

Gautam Budh Teachers Training College

At- Gautam Budh Nagar, Nagarnaua, Nalanda, Bihar 801305

Recognised By NCTE Bhubaneshwar

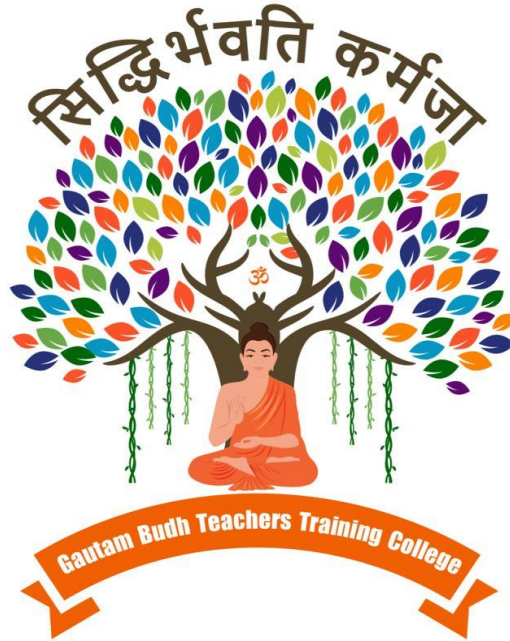
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B.Ed.
1st Year Syllabus

Course No.	Course Name	Credit	Theory Marks	Practical Marks	Full Marks
Course 01	Childhood and Growing Up	4	80	20	100
Course 02	Contemporary India and Education	4	80	20	100
Course 03	Learning and Teaching	4	80	20	100
Course 04	Languages across the Curriculum	2	40	10	50
Course 05	Understanding Disciplines and Subjects	2	40	10	50
Course 06	Gender, School and Society	2	40	10	50
Course 7a	Pedagogy of a School Subject – Part I	2	40	10	50
Course EPC 1	Reading and Reflecting on Texts	2	40	10	50
Course EPC 2	Drama and Art in Education	2	40	10	50
Course EPC 3	Critical Understanding of ICT	2	40	10	50
	Total	26			650

List of Books

In English Language

Sl. No.	Course Name	Name Of the Book	Written By	Publication
01	Childhood and Growing Up	New approach to education Psychology	Rita Chauhan	Agarwal Publication
02	Contemporary India and Education	Philosophical and Sociological Pers. of Education in contemporary India	Bhavna Shukla	Agarwal Publication
03	Learning and Teaching	New Approach to Educational Psychology	Ruta Chauhan	Agarwal Publication
04	Languages across the Curriculum	Languages Across the curriculum Or Languages Across the curriculum	Dr. S Krishna Kumari Or Dr. Bhagwanti Gupta	Agarwal Publication
05	Understanding Disciplines and Subjects	Understanding Discipline and school subject	Bhavna Shukla	Agarwal Publication
06	Gender, School and Society	Gender, School, Society	Vinoti Ojha Trivedi	Agarwal Publication
07	PSS-01 Teaching English	Teaching English	Hena Siddiqui	Agarwal Publication
08	PSS-02 Teaching Urdu	उर्दू शिक्षण	एम ए मक्की	Agarwal Publication
09	PSS-03 Teaching of Hindi	हिंदी का शिक्षणशास्त्र	रीता चौहान	Agarwal Publication
10	PSS-04 Teaching of Sanskrit	संस्कृत शिक्षण	रामशकल पाण्डेय	Agarwal Publication
11	PSS-05 Teaching of Home Science	गृह विज्ञान शिक्षण	प्रतिमा त्रिपाठी	Agarwal Publication
12	PSS-06 Teaching of Elementary Education	प्रारम्भिक शिक्षा का शिक्षण	In Press	Agarwal Publication
13	PSS-07 Teaching of Social Science-I (History & Civics)	Teaching of Social Science	Hena Siddiqui	Agarwal Publication
14	PSS-08 Teaching of Social Science-II (Geography & Economics)	Teaching of Social Science	Hena Siddiqui	Agarwal Publication

15	PSS-09 Teaching of Physical Science-I (For Physical Science Group)	Teaching of Physical Science	Sunita Sundriyal	Agarwal Publication
16	PSS-10 Teaching of Science –II (Biological Science Group)	Teaching of Biological Science	Reena Bharti	Agarwal Publication
17	PSS-11 Teaching of Mathematics	Teaching of Mathematics	Siyaram Yadav	Agarwal Publication
18	EPC-01 Reading and Reflecting on Texts (1/2)	Reading and Reflecting on Text	Hena Siddiqui	Agarwal Publication
19	EPC-02 Drama and Art in Education (1/2)	नाट्य, कला और शिक्षा	रीता चौहान	Agarwal Publication
20	EPC-03 Critical Understanding of ICT (1/2)	Features of ICT in Education	Bhavna Shukla	Agarwal Publication

