

3rd Semester

METHOD OF TEACHING ENGLISH- PART- (II)

Course Code: EDUPS301

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: Prepare lesson plan of prose, poetry and grammar teaching (L6: Create)

CO2: Create effective teaching aids for instruction in the classroom. (L6: Create)

CO3: Apply effective instructional strategies to teach English. (L3: Apply)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENT

Unit I: Teaching Aids and Co-curricular Activities

- Meaning, importance and types of teaching aids; Simple and Technological Aids.
- Innovations in Teaching Aids in English: Language Laboratory and its importance in teaching of English.
- Co-curricular Activities: Role of co-curricular activities in English learning; Organization of activities – debate, seminar, conference, panel discussion, symposium, English club, wall magazine, quiz, Language games; Use of community resources in English teaching.
- English library, English classroom; Text books in English- Importance and qualities.

Unit II: Instructional Planning and Evaluation

- Meaning and importance and approaches of lesson planning, steps of lesson plan; Unit Plan.
- Skills of teaching: Core skills and planning of Micro lessons.
- Major steps in the planning: Teaching of Prose, Teaching of Poetry, Teaching of Grammar, 5E Model of Instruction.
- Concept and types of evaluation; Characteristics of a good test; Construction of achievement test in English.
- Ways of testing- reading, writing, speaking, grammar and vocabulary.
- Qualities of an English Teacher.

Practicum

- Develop an album of teaching aids for English teaching
- Keeping in view the needs of the children with special needs prepare two activities for English teachers
- Construction of achievement test
- Preparation of a unit plan
- Practice in language laboratory to pronounce English correctly

- Any other activity based on the units in the paper in the form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Bansal Suraksha & Maheshwari Rakhi (2014). Essentials of English Teaching. Lall Book Depot.
2. Bhatia K.K. (2013). Teaching and Learning English as a foreign language. Kalyani Publishers.
3. Condappa De Philomena, Sivakumar P. (2005). Enhancing Reading skills through Multimedia. Neelkamal Publications.
4. David A. (2005). Teaching English as a Second Language. Commonwealth Publishers.
5. Ediger Marlow, Rao Bhaskara Digumarti (2003). Teaching Language Arts successfully. Discovery Publishing House.
6. Kaushik D.P. (2015). Teaching of English. Agrawal Publications.
7. Khan Ali Masood (2004). Modern Approach to Teaching English. Sublime Publication.
8. Mahalingam Rema, David Sunita (2012). Trends in English Language Teaching: The Challenging Langscape of English. Commonwealth Publishers.
9. Patil Z.N. (2012). Innovations in English Language Teaching. Orient Blackswan.
10. Position Paper National Focus Group on Teaching of English (2006). NCERT.
11. Shamsi Nayyer (2004). Modern Teaching of English. Anmol Publications.
12. Sharma Nath Ram (2004). English Teaching. Surjeet Publications.
13. Sharma R.A., Chaturvedi Shikha (2016). Pedagogy of School Subject English. Vinay Rakheja.
14. Sharma S.R. (2002). Teaching Methods in Foreign Language. Shubhi Publications Delhi.
15. Singh Y.K. (2005). Teaching English. APH Publishing Corporation.
16. Singh Y.K. (2005). Teaching of English. APH Publishing Corporation.
17. Sitalakshmi T.K. (2013). Teaching and Rearing General English. Pacific Books International.
18. Venkateshwaran S. (2005). Principles of Teaching English. Vikas Publishing House.
19. Verghese B.V. (2002). Creativity in English Language Teaching. Anmol Publications.
20. Verghese B.V. (2002). Teaching English as a Bilingual Language. Anmol Publications.

METHOD OF TEACHING HINDI- PART- (II)

Course Code: EDUPS302

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

पाठ्यक्रम प्रतिफल

इस पाठ्यक्रम को पूरा करने पर छात्राध्यापक:

CO1: गद्य, पद्य और व्याकरण शिक्षण के लिए पाठ योजना बनायेंगे (L6: Create)

CO2: कक्षा शिक्षण के लिए प्रभावी शिक्षण सहायक सामग्री बनायेंगे। (L6: Create)

CO3: हिन्दी पढ़ाने के लिए प्रभावी शिक्षण रणनीतियाँ का प्रयोग करेंगे। (L3: Apply)

CO4: मूल्यांकन की तकनीकों और उपकरणों को तैयार करने और प्रयोग में लाने की योग्यता विकसित करेंगे। (L6: Create)

पाठ्यक्रम

इकाई 1: शिक्षण सहाय सामग्री एवं सहपाठ्यचर्या सामग्री

- शिक्षण सहाय सामग्री: अर्थ, महत्त्व एवं प्रकार; सरल शिक्षण सहाय सामग्री तथा तकनीकी सहाय सामग्री
- कम्प्यूटर आधारित हिन्दी भाषा शिक्षण; भाषा प्रयोगशाला तथा हिन्दी शिक्षण में इसका महत्त्व
- सह-पाठ्यचर्या संबंधी गतिविधियाँ: हिन्दी सीखने में सह-पाठ्यचर्या संबंधी गतिविधियों की भूमिका; गतिविधियों का आयोजन - वाद-विवाद, संगोष्ठी, सम्मेलन, पैनल चर्चा, हिन्दी क्लब, दीवार पत्रिका, प्रश्नोत्तरी, शब्द खेल; हिन्दी शिक्षण में सामुदायिक संसाधनों का उपयोग

इकाई 2: पाठ योजना तथा मूल्यांकन तकनीक

- शिक्षण कौशल: मूल शिक्षण कौशल तथा उनके विकास के लिए लघु-पाठ योजना; भाषाओं के मूल कौशल
- पाठ-योजना का अर्थ तथा महत्त्व, पाठ-योजना के चरण; इकाई योजना, SE-मॉडल
- मूल्यांकन की अवधारणा तथा प्रकार; अच्छे जाँच उपकरण की विशेषताएँ; हिन्दी में उपलब्धि परीक्षण उपकरण का निर्माण
- पठन, लेखन, वाचन, व्याकरण, तथा शब्दावली परीक्षण के तरीके
- हिन्दी शिक्षक की विशेषताएँ

प्रायोगिक कार्य

- हिन्दी साहित्य के ऐतिहासिक कालों की विशेषताओं की कक्षा में प्रस्तुति तथा प्रदत्तकार्य
- समावेशी कक्षा के लिए पाठ योजना का निर्माण
- उपलब्धि परीक्षण का निर्माण
- इकाई योजना का निर्माण
- पाठ्यक्रम के विभिन्न अन्वितियों से जुड़े लिखित दत्त कार्य, विस्तृत लिखित रपट के साथ प्रस्तुति या फील्ड गतिविधियाँ

