



**Scheme of Instruction & Syllabi of Integrated Course
under CBCS**

**Bachelor of Arts with Bachelor of Education
(B.A. B.Ed.)**

**(B.A. with English Literature, Political
Science/Economics & History)**

(Effective from Session 2020-21)

Invertis Institute of Education

Invertis University, Bareilly

Invertis Village,

Bareilly – Lucknow Road, NH – 24,

Bareilly (U. P) - 243123

India

B.A. B.Ed.

Program Outcomes (PO)

The 4 year integrated B.A. B.Ed. program aims at enabling the student-teacher to :

PO1 : Understand the basic concepts and ideas of educational theory.

PO2 : Build understanding and perspective on the nature of the learner, diversity and learning. Understand the nuances of child psychology and how children's learn.

PO3 : Discuss the role of the systems of governance and structural – functional provisions that support school education.

PO4 : Practice skills and approaches for enhancing understanding of subject matter knowledge to be taught in secondary schools. Appreciate and apply the latest approach such as the constructivist approach to teaching learning.

PO5 : Adopt innovative teaching strategies in classroom processes. Enhance the skills of communication.

PO6 : Excellent adaptability to function in multi-disciplinary work environment, good interpersonal skills as a leader in a team in appreciation of professional ethics and societal responsibilities.

PO7 : Develop understanding about teaching, school management and community involvement. Make use of subject specific pedagogical knowledge and skills.

PO8 : Create awareness about the environment.

PO9 : Build skills and abilities of communication, reflection, art, aesthetics, theatre, self expression and ICT. Get functional familiarity with ICT and use it as a teaching learning tool.

PO10 : Become effective teachers of social study and language at secondary level by imbibing appropriate professional values. Develop knowledge and performance competencies in social studies and language.

PO11 : Develop critical thinking, abstract reasoning, creativity and problem solving skills.

PO12 : Discover different human values inherent in content domains.

CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Course under B.A. B.Ed.

Course	*Credits Theory +Tutorial
=====	
I. Core Course (30 Papers)	24 X 04 = 96
06 X 02 = 12	
Discipline specific core (12 Papers)	
Discipline specific core in Education (12 Papers) Language core course (06 Papers)	
Core Course Practical / Tutorial* (00 Papers)	
II. Elective Course (9 Papers)	
A.1. Discipline Specific Elective (06 Papers)	02 X 06 = 12 03 X 01 = 03 01 X 02 = 02
B.1. Generic Elective/Interdisciplinary (04 Papers)	03 X 02 = 06 01 X 01 = 01
III. Ability Enhancement Courses (12 Papers)	
1. Ability Enhancement Compulsory (05 Papers)	04 X 02 = 08 02 X 01 = 02
2. Ability Enhancement Elective (Skill Based) (07 Papers)	01 X 12 = 12 04 X 02 = 08 02 X 01 = 02
Total credit: 164	

Institute Should evolve a system/policy About ECA/ General Interest/Hobby /Sports/NCC/NSS/related courses on its own. * wherever theories a practical there will be no tutorial and vice-versa

Structure of CBCS Course in B.A. B.Ed.

Year	Sem	Core Course Program (DSC)	Language Core Course (LCC 1)	Language Core Course (LCC 2)	Ability Enhancement Compulsory (AECC)	Skill Enhancement Course Program (SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)
I	1	DSC1	LCC1		AECC1	SEC1	DSE1	
		DSC2						
		DSCE1						
	2	DSC3		LCC2	AECC2		DSE2	GE1
		DSC4						
DSCE2								
II	3	DSC5	LCC3			SEC2	DSE3	
		DSC6						
		DSCE3						
	4	DSC7		LCC4	AECC3	SEC3	DSE4	
		DSC8						
DSCE4								
III	5	DSC9	LCC5		AECC4	SEC4	DSE5	GE2
		DSC10						
		DSCE5						
		DSCE6						
	6	DSC11		LCC6	AECC5	SEC5		GE3
		DSC12						
		DSCE7						
IV	7					SEC6		
	8	DSCE9			AECC6	SEC7	DSE6	GE4
		DSCE10						
		DSCE11						
		DSCE12						

THIRD YEAR

Semester V

Sr · N o.	CODE	COURSE	CATEGORY	L	T	P	C A	E E	TOTA L	CREDI T
28	BAB501	English Literature - V	LCC5	3	1	0	30	70	100	4
39	BAB502 / BAB504	International Relations/Public Economics	DSC9	3	1	0	30	70	100	4
30	BAB505	History of Modern India	DSC10	3	1	0	30	70	100	4
31	BED501	Pedagogy of English language - I	DSCE5	2	0	0	15	35	50	2
32	BED502	Pedagogy of Social Studies - I	DSCE6	2	0	0	15	35	50	2
33	BED506	DSE5	DSE	2	1	0	15	35	50	2
34	BED507	GE2	GE	2	0	0	15	35	50	2
35	BED561	AECC4	AECC	0	0	2	10	15	25	1
36	BED551	SEC4	SEC	0	0	2	15	35	50	2
TOTAL				17	4	4	175	400	575	23

Semester VI

S r. N o.	CODE	COURSE	CATEGORY	L	T	P	C A	E E	TOTA L	CREDI T
37	BAB601	English Literature - VI	LCC6	3	1	0	30	70	100	4
38	BAB602 / BAB604	United Nations Organization/Economics of Health & Education	DSC11	3	1	0	30	70	100	4
39	BAB605	History of Europe	DSC12	3	1	0	30	70	100	4
40	BED601	Pedagogy of English language - II	DSCE7	2	0	0	15	35	50	2
41	BED602	Pedagogy of Social Studies - II	DSCE8	2	0	0	15	35	50	2
43	BED671	AECC5	AECC	0	0	0	0	50	50	2
44	BED651	SEC5	SEC	0	0	2	15	35	50	2
TOTAL				15	3	2	150	400	550	22