हिंदी भाषा में

Sl. No.	Course Name	Name of the Book	Written By	Publication
01	Childhood and Growing Up	बाल्यावस्था एवं उसका विकास	रीता चौहान/ पी० डी० पाठक	अग्रवाल पब्लिकेशन
02	Contemporary India and Education	समसामयिक भारत एवं शिक्षा	पूनम मदान/ रामशकल पाण्डेय	अग्रवाल पब्लिकेशन
03	Learning and Teaching	अधिगम एवं शिक्षण	ज्योत्सना/ पी० डी० पाठक	अग्रवाल पब्लिकेशन
04	Languages across the Curriculum	पाठ्यक्रम में भाषा	स्नेहलता चतुर्वेदी	अग्रवाल पब्लिकेशन
05	Understanding Disciplines and Subjects	पाठ्यक्रम में विषयों की समझ	पायल भोला जैन/ रुहेला	अग्रवाल पब्लिकेशन
06	Gender, School and Society	लिंग, विद्यालय एवं समाज	प्रतिमा त्रिपाठी	अग्रवाल पब्लिकेशन
07	PSS-01 Teaching English	Teaching English	Hena Siddiqui	अग्रवाल पब्लिकेशन
08	PSS-02 Teaching Urdu	उर्दू शिक्षण	एम ए मक्की	अग्रवाल पब्लिकेशन

09	PSS-03 Teaching of Hindi	हिंदी का शिक्षणशास्त्र	रीता चौहान	अग्रवाल पब्लिकेशन
10	PSS-04 Teaching of Sanskrit	संस्कृत शिक्षण	रामशकल पाण्डेय	अग्रवाल पब्लिकेशन
11	PSS-05 Teaching of Home Science	गृह विज्ञान शिक्षण	प्रतिमा त्रिपाठी	अग्रवाल पब्लिकेशन
12	PSS-06 Teaching of Elementary Education	प्रारम्भिक शिक्षा का शिक्षण	In Press	अग्रवाल पब्लिकेशन
13	PSS-07 Teaching of Social Science-I (History & Civics)	सामाजिक विज्ञान का शिक्षण (इतिहास एवं नागरिकशास्त्र)	In Press	अग्रवाल पब्लिकेशन
14	PSS-08 Teaching of Social Science-II (Geography & Economics)	सामाजिक विज्ञान का शिक्षण (भूगोल एवं अर्थशास्त्र)	In Press	अग्रवाल पब्लिकेशन
15	PSS-09 Teaching of Physical Science-I (For Physical Science Group)	भौतिक विज्ञान का शिक्षण	जे० के० सूद	अग्रवाल पब्लिकेशन
16	PSS-10 Teaching of Science -II (Biological Science Group)	जीव विज्ञान का शिक्षण	डी० एन० श्रीवास्तव	अग्रवाल पब्लिकेशन
17	PSS-11 Teaching of Mathematics	गणित शिक्षण	पायल भोला जैन/ रावत	अग्रवाल पब्लिकेशन
18	PSS-12 Teaching of Commerce	वाणिज्य शिक्षण	रामपाल सिंह/ गुरसरनदास त्यागी	अग्रवाल पब्लिकेशन
19	EPC-01 Reading and Reflecting on Texts (1/2)	विभिन्न साहित्यों का पठन एवं निष्कर्षण	पायल भोला जैन	अग्रवाल पब्लिकेशन
20	EPC-02 Drama and Art in Education (1/2)	नाट्य, कला और शिक्षा	रीता चौहान	अग्रवाल पब्लिकेशन
21	EPC-03 Critical Understanding of ICT (1/2)	सूचना एवं सम्प्रेषण तकनीकी की समझ	स्मिता श्रीवास्तव	अग्रवाल पब्लिकेशन

List of Booksellers

Sl. No.	Identity Name	Address	City
01	Bharat Book Depot	Manas Bhawan, Ashok Rajpath, Chauhatta	Patna
02	Bokaro Student Friend (Pvt.) Ltd.	Annapurna Complex, Ground Floor, Naya Tola	Patna
03	Hind Book Depot	Gandhi Market, Near B.N. College, Bihar State Co-Opt. Bank Ltd.	Patna
04	India Book Center	Ashok Rajpath, Chauhatta	Patna
05	Kumar Book Center	Opp. Patna College Gate, Ashok Rajpath.	Patna
06	Mona Magazine & Book Center	Opp. Patna College Gate	Patna
07	Renu Pustak Bhandar	Kazanchi Road	Patna
08	Book Corner	G.B. Road, Near Kotwali, Gaya	Gaya
09	Deepak Pustak Bhandar	Near Gaya College, Rampur	Gaya
10	Jawahar Pustak Sadan	Shop No.-73, Opp. Thai Mandi	Gaya
11	Nageena Pustak Bhandar	Maa Nageena Complex, Kako Road	Jehanabad
12	Kitab Ghar	Pulpar, Biharsharif	Nalnada
13	Students Friends	Sogra Market, Garhpar, Biharsarif	Nalanda
14	Sahitya Sarovar	Old G.T. Road	Aurangabad

Course 01: Childhood and Growing Up

Unit 01: Introduction to Childhood

- Meaning and Definition of Childhood, Growth and Development;
- Stages of Development: Physical, Mental Social, Emotional, Moral:
- Factors affecting Childhood: Family, Peer group, neighbors Schools and Community.