संदर्भ ग्रंथ

1. शिखा चतुर्वेदी, 2010, हिन्दी शिक्षण, आर लाल बुक डिपो, मेरठ
2. निरंजनकुमार सिंह, 1994, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
3. जयनारायण कौशिक, 2001, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, पंचकुला
4. मार्तण्ड शर्मा, 2011, हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद
5. भगवान दास, 2009, सफल हिन्दी शिक्षण, ओमेगा पब्लिकेशन्स, नई दिल्ली
6. केशव प्रसाद, 2008, हिन्दी शिक्षण, धनपत राय पब्लिशिंग कम्पनी नई दिल्ली
7. कृष्णनन्दन प्रसाद अभिलाषी, 1984, हिन्दी अध्यापन, बिहार हिन्दी ग्रंथ अकादमी, पटना
8. एस आर शर्मा, 2006, भाषा शिक्षण, अर्जुन पब्लिशिंग हाऊस
9. सत्यनारायण दुबे 'शरतेन्दु', 2011, सरल हिन्दी-भाषा-शिक्षण, शारदा पुस्तक भवन, इलाहाबाद
10. भाई योगेन्द्र जीत, 2010, हिन्दी भाषा शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा-2
11. के. आय. सतिगेरी, 2009, नूतन हिन्दी शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा-2
12. प्रीतम प्रसाद शर्मा, महेश चन्द्र गुप्ता, 2007, हिन्दी शिक्षण, साहित्यागार, जयपुर
13. रामशकल पाण्डेय, 2010, हिन्दी शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा
14. बैकुण्ठ नाथ ठाकुर, 1986, हिन्दी कहानी का शैली विज्ञान, बिहार हिन्दी ग्रंथ अकादमी, पटना
15. शोभाकान्त मिश्र, 1972 काव्यगुणों का शास्त्रीय विवेचन, बिहार हिन्दी ग्रंथ अकादमी, पटना-3
16. रामदेव त्रिपाठी, 1990, हिन्दी भाषा विज्ञान, बिहार हिन्दी ग्रंथ अकादमी, पटना
17. सीतारामझा 'श्याम', 2003, भाषा विज्ञान तथा हिन्दी भाषा का वैज्ञानिक विश्लेषण, बिहार हिन्दी ग्रंथ अकादमी, पटना
18. शोभाकान्त मिश्र, 1986, शब्दार्थ-तत्त्व, बिहार हिन्दी ग्रंथ अकादमी, पटना
19. भगवानदास वर्मा, 1998, हिन्दी-साहित्य शास्त्र, यूनिवर्सिटी पब्लिकेशन, नई दिल्ली
20. आचार्य राममचन्द्र शुक्ल, 2009, हिन्दी साहित्य का इतिहास, वंदना पब्लिकेशन्स
21. विश्वनाथ त्रिपाठी, 2010, हिन्दी साहित्य का सरल इतिहास, ओरियंट ब्लैकस्वान
22. हरिहर नाथ द्विवेदी, 1971, निबंध सिद्धांत और प्रयोग, बिहार हिन्दी ग्रंथ अकादमी, पटना-3

METHOD OF TEACHING SANSKRIT- PART- (II)

Course Code: EDUPS303

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: Prepare a lesson plan of prose, poetry and grammar teaching (L6: Create)

CO2: Create effective teaching aids for instruction in the classroom. (L6: Create)

CO3: Apply effective instructional strategies to teach Sanskrit. (L3: Apply)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Meaning, importance and types of teaching aids; Simple and Technological Aids
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of Sanskrit, Innovations in Teaching Aids in Sanskrit
- Co-curricular Activities: Role of co-curricular activities in Sanskrit learning; Organization of activities – debate, seminar, conference, panel discussion, symposium, Sanskrit club, wall magazine, quiz; Use of community resources in Sanskrit teaching
- Text books in Sanskrit- Importance and qualities

Unit II: Instructional Planning and Evaluation

- Meaning, importance and approaches of lesson planning, steps of lesson plan; 5E Model of Instruction
- Skills of teaching: Core skills and planning of Micro lessons
- Major steps in the planning: Teaching of Prose, Teaching of Poetry, Teaching of Grammar
- Concept and types of evaluation; Characteristics of a good test; Construction of achievement test in Sanskrit
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an Sanskrit Teacher

Practicum

- Develop an album of teaching aids for Sanskrit teaching
- Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers
- Construction of achievement test
- Preparation of a unit plan

- Any other 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. 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.
Triothi, R.N. Sanskrit Adhayapan Vidhi.
8. Vatsa, B.L. (2008) Sanskrit Shikshan, Agrawal Publication Agra.

METHOD OF TEACHING URDU- PART- (II)

Course Code: EDUPS304

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: Prepare a lesson plan of prose, poetry and grammar teaching (L6: Create)

CO2: Create effective teaching aids for instruction in the classroom. (L6: Create)

CO3: Apply effective instructional strategies to teach Urdu. (L3: Apply)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Meaning, importance and types of teaching aids; Simple and Technological Aids
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of Urdu, Innovations in Teaching Aids in Urdu.
- Co-curricular Activities: Role of co-curricular activities in Urdu learning; Organization of activities – debate, seminar, conference, panel discussion, symposium, Urdu club, wall magazine, quiz; Use of community resources in Urdu teaching
- Urdu library, Urdu classroom, Text books in Urdu- Importance and qualities

Unit II: Instructional Planning and Evaluation

- Meaning and importance and approaches of lesson planning, steps of lesson plan; 5E Model of Teaching, Unit Plan
- Skills of teaching: Core skills and planning of Micro lessons
- Major steps in the planning: Teaching of Prose, Teaching of Poetry, Teaching of Grammar
- Concept and types of evaluation; Characteristics of a good test; Construction of achievement test in Urdu
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an Urdu Teacher

Practicum

- Develop an album of teaching aids for Urdu teaching
- Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers
- Construction of achievement test
- Preparation of a unit plan

- Any other 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. 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, 2nd ed. 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 & Akhtar, 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 Teaching, 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- (II)

Course Code: EDUPS305

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: Prepare a lesson plan of prose, poetry and grammar teaching (L6: Create)

CO2: Create effective teaching aids for instruction in the classroom. (L6: Create)

CO3: Apply effective instructional strategies to teach Arabic. (L3: Apply)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Meaning, importance and types of teaching aids; Simple and Technological Aids
- Language Laboratory and its importance in teaching of Arabic, Innovations in Teaching Aids in Arabic.
- Co-curricular Activities: Role of co-curricular activities in Arabic learning; Organization of activities – debate, seminar, conference, panel discussion, symposium, Arabic club, wall magazine, quiz; Use of community resources in Arabic teaching
- Arabic library, Arabic classroom
- Text books in Arabic- Importance and qualities

Unit II: Instructional Planning and Evaluation

- Meaning, importance and approaches of lesson planning, steps of lesson plan; 5E Model of Instruction
- Skills of teaching: Core skills and planning of Micro lessons
- Major steps in the planning: Teaching of Prose, Teaching of Poetry, Teaching of Grammar
- Concept and types of evaluation; Characteristics of a good test; Construction of achievement test in Arabic
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of an Arabic Teacher

