

SYLLABUS FOR TWO - YEAR

Bachelor of Education

B.Ed COURSE

As per N.C.T.E. Regulation 2014



BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY

DHANBAD

AIMS & OBJECTIVE

In accordance with the guidelines issued by National Council of Teacher Education, this regulation provides procedure of admission, basic frame work of curriculum, examination, evaluation and award of Bachelor of Education to students.

1. Title & Commencement

- 2.1 This regulation will be called “THE REGULATION FOR B.Ed TWO YEARS DEGREE PROGRAMME.”
- 2.2 This Regulation shall be effective from the academic year 2024 onwards

2. Definition

Programme/Programme means an educational programme leading to award of Bachelor of Education 2 year degree. The Bachelor of Education degree duration of two years programme, commonly known as B.Ed., is a training course that prepares teachers for middle level (Classes VI–VIII), secondary classes (IX–X), and senior secondary classes (XI–XII).

- (a) Semester: Each Semester will consist of 17–18 weeks of academic work equivalent to 100 actual teaching days, excluding the period of Examination and Evaluation.
- (b) Academic Year: The duration of the course shall cover a period of two academic years divided into four semesters.
- (c) Course: A course may be designed to comprise lectures, tutorials, outreach activities, assignments, POT (internship).
- (d) Credit: A credit is a unit by which the course work is measured. One credit course is equal to one hour and 30 hours of practical work. It determines the number of hours of instruction per week. One credit is 1 hour per week of lecture or two hours of practical per week.
- (e) CGPA: Letter grade obtained in each course in a semester, the CGPA is the weighted average of the grade points obtained in all courses in all semesters and sum of total credits is attained at the end of course. It is a numerical weight allotted to each letter grade on a 10-point scale.
- (f) Letter Grade: It is the index of the performance of students in a said course.
- (g) Semester Grade Point Average: It is a measure of performance of work done in a semester.

External examiner: One who belongs to this university and also from any other university.

Internal examiner: The internal examiner is the teacher who teaches the subject regularly throughout the year.

3. TYPES OF COURSES

Course Curriculum

The Programme shall comprise three broad curricular areas: (i) perspective in Education, (ii) curriculum and pedagogic studies and (iii) engagement in the field. The courses under each of these areas as follows:

A. Theory courses:

I. Perspective in Education

- Course 1: Childhood and Growing Up
- Course 2: Contemporary India & Education
- Course 5: Learning and Teaching
- Course 6: Knowledge and Curriculum Part-1
- Course 10: Gender, School and Society (1/2)
- Course 11: Knowledge and Curriculum (Part-2)
- Course 12: Creating an Inclusive School

B. Curriculum and Pedagogic Studies

- Course 3: Language across the Curriculum (1/2)
- Course 4: Understanding Discipline and Subject (1/2)
- Course 7/9: Pedagogy of a School Subject
- Course 6: Assessment for Learning
- Course 13: Optional Course (1/2)

C. ENGAGEMENT WITH FIELD PRACTICUM

III. Engagement With Field, Self, the Child, Community and School

This curricular area has three components:

1. Tasks and Assignments that run through all the courses as indicated in the year-wise distribution of the syllabus.
2. School Internship
3. Courses on Enhancing Professional Capacities (EPC)
 - o EPC 1: Reading and Reflecting on Texts
 - o EPC 2: Drama and Art Education
 - o EPC 3: Critical Understanding of ICT
 - o EPC 4: Understanding the Self

	Internal Assessment	External Assessment
Semester-1	110	240
Semester-2	120	280
Semester-3	170	180
Semester-4	140	160
Total	540	860

Course curriculum

The Programme shall comprise three broad curricular areas:

- (i) Perspective in Education,
- (ii) Curriculum and pedagogic studies and
- (iii) Engagement in the field.

The courses under each of these areas are as follows:

D. Theory courses

2. Perspective in Education

- Course 1: Childhood and growing up
- Course 2: Contemporary India & Education
- Course 5: Learning and Teaching
- Course 6: Knowledge and Curriculum Part 1
- Course 17: Gender, School and Society (1/2)
- Course 18: Knowledge and Curriculum (Part–2)
- Course 19: Creating and Inclusive School

E. Curriculum and Pedagogic Studies

- Course 3: Language across the Curriculum
- Course 4: Understanding Disciplines and Subject
- Course 7 & 9: Pedagogy of a school Subject
- Course 6: Assessment for Learning
- Course 13: Optional Course

F. ENGAGEMENT WITH FIELD PRACTICUM

III. Engagement With Field, the self, the child, Community and school.
This curricular area has three components:

- Tasks and Assignments that run through all the courses as indicated in the year-wise distribution of the syllabus.
- School Internship
- Courses on Enhancing Professional Capacities (EPC)
 - o EPC 1 (Course 5): Reading and Reflecting on texts
 - o EPC 2 (Course 11): Drama and Art Education
 - o EPC 3 (Course 21): Critical Understanding of ICT
 - o EPC 4 (Course 22): Understanding the Self

STRUCTURE OF THE TWO-YEAR B.Ed PROGRAMME – SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 1

Table-1

Sl. No	COURSES	NAME OF THE COURSES	COURSE CODE	CREDIT	Tutorial	MAXIMUM MARKS		TOTAL
THEORY COURSES						(INTERNAL)	(EXTERNAL) Term-End Examination	
1	1.	Childhood And Growing Up	B.Ed TC 101	06	02	20	80	100
2	2.	Contemporary India And Education	B.Ed TC 102	06	02	20	80	100
3	3.	Language Across the Curriculum	B.Ed TC 103	03	01	10	40	50
4	4.	Understanding Discipline And School Subject	B.Ed TC 104	03	01	10	40	50
	PRACTICUM							
5	5.	EPC 1: Reading And Reflecting On Text	B.Ed. P 105	03	01	50	—	50
	TOTAL			21	07	110	240	350

STRUCTURE OF THE TWO-YEAR B.Ed PROGRAMME – SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 2