CORE COURSES

SR. NO.	COURSE
DSC1	Political Theory/ Economics
DSC2	History : Ancient Indian Culture
LCC1	English Literature - I
DSCE1	Childhood & Growing Up
DSC3	Organization & Organs of Government/Macro Economics
DSC4	History of Ancient India
LCC2	English Literature - II
DSCE2	Contemporary India & Education
DSC5	Political Thoughts/Indian Economics
DSC6	Medieval Indian Society & Culture
LCC3	English Literature - III
DSCE3	Development of Education system in India
DSC7	Political Evolution of India/Economy, State & Society
DSC8	History of Medieval India
LCC4	English Literature - IV
DSCE4	Teaching, Learning & Assessment
DSC9	International Relations/Public Economics
DSC10	History of Modern India
LCC5	English Literature - V
DSCE5	Pedagogy of English language - I
DSCE6	Pedagogy of Social Studies - I
DSC11	United Nations Organization/Economics of Health & Education
DSC12	History of Europe
LCC6	English Literature - VI
DSCE7	Pedagogy of English language - II
DSCE8	Pedagogy of Social Studies - II
DSCE9	Inclusive Education
DSCE10	Gender, School & Society
DSCE11	Educational Measurement & Evaluation
DSCE12	Curriculum Development

DISCIPLINE SPECIFIC ELECTIVES

SR. NO.	COURSE
1	1. Educational Technology 2. Programmed Instruction
2	1. ICT in Education – I 2. Basic knowledge of computer : System & Generations - I
3	1. Sociological Aspects of Education 2. Women Education 3. Life skill Education 4. Early childhood care & Education 5. Distance Education 6. Work Education
4	1. Classroom Management 2. Organizational Administration 3. Action Research
5	1. ICT in Education – II 2. Basic knowledge of computer : System & Generations - II
6	1. Special Education 2. Guidance & Counseling 3. Value Education

GENERIC ELECTIVES

SR. NO.	COURSE
1	1. Practicum II : Scout and Guide Camp 2. National Service Scheme (NSS)/National cadet corp (NCC)
2	1. General Hindi
3	1. Open Educational Resources 2. Health, Education & Yoga 3. General Studies 4. National Concern & Education
4	1. Educational entrepreneurship 2. Vocational Education 3. Geography of World 4. Constitution of the world

ABILITY ENHANCEMENT COMPULSORY COURSE

SR. NO.	COURSE
1	1. English language and Communication
2	EPC – I : Reading & Reflecting on Texts Professional Communication
3	EPC – II : Educational Excursion / Art & Craft workshop Creative Writing
4	EPC – III : Drama & Art in Education Film Studies
5	School Internship (2 Week) Industrial Visit
6	Environment Education Logical Reasoning

SKILL ENHANCEMENT COURSE

SR. NO.	COURSE
1	1. Practicum I : Psychology Practical
2	1. Practicum III : Cultural Activities, Sports & Yoga
3	1. School Internship - I for School Observation (2 Week)
4	Practicum IV : Micro Teaching, Preparation of Teaching Aid & Construction of Achievement/ Diagnostic Test
5	1. Practicum V : Workshop on Preparation for Teaching & Simulation Teaching
6	School Internship (16 weeks including 2 week School and Community Awareness Program)
7	1. EPC - VI : Understanding The Self including Workshop on Self Development

Semester: V

English Literature - V

Course Code: BAB501 Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60 MM: 100

PROGRAM OUTCOMES

PO 1 Understand basic concepts and ideas of educational theory.

PO 2 Build understanding and perspective on the nature of the learner, diversity and learning.

PO 3 Comprehend the role of the systems of governance and structural – functional provisions that support school education.

PO 4 Develop understanding about teaching, pedagogy, school management and community involvement.

PO 5 Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

COURSE OBJECTIVES:

- To gain knowledge of the major traditions of literature written in English.
- To persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, critical)
- To understand how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.
- To gain a thorough understanding of the history of English Literature with special reference to different movements.

Course Outline:

Unit I: Life and works

John Milton

Thomas Gray

Rabindranath Tagore

Swami Vivekanand

Unit II: Poetry

John Milton: On his blindness, Paradise Lost Book 1 (1-16)lines

Thomas Gray: Elegy written in Church yard (stanza I to XIX)

Rabindra Nath Tagore: Leave this chanting and counting beads

Swami Vivekanand: The song of the free

Unit III: One Act Play

Riders to the Sea: JM Synge

Chitra: Rabindranath Tagore

Unit IV: History of Literature

The Twentieth and the Twenty-first centuries

Trends in twentieth century literature with special reference to Georgian poetry, Imagism and Symbolism.

Growth of Post-colonial literature: Feminism, Post modernism etc.

Suggested Reading:

- RIDERS TO THE SEA a play in one-act by John Millington Synge, Boston: John W. Luce,1911.
- Rabindranath Tagore (Amar Chitra Katha) Paperback – 1977 by Kalyanaksha Banerjee(Author)
- Studies on Rabindranath Tagore (English, Hardcover, Mohit K. Ray) Publisher: Atlantic ,Edition:2004
- Chitra, One Act Play by Rabindranath Tagore
- The complete Poetry and Essential Prose of John Milton (Modern Library)
- The Poetical works of John Milton, Elibron Classics - The Cambridge Companion to Milton (Cambridge Companions to Literature) edited by Dennis Danielson
- Thomas Gray: Selected Poems (Poetry Classics) Hardcover–by Thomas Gray (Author), Ian Hamilton (Editor) Bloomsbury Publishing PLC (October 16,1997)

International Relations

Course Code: BAB502 Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60 MM: 100

After going through the course the teacher trainee will be able:

- To describe the importance of International relations.
- To develop their social reasoning ability and argue on the areas of Conflict in International Relations.
- To Analyze the international order in 21st century.
- To estimate the different elements of national power and limitations of national power.
- To relate cause of the problems of war and peace capable to give their opinion to maintain peace.
- To explain the third world and non – aligned Movement.

Course Outline:

Unit I: International Relations

- Definition, Nature of the Study, Contents of the Study, Evolution as an Academic Discipline,
- The Sovereign States, Non-state Actors/Transnational Actors.

Unit II: National Power and Problems of War & Peace

- National Power: Meaning and Definition, Different Elements of National Power and Limitations of National Power.
- Problems of War and Peace: Balance of Power, Collective Security and Nuclear deterrence.

Unit III: Imperialism and Neo – colonialism

- Imperialism: Meaning, Motives, Forms.
- Neo-colonialism: Meaning, Mechanisms, Evils, Movements against New – colonialism.