Unit 02: Understanding Adolescence

- Cultural difference and adolescent, impact of urbanization and economic change in his experience.
- Growing up as Adolescents: impact religion socio-cultural context, gender, class, Poverty and media.
- Childhood and adolescence. Problems of Indian adolescents and role of teacher, family and community.

Unit 03: Perspectives in Development

- Concept and introduction to perspectives in development and theories of development.
- Enduring themes in the study of development: development as multidimensional; Development as continuing through the life span; ways in which development is continuous/discontinuous; sociocultural contexts influencing development.
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

Unit 04: Language Development

- Development of Speech and Language.
- Stages of Language Development
- Factors in Language Development.
- Uses of language: Turn taking, interactions and conversations, listening.
- Socio-cultural variations in language: assents, differences in communication.
- Linguistic variation, implications for a multicultural classroom.
- Bilingual or multilingual children: implications for Teachers.
- Classrooms; storytelling as a pedagogic tool.

Unit 05: Children in their Natural Settings

- Observation about Children by Parent and Teacher.
- Children in Their natural settings; (Play, Community Setting) using activities as a base to establish rapport, childhood and their growing up in a realistic context.
- Impact of gender, caste, social class, urbanization and economic change for the lived experience of children.
- Concept and processes of socialization: Ecological theory of Bronfen Brenner.
- Individual difference among children: social-cultural and economic context: process of socialization.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.

Course 02: Contemporary India and Education

Unit 01: Diversity Inequality and Marginalization

- Diversity inequality and Marginalization in the society and the implications for education.
- Diversity at the level of individuals of regions, languages, religions, caste, tribes, etc.
- Diverse communities and individuals Education and role in grooming children to respect diversity.
- Establish frameworks for collective living and resolution of tensions peaceful and justly.
- Education and marginalization groups like women, Dalits and tribal people.

Unit 02: Universalization of Secondary Education

- Right to education and its implications.
- Universalization of Education with special reference to :
(a) Universal Enrolment (b) Universal Retention (c) Universal Achievement
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement; Lessons from implementation of UEE.
- USE: Status, issues and concerns.
- Strategies for realization of targets.

Unit 03: Constitutional Provision & Education

- Study of Constitution especially the preamble for the fundamental Rights, Duties and the directive principles of the state policies.
- Constitutional Values related to aims of education.
- Democracy: Equality, Justice, Freedom, Secularism, Socialization, Fraternity.

Unit 04: Quality Education

- Quality Education: Meaning and Concept.
- Indicators of quality: related to learning environment & Student Outcomes.
- Outcome improvement through setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs and monitoring performance.
- Envisioning school management and organization for quality education, school building and classroom practices role of Educational institution.
- Total quality management.

Unit 05: Study of Different Commission and Policies in Education

- Wood Dispatch (1854), Wardha commission 1937: Basic Education.
- Kothari commission (1966) recommendations and their implementation.
- Mudaliar Commission (1951-53)
- National Policy of Education (NPE), 1986 & it's review, 1992.
- Common school system.

Course 03: Learning and Teaching

Unit 01: Understanding the learner and Learning Process

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

Unit 02: Dimensions of Learning

- Types of Learning: Factual, Associations, conceptual, procedural, generalization, principles and rules.
- Current theories of learning. (Piaget, 1937; Vygotsky, 1977).
- Curiosity, interest, active engagement and inquiry in learning at all levels.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCF, 2005)
- Relationship between teachers & learners and learning themselves.

Unit 03: Learning and Motivation

3.1 Learning:

- Meaning, factors influencing learning: learner, teacher, process and task.
- Concepts : Learner, Teaching, Learning, Instruction, freedom and Autonomy.

3.2 Learning Theories:

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

3.3 Motivation:

- Concept and Theories transfer of motivation.
- Motivating children in classroom situations.
- Attention, motivation and readiness as factors influencing scholastic learning.

Unit 04: Understanding and Teacher Training

- Impact of one's own socialization processes and their influences on 'becoming a teacher'.
- Teacher's professional identity.
- Teacher's role in teaching process.
- Phases and levels of teaching.
- Teaching: Strategies and techniques.
- Proficiency in teaching: Meaning and place o awareness, skills, competencies and Commitment.

Unit 05: Teaching as a Profession

- Teaching as a Profession.
- Analyzing teaching in diverse classrooms.
- Teaching approaches that support learning (Ladson-Billings, 1995)
- Activity of teaching in formal setting (Carr, 2005, Lampest, 2001)
- Teaching on their beliefs & practices.
- Multiple responsibilities in institutional setting.
- Need and opportunity for professional growth of teacher.

Course 04: Language across the Curriculum

Unit 01: Language and Literary

- Background of students, Influence in classroom Interaction.
- Literacy, oral and written language used in classroom.
- Develop Strategies for using oral language for the classroom to promote learning in the subject area.
- Pedagogical decisions and nature of students learning.
- Reading comprehension.