Table-2

Sl. No	COURSES	NAME OF THE COURSES	COURSE CODE	CREDIT	Tutorial	MAXIMUM MARKS		TOTAL
THEORY COURSES						(INTERNAL)	(EXTERNAL) Term-End Examination	
6		Learning And Teaching	B.Ed TC 201	06	02	20	80	100
7		Knowledge And Curriculum -Part 1(1/2)	B.Ed TC 202	06	01	10	40	50
8		Pedagogy Of School Subject-1 Part-1	B.Ed TC 203A	03	01	10	40	50
9		Pedagogy Of School Subject-2 Part-1	B.Ed TC 203B	03	01	10	40	50
10		Assessment For Learning	B.Ed TC 204	06	02	20	80	100
	PRACTICUM							
11		EPC 2: Drama And Art In Education	B.Ed P 205	03	01	50	—	50
	TOTAL			24	08	120	280	400

School Intership

Observation of day to day School activities

- Report Of an indepth Study Of One Activities -10 Marks
- Peer Group Teaching in selected Subject three lesson -5 Marks
- Delivery of Three Lesson in selected Teaching Subject-5 Marks.

Suggested school Activities

1. Attending and organizing morning assembly
2. Framing of time table
3. Observing and reporting of school records
4. Observing the school library and labs and preparation of report

4. Distribution of Pedagogy Classes

- ❑ The candidate having honors course shall opt for major subject (Pedagogy- 1) The minor subject will be Pedagogy- II.
- ❑ B.Com/ B.BA Graduates, M.Com/ M.B.A post Graduates may opt for teaching subjects- (Pedagogy-1) commerce and pedagogy-II as Economics (As per the subject studied at Graduation level).
- ❑ B.CA Graduate/M.CA Post Graduate may opt for pedagogy of Computer science as one subject.
- ❑ The other subjects shall be pedagogy of mathematics
- ❑ B.E/B.Tech/ M.Tech students may opt for teaching subject (Podagogy-1, Mathematics) and Pedagogy-II Physical science (any other studied school subject studied at Graduation level).
- ❑ B.Sc. Home science/ M.Sc.Home science- Pedagogy- I will be honors subject and Pedagogy-II will be any other subject than honors course in Graduation level.
- ❑ B.Sc. (Life Science) M.Sc. Life science- Graduates may opt for teaching subject Pedagogy-1- Biological sciences 2- Physical. Science
- ❑ B.Sc./M.Sc. (Mathematics) The student may opt teaching subject, Pedagogy-1- Mathematics Pedagogy-2-Physical Science
- ❑ B.Sc./ M.Sc. (Physics) The student may opt Teaching subject, Pedagogy-1- Physical Science, Pedagogy 2-Mathematics.
- ❑ B.Sc. M.Sc. (Chemistry) The student may opt Teaching subject, Pedagogy-1- Physical Science, Pedagogy II Biological Science. A students studied other than Bio-Science from any University he/ She may take other subject which he/ She studied at Graduation level at the second-pedagogy.
- ❑ B.A./M.A. Arts Graduation may opt for any two pedagogical subjects one each from Following subjects:(a) Pedagogy of Social Studies / Economics / History / Geography/Political Science (Civics).
- ❑ B.A. Hons/PG. Economics, English, Bangla, History, Political science (Civics), Geography, Hindi, Sanskrit, Urdu, Home Science students may opt their Pedagogy-1 as Hons subject and Pedagogy-II as from any other subsidiary subject studied at Graduate level.
- ❑ B.A/ PG- Philosophy, Psychology, Sociology and Education student may opt Pedagogy-1 as (Social science) and Pedagogy-II as any other subsidiary subject studied at Graduation level.
- ❑ The candidates shall be given the required subject combination depending upon their availability in their college / university.
- ❑ Pedagogy subjects will remain the same in all the semesters.

STRUCTURE OF THE TWO-YEAR B.Ed PROGRAMME – SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 3

Table-3

Sl. No	COURSES	NAME OF THE COURSES	COURSE CODE	CREDIT	Tutorial	MAXIMUM MARKS		TOTAL
THEORY COURSES						(INTERNAL)	(EXTERNAL) Term-End Examination	
12		Padagogy of School Subjects 1 part-2	B.Ed TC 301A	03	01	10	40	50
13		Padagogy of School Subjects 2 Part-2	B.Ed TC 301B	03	01	10	40	50
	PRACTICUM							
14		School internship Report	B.Ed P 302	18	10	150		150
15		Assessment of Practice teaching in selected subject Padagogy 1	B.Ed 303				50	50
16		Assessment of Practice teaching in selected subject Padagogy-2	B.Ed 304				50	50
	TOTAL			24	12	170	180	350

Distribution of Internship- 150 Marks

P.O.T. - 130 Marks

Observation - 20 Marks

- Regular Class Room Teaching Delivery of Seventy Lesson - 70 Marks(for two pedagogy)
- Criticism of lesson two selected school Subject Case Study -5 Marks
- Final Discussion on two lesson plan -10 Marks
- Action Research Report -10 Marks
- Preparation of a Case Study Report - 10 Marks
- School Activity -10 Marks
- Reflective Journal writing -10 Marks
- Interaction with school teacher, Community Members & Children -5Marks

Internship -2

Second year-Sixteen (16 weeks) of school engagement.

Delivery of lessons and other school internship activities mention in (page no. 06)

Suggested school Activities

1. Organization of cultural activities.
2. Organization of literary activities.
3. Organization of games
- 4 Gardening plantation (As per the need).
5. Organizing science Eco-club.
6. Preparation of TLM (Teaching Learning Material)
7. Organizing youth parliament

Note:- The Assessment for internship (20 week) will be done in third Semester for the total internal marks of 150 (20 Marks in second semester 130 marks in third semester)

STRUCTURE OF THE TWO-YEAR B.Ed PROGRAMME – SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 4