Unit IV: Major Areas of Conflict in International Relations

- East-West Relations and the Cold War: Origin, Causes, Stages, Impacts and End of the Cold War.
- Break down of USSR, North-South Relations.

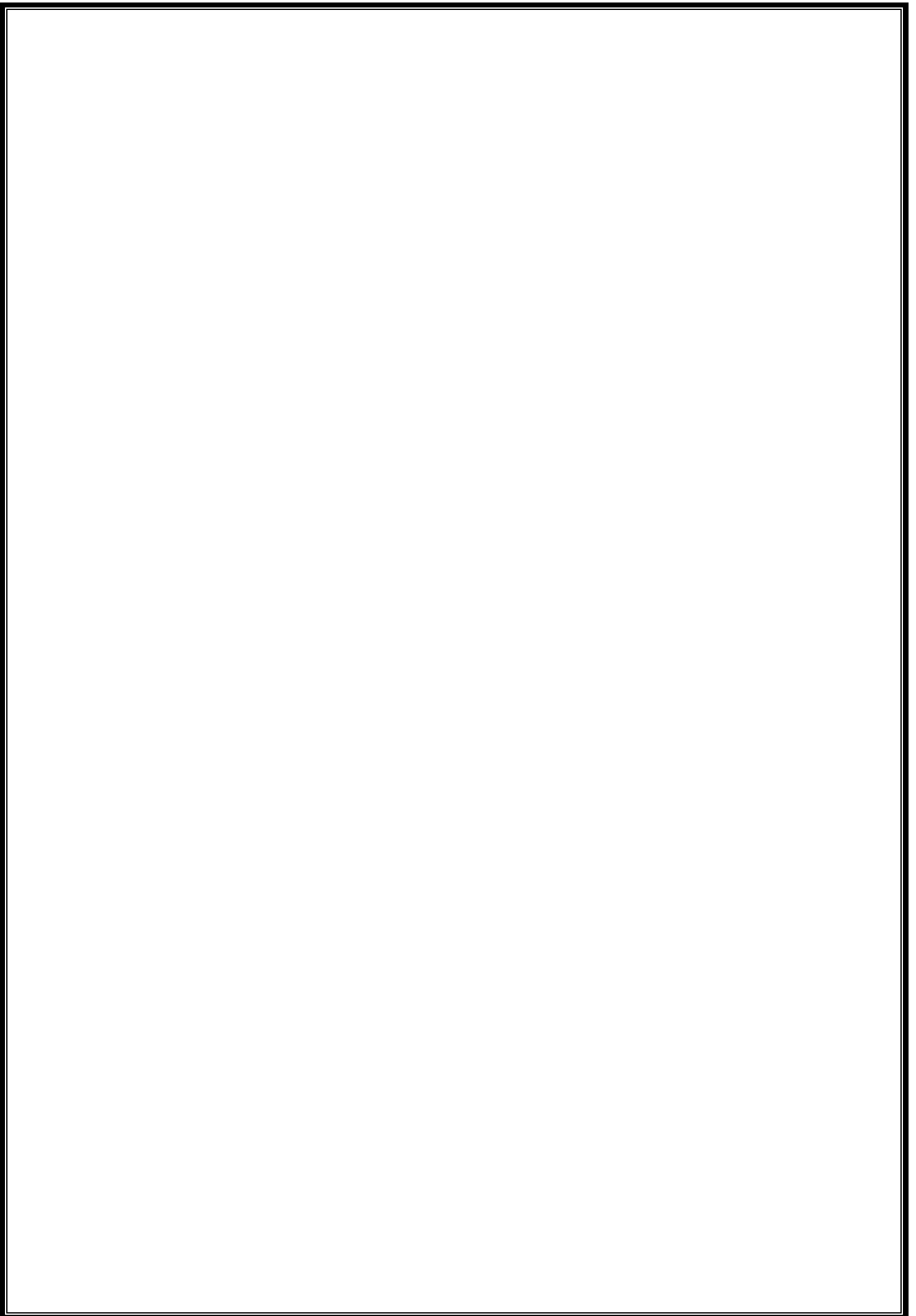
Unit V: The Third World and Non – Aligned Movement

- The Third World: Common Features, Problems, Role in International Society.
- Non- aligned movement: Contributions, Problems, Relevance.
- International Order in 21st Century.

Suggested Reading:

- Barylis John, Steve Smith & Patnz Omens (2011) – The Globalization of World Politics: OVP, London
- Chakraborty Radharaman (1984) – Theory and Practice International Relations: Macmillan India, Ltd., New Delhi.
- Dutta Alok – Indian (2005) Non – Alignment and National Interest: Sujana Kolkata, India.
- Frankel Joseph (1969) – International Relations in a changing World: Oxford University Press.
- Johari J.C. – International Relations and Politics: Vikas Publishing House Pvt Ltd.
- Jorgenthans Hans (2007) – Politics among Nations -The struggle for power & peace (Kalyani Publications-Indian Reprint).
- Kumar Roy Jayanta (2011) – International Relations: Routledge Connaught place New Delhi.
- Palmer Narman D. & Perkins (1985) – International Relations – The World (C.B.S. Publishers & Distributors).

□ Verma S.P. (1988) – International System and the Third World.



History of Modern India

Course Code: BAB505 Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60 MM: 100

After going through the course the teacher trainee will be able –

- To criticize the British Relations with Princely States.
- To summarize the development of Science and Technology in Modern India.
- To compare the different Communal Politics in Modern India.
- To solve the problems of Indian society.
- To understand the History of British Rule.
- To describe the History of Modern India.

Course Outline:

Unit I:

- Advent of Europeans in India, Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars).
- Governor General of Bengal - Warren Hasting to Cornwallis.
- Anglo - Mysore Relations & Carnatic War., Anglo - Maratha Struggle.
- William Bentinck and his Policies. Army and Police Administration.
- Dalhousie and his policies.

Unit II:

- Ideology of raj and racial attitudes.
- Spread of Sikkism, king ranjeet Singh and Punjab.
- Misal, Banda Bairagi.
- 10 gurus of Sikkism and their working towards independence.