Unit 02: Language Diversity & Multilingualism

- The home language and school language. Deficit theory (Eter,1989). Discontinuity theory.
- Nature of questioning in the classroom, types of questions.
- Constitutional Provisions about Language.
- Language Diversity: In the context of India
- Multilingualism as a Resource and strategy.

Unit 03: Language across the Curriculum

- Function of language in the classroom, outside the classroom.
- Language in education and Curriculum.
- Learning language and learning through language.
- Studying state policies on language in education.
- Relationship of language and society: Identity, Power and discrimination.

Unit 04: Language Classroom

- Introduction, Aims and Objectives of Language Teaching
- Current Language Teaching-learning Processes and their analysis
- Organizing Language Classroom.
- Role of Teacher in Language Teaching.

Unit 05: Developing Language Skills

- Developing Listening and Speaking skills: Dialogue, storytelling, Poem Recitation, Short Play.
- Reading an expository text; strategies; comprehension; activating schema; reading to learn.
- Beyond the textbook: diverse forms of text as materials for language.
- Developing Writing skills and Linkages between reading and writing.

Course 05: Understanding Disciplines and Subjects

Unit 01: Understanding Disciplines and Subjects

- Understanding discipline and school subjects in school curriculum.
- Changing the most disciplinary areas (social science, Language, Humanities, Mathematics and Science).
- Emerging of subjects in particular social, political and intellectual concepts.
- History of teaching subjects areas in school (montuschi,2003, Porter and Ross, 2003)

Unit 02: Disciplinary Knowledge

- Role of disciplinary knowledge in the overall scheme of school curriculum. (John Dwey).
- Values of discipline.
- Paradigm shifts in nature of disciplines.
- The methods of study and validation it knowledge.

Unit 03: Theory of contents selection

- Formulation of contents, selection of content, designing syllabus for constructing knowledge among the learners.
- Recent development of science, Maths and philosophy.
- Teaching of language, History and civics as better vehicles of colonial indoctrination.
- Teaching of Mathematics and Science as vehicles of national development.
- Inclusion and Exclusion of subject area from their school curriculum.

Unit 04: Experience of children and communities

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

Unit 05: Gender Identity Roles & Interdisciplinary Knowledge.

- Develop a growing sense and aspirations of interdisciplinary approach of knowledge.
- Performativity for the development positive notions of body self.
- Impact of NCFTE on this issue.
- Interrelation and interdependence of disciplines.

Course 06: Gender, School and Society

Unit 01: Gender role in Home & Society

- Gender roles in society through family, caste, religion, culture (films, advertisements, songs, etc.)
- Gender law and the state.
- Opportunities for education to girls.
- Influence of home and society in gender identity construction.

Unit 02: Gender and School

- Roles of schools, peers, teachers, curriculum and text books etc. in challenging gender inequalities.
- Representation of gendered roles, relationships and ideas in text books & curricula (Nirantar, 2010)
- Positive notions of sexuality among young people and its impact on larger issues.
- Identification of sexual abuse/ violence & safety at school, home & beyond.

Unit 03: Gender and Beliefs

- Critical reading of the media which propagates popular beliefs.
- Reinforcing gender roles in the popular culture and by implementation at school.
- Discussion and audio-visual engagement for sensitized women issues.
- Importance of Gender and Beliefs.

Unit 04: Issues of Masculinity and Femininity.

- Emergence of gender specific roles for masculinity and femininity.
- Cross-cultural perspective.
- Social construction and masculinity and feminist.
- Examining how schools nurture/challenge in creation of young people as masculine & feminine selves.

Unit 05: Gender Inequality in the school

- Patriarchies in interactions with other social structures and identities.
- Pedagogy to challenge gendered inequalities role of family, caste, religion and culture.
- Working towards gender equality in the classroom.
- Constitutional provisions for gender equality.

Course 7A & 7B: Pedagogy of school subject

PSS- 01: Teaching English

Unit 01: Introduction

- Values and importance of teaching English in India.
- The objectives of teaching English as a second language at the secondary level.
- Place of English in school curriculum.
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions.
- Psychological, linguistic and pedagogical principles of teaching English as a second language.

Unit 02:

- Types of Reading.
- Reading defects and their remedy.
- Reading comprehensions.
- Developing the skill of writing-steps, stages, types.
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.

Unit 03: Methods of Teaching

- Grammar- Translation method
- Direct Method
- Structural- situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic Approach
- The skill of questioning

Unit 04: Teaching English

- Teaching of Prose – Detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas.
- Skill of English Teaching.

Unit 05: Various aspects of English Teaching

- Maxims for teaching of English.
- A-V aids in Teaching English
- Place of mother tongue in English teaching.
- Role of drills, exercises, vocabulary, spelling, pronunciation in English Teaching.
- Evaluation in English Teaching.

PSS 02: Teaching Urdu

Unit 01:

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

Unit 02:

- Writing: Elementary knowledge of Urdu scripts-Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-shikast.
- Teaching of alphabates, borrowed from Arabic, Persian and Hindi, Their shapes and nomenclature.
- Qualities of good hand writing.
- Letter writing (Formal and Informal).
- Essay Writing.