Table-4

Sl. No	COURSES	NAME OF THE COURSES	COURSE CODE	CREDIT	Tutorial	MAXIMUM MARKS		TOTAL
THEORY COURSES						(INTERNAL)	(EXTERNAL) Term-End Examination	
17		Gender, School And Society	TC-401	03	01	10	40	50
18		Knowledge And Curriculum Part-II	TC-402	03	01	10	40	50
19		Creating An Inclusive School	TC-403	03	01	10	40	50
20	Optional Courses Chose One of the Following Courses	a) Vocational/ Work Education b) Health and Physical education c) Peace Education d) Guidance and Counselling e) Issues Conservation And Environmental Regeneration f) Yoga and Education g) Value Education and Human Rights	TC-404 a TC-404 b TC-404 c TC-404 d TC-404 e TC-404 f TC-404 g	03	01	10	40	50
	PRACTICUM							
21		EPC-3 Critical understating of ICT	P-405	03		50		50
22		EPC-4 Understanding the Self	P-406	03		50		50
	TOTAL			18	04	140	160	300

5 Question Paper Pattern

Time: 3 Hours

Maximum Marks: 80

Types of Questions

1. Short Answer Type
2. Long Answer Type

5 Questions \times 4 Marks = 20

4 Questions \times 15 Marks = 60

Time: 1.30 Hours

Maximum Marks: 40

1. Short Answer Type
2. Long Answer Type

2 Questions \times 5 Marks = 10

2 Questions \times 15 Marks = 30

Total = 40 Marks

5. The Course and the Duration

The duration of B.Ed Programme shall be of 2 academic years, which can be completed in a maximum of 3 years from the date of registration to the programme.

6. Registration

Any students who has not registered with respective university shall have to get himself/herself registered with that of university on payment of the requisite fee as defined by the university. The students who are not registered under respective university shall not be allowed to appear in the examination.

7. Examination

- A. To be permitted to appear in the examination for the degree of B.Ed. (Bachelor of Education)
 - Must have completed the course of study prescribed for B.Ed. programme.
 - Must have completed the course in maximum of three years from the date of Registration to the programme.
8. Candidate for Bachelor of Degree shall be examined in nineteen (19) papers carrying total 1400 marks. (When second pedagogy will be included)
 - i. There should be four courses carrying 100 marks each (80 marks for theory and 20 marks for internal assessments).
 - ii. There shall be eleven (11) papers carrying 50 marks each (40 marks theory and 10 marks for internal assessment).
 - iii. There shall be four EPC (Enhancing Professional Capacity) papers carrying 50 marks each which will be evaluated by Concerned Teacher.
 - iv. There shall be two pedagogy subject carrying 50 marks in each for External evaluation.
 - V. The concerned teacher of the course/paper shall be responsible for conducting the one/ two mid semester test (as the case may be) and other components of the continuous internal assessment and shall also be evaluated by the concerned teacher. The time (3 hours/ 1hour 30minutes) of written examination will be conducted on basis of credit hours of concerned paper.
 - vi. After completion of the half of syllabus of each semester 1st internal assessment will be conducted and 2nd internal assessment will be conducted after the completion the syllabus i.e. means two internal examination will be conducted and the final marks will be the average marks of two internal assessment.
 - vii. There will be two External Examiner for assessment of two pedagogy subject who must have minimum three years teaching experience as teacher educator vii.
 - viii. The end semester examination will be conducted by the university and the syllabus for each 6 credit paper shall be divided into 6 units and 3 credit paper Shall be divided into 3 units Based on this the question paper in the end semester examination shall be as follows:-

The question Pattern for three hours of Examination - maximum marks 80

Part-A

Short answer type 5 question x 4 marks =20marks

Part-B

Four long answer question 15 x 4 = 60 marks

The question Pattern for 1 and ½ hours of Examination - maximum marks 40

Part-A Short answer type two question 2x5 Marks =10 Marks.

Part-B Two long answer question 2x15 Marks=30 marks.

9. Evaluation and Internal Assessment

The perform of the student will be assessed in 6 credit paper shall be of 3 hours and in a 3 credit paper shall be of 1 and 1/2 hours.

a.	Two mid semester written test	10 marks
b.	Assignment in each paper	05 marks
c.	Attendance	05 marks
	Total marks-	20 marks

The components of CIA (Continues Internal Assessment) in a three3 credit paper shall be at 1/2 hours.

a.	Two mid semester written test of 1/2 hours duration	05 marks
c.	Assignment	03 marks
		02marks
	Total marks-	10 marks

SEMESTER 1

CHILDHOOD AND GROWING UP

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

- After completion of course the students will be able to
- to study childhood, child development and adolescence
- to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds
- to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: Family, schools, neighbourhoods and community.

Unit I

1) GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS

- Concept of Growth and development
- General principles of Growth and Development
- Stages of Growth and Development
- General and Environmental aspects of development, physical and motor, cognitive (page, burnier etc.) Social and Emotional (Erikson), moral (Piaget, Kohlberg)

Unit 2

2) HEREDITY AND ENVIRONMENT

- Concept of heredity
- Mechanism of heredity
- Concept of environment, type
- Relative importance of heredity in learners development
- Inter relationship between heredity and environment
- Stages and aspects of development with special in the Indian context

Unit 3

3) CHILDHOOD

- Childhood as a modern concept and construct
- Childhood in this context a poverty, globalization
- Commonalities and diversities with in the motion of childhood reference to the Indian context
- Role of parents and teachers in physical and moral development of children.

Unit 4

4) Childhood and context of socialization

- Concept of socialization : family and adult-child relationship, parenting, baurnrid, child rearing practices
- Dealing with children : separation from parents, children in crèches, children in orphanages
- Schooling : peer influences, school culture, relationships with teacher expectations and school achievement, being out of school over age learner
- Social, economic and culture difference in socialization : learning and behavioral difficulties, implications for inclusion

Unit 5: Adolescent

- Meaning, concept and characteristics, stages of development-physical social, emotional and intelligence
- Recent issues related to adolescent development
- Development of adolescent –loneliness and peer pressure
- Changing family structure
- Information overload
- Sexual abuse
- Substance abuse
- Impact of media-internet/mobile
- Depression and suicide.
- Juvenile Delinquency, guidance and counseling for adolescence

Unit 6: Self concept and Adolescent

- A sense of self: self-description, self-recognition, self-concept, self-esteem; social comparison; internalization and self-control
- Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning

CONTEMPORARY INDIA AND EDUCATION

(Course - 2)

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the course

- After completion of course the students will be able to
To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
To include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc

Unit 1

Diversity, Inequality, Marginalization in society, implication for education

- Educational goal Indian society
- Ancient Indian goals: purusharthas
- Indian constitution and status of education with reference to following :
- Universal station primary education, universalization secondary education directive principles article, 41, 45 and 46
- Equality of opportunities in Education, article – 28,29,350 and 351
- Education and fundamental rights and duties : article - 14, 15, 16, 30 and 51 A (a to h), and Right to Information (RTE)

Unit 2

Education, society and social justice

- Relationship between education society
- Social equity and education
 - Within county : Between region, social class, caste, gender and religious groups
 - Among this nations, rich, poor, developed and developing
- Equality of educational of opportunity and National Integration

- UN declaration of woman rights to education
- Role of education in Empowerment of women and weaker sections including SC, ST, OBC and minorities

Unit 3

POLICY FRAME WORKS FOR PUBLIC – EDUCATION IN INDIA

- Education in ancient India
- Education Pre-Independence period in India
- Education post Independence period in India
- Vocationalisation of education and training for tomorrow
- Integration between education and new technology
- Role of education on technological empowerment, empowerment of social – economic weaker sections empowerment of social and economic changes

Unit 4

NATIONAL KNOWLEDGE COMMISSION

- National knowledge commission (NKC)
- Indian knowledge system, elementary, secondary and higher education
- NKC on management of education
- National policy on education 1968, 1986 and 1992 and language policies kirat – commission (value language)

Unit 5

GLOBALIZATION AND MODERNISATION

- Concept
- Advantages and disadvantages
- Competition
- Collaboration and partnership

Unit 6

DELOR'S COMMISSION REPORT

- Learning to know
- Learning to do
- Learning to be
- Learning to live together
- Challenges of pluralistic education in the context of conflict

- Social movements in India : Women, dalits and tribal movements displacement, land, human rights and communal mobilization

Language Across The Curriculum (Course - 3)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able to understand

- The nature of language
- Interplay of language and society
- The developmental process of language acquisition
- Function of language and how children use them as a tool at different developmental stages
- Significance and acquisition of early literacy in the larger context of school curriculum
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text

Unit 1

Nature of language

- Tule governed system and language
- Relationship of language and society : identity, power and discrimination
- Nature of multilingualism : differential status of Indian language classroom
- Critiquing state polices on language and education

Language acquisition and development

- Language acquisition and language learning
- Development of the four language skills : the synergistic relationship
- Developing reading and writing skills in children

Emergent literacy : readiness for learning

Early literacy : process of transition

Early language education : focus on learning in primary and grades

- Children's background and school experience preparing schools for children the social diversity paradigm

Unit 2

Language across the curriculum

- Function of language : In the classroom , Outside the classroom
- Language in education and curriculum
- Learning language and learning through language

The classroom practice and possibilities

- Perspectives on recording and writing
- Prevalent language teaching practices and approaches and their critique
- Connection between classroom instruction and theories
- Role of literature in language learning

Unit 3:

Language Teaching Skills

1. Aspects of linguistic system: Language as a rule governed behaviour and linguistic variability.
2. **Linguistic System:** The organisation of sounds; The structure of sentences; the concept of universal grammar; nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and Writing; Discourse.
3. **Grammar in Context:** Vocabulary in context:
4. **Acquisition of Language Skills:** Listening, speaking, reading and writing.
 - Listening and speaking: sub skills of listening and speaking: Tasks: skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multimedia resources.
 - Reading: sub skill of reading: importance of development of reading reading: study skills, including using thesauruses, dictionary, encyclopaedia, etc.
 - Writing: sub skills of writing; process of writing; formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; study skills; Higher order skills.
5. Understanding of Skills
6. Application of skills

Understanding Discipline and School Subject (Course - 4)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able

- To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process
- To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children
- To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to promote classroom learning

Unit 1:

Concept of discipline

- Nature and role of discipline knowledge in the school curriculum
- Paradigm shift in the nature of discipline
- History of the subject areas teaching of subject areas in schools
- School education revolves around certain disciplinary areas

Schema of curriculum by philosopher John Dewey

Unit 2

Quality in Classroom Learning and Its Understanding

- Indicator of quality learning
- Teaching and learning as interactive process
- Major issues in classroom learning
- Teaching for quality learning – characteristic and process of teaching issues thereof
- Teacher as facilitator of learnings

Understanding Approaches to Learning and Teaching

- General maxims of teaching
- Teacher – centered, learner - centered and learning – center approaches and major issues

- Activity based approach, project, cooperative learning
- Varieties of activity (curricular and other – curricular)

Unit 3

Teaching – Learning Materials

- Importance of TLMs in classroom transaction
- Contextual and local – specific TLMs
- Collection, preparation , storing and use of TLMs
- Library management and use of Library books as learning resources
- Learning beyond textbooks – other sources of learning

School the Site of Curriculum Engagement

Understanding the meaning and nature of curriculum : need for curriculum in sc1 differentiating curriculum framework, curriculum and syllabus; their significance education facets of curriculum : core curriculum – significance in Indian context

Meaning and concerns of ‘hidden’ curriculum, available infrastructure, curricular sites and resources (library, laboratory, school neighborhood etc.)

Construction of curriculum vis a vis teachers role and supports in transacting curriculum”, ‘developing curriculum”, ‘researching curriculum’ contribution of socialists like Giju bhai and Raja Ram Mohan Roy.