Unit III:

- Gandhian Movement - Nature, Programme, Social Composition.
- The Revolutionary Movements.
- Pre-Partition Politics - Simon Commission, August Offer, Cripps Mission, Cabinet Plan.
- Communal Politics and Partition of India - Mountbatten Plan, C. Rajgopalacharya Plan.
- Transfer of Power.

Unit IV:

- Vision of New India - Planned Economy, Working of Jawaharlal Nehru as Prime Minister.
- Development of Science and Technology in Modern India.

Suggested Reading:

- Advanced History of Modern India - Vol. I - III, G.S. Chabra.
- Modern India - Sumit Sarkar
- Freedom Struggle - Bipan Chandra
- Modern India - S.B. Chaudhary
- Social Background of Indian Nationalism - A.R. Desai
- Modern India - B.L. Grover
- British Rule in India - Ram Gopal
- Hind Swaraj - M.K. Gandhi
- Britain & Muslim India - K.K. Aziz
- History of Freedom Movement in India - R.C. Majumdar

Pedagogy of English Language: Part - I

Course Code: BED501 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able:

- To understand the nature and characteristics of language and use of English language.
- To evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
- To describe important methodologies and techniques of teaching English.
- To develop insight into the form and use of English and to give practice in lesson planning.
- To use various learning resources and teaching aids in classroom teaching.
- To construct test items to assess and evaluate learning outcomes.

Course Outline:

Unit I: Language Acquisition

- Nature, concept, importance and functions of language, First, Second and Foreign language;
- Different forms of English, Linguistic diversity and its impact on English, Organization of sounds – vowels and consonant sounds,
- Understanding Phonetics, morphology and Syntax, the role and position of English in India (English as a colonial Language, second language, global language)
- Objectives of teaching English at secondary level, Taxonomy of objectives, writing objectives in behavioural terms. Problems of teaching English and their solutions.
- Psychological, linguistic and pedagogical principles of teaching English as a second language, Significance of English in the age of Globalization;

Unit II: Teaching Models, Strategies, Teaching-Learning Material and Aids

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist.
- Microteaching, simulated teaching, team teaching, PLA technique, project based learning, cooperative learning,
- Print media, other reading materials, such as magazines, newspapers comic strips etc.
- ICT- audio-visual aids OHP, LCD Computer including CALL programmes, Radio, T.V, Films;
- Co - Curricular activities; Role play, simulation, speech, games, language laboratories and multimedia resources, Planning co-curricular activities, discussion, debates, workshops, seminars etc.)

Unit III: Language Assessment and Evaluation

- Construction of test items (unit test) to assess simple factual knowledge, higher thinking and application abilities;
- Use of observation techniques, Student-Teacher Profile, recording and evaluating procedures to assess the performance of students' activities, projects;
- Group assessment; self and peer assessment; assessment of worksheets; students' journals;
- Use of rubrics in assessment. Portfolio assessment, Teacher's reflections in the process.

Suggested Reading:

- D. Brown: Principles of Language and Teaching. Prentice Hall, London.
- M.L. Tickoo: Teaching and Learning English in India. Orient Longman
- Richards and Rodgers: Approaches and Methods in Language Teaching. CUP

- C.J. Brumfit and K. Johnson: The Communicative Approach to Language Teaching. OUP
- K. V.V.L. Narasimha Rao: Essentials of Second Language Teaching
- Agnihotri, R.K. Khanna, A.L. 1994. (Eds.) Second Language Acquisition: Socio- cultural and linguistic Aspects of English in India (RAL 1), New Delhi: Sage Publications.
- Chomsky, N. 1986. Knowledge of Language. New York: Praeger
- Crystal, David. 1997. Globalization of English. Cambridge: Cambridge University Press.
- Graddol, D. 1997. The Future of English? London: The British Council.
- Graddal, D. 2006. English Next London: The British Council
- Jespersen, O, 1922. Language: Its Nature, Development and Origin, New York: W.W. Norton.
- Krashen, S.D. 1982. The Input Hypothesis. Oxford. Pergamon Press.
- Lock, G. 1996 Functional English Grammar. Cambridge: Cambridge University Press.
- Mohanty. A.K. Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication. Mysore: CIIL
- NCERT. 2005. National Curriculum Framework- 2005. NCERT: New Delhi
- NCERT. 2005. Teaching of Indian Languages: Position Paper of National Focus Group. NCERT: New Delhi
- NCERT. 2005. Teaching of English: Position Paper of National Focus Group. NCERT: New Delhi
- NCERT. 2005. Gender Issues in Education: Position Paper of National Focus Group. NCERT: New Delhi
- NCERT. 2005. Problems of Scheduled Caste and Scheduled Tribe Children: Position Paper of National Focus Group. NCERT: New Delhi
- NCERT. 2008. Reading for Meaning. New Delhi: NCERT.
- NCERT. 2008 Source Book on Assessment for Classes I – V. NCERT: New Delhi.
- NCERT. 2000 Continuous and Comprehensive Evaluation. NCERT: New Delhi.
- Nunan, D. 1991. Language Teaching Methodology. London. Prentice Hall.
- Pattanayak, D.P. 1981. Study of Language. A Report (unpublished). New Delhi: NCERT.
- Prabhu, N.S. 1987 Second Language Pedagogy. Oxford University Press.
- UNESCO. 2004. Education in Multilingual World. UNESCO Education Position Paper. Paris

Pedagogy of Social Studies: Part – I

Course Code: BED502 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 60 MM: 50

After going through the course the teacher trainee will be able:

- To develop an understanding of pedagogical processes and critical issues related to the teaching-learning of social studies.
- To help evolve a national and international perspective through comparative analysis of curricula.
- To enable the student-teachers to become effective teachers of social studies.
- To prepare the student-teachers for leadership roles in schools and other educational institutions.
- To develop a critical understanding about the nature of social science and its interface with society
- To develop the ability to organize curricular activities for promoting social science learning.

Course outline:

Unit I: Aims and objectives of teaching social studies

- Concept, nature and scope of social studies, Philosophical and Theoretical basis of Social studies.
- Distinguishing between natural sciences and social sciences, major social science disciplines in schools.
- Aims and objectives of teaching social studies at various level of education with special reference to Indian conditions.
- Need and significance of teaching social studies at secondary level of education. Place of social studies in school curriculum.
- Classification of learning objective; cognitive, affective and psychomotor. Writing objectives in behavioural terms in content areas of Social Science.