Practicum

- Develop an album of teaching aids for Arabic teaching
- Keeping in view the needs of the children with special needs prepare two activities for Arabic teachers
- Construction of achievement test
- Preparation of a unit plan

- Any other activity based on the units in the paper in the form of written assignment, project, 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: Oxford University 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: 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. 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. New York: 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- (II)

Course Code: EDUPS306

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: Prepare a lesson plan of prose, poetry and grammar teaching (L6: Create)

CO2: Create effective teaching aids for instruction in the classroom. (L6: Create)

CO3: Apply effective instructional strategies to teach Persian. (L3: Apply)

CO4: Develop the ability to design, develop and use various tools and techniques of evaluation (L6: Create)

COURSE CONTENT

Unit I: Teaching Aids and Co-curricular Activities

- Meaning, importance and types of teaching aids; Simple and Technological Aids
- Computer Assisted Language learning
- Language Laboratory and its importance in teaching of Persian, Innovations in Teaching Aids in Persian.
- Co-curricular Activities: Role of co-curricular activities in Persian learning; Organization of activities – debate, seminar, conference, panel discussion, symposium, Persian club, wall magazine, quiz; Use of community resources in Persian teaching
- Persian library, Persian classroom, Text books in Persian- Importance and qualities

Unit II: Instructional Planning and Evaluation

- Meaning and importance and approaches of lesson planning, steps of lesson plan; 5E Model of Instruction
- Skills of teaching: Core skills and planning of Micro lessons
- Major steps in the planning: Teaching of Prose, Teaching of Poetry, Teaching of Grammar
- Concept and types of evaluation; Characteristics of a good test; Construction of achievement test in Persian
- Ways of testing- reading, writing, speaking, grammar and vocabulary
- Qualities of a Persian Teacher

Practicum

- Develop an album of teaching aids for Persian teaching
- Keeping in view the needs of the children with special needs prepare two activities for Persian teachers
- Construction of achievement test
- Preparation of a unit plan

- Any other activity based on the units in the paper in the form of written assignment, project, 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. Banan Sadeghian, Jalil (1997). Persian for Non-Natives (Volume I) Tehran: Council for Promotion of Persian Language and Literature.
8. Banan Sadeghian, 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, 5th Edition, 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, 2nd ed. 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- (II)

Course Code: EDUPS307

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: Utilize different teaching aids for effective transaction of the contents in History (L3: Apply)

CO2: Rationalize the use of co-curricular activities for strengthening the knowledge of History (L4: Analyse)

CO3: Prepare lesson plans and unit plans for timely and organized curricular transactions (L6: Create)

CO4: Prepare achievement tests in History at different levels of learning (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Teaching Learning Materials: Archives, archaeological survey reports, newspapers, periodicals
- Teaching Aids in History: Selection and use of aids – historical maps, posters, cartoons, articles, books, ancient collections, community resources
- Co-curricular Activities in History: History club, study circles, debates, exhibitions, seminars and discussions; preparation of scrapbooks; Setting up a history museum; Educational tours and excursions – their significance in history teaching

Unit II: Planning and Evaluation in History Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Planning of micro-lessons for core teaching skill development; Lesson planning – meaning, purpose, and implementation, 5E Model of Instruction
- Evaluation in History: Nature, need, and role of evaluation in the educational process; Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced
- Assessment Tools and Practices: Tools of evaluation; Qualities of a good evaluation tool; Essay and objective type test-their merits and limitations; Planning and preparation of unit tests and achievement tests; Open book examinations; Use of question banks; Diagnostic testing and remedial teaching; Qualities of a good test

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Organisation of history exhibition on a particular theme
- Preparation of an album as an aid to the teaching of history
- Preparation of Model on any historical topic
- Preparing a resource unit on a topic of their choice in history

- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of History
- Any other 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. A.L. Bashim, 2011, A Cultural History of India, Oxford University Press, New Delhi.
2. B.C. Rai. 2005, Method the Teaching of History, Prakashan Kendra, Lucknow.
3. B.D. Saida & Sahab Singh, 2006, Teaching of History. Dhanpat Rai Publishing Co. Pvt. Ltd., New Delhi.
4. Bipin Chandra, {et. al}, 1989, India Struggler for Independence, Penguin Books, New Delhi.
5. Brajbhushan Srivastava, 2007, Prachin Bhartiya Pratima Vigyan Evam Murti Kala, Viswavidyalay Prakashan, Varanasi.
6. E. Sreedharan, 2011, Itihas Lekh Evam Pathya Pustak, 500 BC-AD 2000., Orient Blackswan, New Delhi.
7. E. Sreedharan,200, A Textbook of Historiography 500BC-AD 2000, Orient Blackswan, New Delhi.
8. Eric Hobsbam, 2007, Itihaskar Ki Chinta, Granth Shilpi India Pvt, Ltd. Delhi.
9. Gurusarandas Tyagi, 2010, Itihas Shikshan, Aggarwal Publications, Agra.
10. Gurusharandas Tyagi, Vibha Nigam & J.K. Verma, 2005, Teaching of History, Vinod Pustak Mandir, Agra.
11. Ian Philips, 2008, Teaching of History, Sage Publications, New Delhi.
12. J.C. Aggarwal, 2007, Teaching of History, Vikas Publishing House, Noida.
13. Peter Clark, 2007, The Last Thousand Days of the British Empire, Allen Lane, New York.
14. R.N. Sharma, 2005, Techniques of Teaching History, ABD Publishers, Jaipur
15. R.P. Singh, 2007, Teaching of History, R. Lall Book Depot, Meerut.
16. Rampal Singh & Dharmendra Kumar, 2010, Teaching of History, R. Lall Book Depot, Meerut.
17. Romila Thapar, 2002, The Penguin History of Early India from Origin to AD 1300, Penguin Books, New Delhi.
18. Romila Thapar, 2010, Ashoka and the Decline of the Mauryas, Oxford University Press, New Delhi.
19. S.K. Kochhar, 2004, Teaching of History, Sterling Publishers Pvt. Ltd., New Delhi.
20. S.P. Pathak, 2003, Teaching of History, Kanishka Publication, New Delhi.
21. Sabyasachi Bhattacharya, 2005, The Cambridge Economic History of India Vol-II, c. 1757-2003,Cambridge University Press, New Delhi.
22. Sadhika Rawat & R. Rangarajan, 2013, Teaching of History, Pacific Books International, New Delhi.
23. Satish Chandra, 2009, Medieval India from Sultnate to Mughals Delhi Sultnate (1206-1526), Har-Anand Publication, New Delhi.

24. Satish Chandra, 2009, Medieval India from Sultnate to Mughals Mughal Empire (1526-1748), Har-Anand Publication, New Delhi.
25. Sushila Kumari, 2011, Itihas Shikshan Ki Aadhunik Vidhiyan, Lok Shiksha Manch, Delhi.
26. Upendra Nath Dixit,1996, Itihas Shikshan, Rajasthan Hindi Granth Akademy, Jaipur.
27. V.D. Ghate, 1989, Itihas Shikshan, Haryana Shahitya Akademy, Chandigarh.
28. Yogesh Kumar Singh, 2004, Itihas Shikshan, APH Publishing Corporation, New Delhi.