EPC-1 reading and reflecting on text

Total Marks 50

contact hours per week-3

Internal assessment 50

Aim of the course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one’s facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to reach. This course is visualized as a range of primarily text-based language activities, which will aid in

strengthening the ability to 'read', 'think' 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different context. Overall , areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals

Unit I

1. Engaging with narrative and descriptive accounts

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories

Suggested activities

Reading for comprehending and visualizing the account (individual plus group reading and discussion / explanation) re-telling the account – in one's own words/from different points of view (taking turns in a smaller group) discussion of characters and situations – sharing interpretations and points of view (in a smaller group) % writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task)

2. Engaging with popular subject-based expository writing

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces)

For this unit, the student-teaches should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs) explaining the gist of the text/topic to others (in the larger subject group) attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented – this will vary across subjects and texts. And requires some interpretative skills for 'placing' the context of each text (group discussion and sharing) writing a review or a summary of the text, with comments and opinions (individual task)

Unit 2

3. Engaging with journalistic writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this unit.

Appropriate for initial reading of articles (guided individual task)

Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representation, etc. (guided working in pairs) % critical reading for attending 'framing' of the article, points(s) of view presented, possible biases or slants (small group discussion) % researching and writing articles on topics of local interest (working to produce a local interest magazine)

4. Engaging with subject related reference books

For this unit, the student-teachers should work in groups divided according to their subjects, within these groups, Paris of student-teachers would make a choice of a specific topic in their subject area which they could research form a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentations, as the actual reading of the reference books themselves

Selecting the topic for research and articulating some guiding questions. Searching and locating relevant reference books (could be from a school library or the institute library) scanning, skimming and extracting relevant information form the books by making notes collating notes and organizing information under various sub-headings

Planning a presentation – with display and oral components making presentations to whole subject group, fielding questions.

Unit 3

5. Engaging with education writing

Selected texts could be drawn form the wide range of popular educational writing in the form of well-written essays, extracts of chapters form authors who deal with themes from educations, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Reponeses and points(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group)

SEMESTER 2

Learning and Teaching

(Course - 5)

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

- After completion of course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science I engage critically with theories that reduce learning to behavioural and testable components,

engage theoretically and through observation with the notion of learning as construction of knowledge

investigate the differences and connections between learning in school and learning outside school

Unit I

1. Education psychology and the teaching – learning process
 - Education psychology, concept and scope
 - Concepts of teaching and learning
 - Variables in the teaching process. The learning task (instructional objectives), learner behavior (entry behaviors and teacher behavior) (competence, expectation, personality and teaching style etc.)
 - Role of educational psychology in no teaching learning process
2. Approaches to learning
 - Introduction to learning – concept and importance
 - Behavioral : trial and error, conditioning (classical and operant) and social learning
 - Cognitive (insightful and information processing model)
 - Constructivism : concept, planning and development of learning experiences (vygostky, bruner, etc.)

Unit 2

3. Nature of learner

- Intelligence meaning nature and theories of intelligence (two factor theory and Thurston's group factor theory) ,Emotional intelligence, measurement of intelligence and application of intelligence tests
- Creativity : concepts, relationship with intelligence, techniques for fostering creativity
- Interest and attitude and their assessment
- Personality : meaning, nature and assessment

Unit 3:

Teaching as a professional

- Concept of teaching – meaning definition nature and characteristics
- Analytically concept of teaching
- Variables involved in teaching task
- Phases and operation of teaching task
- Types of effective teaching
- Inclusive teaching
- Teaching accountability and professional competencies
- Role of teacher in Indian context.

Unit 4

4. Factors affecting teaching and learning

- Maturation – concept and educational implications
- Attention – concept, types and educational implications
- Fatigue – concept, types and educational implications
- Motivation – concept and theories (Maslow's theory of self actualization achievement motivation by David me (Leland)

Unit 5

5. Mental process of learning

- Thinking process – concept and tools
- Types of thinking – divergent, convergent, critical, reflective and lateral thinking
- Mental process
 - Memory – concepts, types and strategies' to develop memory
 - Forgetting – nature, causes, factors and strategies to minimize forgetting
 - Imagination – meaning, types and education implication

Unit 6

6. Group dynamics / group learning strategies
 - Meaning and characteristics of a social group
 - Group dynamics – process and its importance on learning
 - Importance of developing group mind (group cohesiveness)
 - Sociometry – uses and importance
 - Co-operative learning and constructivist learning
7. Teaching as a profession
 - Teaching : concept, meaning characteristics
 - Inclusive teaching
 - Teaching account siting professional competency
 - Role teacher in Indian context

Knowledge and Curriculum –part 1 (Course - 6)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

The courses intends to inform student-teachers that how knowledge and curriculum – making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings, and values. This negates the ideals that they are expected to actualise. Therefore, the courses aims at enthusing student-teachers to infuse dynamism in selection of knowledge, symbols and values and child-friendly in pedagogy, student teachers understand the evolving meanings of ‘curriculum’. When seen as a dynamic process within this board field, conceptual linkages (and distinctions) between educational aims, curriculum framework, role of school organization and culture, as well as of the teacher, in operationalizing and developing a contextually responsive ‘curriculum’ and ‘critical pedagogy’

are explored. The scope for teachers to make curricular decision, based on field realities is highlighted.

Unit 1

Epistemological contribution of educational thinkers

- What is education, concept meaning relationship with philosophy
- Epistemological analysis of following educational thinkers
- Western Educators-Plato, Rousseau, R S Peter
- Indian Thinkers-Swami Vivekanand, M K Gandhi, R N Tagore, Aurobindo Ghosh, Vinoba Bhave

Unit 2

Evolving knowledge base in education

Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories, emerging k base in education difference between information, knowledge, belief, and opinion interfaces with cognate disciplines such as physical, natural and social sciences

Concepts of curriculum

Understanding the meaning and nature of curriculum: need for curriculum in schools.

Differentiating curriculum framework, curriculum and syllabus; their significance in school educations

Nation of the textbook

Facets of curriculum : core curriculum – significance in Indian context meaning

Unit 3

Curriculum determinants and considerations

Board determinants of curriculum making (at the nation or state-wide level)

- i. Social political cultural geographical economic diversity
- ii. Social political aspirations, including ideologies and educational vision
- iii. Economic necessities
- iv. Technological possibilities
- v. National priorities
- vi. System of governance and power relations and
- vii. International context

Considerations in curriculum development: (at the level of the school)

- i. Forms of knowledge and its characterization in different school subjects
- ii. Relevance and specificity of educational objectives for concerned level
- iii. Social-cultural context of students – multi-cultural, multilingual aspects
- iv. Learner characteristics
- v. Teachers experiences and concerns
- vi. Critical issues: environmental concerns, gender difference, inclusiveness, value concerns and issues social

Pedagogy Course

Part I

(Course - 7A-7B)

Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;

- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1. LANGUAGE AND SOCIETY : Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

2. LANGUAGE IN SCHOOL: Centrality of language in learning; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.

3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education)

Activities

Discussion on

- Position paper on 'Teaching of English'
- Multilingualism as a Resource

Project

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Teaching Practice

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.