Unit II: Teaching Models, Strategies and Teaching Aids

- Meaning and definition of teaching models, fundamental elements of teaching models, types of teaching models; behavior modification and constructivist.
- Microteaching, simulated teaching, team teaching, PLA technique, project based learning, cooperative learning.
- Importance of teaching aids, Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science.
- Preparation of teaching aids. Use of teaching aids in the class room situations.
- Application of ICT in the Social Science Classroom.

Unit III: Assessment and Evaluation

- Construction of test items (unit test) to assess simple factual knowledge, higher thinking and application abilities;
- Use of observation techniques, Student-Teacher Profile, recording and evaluating procedures to assess the performance of students' activities, projects, laboratory skills;
- Group assessment; self and peer assessment; assessment of worksheets; students' journals;
- Use of rubrics in assessment; Portfolio assessment; Teacher's reflections in the process.

Suggested Reading:

- Bunning, A.C.: Teaching of Social Studies in Secondary Schools, McGraw Hill Book Company, Inc., New York.
- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- High, J.: Teaching Secondary School Social Studies, The Macmillan Company, New York.
- Kochhar, S.K.: Teaching of Social Science, Sterling Publication, New Delhi.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.
- Tripathi, S.: Teaching Methods, Radha Publications, New Delhi.

ICT IN EDUCATION- II

Course Code: BED506 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able:

- Acquire familiarity with different modes of computer-based learning.
- Explain the different approaches of ICT integration in education
- Plan and use various ICTs for project based/problem based, constructivist learning environment
- Appreciate the scope of ICT for improving the personal productivity and professional competencies
- Develop skills in using various web 2.0 and e-learning tools
- Appreciate the use ICT in improving educational administration

Course Outline:

Unit I: Visualizing Technology-Supported Learning Situations

- Preparation of learning schemes and planning interactive use of audio-visual programme,
- Development of PPT slide show for classroom use, Use of available software or CDs with LCD projection for subject learning interactions
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum, creation of 'Blogs',
- Web quest and virtual field trips: concept, process and use in the classroom

Unit II: ICT for Assessment, Management and Professional Development

- Electronic assessment portfolio – concept, types, tools and e-portfolio rubrics
- ICT for educational administration, ICT for personal and professional development: tools and opportunities
- Assistive technology for special needs and inclusion: tools and process
- Teleconferencing and Video-Conferencing, EDUSAT: The Indian experiment, web conferencing- tools and techniques
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing

Unit III: Innovations in Educational Technology:

- Video Lesson, Talk Back Experiment,
- CAI, Interactive Video and Language Laboratory
- Use of Internet and social networking sites for teaching learning process
- E-learning: concept, types, characteristics, advantages and limitations. Mobile technology for learning.
- E-Classroom: Concept, Organizing E-Classroom.
- Learning and Learning Management Systems (LMS)

Suggested Readings

- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead. Suggested Reading
- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw Hill International

- Cabmbridge, D. (2010). E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
- Costantino, P.M., DeLorenzo, M.N., Kobrinski, E.J. (2006). Developing a professional teaching portfolio: a guide for success. Pearson 150
- Imison, T., Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford
- Montgomery, K., Wiley, D. A. (2004). Creating E-portfolio using PowerPoint- A Guide for Educators. Sage: New Delhi
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A. K. (1998). Elements of Computer Science. S. Chand & Company: New Delhi
- Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
- Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html

Practicum - IV

(Preparation of Teaching Aid, Micro Teaching & Construction of Achievement / Diagnostic Test)

Course Code: BED551 Credit: 02 (L-0, T-0, P-4)

Contact Hours: 60 MM: 50

Course Outline:

1. Preparation of Teaching Aid.
2. Preparation and presentation of 25 micro teaching lesson plans (minimum 5 skills for each teaching subject).
3. Construction of achievement / diagnostic test.
4. Viva – voce.

Note: For successful completion of the course participation in all activities of practicum is compulsory.

EPC – III: Drama and Art in Education

Course Code: BED561 Credit: 01 (L-0, T-0, P-2)

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able –

- To develop aesthetic sensibilities and learn the use of art in teaching-learning.
- To integrate curricular and co-curricular activities for overall development of learners.
- To understand basics of different art forms and impact of art forms on the human mind.
- To enhance awareness of the rich cultural heritage, artists and artisans.
- To understand drama and art as a form of self-expression for enhancing creativity.
- To enhance skills for integrating different art-forms across school curriculum at secondary level.

Course Outline

Unit I: Appreciation of Arts & Crafts

- Meaning and concepts of arts and crafts and their significance at secondary level of school education. Difference between 'Education in Arts' and 'Arts in Education'.
- Aesthetics & principles of art appreciation. Importance and role of arts in deepening children's perceptual ability, reflection and expression.
- Dimensions of Indian art & craft traditions and its relevance in education.
- Indian contemporary arts and artists: visual arts, performing arts. Indian festivals and their artistic significance in education.

Unit II: Visual Arts in Education

- Nature and importance of visual arts in education.
- Different forms of visual presentations and their artistic features (drawings, paintings, portraits, photography, graphic designs, cartoons, illustrations, origami, clay modeling, printmaking, etc.)
- Philosophical and sociological implications of visual arts.
- Criticism and evaluation of art works; understanding of art trends from the Western and Eastern viewpoints.

Unit III: Performing Arts in Education

- Nature and importance of performing arts in education.
- History and overview of various disciplines in dance, music and theatre.
- Identification of different performing art forms and artists (dance, music, theatre, puppetry, etc.)
- Drama as critical pedagogy. Different drama forms and theatre techniques useful in education (such as hot seating).

Practical Activities:

Experimentation with Visual Arts and Crafts

- Experimentation with different materials of visual art, such as pastel /poster colours, pen and ink, rangoli materials, clay, photographs, cartoons, clipart, etc.
- Exploration and experimentation with different methods of visual arts like painting, printing, sketching, photography, collage making, clay modelling, origami, etc.
- Paper framing and display of art work.