Unit 03:

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

Unit 04:

- Translation Method
- Direct Method
- Play Way Method
- Bilingual Method
- Structural Approach Communicative approach.

Unit 05:

- Teaching of Prose
- Teaching of Poetry
- Teaching of Grammar
- Teaching of Composition
- Lesson Planning in all the above areas.
- Skill of Questioning.
- Teaching aids in Urdu.

PSS 03: Teaching of Hindi

इकाई 01 - हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य ।

- हिन्दी भाषा का अर्थ एवं सम्प्रत्यय ।
- हिन्दी भाषा शिक्षण के सामान्य व विशिष्ट उद्देश्य ।
- माध्यमिक एवं उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य ।
- भारत में हिन्दी शिक्षण की समस्याएं ।
- हिन्दी भाषा शिक्षण के सिद्धान्त ।
- ब्लूम वर्गीकरण के अनुसार शैक्षणिक उद्देश्यों का व्यवहारपरक लेखन ।

इकाई 02 - हिन्दी शिक्षण में पाठ योजना ।

- पाठ योजना - अर्थ , महत्व एवं विशेषताएं ।
- पाठ योजना के विभिन्न अपागम (हरबर्ट एवं ब्लूम)।
- गद्य, पद्य एवं व्याकरण की पाठ योजना के सोपान ।
- एक उत्तम पाठ योजना का निर्माण
- विभिन्न श्रव्य - दृश्य उपकरणों का हिन्दी शिक्षण में प्रयोग ।

इकाई 03 - हिन्दी शिक्षण में विभिन्न भाषायी कौशल ।

- हिन्दी भाषा कौशल के विकास का महत्व ।
- श्रवण कौशल का अर्थ , महत्व एवं शिक्षण तकनीक ।
- वाचन कौशल का अर्थ , महत्व एवं शिक्षण तकनीक ।
- पठन कौशल का अर्थ , महत्व एवं पठन कौशल के तकनीक का विकास ।
- लेखन कौशल का अर्थ , महत्व , लेखन शिक्षण के चरण, औपचारिक एवं अनौपचारिक लेखन ।

इकाई 04 - हिन्दी शिक्षण की विधियां ।

- गद्य शिक्षण विधि - व्याख्या, अर्थबोध व पाठ्यपुस्तक विधि।
- पद्य शिक्षण विधि - गीत, अभिनय , व्याख्या व प्रश्नोत्तर विधि ।
- व्याकरण शिक्षण विधि - पाठ्यपुस्तक, सूत्र प्रणाली , आगमन व निगमन विधि ।
- रचना शिक्षण विधि - खेल विधि, चित्रापूर्ति, रिक्त स्थान, प्रबोधन व प्रश्नोत्तर विधि

इकाई 05 - हिन्दी शिक्षण के मूल्यांकन ।

- हिन्दी शिक्षण में मूल्यांकन का अर्थ व महत्व ।
- परिक्षण के प्रकार - वस्तुनिष्ठ व विषयनिष्ठ (निबंधनात्मक) ।
- श्रवण, मौखिक अभिव्यक्ति, पठन लेखन एवं वाचन कौशल के मूल्यांकन हेतु एकांशो का निर्माण ।
- हिन्दी शिक्षण में सतत एवं व्यापक मूल्यांकन ।

PSS 04: Teaching of Sanskrit

Unit 01: Nature and importance of Sanskrit Language

- Nature of Sanskrit Language, Sanskrit Language and Literature, Sanskrit Language and Indian Languages, Sanskrit as historical language (Dev-Vani) socio-cultural Importance of Sanskrit language, Sanskrit as a modern language, Aims and objectives of Teaching Sanskrit at different levels, Qualities of a Sanskrit Teacher. Importance of Teaching Sanskrit in India, Problems related to teaching Sanskrit at school level.

Unit 02: Different methods of Teaching Sanskrit.

- Inductive and deductive approach, whole language approach, construction approach, Multi-lingual approach to language teaching (Dewey, Vygotsky, Chomsky, Krashen), Indian thoughts on language teaching (Panini, Kamta Prasad, Kishor Das Vakpai) Grammar translation method, Direct Method, structural situational method, Audio-Lingual method, Natural Method, Communicative approach, Preparations of Ideal Lesson Plan, Use of Audio-Visuals aids in Sanskrit Language.

Unit 03: Different approaches of Sanskrit Language

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

Unit 04: Acquisition of Language Skill

- Skill of listening and speaking, Tasks, Materials and Recourse for developing the listening and speaking skill : Storytelling, Dialogues situations conversation role play, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources, skill of reading skill, Types of reading : Reading aloud and silent reading, Extensive and Intensive reading, Study skill including using thesauruses, dictionary encyclopedia etc. Writing process of writing, formal and Informal writing.

Unit 05: Assessment in Sanskrit Language

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

PSS 05: Teaching of Home Science

Unit 01: Introduction

- Home Science as School Subject.
- Meaning & Scope of Home Science.
- Value and Importance of Home Science as a school subject.
- Aims and objectives of teaching home science.
- Administrative measures.