2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a language of knowledge; Position of English as second language in India; English as a link language in global context; challenges of teaching and learning English.

Activities

- Discuss in groups how the role of English language has changed in the twenty-first century.

- Topic for Debate: Globalisation and English

Project

- Do a survey of five schools in your neighbourhood to find out Level of Introduction of English

UNIT 2

3: AN OVERVIEW OF LANGUAGE TEACHING

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL) Constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Thematic Approach (inter - disciplinary).

Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'

Project

• Do a comparative study of positive features and weaknesses of different approaches to language learning.

Teaching Practice

Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

UNIT 3

4: NATURE OF LANGUAGE

ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

- Have a discussion on the topic 'Difference between Spoken and Written language'.

5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening: Tasks; Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, Reference skills; Study skills; higher order skills.

Activities

- Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5Each)

Project

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

उद्देश्य – प्रस्तुत पाठ्यक्रम के माध्यम से हिन्दी शिक्षण सम्बन्धी विधियों, युक्तियों, प्रयोगों एवं प्रणालियों का संज्ञान विकसित कर हिन्दी शिक्षकों में भाषायी दक्षता एवं भाषा-शिक्षण की नवीनतम रचना कौशलों में पारंगति लाना प्रमुख उद्देश्य है। भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के विविध पक्षों एवं हिन्दी भाषिक तत्वों के शिक्षण की दृष्टि से उच्चारण, वर्तनी, शब्द, वाक्य रचना एवं व्याकरण शिक्षण के साथ साहित्यिक विधाओं की दृष्टि से गद्य, द्रुतपाठ, कहानी, रचना, नाटक, कविता आदि की शिक्षण विधियों में प्रवीणता लाना भी इस पाठ्यक्रम का प्रमुख प्रयोजन है जिससे कुशल, प्रभावी एवं आधुनिक प्रविधियों में सहजता रखने वाले हिन्दी-शिक्षक तैयार हों सकें।

प्रस्तुत पाठ्यक्रम के माध्यम से उच्च माध्यमिक स्तर (2 स्तर) पर हिन्दी व्याख्याताओं को हिन्दी शिक्षण के कौशलों एवं प्रवीणताओं से सज्जित करना मुख्य ध्येय है। इसके अंतर्गत हिन्दी व्याकरण, रचना एवं साहित्यिक विधाओं यथा: गद्य, कविता, कहानी एवं नाटक आदि के शिक्षण हेतु उपयुक्त रणनीतियों तथा प्रविधियों में दक्षता विकसित करना विशेषतौर पर रेखांकित किया गया है जिससे हिन्दी के शिक्षक नवीन विधियों एवं शैक्षिक प्रौद्योगिकी के अद्यतन प्रतिमानों के अनुप्रयोग में निष्णात हो सकें। पाठ्यक्रम के तहत स्वनिर्देशित अधितन एवं अध्ययन युक्तियों के विकास की पद्धतियों पर भी बल दिया गया है।

अन्विति 1

1 भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, भाषा के आधार, हिन्दी का मातृभाषा के रूप में महत्व, पाठ्यक्रम में उसका स्थान एवं मातृभाषा शिक्षण के उद्देश्य, हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त के सामान्य सिद्धान्त

2 हिन्दी भाषिक तत्वों का शिक्षण, उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, वाक्य रचना शिक्षण, मौखिक रचना शिक्षण, लिखित रचना शिक्षण एवं पठन शिक्षण, उद्देश्य एवं विधियाँ

अन्विति 2

भाषा की प्रकृति एवं भाषा का मानवीय मूल्यों के विकास की दृष्टि से महत्व, मातृभाषा एवं अन्य भाषा की अधिगम प्रक्रिया: दोनों में अंतर तथा भाषा शिक्षण की प्रभावी व्यवस्था के सृजन हेतु उनका निहितार्थ। भाषा शिक्षण के सिद्धांत आधुनिक शोधों में परिप्रेक्ष्य में।

अन्विति 3

हिन्दी भाषिक तत्वों का शिक्षण : हिन्दी भाषा में ध्वनि विज्ञान, रूप विज्ञान एवं वाक्य विन्यास, हिन्दी के शब्द – पर्यायवाची, तत्सम एवं तद्भव, इनके शिक्षण हेतु अपेक्षित युक्तियाँ, वर्तनी शिक्षण, वाक्य रचना शिक्षण, मौखिक एवं लिखित रचना शिक्षण, सृजनशील रचना हेतु शिक्षण की विधियाँ, पठन शिक्षण—सस्वर एवं मौन पठन – उद्देश्य एवं शिक्षण की विधियाँ।

सत्रीय कार्य

1. हिन्दी के ध्वनि विज्ञान एवं रूप विज्ञान में व्यावहारिक प्रशिक्षण (दस सत्रों में)

2. हिन्दी की साहित्यिक विधाओं पर आधारित आदर्श पाठ-योजनाओं एवं क्रियात्मक अनुसंधान की योजनाओं का निर्माण एवं उनका क्रियान्वयन।

प्रत्येक प्रशिक्षु को दस ऐसी योजनाओं का निर्माण एवं उनका क्रियान्वयन सत्रीय कार्य के रूप में सुनिश्चित करना होगा।

Pedagogy of Language (Urdu)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and

- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1.ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society).

2. LANGUAGE IN SCHOOL: Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching

3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India.

Activities

Discussion on

- Position paper on the Teaching of Indian Languages with special reference to Urdu
- 'Multilingualism as a Resource'

Project

- Now write an analysis based on the above issues.
- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

Teaching Practice

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.
- Write a report on their reflection in the textbooks.

UNIT 2:

2. POSITION OF URDU LANGUAGE IN INDIA

ROLE OF URDU LANGUAGE IN INDIA: Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu

Activities

- Discuss in group on the role of Urdu language and its importance in free India.
- Interview ten people and write a report on 'Position of Urdu language in India'

Project

Do a survey of five schools in your neighbourhood to find out:

- Level of introduction of Urdu
- Prepare a report on the challenges of teaching-learning process.

