy, ICT policy in education, and their impact on teaching-learning processes.
- Learning Management Systems (LMS) and MOOCs: Overview of platforms like Zoom, Google Meet, Moodle, SWAYAM, and Coursera for educational engagement.

Practical:

- Multimedia Resource Creation and Use: Developing multimedia presentations, assignments, and projects using various tools, with an emphasis on student evaluation.
- Plagiarism Checking Tools: Practical use of plagiarism detection software to ensure academic integrity.
- Utilizing LMS and Online Meeting Tools: Hands-on experience with group meeting platforms (Zoom, Google Meet), LMS (Moodle), and engaging in MOOCs like SWAYAM.
- Question Bank Development: Creation of question banks with built-in evaluation mechanisms for classroom assessments.

Suggested Reading

1. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
2. Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
3. Crumlisk Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
4. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi
5. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New Delhi
6. Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi
7. James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
8. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
9. Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
10. Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand & Company: New Delhi
11. Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi

12. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at [http://webservice.ignou.ac.in/institute /STRIDE_Hb8_webCD/STRIDE_ Hb8_index.html](http://webservice.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html)
13. Tahenbaum Andrews (2003). Modern Operating Systems. Prentice Hall of India Pvt.Ltd: New Delhi