Unit 02: Methods of Teaching Home Science

- Skills and Techniques of Teaching home science.
- Basic Principles.
- Various methods of teaching home science-lecture, Lecture cum demonstration, laboratory, Project and Heuristic, their applications.
- Advantages and limitations.
- Role of Teachers.
- Professional growth of Teachers.

Unit 03: Aids to Teaching of Home Science

- Meaning and importance of Teaching Aids.
- Types of Teaching Aids.
- Home Science laboratory, equipment used in Home Science laboratory.
- Use of Library.
- Prescribed Books.

Unit 04: Transaction of Contents and Curriculum

- Curriculum: Meaning, Fundamental principles and approaches in curriculum.
- Ideal Curriculum in Home Science.
- Planning in Home Science.
- Correlation of Home Science with other school subjects.
- Unit Plan and lesson plan, Principles of lesson planning. Steps of writing a lesson plan.

Unit 05: Evaluation in Home Science

- Qualities of good evaluation.
- Tests and Types and their significance.
- Main features of good tests.
- Observation by Teachers.
- Maintaining Records.

PSS 06: Teaching of Elementary Education

Unit 01: Elementary Education: Conceptual Framework

- Elementary Education in India-Scope, Issues and its present
- Status constitutional provisions for Universalization of Elementary Education.
- Expansion of Elementary Education under various Five Year Plans.
- National Policy on Education-1986,1992.

Unit 02: Organization and Management of Elementary Education

- Education Planning at district level and Panchayati Raj.
- Strategies of Planning.
- Curriculum of Elementary level-it's transaction.
- Multi Grade and Multi Level Teaching Learning Process.

Unit 03: Programs for Achieving Universalization of Elementary Education.

- Operation Black Board & Sarva Shiksha Abhiyan.
- District Primary Education Program.
- Education for all.
- Role of NGO's towards Universalization of Elementary Education.
- Strategies for Universal Access, Retention and Quality of Elementary Education.

Unit 04: Role of SCERT in promotion of UEE

- District Institute of Education and Training-concept, functions and role as a pace setter for UEE.
- Pre-service Teacher Education in DIET for adult and non-formal education.
- Constitutional provisions for Elementary learning.
- NCTE for Elementary Education.

UNIT 05: Development of Skills and Competences

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teacher (EST).
- Need for orientation and refresher course for EST.
- Developing competencies related to working with the parents and community.
- Role of basic training centers, normal school and DIET's in providing training to EST.

PSS 07: Teaching Social Science –I (History and Civics)

Unit 01: Nature, Scope and Curriculum of History/Civics

- Meaning, Nature, Scope and importance of History/Civics as a subject.
- Aims, objectives and values of teaching History/Civics.
- Relation of History/Civics with other school subjects: Geography, Economics, Science and Language.
- Principles of curriculum framing and Articulation of History/Civics.
- Characterization of good textbook and evaluation of textbook.

Unit 02: Methods and skills of teaching History/Civics.

- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims of teaching History/Civics.
- Qualities of History teacher.
- Professional development of history teacher.

Unit 03: Instructional Planning and Instructional Aids/Equipment in History& Civics.

- Various approach of lesson plan.
- Need and Importance & characteristics of Audio visual aids in teaching History/Civics.
- Skills of teaching History/Civics: Introduction, explanation, blackboard writing, questioning, reinforcement, stimulus variation.
- Organizing seminar, debates quiz exhibition, wall magazine, field trip and their report.

Unit 04: Role of History in promoting National and International integration and Evaluating Learning.

- History and national integration: Our national heritage, unity in diversity, the role of History in Promoting national program.
- History and international understanding: Our human heritage, the role of history as a promote internationalism.
- Preparation of test items: - objective type and essay type.
- Setting question paper: Blue Print, scoring key, questioning analysis.
- Devising achievement test in history and civics.

Unit 05: Mankind through Ages

- Objectives of evaluation in Social Science.
- Essay type, short answer type and objective type questions in social sciences, their advantages and limitations, framing different types of questions. Summative and formative approach.
- Construction of Achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

PSS 08: Teaching of Social Science –II (Geography & Economics)

Unit 01: Nature, Scope and curriculum of Social Science.

- Nature, Scope and importance of Geography and Economics as a subject.
- Aims and Objectives of teaching Geography and Economics at secondary level.
- Social science and social studies: core subjects of social science – History, Civics, Geography, Economics, Inter relationship between them.
- Curriculum and their principles.

Unit 02: Methods of Teaching Geography/Economics and their Instructional planning.

- Lecture, discussion , excursion, project problem-solving, Inductive and deductive, lecture cum demonstration, Heuristics method, Tutorial, Question-Answer.
- Principles and maxims of social studies teaching.
- Preparation of lesson plan and unit plan and their characteristics, importance, steps and format.
- Audio-Visual Aids in teaching of Geography, need, importance and preparation.
- Text book of Geography and Economics.
- Teacher of Social Studies.

Unit 03: Level and Phases of Teaching and Innovation in Teaching.