UNIT 3:

1. AN OVERVIEW OF LANGUAGE TEACHING

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES :

Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary).

Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'

Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

Teaching Practice

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'

UNIT 3

4: NATURE OF LANGUAGE

1. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

2. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

- Have a discussion on the topic 'difference between spoken and written language'.

5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Activities

- Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5 Each)

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.

Pedagogy of Language (Sanskrit)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;

- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1 ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY

- Language and gender; Language and identity; Language and power.

2. LANGUAGE IN SCHOOL

Centrality of language in learning; Difference between language as a school subject and language as a means of learning and communication; Multilingual classrooms.

3. POSITION OF LANGUAGES IN INDIA

Constitutional provisions and policies of language education (Articles 343-351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Sanskrit.

Activities

Discussion on Multilingualism as a Resource

Project

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Teaching Practice

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom

2 IMPORTANCE OF SANSKRIT LANGUAGE: Sanskrit language and literature; Sanskrit language and Indian languages; Socio-cultural importance of Sanskrit language; Sanskrit as a modern Indian language; Importance of

teaching Sanskrit in India;

Problems related to Sanskrit teaching at school level.

Activities

Discussion on

- Position of Indian languages and Sanskrit
- Development of Sanskrit language
- Problems of teaching Sanskrit.

Project

- Do a survey of five schools in your neighbourhood to find out:
- (i) Level of introduction of Sanskrit
 - (ii) Textbooks used in the classroom
 - Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Unit 2

1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING

- Aims and objectives of Sanskrit teaching at different levels

(Primary, Secondary and Higher Secondary levels)

- Quality of Sanskrit teaching: Pre-class, in-class and after-class

2. CURRICULUM AND SANSKRIT LANGUAGE

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objectives
- Place of Sanskrit at Sanskrit *pathshalas*
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

Activities

Discussion on

- Improvement of quality teaching at different levels
- Status of Sanskrit teaching at school level

Project

- Prepare a brief report on Sanskrit Commission
- Prepare a report on textbooks in Sanskrit at school level

4: LANGUAGE TEACHING

1. DIFFERENT PROCESS OF LANGUAGE LEARNING: Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

2. APPROACHES OF SANSKRIT LANGUAGE LEARNING: Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary).

3. ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Sanskrit pedagogical implication; Speech and writing.

4. LINGUISTIC SYSTEM: The organisation of sounds; structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

- Have a discussion on the topic 'difference between spoken and written language'.

UNIT 3

5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

2. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Activities

- Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5 Each)

Project

- Keeping in view the needs of the children with special needs, prepare two activities for Sanskrit teachers.

Pedagogy of Language (Bangla)

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10
External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society).
2. LANGUAGE IN SCHOOL : Home language and the school language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching; Position of Bangla as first, second and third languages in India.

3. **ROLE OF BANGLA LANGUAGE IN INDIA:** Pre-and post-partition; Bangla as a language of knowledge; Bangla at International level; Challenges of teaching and learning Bangla.

Activities

Discussion on

- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.
- Discuss in group on the role of Bangla language and its importance in free India.

Project

- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Prepare a report on the challenges of teaching-learning process.
- *Teaching Practice*
- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Bangla classroom.
- On the basis of the Bangla textbooks (VI to XII), prepare a list of topics and activities given on

(i) Language and Gender

(ii) Language and Peace

Write a report on their reflection in the textbooks.

UNIT 2:

NATURE OF LANGUAGE

1. **ASPECTS OF LINGUISTIC BEHAVIOUR:** Language as a rule-governed behaviour and linguistic variability; Pronunciation, linguistic diversity; its impact on Bangla pedagogical implication; Speech and writing.
2. **LINGUISTIC SYSTEM:** The organisation of sounds; the structure of sentences; the concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Activities

- Have a discussion on the topic 'difference between spoken and written language'.

UNIT 3:

1. **DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING(MT&SL):** Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)
2. **A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES** Grammar translation method; Direct method; Structural-

Situational method; Audio-lingual method, Natural method; Communicative approach.

3. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'
- Collect ten examples of Grammar in context from Bangla textbooks of Classes VI to VIII and have a group discussion.

Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Keeping in view the needs of the children with special needs, prepare two activities for Bangla teachers.

Teaching Practice

- Prepare four activities keeping in view 'Constructivism in a Language classroom'.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

Pedagogy of Social Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences

- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching- learning strategies in order to make it enjoyable and relevant for life;
- to sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

UNIT 1:

1. SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY : CONTEXT AND CONCERNS

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

2: TEACHING- LEARNING RESOURCES IN SOCIAL SCIENCES

- People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD - Rom, multimedia, internet.

UNIT 2:

3. SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA

Curriculum development process: National and State levels.

Studying the Social Sciences syllabus - aims and objectives, content organisation and of any State Board and CBSE for different stages of school education

4: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.

HUMAN-ENVIRONMENT-INTERACTIONS:

Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.

Developing Skills in Geography

Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

Teaching Strategies in Geography

Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decision-making.

METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator;

TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

UNIT 3

5: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT

Meaning, Nature and Scope of Economics: Current Trends

Key Concepts in Economics

Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.

Classification of Economic System

Capitalism, Socialism, mixed economy (case study: India)

Developmental Issues in Economics

Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities—primary, secondary and tertiary;

Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

Teaching-Learning Methods in economics

In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).

Teaching-Learning materials

Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To acquaint the student teachers with the nature of history as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching History.
3. To develop among the student teachers critical awareness of the features of existing History curricula and textbooks.
- 4.. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1 Nature and scope of History

- Define History, Explain Historiography and its role. The Modern concept of History. Nature and scope of History
- History as an Inter disciplinary subject with particular reference to its relationship with other school subjects

- Aims of teaching History – values of teaching History- disciplinary, informative, educational, ethical, cultural, political, moral, national, inter national.
- The role of teaching History for national integration and international understanding.
- Objectives of teaching History- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit 2. Curriculum design in History

- Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in history from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in History.