METHOD OF TEACHING CIVICS- PART- (II)

Course Code: EDUPS308

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: Utilize different teaching aids and e-content for effective transaction of the contents in Civics (L3: Apply)

CO2: Rationalize the use of co-curricular activities for strengthening the knowledge of Civics (L4: Analyse)

CO3: Prepare unit plan and lesson plan in Civics (L6: Create)

CO4: Develop ability to design and use various tools and techniques of evaluation in teaching Civics (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Teaching Aids in Civics: Importance of teaching aids; Types of teaching aids and their effective use in Civics instruction; Textbook; Role of the Civics teacher in the use and development of teaching aids
- Co-curricular Activities in Civics: Significance of co-curricular activities in Civics; Organization of activities – debate, seminar, conference, panel discussion, symposium, Civics club, wall magazine, quiz; Use of community resources in teaching of Civics

Unit II: Planning and Evaluation in Civics Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Planning of micro-lessons for core teaching skill development; Lesson planning – meaning, purpose, and implementation, 5E Model of Instruction
- Evaluation in Civics: Nature, need, and role of evaluation in the educational process; Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced evaluation
- Assessment Tools and Practices: Tools of evaluation; Qualities of a good evaluation tool; Essay and objective type test-their merits and limitations; Planning and preparation of unit tests and achievement tests; Open book examinations; Use of question banks; Diagnostic testing and remedial teaching; Qualities of a good test

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Preparation of an album as an aid to teaching of Civics.
- Preparation of a model.
- Preparation of a resource unit on a topic of their choice in Civics.

- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Civics
- Any other 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. Aggarwal, J.C. (1983) Teaching of political services and civics, Vikas Publishing House pvt. ltd. New Delhi.
2. Khanna S.D. Sexena, V.R. Lamba, T.P. and Murthy V. (1982) Teaching of civics. Boaba publishing house, New Delhi.
3. Yadav, Nirmal,(1994)Teaching of civics and political science, anmol publication pvt. ltd., New Delhi.
4. Rai, B.C. (1990) Method Teaching of civics, Prakashan Kendra, Lucknow.
5. Taneja, V.R. (1970) Fundamentals of Teaching Social Sciences, Mohindra capital publishers, Chandigarh.
6. Rao, Digmurti Bhaskara (2004) Methods of Teaching Civics Discovery Pub.
7. Singh, Yogesh Kumar (2004) Nagrik Shashtra Shikshan APH Pub. Corporation.
8. Jain, Amir Chand (1983) Samajik Gyan Shikshan Rajasthan Hindi Granth.
9. Tyagi, Gurusaran Das (2006) Nagrik Shastra Ka Shikshan Vinod Pustak Mandir.
10. Syed M.H. (2004) Modern Teaching of Civics/ Political Science Anmol Pub.
11. Johari, J.C. (2009) Principles of Modern Political Science Sterling Pub. Pvt Ltd.
12. Tyagi, Gurusaran Das (2014) Nagrikshashtra Shikshan Agrawal Publications.
13. Kumar, Jamandlamudi Prasanth (2004) Methods of Teaching Civics Discovery Pub. House.
14. Pylee, M.V. (2009) India's Constitution S. Chand & Co.
15. Agrawal, R.C. (2010) Constitutional Development and National Movement of India S. Chand & Co.
16. Singh, Birkeshwar Prasad (1991) Bharatiya Rajnitik Vyavastha Student's Friends.
17. Rai, Gandhiji (1994) Aadhunik Lok Prashasan Student's Friends.
18. Deicey, A.V. (1978) Sanvaidhanik Kanoon Ke Adhyayan Ki Bhumika Bihar Hindi Granth Akademy.
19. Verma, Vishwanath Prasad (1978) Nirvachan Aur Rajneti Bihar Hindi Granth Akademy.
20. Sinha, Arvind Narayan (1973) Rashtra- rajyon Ki Par Rashtra Neeti, Part-I Bihar Hindi Granth Akademy.
21. Srivastava, N.M.P. (1998) Bihar Mein Rastriyata Ka Vikas (1912-1947) Bihar Hindi Granth Akademy.
22. Sen, Ranjana (2007) Modern Methods of Teaching Political Science, Vol-15 Srishti Book Distributors.
23. Shukla, Vikas (2007) Nagrik Shastra Shikshan Vandana Pub.
24. Sharma, Virendra (2008) Panchayat Raj University Pub.
25. Singh, Ajay (2008) PrachinBharatiyaShasanAur Vidhi University Pub.
26. Nema, G.P. (2008) TulnatmakRajniti University Pub.
27. Singh, Rustam (2010) Story of Political Ideas for Young Readers, Vol-1 An Eklavya Pub.
28. George, Alex M. (2007) Children's Perception of Sarkar An Eklavya Pub.
29. Jayal, Niraja Gopal (2001) Democracy in India; Themes in Politics University Pub.
30. Kothari, Rajni (2010) Caste in Indian Politics Orient Black Swan.

METHOD OF TEACHING GEOGRAPHY- PART- (II)

Course Code: EDUPS309

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: Utilize different teaching aids and e-content for effective transaction of the contents in Geography (L3: Apply)

CO2: Rationalize the use of co-curricular activities for strengthening the knowledge of Geography (L4: Analyse)

CO3: Develop a plan for setting up and maintaining a Geography room, lab, or club to foster active learning. (L6: Create)

CO4: Prepare unit plan and lesson plan in Geography (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Co-curricular Activities

- Teaching Aids in geography: Importance of teaching aids; Types of teaching aids and their effective use in geography teaching; Qualities of a geography teacher
- Co-curricular Activities in Geography: Significance of co-curricular activities in Geography; Organization of activities – debate, seminar, conference, panel discussion, symposium, wall magazine, quiz; Use of community resources in teaching of Geography.
- Geography Infrastructure and Enrichment Resources: Geography room, laboratory, and museum – importance, design, equipments, and maintenance; Field-based learning – importance and organization of field trips, visits, and excursions; Geography-based hobbies and clubs

Unit II: Instructional Planning and Evaluation in Geography Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Planning of micro-lessons for core teaching skill development; Lesson planning – meaning, purpose, and implementation, Planning and integration of practical work in Geography; 5E Model of Instruction
- Evaluation in Geography: Purpose and nature of evaluation in Geography; Types of Evaluation- Formative vs. Summative; External vs. Internal; Criterion-referenced vs. Norm-referenced evaluation
- Tools and Techniques of Evaluation: Tools of evaluation; Qualities of a good evaluation tool; Testing in Geography: Essay and objective type tests – merits and limitations; Construction of achievement tests in Geography

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Preparation of an album as an aid to the teaching of Geography
- Preparation of model
- Preparing a resource unit on a topic of their choice in Geography
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Geography
- Any other activity based on the units in the paper in the form of written assignment, project, performance or field work with a detailed report.