Exercise with Performing Arts

- Listening/viewing and exploring Regional art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of classical and Regional art forms; and their appraisal.
- Participation and performance in any one of the Performing Arts keeping in mind the integrated educational approach.
- Designing and management of stage-setting for a performance/presentation (properties, costume,

make-up, set design, lighting etc.).

Assignments (any two):

- Preparation of a report on local culture and art forms, interpretation of art works, movies and other media.
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts & craft forms;
- Documentation of the processes of any one art or craft form with the pedagogical basis (such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face)
- Student-teacher should prepare at least five lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms.

Suggested Reading:

- Atkinson, D. (2002). Art in education: Identity and practice. Dordrecht: Kluwer Academic Publishers. ISBN: 1-4020-1084-8 (HB) 1-4020-1085-0 (PB)
- Smith, R.A. and Simpson, A. (1991). Aesthetics and arts education. Urbana-Champaign: University of Illinois Press. ISBN: 0-252-01752-8 (HB), 0-252-06141-1 (PB)
- Gardner, H. (1990). Art education and human development. Los Angeles: Getty Publications. ISBN: 978-0-89236-179-3, 978-0-252-06141-7
- Purohit, V. (1988). Arts of transitional India: Twentieth century, 2 Volumes. Bombay: Popular Prakashan Pvt. Ltd. ISBN: 0-86132-138-3
- Mathur, S. (2007). India by design: Colonial history and cultural display. London: University of California Press Ltd. ISBN: 978-0-520-23417-8 (HB), 978-0-520-25231-8 (PB)
- Chapman, L.H. (1978). Approaches to art in education. New York: Harcourt College Publishers. ISBN: 0155028960, 9780155028968
- Eca, T. and Mason, R. (2008). International dialogues about visual culture, education and art. Bristol: Intellect Books. ISBN: 978-1-84150-167-3, e-ISBN: 978-1-84150-227-4
- McCutchen, B.P. (2006). Teaching dance as art in education. USA: Sheridan Books (Website: humankinetics.com). ISBN: 9780-07360-5188-0 (HB)
- Efland, A. (1990). A history of art education: Intellectual and social currents in teaching the visual arts. New York: Teachers College Press, Columbia University. ISBN: 0-8077-2978-7 (HB), 0-8077-2977-9 (PB)
- Thompson, C.M. (1995). The visual arts and early childhood learning. Reston, Virginia: National Art Education Association. ISBN: 0937652806, 9780937652800
- Lowen, S. (2005). The performing arts in India: Development & spread across the globe. Gurgaon: Shubhi Publications. ISBN: 81-87226-94-3, 978-81-87226-94-9
- Wade, B. C. (1983). Performing arts in India: Essays on music, dance, and drama (Volume 21 of monograph series). Barkley: Center for South and Southeast Asia Studies, University of California.
- Banerjee, U.K. (2006). Indian performing arts: A mosaic (3rd Ed.). New Delhi: Harman Publishing House. ISBN: 8186622756, 9788186622759
- Kothari, S. (2003). New directions in Indian dance(India). Mumbai: Marg Publications (National Centre for the Performing Arts). ISBN: 81-85026-62-9

General Hindi

Course Code: BED 507 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 40 MM: 50

Course Objectives :

1. C-TET/ UP-TET एवं UPSC की परीक्षाओं में हिंदी की उपयोगिता को नाकारा नहीं जा सकता। अतः ये विषय पाठ्यक्रम में स्थान देने के लिए पूर्णतया उचित है।
2. B.A.B.ED/B.Sc.B.ED के छात्रों के लिए भविष्य में हिंदी विषय बहुत महत्वपूर्ण एवं लाभकारी साबित होगी इसलिए शिक्षा विभाग की कक्षाओं में मैंने हिंदी विषय को सम्मिलित किया है

पूर्णक : 50

Unit-1

1. भाषा अध्यापन के सिद्धांत
2. सुनने और बोलने की भूमिका ; भाषा का कार्य तथा बालक इसे किस प्रकार एक उपकरण के रूप में प्रयोग करते हैं
3. विलोम शब्द

Unit-2

1. अध्यापन- अधिगम सामग्री : पाठ्यपुस्तक , मल्टीमीडिया सामग्री , कक्षा का बहुभाषायी संसाधन
2. उपचारात्मक अध्यापन
3. पर्यायवाची शब्द

Unit-3

1. वाक्य शुद्धि
2. अंक पारिभाषिक शब्दावली (अंग्रेजी शब्दों के हिंदी समानार्थक शब्द)
3. समानार्थी शब्द

Unit-4

1. संक्षेपण
2. पल्लवन
3. मुहावरे

. पाठ्य पुस्तकें

1. गद्य प्रभा , संपादक डा . नवल किशोर प्रकाशन : पंचशील प्रकाशन
2. कविता के आधुनिक सोपान , संपादक डा . जीवन सिंह , डा . भागीरथ भार्गव प्रकाशक: किरण पब्लिकेशन , पुरानी मंडी अजमेर

Semester: VI

English Literature - VI

Course Code: BAB601 **Credit: 04 (L-3, T-1, P-0)**

Contact Hours: 60 **MM: 100**

After going through the course the teacher trainee will be able:

- To gain knowledge of the major traditions of literature written in English.
- To persuasively interpret subtext and significance by connecting literary texts with relevant contexts (cultural, historical, generic, critical)
- To apply focused, graceful, insightful, well-supported and documented literary criticism in written and oral form.
- To analyse how writers from a vast array of cultural traditions have used the creative resources of language-in fiction, poetry, drama, and non-fiction prose-to explore the entire range of human experience.
- To evaluate literary continuity through attention to different literary genres, literary traditions, historical periods, or national literatures.
- To Create the skills of analytical and interpretive argument, helping students become creative and critical writers and to develop sensibility and emotions of students with the purpose to enable them to relish literature

Course Outline:

Unit I: Life and works

- P.B Shelley
- Thomas Hardy
- William Shakespeare
- Rabindranath Tagore

Unit II: Poetry

- P.B shelley: Ozymandias, A Lament, Ode to west wind, Love's philosophy
- Rabindranath Tagore: Gitanjali Songs, Song Unsung, Journey Home, Lotus, Give me strength

Unit III: Drama

- Twelfth Night by Shakespeare

Unit IV: Fiction

- The Mayor of Casterbridge by Thomas Hardy.