- Levels of teaching.
- Phases and operations of teaching.
- Types of Teaching.
- Innovation in Teaching Geography and Economics- Micro teaching Program Instruction and computer assistance instruction.
- Action Research.

Unit 04: Education for Citizenship

- Teaching of Geography and Economics for good citizenship.
- Teaching of Geography & Economics for national understanding.
- Teaching of Geography & Economics for International Understanding.
- Process of Learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation.

Unit 05: Evaluation

- Objectives of evaluation in social science.
- Essay type, short answer type and objective type questions in social science, their advantages and limitations, framing different types of questions.
- Construction of achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

PSS 09: Teaching of Science-I (For Physical Science Group)

Unit 01: Introduction

- Nature of Science, its role and importance in daily life, Objectives of teaching science.
- Science education in India.
- Planning the instruction: identification of teaching points, organizing the content, designing learning experiences.
- Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus.

Unit 02: Methods of Teaching

- Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, project method programmed instruction.

Unit 03: Evaluation of Science Teaching

- Oral observation and written, objectives and essay type questions, type, fill-in-blank type, true-false, matching type, construction of test items, achievement test, diagnostic test and their constructivist approach, Summative and formative, Continuous and comprehensive evaluation.

Unit 04: School of Science curriculum

- History of development of Science Curriculum.
- From Subject- centered to behaviorist to constructivist approach of curriculum development.
- Recommendations of NCF's on Science Curriculum.
- Designing science curriculum for primary and secondary level.
- Role of science lab, text book, library, Exhibition in teaching science.

Unit 05: Professional Development of Science/Physics/Chemistry Teacher.

- Professional Development- Teaching as a Profession, need for pre-service and in-service professional development program.
- Various opportunities for in-service professional development, interaction with peer teachers, reading, attending training program, membership of professional organisations, sharing through conferences, seminars and journals, travel, cultivating science hobbies, mentoring, teachers exchange with universities and all other school etc.
- Teacher as a researcher- learning to understand, how students learn science.
- Action research- Meaning, selecting problems for action research, developing various format for action research, area of action research.

PSS 10: Teaching of Science-II (For Biological Science Group)

Unit 01: Introduction

- Nature of Science, its role and importance in daily life, Objectives of teaching science.
- Planning the instruction: identification of teaching points, organizing the content, designing learning experiences.
- Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus.
- Preparation of unit and lesson plan. Constructive approach NCF-2005.

Unit 02: Planning the Teaching by using the following methods:

- Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, learning teaching. In the light of NCF-2005 constructivist approach.

Unit 03: Assessment of Learning in Biological Science

- Objectives and essay type questions, types of objective test items: short answer type, multiple choice type, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their constructional approach.
- Assessment through participation in collaborative learning peer interaction; group discussion, seminars and presentations by learners on various topics related to biological process, environment and recent advancements in the areas of biological sciences.

Unit 04: Approaches and Strategies of learning Biology

- Process of learning through observation, inquiry, experimentation.
- Approaches and strategies of learning Biology, Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning.

Unit 05: Professional Development of Biology Teachers

- Various professional development programs for teachers such as in-service teachers training, seminars and conferences, membership of professional organizations, etc.
- Field Visit of Teachers.

PSS 11: Teaching of Mathematics

Unit 01: Nature and Scope of Mathematics

- Concept, meaning, Nature and scope of Mathematics.
- History of Mathematics with special reference to Indian Mathematics.
- Importance of Mathematics in school curriculum.
- Values of Mathematics Teaching, intellectual, utilitarian, social, aesthetic, cultural, psychological, vocational, disciplinary and moral value.
- Aims and Objectives of Teaching Mathematics.

Unit 02: Constructive and Organization of curriculum in Mathematics

- Principles of curriculum construction.
- Bases of curriculum construction in Mathematics.
- Drawbacks of existing curriculum & suggestions for improvement in mathematics curriculum.
- Methods of Organization of curriculum in Mathematics.
- Suggested curriculum areas in mathematics given by NCF-2005.

Unit 03: Methods and Techniques of Teaching Mathematics

- Methods of Teaching Mathematics.
- Techniques and Strategies of teaching Mathematics.
- Role of Mathematics Teacher.
- Planning in Mathematics Teaching.

Unit 04: Learning resources in Mathematics.

- Types of pre-service and in-service program for Mathematics Teacher.
- Journals and other resource material in Mathematics education.
- Professional growth of Mathematics Teacher, Participation in conferences/seminars/workshop.
- Organization of Mathematics Textbook and Mathematics lab.
- Teaching Aids in Mathematics Teaching.

Unit 05: Assessment and Evaluation of Mathematics Learning.

- Assessment and Evaluation in Mathematics.
- Various methods of assessment in Mathematics so as to assess understanding of Mathematical concept, Process and communication , creativity, problem solving and experimental activity, performance.
- Continuous and comprehensive evaluation.
- Diagnostic tests and remedial teaching.
- Identifying and Organizing components for developing framework of questioning paper at different stages of learning.