Suggested Reading

1. Basha, Salim, S.A & Rao Bhaskara Digumurti (2004) Methods of Teaching Geography. Discovery Publishing House, New Delhi.
2. Bernard, H.C (1973) Bhugol Sikshan Ke Sidhant Tatha Abhayas. Bihar Hindi Granth.
3. David, Lambert & David Balderstone (2003) Learning to Teach Geography in the Secondary School. Routledge Falmer, New York.
4. Dubey, S.K. (2005) Advanced Geography teaching, Book Enclave, Jaipur.
5. Dubey, S.K. (2005) Uchtar Bhugol Sikshan. Book Enclave.
6. G, Indra & A, Begum Jahitha (2009) Teaching of Geography. APH Publishing. Corporation, New Delhi.
7. Lambert, David (2000) Learning to Teach Geography in the Secondary School.
8. Rai, B.C. (2004) Methods of Teaching Geography. APH Publication, New Delhi.
9. Rao, M.S. (1993) Teaching of Geography. Anmol Publications Private Limited, New Delhi.
10. Siddiqui, Mujibul Hassan. (2004) Teaching of Geography. APH Publication, New Delhi.
11. Singh, H.N. (2006) Bhugol Sikshan. Prakashan Kendra Lucknow.
12. Singh, R.P. (2009) Teaching of Geography. R.Lal Book Depot.
13. Singh, Yogesh Kumar (2004) Bhugol Sikshan. APH Publication, New Delhi.
14. Zaidi, S.M. (2004) Modern Teaching of Geography. Anmol Publication New Delhi.

METHOD OF TEACHING ECONOMICS- PART- (II)

Course Code: EDUPS310

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: Utilize different teaching aids and e-content for effective transaction of content in Economics (L3: Apply)

CO2: Rationalize the use of co-curricular activities for strengthening the knowledge of Economics (L4: Analyse)

CO3: Prepare unit plan and lesson plan in Economics (L6: Create)

CO4: Develop ability to design and use various tools and techniques of evaluation in teaching Economics (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids, Co-curricular Activities, and Instructional Planning in Economics

- Teaching Aids in Economics: Importance of teaching aids; Types and effective use of teaching aids in Economics; Textbook; Role of the Economics teacher in the use and development of teaching aids
- Co-curricular Activities in Economics: Significance of co-curricular activities in Economics; Organization of activities – debate, seminar, conference, panel discussion, symposium, Economics club, wall magazine, quiz; Use of community resources in teaching of Economics

Unit II: Planning and Evaluation in Economics Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Planning of micro-lessons for core teaching skill development; Lesson planning – meaning, purpose, and implementation, 5E Model of Instruction
- Evaluation in Economics: Nature, need, and role of evaluation in the educational process; Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm- referenced evaluation
- Assessment Tools and Practices: Tools of evaluation; Qualities of a good evaluation tool; Essay and objective type test-their merits and limitations; Planning and preparation of unit tests and achievement tests; Open book examinations; Use of question banks; Diagnostic testing and remedial teaching; Qualities of a good test

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Preparation of an album as an aid in teaching of Economics
- Preparation of a Model

- Preparation of a resource unit on any topic of Economics
- Construction of the achievement test for class IX and X
- Organization of the quiz / poster competition on any topic of Economics
- Any other 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. 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. Chattopadhyay, S. (2012). Education and Economics, Oxford University Press.
5. Kanwar, B.S. (1973). Teaching of economics, Ludhiana, Prakash Brothers.
6. Mustafa, M. (2004) Teaching of Economics: (New Trends & Innovations)Deep & Deep Publication.
7. Rai, B.C. (2005). Teaching of Economics, Prakashan Kendra.
8. Sharma, S. (2004). Modern Teaching of Economics, Anmol Publications.
9. Siddiqui M.H. (1993). Teaching of Economics, New Delhi, Ashish Publishing House.
10. Singh, R. (2013). Arthshastra Shikshan, R.Lall Book Depot.
11. Srivastava H.S. (1976). Unit tests in Economics, New Delhi, NCERT.
12. Tiwari, A. (2007). Modern Methods of teaching Economics, Srishti Book Distributors.
13. Tyagi, G.D. (2014). Arthashastra shikshan ka pranali vigyan. Aggarwal Publication.

METHOD OF TEACHING HOME SCIENCE- PART- (II)

Course Code: EDUPS311

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:Utilize different teaching aids and e-content for effective transaction of the contents in Home Science (L3: Apply)

CO2:Rationalize the use of co-curricular activities for strengthening the knowledge of Home Science (L4: Analyse)

CO3: Prepare unit plan and lesson plan in Home Science (L6: Create)

CO4:Develop ability to design and use various tools and techniques of evaluation in teaching Home Science (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids, and Co-curricular Activities in Home Science

- Teaching Aids in Home Science: Importance of teaching aids; Types and effective use of teaching aids in Home Science; Role of teacher in the use and development of teaching aids
- Co-curricular Activities in Home Science: Organization of activities – debate, seminar, conference, panel discussion, symposium, Home Science club, wall magazine, quiz; Use of community resources in Home Science teaching; Home Science Laboratory
- Problems of Home Science Teaching: Problems of Teaching Home Science in Schools- Home Science teaching and gender discrimination, Teaching as an optional subject

Unit II: Planning and Evaluation in Home Science Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Planning of micro-lessons for core teaching skill development; Lesson planning – meaning, purpose, and implementation, 5E Model of Teaching
- Evaluation in Home Science: Concept and purpose of evaluation; Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced evaluation
- Evaluation Tools and Test Construction: Tools of evaluation; Qualities of a good evaluation tool; Essay and objective type test-their merits and limitations; Planning and preparation of unit tests and achievement tests; Open book examinations; Use of question banks; Diagnostic testing and remedial teaching; Qualities of a good test; Selection and application of tools to evaluate practical knowledge in Home Science learners

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Prepare a lesson plan for class IX or X
- Prepare a programmed instruction of any topic
- Develop an achievement test for secondary classes
- Make an assignment related to the problems of home science teaching
- First Aid, Arrangement of First Aid Box

Suggested Reading

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

METHOD OF TEACHING COMMERCE- PART- (II)

Course Code: EDUPS312

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: Utilize different teaching aids and e-content for effective transaction of the contents in Commerce (L3: Apply)

CO2: Organize different co-curricular activities for strengthening the knowledge of Commerce (L3: Apply)

CO3: Prepare unit plan and lesson plan in Commerce (L6: Create)

CO4: Design and use various tools and techniques of evaluation in Commerce (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids, and Co-curricular Activities in Commerce

- Teaching Aids in Commerce: Meaning and importance of teaching aids; Types of Teaching Aids; Preparation and use of teaching aids in Commerce teaching; Use of different audio-visual equipment and materials; Use of textbooks as teaching aids; Integration of software and hardware in Commerce instruction; Criteria for selection of instructional material and equipment; Use of community resources in teaching Commerce
- Co-curricular Activities in Commerce: Role and organization of co-curricular activities – Commerce clubs, debates, quizzes, exhibitions, case studies, business simulations