Suggested Reading:

- Twelfth Night by William Shakespeare, Penguin classics Publishers
- Oxford School Shakespeare: Twelfth Night Paperback – 4 Mar 2010 by [William Shakespeare](#)
- The Mayor of Casterbridge by Thomas Hardy, Vintage Classics
- [The Mayor of Casterbridge \(Penguin Classics\) by Hardy, Thomas \(2003 \) Paperback](#)
- Studies on Rabindranath Tagore (English, Hardcover, Mohit K. Ray) Publisher: Atlantic, Edition: 2004
- The Complete Works of William Shakespeare Paperback – 28 Nov 2016 by [William Shakespeare](#)
- The Poetry of Rabindranath Tagore, Paperback –2012 by Rabindranath Tagore
- Selected Poems (Penguin Classics) Paperback – 31 Mar 2005 by [Rabindranath Tagore](#) (Author), [William Radice](#) (Editor, Translator)
- P. B. Shelley: Complete Works of Poetry & Prose (1914 Edition): Volume 4 Paperback – 14 Nov 2012 by [Percy Bysshe Shelley](#) (Author), [J. M. Beach](#) (Editor)
- Thomas Hardy: Poems Selected by Tom Paulin (Poet to Poet) Paperback – 7 Apr 2005 by [Thomas Hardy](#) (Author), [Thom Gunn](#) (Editor)
- The Collected Poems of Thomas Hardy (Wordsworth Poetry Library) Paperback – 9 May 1994

by [Thomas Hardy](#) (Author), [Michael Irwin](#) (Introduction)

United Nations Organizations

Course Code: BAB602

Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60 MM: 100

After going through the course the teacher trainee will be able:

- To describe the knowledge of Purpose and Principles of United Nations Organizations.
- To develop their reasoning ability to argue on the success and failure of UNO.
- To apply their human rights for all round the development.
- To analyze the principal organs of UNO, their composition, functions, role and procedure.
- To explain the various agencies of UNO.
- To relate the cause of the problems of peace keeping and evaluation of United Nations Organizations and will be aware the solutions of these problems.

Course Outline:

Unit I: UNO Introduction

- Purpose
- Principles.

Unit II: UNO Principal Organs

- General Assembly: Composition, Functions, Role and Voting Procedure.
- Security Council: Composition, Functions, Role and Voting Procedure.
- International Court of Justice: Appointment of Judges, Jurisdiction and Contemporary Role.
- Economic and Social Council: Composition, Functions and Present Role.
- Trusteeship Council: Composition and Functions Present Status.
- Secretariat: Composition, Functions, Appointment Procedure, Powers, Functions and Role of Secretary General.

Unit III: UNO Critical Evaluation

- Success and Failure of United Nations Organization,
- The UNO and Human Rights.

Unit IV: The Specialized Agencies Under United Nations Organization

- IBRD, UNESCO
- UNICEF, WHO,
- UNCTAD, FAO,
- IMF and ILO.

Unit IV: The UNO & the Problems of Peace keeping and Evaluation

- Disarmament and Arms Control.
- Revisions of the UN Charter.

Suggested Readings:

- Radharaman Chakraborti – United Nations Organizations: a study in essentials.
- P.M. Kamath – Reforming and Restructuring the United Nations.
- C.V. Narasimhan – The United Nations: an inside view.
- Yves Beigberder – Management Problems in United Nations Organizations: reform or decline.
- M.S. Rajan – United Nations and World Politics.
- David J. Whittakar – United Nations in the Contemporary World.
- Abhayankar, R.M. (2007) Indian Foreign Policy. New Delhi: Foreign Service Institute, Chapter 20.
- Research and Information Systems (2002) India-ASEAN Partnership in an Era of Globalization: Reflections by Eminent Persons. pp. 105-110.
- Graere, F. and Mattoo, A. (eds.) (2001) India and ASEAN: The Politics of India's look East policy. New Delhi: Manohar Publishers, pp 91-114.

- Murthy, P. Murthy, P. (2000) Managing Suspicion: Understanding India's Relations with Bangladesh, Nepal, Bhutan and Sri Lanka. New Delhi: Knowledge World, pp. 96-138.
- Frankel, F.R. and Harding, H. (2004) the India-China Relationship: Rivalry and Engagement. New Delhi: Oxford University Press.
- Nayar, B.R. (1975) American Geopolitics and India. New Delhi:
- Manohar Gal, L. and Korin, A. (eds.) (2009) Energy Security: Challenges for the 21st Century. Praeger Publishers.
- Pascual, C. and Elkind, J. (eds.) (2010) Energy Security: Economic Strategies and Implications. Washington D.C.: Brookings Institution Press

History of Europe

Course Code: BAB605 Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60 MM: 100

After going through the course the teacher trainee will be able –

- To criticize the different Revolutions in Europe.
- To summarize the different developments in Europe.
- To compare the First and Second World War.
- To solve the problems of understanding the European History.
- To understand the Renaissance and Reformation.
- To describe the History of Europe.

Course Outline:

Unit I: Renaissance and Reformation

- Renaissance: Roots, Spread in Europe,
- Development in Art
- Reformation: Course and Results

Unit II: Evolution of European State System

- Spain, France, England and Russia.
- Shift from Despotism to Enlightenment

Unit III: Revolutions in Europe

- Glorious Revolution,
- French Revolution and
- Russian Revolution

Unit IV: Economic Developments in Europe

- Commercial Revolution,
- Agricultural Revolution and
- Industrial Revolution

Unit V: World Wars

- First World War: Causes, Results.
- Second World War: Causes and Results

Suggested Reading:

- H.L. Singh and R.B. Singh: Aadhunik Europe Kaitihas 1453-1789
- Ferdinand Schevill: A History of Modern Europe
- C.J.H. Hayes: Cultural and Political History of Europe Vol. 1(1500-1830)
- Norman Davies: Europe:A History:1998 Harper perennial
- R.C. Agarwal: History of Europe
- V.D.Mahajan: History of Europe
- J.A.R. Marriot: A Short History of Europe
- C.D.Hazen : History of Europe
- L.Mukherji: Europe
- Bernard and Hedges: Reading in European History

Pedagogy of English Language: Part - II

Course Code: BED601 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able:

- To create a warm and accepting class room environment conducive to learning.
- To understand the nature and characteristics of language and use of English language.
- To evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
- To explain important methodologies and techniques of teaching English.
- To develop insight into the form and use of English and to give practice in lesson planning.
- To analyze syllabus and textual material.