PSS 12: Teaching of Commerce

Unit 01: Introduction and Teaching Commerce

- Meaning, nature and scope of teaching at secondary level/sr. secondary stage.
- Place of teaching commerce in secondary curriculum.
- Value and importance of commerce teaching.
- Aims and Objectives of Teaching Commerce at higher secondary level.
- Correlation of with other school subjects.

Unit 02: Curriculum Designing

- Meaning of curriculum syllabus and textbook.
- Approaches of curriculum design.
- Principles of curriculum designing.
- Critical appraisal of textbook in commerce at higher secondary level.
- Correlation of commerce with other school subjects.

Unit 03: Organizing of Teaching Co-curricular Activities and lesson planning

- Need and importance of CCA in teaching learning process.
- Aims and Objectives of lesson planning.
- Types and strategies of lesson planning.
- Reflective teaching strategies.
- Quality of teaching.

Unit 04: Teaching Methods

- Methods of Teaching Commerce.
- Discussion Method.
- Lecture Method.
- Inductive and Deductive Method.
- Methods of teaching e-commerce.
- Reciprocal and multi grade teaching.
- Using o Teaching Aids.

Unit 05: Evaluation

- Meaning, importance of Evaluation.
- Types of Evaluation.
- Tests, Blue Print, Unit Plan.
- Characteristics of a good evaluation.
- Assessment, evaluation and grading.

Course EPC 01: Reading and Reflecting on Texts (1/2)

Unit 01: The importance of Reading and Reflecting.

- Participating in Reading and writing process as readers and writers.
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies, etc.
- Learn to think together.
- Personal/creative/critical all of these together responding.
- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.

Unit 02: Reading variety of Texts

- Reading interactively-individually and in small groups.
- Enhancing capacity of placing a text through reading and experience.
- Making and appraising arguments and interpretations, creating thoughtful arguments and offering justification for them.
- Reading variety of texts, empirical, conceptual and historical work, policy, documents, studies about school, teaching learners and about different peoples experiences.
- Expository texts like: Making predictions, answer questions and summarizing.

Unit 03: Writing and Reflecting on Texts

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

Unit 04: Reading and Writing

- Ways of reading, pre-reading and post reading activities.
- Helping children to become Good Readers and writers.
- Writing as a tool of consolidating knowledge.
- Reading and writing as a combined tool.
- Assessment of Reading and Writing.

Unit 05: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of language textbooks.
- Content, approaches and methods of teaching languages- Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications
- Learning resources for effective transaction of language curriculum.
- Types of Texts narrative and expository readers response to literature, schemas and interpretation of texts.

Course EPC 02: Drama and Art in Education (1/2)

Creative Drama: Focus Areas

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

- Finding connections between the particular and the universal. How larger processes and the contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalized Dalit women seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life, identifying it within drama work, the repercussions of change, who does it affect, why and how?
- Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in the world outside. Evaluating one's own and groups progress in class.

Fine Arts: Focus Group

- **Art, Art appreciation and art education:** visit to places like crafts, museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentations. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- **Visual art:** Opportunities to experiment and create pieces of art using different medium. Focus on colors, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvas, student-teachers would learn about lines, forms, compositions, colors, space divisions, etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspapers, etc.
- **Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experiencing with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (e.g. lullabies from different language cultures, harvest songs, songs during freedom struggle etc; create musical pieces with others; design and run sessions on music with children.

- **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, its impact on our psyche and aesthetics, orientation with an expert on films providing a background followed by screening of known films, projects/discussions on televisions and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimations of violence, age appropriate viewing and selection of films.
- **Literary Arts:** Linkage between language, literature and performing arts, appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it: exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
- **Architecture and spatial Design:** Develop a deeper understanding of architectural heritage, appreciation of spatial designs and the independence etc. Through heritage walks, political dynamics of space and its changing trends, cultural social connections with architecture and town/city planning, connections to natural resources and access to these viz a viz architecture and design, spaces for children in a city.
- **Designing a Project for school children:** Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example- a heritage walk to nearby monument and a public event about it- including art exhibition, plays, songs and other similar expressions, principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner, feedback from students, teachers and community would be used for evaluation of this aspect.

Course EPC 03: Critical Understanding of ICT (1/2)

Unit 01: Computer and its uses

- What is a computer?
- History and technological development.
- Uses of Computer in Modern Society i.e Education, Weather Forecasting, Banking, Research, Defense, Business, Census, etc.
- Limitations and disadvantage.
- Impact of Computer on Education, Planning and Administration.

Unit 02: Characteristics and functions of Computer

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

Unit 03: Role of ICT

- Introduction of ICT.
- Role of ICT in effective curriculum transactions.
- Use of specific ICT tools in education.
- ICT in evaluation process.
- Globalization of community through Computer (Internet).

Unit 04: ICT based Teaching-Learning Approach

- Social Networking
- E-Learning
- Virtual Learning
- Cloud Learning
- Learner centered ICT pedagogy

Unit 05: ICT & Capacity Development

- Capacity development of teachers
- ICT enhancing teaching and learning process.
- Multimedia presentations.
- Intel teaching to the future training program.
- Open learning system.