Unit II: Planning and Evaluation in Commerce Teaching

- Instructional Planning: Unit planning – meaning, need, and steps; Core teaching skills; Development of a micro plan; Lesson planning – purpose and structure; 5E Model of Instruction
- Evaluation in Commerce: Nature, need, and role of educational evaluation; Types and uses of evaluation; Planning and preparation of unit tests and achievement tests; Diagnostic tests and remedial teaching; Qualities of a good test

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Designing of lesson plans with the help of effective teaching aids
- Preparation of a school budget using community resources
- Preparation of models and charts helpful in Commerce teaching
- Observation of lessons taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X

- Any other 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. Aggarwal, J.C. (2010). Teaching of Commerce, A practical approach, New Delhi, Vikas Publication.
2. Kapoor, N.D. (1990). Principles and Practice of Accountancy, New Delhi, Pitamber Publishing Company.
3. Khan, M.S. (1982). Commerce Education, New Delhi, Sterling Publishers Private Limited.
4. Mahesh Kumar, M. (2004). Modern Teaching of Commerce. Anmol Publication.
5. Maheshwar; S.N., & Maheshwari, S.K. (1989). Element of Business Studies, New Delhi, Asha Prakashan.
6. Musselman and Hanna (1960). Teaching Book Keeping and Accountancy, New York, McGraw Hill Book Company.
7. Rao, S. (1995). Teaching of Commerce, New Delhi, Anmol Publications Pvt. Ltd.
8. Sharma, B.L. (2016). Vanijya Shikshan. R. Lall Book Depot.
9. Singh, Y. K. (2005). Teaching of Commerce, APH.
10. Venkateswarlu, K. (2004). Methods of Teaching Commerce.

METHOD OF TEACHING PHYSICAL SCIENCES- PART- (II)

Course Code: EDUPS313

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: Develop different teaching aids and e-content for effective transaction of the contents in Physical Science (L6: Create)

CO2: Organize different formal and non-formal activities for strengthening the knowledge of Physical Science (L3: Apply)

CO3: Prepare effective lesson plans and unit plans for teaching Physical Science at the secondary school level (L6: Create)

CO4: Design and use various tools and techniques of evaluation in Physical Science (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Physical Science

- Teaching aids in Physical Science: audio, visual, audio-visual; still and motion, two dimensional, three dimensional; Preparing low-cost and improvised teaching aids
- Physical Science laboratory: setting, materials required; Use of community resources for teaching Physical Science
- Non-formal approaches: Science clubs, field trips, science fairs, and quizzes.

Unit II: Planning and Evaluation in Physical Science

- Instructional Planning: Micro-plan for the development of core teaching skills; Unit plan; Lesson plan- need, importance, approaches and steps; The 5E Model of Instruction
- Evaluation in Physical Science: Concept and purpose of evaluation; Types of Evaluation- Formative vs Summative; External vs Internal; Criterion-referenced vs Norm-referenced evaluation
- Tools and Tests: Tools of evaluation; Qualities of a good measuring tool; Essay & objective type tests; Teacher made and standardized test; Planning and construction of an achievement test

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Preparing one lesson plan containing explanation of physical science principle or law/ demonstration of physical science / Numerical problem
- Preparation of design of ideal physical science laboratory or preparing one lesson plan for conducting physical science laboratory on any topic
- Survey of a school physical science laboratory

- Preparation of models and charts using audio visual aids
- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Abruscato, Joseph (1992). Teaching Children Science, 3rd Edition. USA: Allyn & Bacon.
2. Carin, Arthur A. & Sund, Robert B. (1989). Teaching Science through Discovery. USA: Merrill Publishing Company.
3. Chandra, Soti Shivendra (2003). Contemporary Science Teaching. Delhi: Surjeet Publication.
4. Ediger, Marlow & Rao, Digumarti Bhaskara (2003). Teaching Science Successfully. New Delhi: Discovery Publishing House.
5. Jevons, F.R. (1969). The Teaching of Science: Education, Science and Society. Great Britain: Blackfriars Press Ltd.
6. Kulshrestha, S.P. (2009). Teaching of Physical Science. Meerut: R. Lall Book Depot.
7. Kumar, Amit (2005). Teaching of Physical Sciences. New Delhi: Anmol Publications Pvt. Ltd.
8. Laybourn, K. & Bailey, C.H. (1971). Teaching Science to the Ordinary Pupil. London: University of London Press Ltd.
9. Liversidge, Tony, Cochrane, Matt, Kerfoot, Bernie & Thomas, Judith (2009). Teaching Science: Developing as a Reflective Secondary Teacher. Education. New Delhi: Sage Publications India Pvt. Ltd.
10. Llewelly, Douglas (2014). Inquire Within, 2nd Edition. New Delhi: Sage Publications India Pvt. Ltd.
11. Mohan, Radha (2010). Innovative Science Teaching. Delhi: PHI Learning Pvt. Ltd.
12. Nagaraju, M.T.V. & Vanaja, M. (2013). Methods of Teaching Physical Science. Hyderabad: Neelkamal Publications Pvt. Ltd.
13. Naseema, C. (2012). Physical Science Education. Delhi: Shipra Publications.
14. NCERT (2013). Pedagogy of Science: Physical Science Part I. New Delhi: NCERT.
15. NCERT (2013). Pedagogy of Science: Physical Science Part II. New Delhi: NCERT.
16. Pandey, S.K. (2005). Vigyan Shikshan. New Delhi: Vani Prakashan.
17. Rawat, R.P. (2006). Vigyan Shikshan. Jaipur: Aavishkar Publishers, Distributors.
18. Sharma, R.C. & Shukla, C.S. (2005). Adhunik Vigyan Shikshan. New Delhi: Dhanpat Rai Publishing Company.
19. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.
20. Sood, J.K. (2009). Teaching Science for Understanding and Application. Agra: Vinod Pustak Mandir
- Llewelly, Douglas (2014). Teaching High School Science through Inquiry-A Case Study Approach. New Delhi: Sage Publication India Pvt. Ltd.
21. Yadav, M.S. (2000). Modern Methods of Teaching Science. New Delhi: Anmol Publication.
22. Zaidi, S.M. (2004). Modern Teaching of Science. New Delhi: Anmol Publication.

METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (II)

Course Code: EDUPS314

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:** Develop different teaching aids and e-content for effective transaction of the contents in Biological Science (L6: Create)
- CO2:** Organize different formal and non-formal activities for strengthening the knowledge of Biological Science (L3: Apply)
- CO3:** Prepare effective lesson plans and unit plans for teaching Biological Science at the secondary school level (L6: Create)
- CO4:** Design and use various tools and techniques of evaluation in Biological Science (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities

- Teaching aids in Biological Science: audio, visual, audio-visual; still and motion; Two dimensional and three dimensional; Preparing low-cost and improvised teaching aids
- Non-formal Approaches and Resource Centres: Science clubs; Field trips; Science fairs; Science quizzes
- Organizing Biological Science Resource Centres: Use of Community Resources, Biological science laboratory, aquarium, vivarium and botanical garden

Unit II: Evaluation Techniques in Biological Science Teaching

- Instructional Planning: Micro-plan for the development of core teaching skills; Unit plan; Lesson plan- need, importance, approaches and steps; The 5E Model of Instruction
- Evaluation in Biological Science: Concept and purpose of evaluation
- Types of Evaluation: Formative vs Summative; External vs. Internal; Criterion-referenced vs. Norm-referenced evaluation
- Tools and Tests: Tools of evaluation; Qualities of a good evaluation tool; Essay and objective type tests; Teacher-made and standardized tests; Planning and construction of an achievement test in Biological Science

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Prepare a micro lesson plan of any topic of Biology

- Observation of lesson taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Writing essay, short answer and objective type test items
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report
- Content Analysis and Pedagogical Analysis of any topic

Suggested Reading

1. Abruscato, Joseph (1992). Teaching Children Science, 3rd Edition. USA: Allyn & Bacon.
2. Ameeta, P. (2013). Methods of Teaching Biological Science. Hyderabad: Neelkamal Publications.
3. Ameeta, P. (2013). Techniques of Teaching Biological Science. Hyderabad: Neelkamal Publications.
4. Bhushan, Shailendra (2006). Jeev Vigyan Shikshan. Agra: Vinod Pustak Mandir.
5. Carin, Arthur A. & Sund, Robert B. (1989). Teaching Science through Discovery. USA: Merrill Publishing Company.
6. Chandra, Soti Shivendra (2003). Contemporary Science Teaching. Delhi: Surjeet Publication.
7. Chauhan, Ashok (2005). Teaching of Zoology. New Delhi: International Scientific Publication.
8. Dubey, Manish & Dubey, Bibha (2012). Jeev Vigyan Shikshan. Allahabad: Sharda Pustak Bhavan.
9. Ediger, Marlow & Rao, Digumarti Bhaskara (2003). Teaching Science Successfully. New Delhi: Discovery Publishing House.
10. Jevons, F.R. (1969). The Teaching of Science: Education, Science and Society. Great Britain: Blackfriars Press Ltd.
11. Kalra, R.M. (2008). Science Education for Teacher Trainees and In-service Teachers. Delhi: PHI Learning Pvt. Ltd.
12. Kulshreshtha, S.P. (2007). Teaching of Biology. Meerut: R. Lall Book Depot.
15. Llewelly, Douglas (2014). Inquire Within, 2nd Edition. New Delhi: Sage Publications India Pvt. Ltd.
16. Llewelly, Douglas (2014). Teaching High School Science through Inquiry-A Case Study Approach. New Delhi: Sage Publication India Pvt. Ltd.
17. Mohan, Radha (2010). Innovative Science Teaching. Delhi: PHI Learning Pvt. Ltd.
18. Pandey, S.K. (2005). Vigyan Shikshan. New Delhi: Vani Prakashan.
19. Rawat, R.P. (2006). Vigyan Shikshan. Jaipur: Aavishkar Publishers, Distributors.
20. Sharma, R.C. & Shukla, C.S. (2005). Adhunik Vigyan Shikshan. New Delhi: Dhanpat Rai Publishing Company.
21. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.
22. Sharma, R.C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.

23. Sharma, Rama & Mishra, M.K. (2009). Jeev Vigyan Shikshan. New Delhi: Arjun Publishing House.
24. Sikarwar, Mukta (2014). Jeev Vigyan Shikshan. Agra: Agrawal Publications.
25. Singh, Y.K. (2005). Teaching of Botany. New Delhi: A.P.H. Publication.
26. Singh, Y.K. (2005). Teaching of Zoology. New Delhi: A.P.H. Publication.
27. Sood, J.K. (2009). Teaching Science for Understanding and Application. Agra: Vinod Pustak Mandir.
28. Tiwari, Manish (2005). Teaching of Botany. New Delhi: Mohit Publications.
29. Yadav, M.S. (2000). Modern Methods of Teaching Science. New Delhi: Anmol Publication.
30. Zaidi, S.M. (2004). Modern Teaching of Science. New Delhi: Anmol Publication.

METHOD OF TEACHING MATHEMATICS- PART- (II)

Course Code: EDUPS315

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: Develop different teaching aids and e-content for effective transaction of the contents in Mathematics. (L6: Create)

CO2: Prepare effective lesson plans and unit plans for teaching Mathematics at the secondary school level (L6: Create)

CO3: Use Mathematics based activities for effective curriculum transaction. (L3: Apply)

CO4: Design and use various tools and techniques of evaluation in Mathematics (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Mathematics

- Teaching Aids in Mathematics: Types of teaching aids – audio, visual, audio-visual, still, motion, two-dimensional, and three-dimensional; Preparation of low-cost improvised teaching aids
- Mathematics-Based Activities: Recreational approaches – quiz, fair, puzzles, riddles, magic squares; Diagnostic and enrichment programmes in Mathematics; Organization and use of the Mathematics laboratory and Mathematics club

Unit II: Planning and Evaluation in Mathematics

- Instructional Planning: Micro-plan for the development of core teaching skills; Unit plan; Lesson plan- need, importance, approaches and steps; The 5E Model of Instruction
- Evaluation in Mathematics: Meaning and purpose of evaluation; Types of Evaluation: Formative and summative; External and internal; Criterion-referenced and norm-referenced evaluation
- Assessment Tools and Practices: Tools of evaluation; Qualities of a good measuring tool; Essay and objective type tests; Teacher-made and standardized tests; Planning and construction of achievement tests in Mathematics

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Preparation of design of ideal mathematics laboratory
- Survey of a school mathematics laboratory
- Preparation of models and charts

- Observation of lessons taught by the fellow prospective teachers and experienced teachers
- Construction of an achievement test for class IX or class X
- Any other activity based on the units of the paper in form of written assignment, project, performance or field work with a detailed report