Course Outline:

Unit I: Lesson Planning and Content Transaction:

- Need and purpose of designing a lesson, aims and objectives of lesson design,
- Approaches of lesson planning in language, Constructivist learning situation in language,
- Writing lesson plans, Formats of lesson design in prose, poetry, story, grammar and composition, content analysis, development of TLMs.
- Teaching of Prose; Teaching of Poetry; Teaching of Grammar; Teaching of Composition; Teaching of story.

Unit II: Teaching Language Skills, Approaches and Methods:

- Listening Skill; Speaking Skill- Reasons of faulty pronunciation and how to overcome them;
- Reading Skill (loud reading and silent reading, intensive and extensive reading, using thesauruses, scanning and skimming);
- Writing Skill (formal and informal writing, poems, short story, dialogue and advertisement);
- Study skills; Teaching Vocabulary; Reference Skill-dictionaries and encyclopedia; Essentials of Effective Communication.
- Grammar translation method; Direct method; Bilingual and Multilingual approach; Inductive and deductive approach; Total physical response; Communicative language teaching; Eclectic approach; Audio-lingual method; Language laboratory; Structural – situational approach; Audio-visual method; Natural method.

Unit III: Development and Analysis of Syllabus and Textual Materials:

- Understanding the relationship between curriculum, syllabus and textbook,
- development of activities and tasks for English teaching,
- moving away from rote learning to constructivism,
- Teacher as a researcher: develop meaningful strategies keeping in view the needs of the learners

Suggested Readings:

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign

Language.Ludhiana: Kalyani Publishers.

- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. Teaching of English in India. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). Teaching English as a Second Language. London: Longmans, ELBS.
- Carroll, B.J. (1972). Systems and Structures of English. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). Teaching Without lecturing. London: Oxford University Press.
- French, F.G. (1963). Teaching English as an International Language. London: OUP.
- Gokak, V.K. (1963). English in India. Its Present and Future. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). The Teaching of Structural Words and Sentence Patterns. London: OUP.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

Pedagogy of Social Studies: Part - II

Course Code: BED602 Credit: 02 (L-2, T-0, P-0)

Contact Hours: 30 MM: 50

After going through the course the teacher trainee will be able:

- To develop the understanding of the nature and scope of Social Science.
- To understand the various subjects included in Social Science.
- To understand aims and objectives of teaching Social Science.
- To appreciate the Role of Social Science in daily life.
- To identify and use of various methods of teaching Social Science.
- To explain various issues and challenges

Course Outline:

Unit I- Approaches, Methods and Techniques of Teaching

- Behaviourist approach, Constructivist approach, Interdisciplinary approach, integrated approach, child centered approach and environmental approach of teaching-learning of Social Science.
- Principles and maxims of class-room teaching of social science.
- Teaching methods: Meaning, definition. Modern and traditional Methods of teaching social science.
- Techniques of teaching: meaning, definition. Different techniques of teaching social science

Unit II: Lesson Planning and content analysis

- Meaning, needs, importance of lesson planning in social science.
- Different approaches of lesson planning in social science. Preparation of lesson plan in social science,
- Analysis of social science text book in the light of syllabus and from the perspective of Child.
- Understanding the relationship between curriculum, syllabus and textbook,
- Teacher as a researcher: develop meaningful strategies keeping in view the needs of the learners

Unit III: Issues and Challenges

- Pre-conceptions and miss-conceptions in Social Science. Social Science as an integrated subject.
- Indigenous and Critical pedagogy in social science.
- Cross Cultural Perspectives and Issues in Social Science.
- Teaching Social Science to children with special needs

Suggested Reading:

- Apple, Michael W & Beane James A (Ed.) (2006), Democratic schools – lessons from the chalk face Eklavya: Bhopal. Arora & Awasthy (2003), Political theory, New Delhi, Haranand Publication Pvt. Ltd.
- Bining, A.C. & Bining, D. H. (1952), Teaching of social studies in secondary schools, Bombay. Tata McGraw Hill Publishing Co. Ltd.
- Haydn, Terry, Arthur, James and Hunt, Martin (2002), Learning to Teach History in the secondary school, A companion to school experience London, Routledge, Falmer.
- Pathak, S. P. (2005), Teaching of History- The Paedo Centric Approach, New Delhi, Kanishka Publishers
- Teaching social sciences in middle schools - Eklavya's Social Science Teaching Programme, A Review, Eklavya Bhopal (2002)
- Webb, Keith (1995), An Introduction to problems in the Philosophy of Social Sciences, London,

Pinter.,

- Winch, Peter (1958) The idea of a Social Science and its relation to Philosophy, New York, Routledge and Kegan Paul.
- Zevin, J., (2000), Social studies for the twenty first century, London, Lawrence Erlbaum Associates Publishers

Practicum - V

(Workshop on Preparation for Teaching, Simulation and Practice Teaching)

Course Code: BED651 Credit: 02 (L-0, T-0, P-4)

Contact Hours: 60 MM: 100

Course Outline:

1. Participation in workshop on preparation for teaching.
2. Report writing.
3. Preparation and presentation of 10 Simulation teaching lesson plans (minimum 5 for each teaching subject).
4. Viva – voce.

Note: For successful completion of the course participation in all activities of practicum is compulsory.

School Internship – II (For Practice Teaching)

Course Code: BED671 Credit: 0

Duration: 02 Week MM: 50

After going through the course the teacher trainee will be able:

[Course Outline:](#)

1. Participation in Internship for Practice Teaching.
2. Preparation and presentation of minimum 20 practice teaching lesson plans (minimum 10 for each teaching subject).
3. Record Maintenance.
4. Viva – voce. (External)

[Note: For successful completion of the course, Participation in all activities of School Internship is compulsory.](#)