Suggested Reading

1. Aggarwal, S.M. (2008). Teaching of Modern Mathematics. New Delhi: Dhanpat Rai Publishing Company (P) Ltd.
2. Bagai, Shobha, Habib, Amber & Venkataraman, Geetha (2017). A Bridge to Mathematics. New Delhi: Sage Publications India Pvt. Ltd.
3. Banga, Chaman Lal & Dikshit, R.K. (2012). Ganit Shikshan. Delhi: Shipra Publications.
4. Bhatnagar, A.B. (2013). Ganit Shikshan. Meerut: R. Lall Book Depot.
5. Chambers, Paul (2008). Teaching Mathematics. New Delhi: Sage Publications India Pvt. Ltd.
6. Dubey, Manish & Dubey, Bibha (2012). Ganit Shikshan. Allahabad: Sharda Pustak Bhawan.
7. Ediger, Marlow & Rao, Digumarti Bhaskara (2011). Teaching Mathematics Successfully. New Delhi: Discovery Publishing House.
8. English, Richard (2013). Teaching Arithmetic in Primary Schools. New Delhi: Sage Publications India Pvt. Ltd.
9. Jain, S.L. (1992). Ganit Shikshan. Jaipur: Rajasthan Hindi Grantha Academy.
10. James, Anice & Alwan, Jeyanthi (2014). Skills & Strategies of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
11. James, Anice (2013). Techniques of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
12. James, Anice (2016). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
13. Kulshreshtha, A.K. (2003). Teaching of Mathematics. Meerut: R. Lall Book Depot.
14. Mangal, S.K. (2016). Ganit Shikshan. Agra: Agrawal Publications.
15. Mattuvarkuzhali, C. (2013). Modern Methods of Teaching Mathematics. New Delhi: A.P.H. Publishing Corporation.
16. Mishra, L. (2008). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
17. Mustafa, M. (2004). Teaching of Mathematics: New Trends and Innovations. New Delhi: Deep & Deep Publications Pvt. Ltd.
18. NCERT (2006). Position Paper: National Focus Group on Teaching of Mathematics. New Delhi: NCERT.
19. Negi, J. S. (2006). Ganit Shikshan. Agra: Vinod Pustak Mandir.
20. Papola, C. (2006). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
21. Pratap, Naresh (2007). Ganit Shikshan. Meerut: R. Lall Book Depot.

22. Rao, N. M. (2009). A Manual of Mathematics Laboratory. Hyderabad: Neelkamal Publications Pvt. Ltd.
23. Rawat, M.S. & Agrawal, M.B. Lal (2008). Ganit Shikshan. Agra: Agrawal Publications.
24. Rawat, M.S. & Agrawal, M.B. Lal (2015). Ganit Shikshan: Prarambhik Star-I. Agra: Agrawal Publications.
25. Reddy, Srihari N. & Nagaraju, M.T.V. (2007). Problems of Teaching Secondary School Mathematics. New Delhi: Discovery Publishing House.
26. Sharan, Ram & Sharma, Manju (2013). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
27. Siddiqui, Mujibul Hasan (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
28. Sidhu, K.S. (2008). The Teaching of Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
29. Suneetha, E., Rao, R. Sambasiva& Rao, Digumarti Bhaskara (2004). Methods of Teaching Mathematics. New Delhi: Discovery Publishing House.
30. Tyagi, S.K. (2004). Teaching of Arithmetic. New Delhi: Commonwealth publishers.
31. Yadav, Siyaram (2013). Teaching of Mathematics. Agra: Agrawal Publications.

METHOD OF TEACHING COMPUTER SCIENCES- PART- (II)

Course Code: EDUPS316

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: Develop different teaching aids and e-content for effective transaction of the contents in Computer Science. (L6: Create)

CO2: Use core teaching skills for effective Computer Science teaching (L3: Apply)

CO3: Design and use various tools and techniques of evaluation in Computer Science (L6: Create)

CO4: Design and plan a Computer Science laboratory (L6: Create)

COURSE CONTENTS

Unit I: Teaching Aids and Activities in Computer Science

- Instructional Aids in the teaching of Computer Science: Using Visual Media, Interactive Whiteboards, Power Point Presentation; Multimedia, Desktop Publishing, Internet, E-Learning, Virtual Learning, Web-Based Learning, Emerging Instructional Technologies
- Computer Science based Activities: Flowchart drawing, Tech debates, Creating e-portfolios or blogs, Pseudocode writing exercises
- Computer Science Laboratory: Need and importance of a Computer Science laboratory; Planning and designing the lab; Required equipments and materials; Maintenance and safety measures; Role of practical work in Computer Science teaching; Educational use of internet and intranet

Unit II: Planning and Evaluation in Computer Science

- Instructional Planning: Micro-plan for core teaching skills; Steps involved in lesson planning; 5E Model of Instruction; Role and use of the textbook in Computer Science; Characteristics of an effective Computer Science teacher
- Evaluation in Computer Science: Nature and need of evaluation; Types and Objectives of Evaluation: Internal and external evaluation; Criterion-referenced and non-referenced evaluation; Formative and summative evaluation
- Assessment Tools and Test Construction: Evaluation through computer; Essay and objective type tests; Teacher-made and standardized tests; Planning and construction of achievement tests in Computer Science, Tools of evaluation and characteristics of a good measuring tool

Practicum

- Content and Pedagogical Analysis: Content analysis, pedagogical analysis, and identification of major concepts in selected topics
- Submission of report after Entry and processing the test marks in terms of average, percentage and ranks
- Designing lesson plans for a particular concept keeping in mind the expected operational level of children
- Preparation of design of ideal Computer science laboratory
- Survey of a school computer science laboratory
- Preparation of models and charts

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, McGraw 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, Dryden 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.

SCHOOL INTERNSHIP

Course Code: EDUSI

Course Credit: 10

Practicum: 250 Marks

COURSE OUTCOMES

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

- CO1:** Design and implement lesson plans and teaching strategies for students' diverse learning needs. (L6: Create)
- CO2:** Create and utilize effective teaching–learning materials, including digital resources, for effective classroom transaction. (L6: Create)
- CO3:** Prepare various records maintained in schools (L6: Create)
- CO4:** Plan and conduct various collaborative and cooperative activities in a school setting. (L6: Create)
- CO5:** Design and conduct tests, exams and prepare results (L6: Create)

COURSE CONTENTS/ ACTIVITY

- Internship work shall be carried out in government/ private/ philanthropic school for a minimum duration of 16 weeks.
- For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks.
- The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.
- Internship should not be reduced to the delivery of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Third Semester Examination. The Internship Report should be typed in Times New Roman/ Unicode/ Kruti Dev font with letter size 12 for Times New Roman and 13 for Unicode/ Kruti Dev and line spacing 1.5.
- The student-teacher shall also submit separately the —Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject), —Record of Preparing Teaching-Learning Materials (20 for school subject), and the Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns are to be observed).

- Student-teachers are to be actively engaged in teaching at two levels, namely,
- They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
- During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance

ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMENT

SL. NO.	ACTIVITIES/DIMENSIONS	MARKS
1	Internship Report	40
2	Records of the Lessons taught at school (At least 60 Lesson Plans in the Pedagogical subject)	60
3	Final Teaching	20
4	Records of two Criticism Lessons delivered under the observation of supervisor and a faculty member other than supervisor	20
5	Records of the Observation of Peer Interns' Lesson (at least 20 lessons of Peer Interns' are to be observed)	10
6	Record of Preparing Teaching-Learning Materials (20 for school subject)	20
7	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	10
8	Action Research	10
9	Preparation of School Time Table	05
10	Preparation of Cumulative Records of 5 students	10
11	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	10
12	Organization of 5 co-curricular activities and preparation of Report	10
13	Maintenance of School records (related to Office)	05
14	Maintenance School Laboratories /Maintenance School Library	05
15	Organization of Sports/Games & preparing Reports	10
16	Regularity and Behaviour	05
	TOTAL	250