Unit 3

- Teaching Learning of history
- *Continuity and Change over time and Historical Construction*
- The concepts of social change in Indian and World History; co nstructivist pedagogy in History and the general competencies
- *Historical Methods*
- Evidence, facts, arguments, categories and perspective;
- Evidence-based History teaching; Primary sources and the construction of History
- Thinking in terms of problems for analysis in History.
- *Social Formations in History*
- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies

- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- Shared religious cultures and conflicts between religious communities in India
- Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)
- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies in History
- *The Lateral Development of Different Skills*
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

Teaching of Civics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

objectives

- To acquaint the student teachers with the nature of civics/political science as a discipline and the objectives of teaching civics.
- To develop among the student teachers an understanding of the alternative approach, methods and media for teaching civics.
- To develop among the student teachers critical awareness of the features of existing civics curricula and textbooks.
- To develop among the student teachers an understanding of the organizing capacity of co curricular activities.

- To acquaint the student teacher with different Audio -Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
- To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1 Nature and scope of Civics Teaching

- Nature and scope of Civics Teaching
- Relationship of civics with other Social science subject.
- Salient features of the Indian constitution.
- Fundamentals Rights, Directive Principles of state policy and Fundamental Duties.
- Social development and concerned issues..

Unit 2. Curriculum design in Civics

- Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in civics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Unit 3

. Methods of teaching Civics

- Lecture cum Discussion Method
- Problem Solving Method and Project Method

- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the civics teachers for use and development of these teaching aids
- Computer based Instruction in civics-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

Teaching of Geography

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To acquaint the student teachers with the nature of geography as a discipline and the objectives of teaching History.
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching geography.
3. To develop among the student teachers critical awareness of the features of existing geography curricula and textbooks.
- 4.. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1 Nature and scope of Geography

- .Nature and scope of Geography with special reference to-regional geography of India climate, agriculture, resources, and population growth
- Geography as an Inter disciplinary subject with particular reference to its relationship with other school subjects.
- Faces of the land. Air around us-air pollution, global warming, green house effect, depletion of the Ozone layer.
- Water resources- Water cycle, role of rivers in the economy, problems of water pollution.
- Human impact on the environment , pollution and sustainable development; Environmental degradation- its protection and conservation. .
- Objectives of teaching geography- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit2. Curriculum design in Geography

- Curriculum design and syllabus framing in Geography at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in geography from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in geography in relation to quality human life and sustainable development of society and conservation of environment.

Unit 3: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

- *Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography*
- LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.
- HUMAN-ENVIRONMENT-INTERACTIONS:
- Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.
- *Developing Skills in Geography*
- Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.
- *Teaching Strategies in Geography*
- Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decision-making.
- METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator;
- TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics..
2. To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economic.
3. To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks
4. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.
5. To acquaint the student teacher with different Audio -Visual aids and develop in them the skills for the proper use and maintenance of teaching aids and computer based instruction..
6. To develop among the student teachers understanding of the evaluation component in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit I:Introduction

- Concept of economics and non-economic activities.
- Some features of Indian Economy
- Major challenges before the Indian Economy.
- Concept of sustainable economic development and its relation with economic growth and the quality of human life.
- Basic parameters of human development
- Nature and scope of economics
- Economics as an Inter disciplinary subject with particular reference to its relationship with other school subjects
- Significance of teaching Economics in contexts of emerging concerns and needs of Indian Society-current past status.
- Objectives of teaching Economics- general and specific objectives in cognitive , affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit2. Curriculum design in economics

- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in Economics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

UNIT 3: Teaching-Learning of Economics: State, Market, And Development

- o documents *Meaning, Nature and Scope of Economics: Current Trends*
- o *Key Concepts in Economics*
- o Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- o *Classification of Economic System*
- o Capitalism, Socialism, mixed economy (case study: India)
- o *Developmental Issues in Economics*
- o Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary;
- o Economic Reforms and Globalisation (discuss these developmental issues with reference to India).
- o *Teaching-Learning Methods in economics*
- o In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).
- o *Teaching-Learning materials*
- o Using textbook, analysis of news (Newspaper, TV, and Radio);
 - o (e.g. Economics Survey, Five Year Plan), Journals and
- o News Magazines.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

1. To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.
2. To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.
3. To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.
4. To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.
5. To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.
6. To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.
7. To enable the student teacher to perform his role effectively as Commerce teacher.
8. To enable the teacher trainees to use Commercial Activities in teaching of Commerce.
9. To enable the teacher trainees to use Community Resources in teaching of Commerce.

Unit I: Commerce Subject & its Correlation with other subjects

Meaning, Nature and Scope of Commerce in School curriculum

- Importance of Commerce subject in School Curriculum
- Aims of teaching Commerce at higher secondary stage.
- Objectives of Teaching Commerce at Higher secondary stage
 - Objectives related to Knowledge and Understanding
 - Objectives related to skill
 - Objectives related to Application
- Correlation - Concept, Importance & Types
- Correlation of Commerce subject with other school subjects.

Unit2. Curriculum design in Commerce

- Curriculum design and syllabus framing in Commerce at the senior secondary stage.
Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.
- Critical appraisal of text books in commerce from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.
- Guidelines to teachers in transacting the curriculum and syllabus.
- Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.
- Trend analysis in commerce in relation to quality human life and sustainable development of society and conservation of environment.

Unit 3: Organization of co curricular activities and lesson planing

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher .
- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Pedagogy of Mathematics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Aims of the course

- After completion of course the students will be able to
- develop insight into the meaning, nature, scope and objective of mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the role of mathematics in day-to-day life;
- learn importance of mathematics: mathematics is more than formulas and mechanical procedures;
- channelise, evaluate, explain and reconstruct their thinking;
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

UNIT 1:

1. NATURE AND SCOPE OF MATHEMATICS

Meaning of mathematics, the nature of mathematical propositions, Truth sets; Venn diagram; A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs, Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Scope of mathematics

2. AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

General objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

UNIT 2:

3. EXPLORING LEARNERS

Encouraging learner for probing, raising queries, appreciating dialogue among peer-group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

4. SCHOOL MATHEMATICS CURRICULUM

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like main goal of mathematics education, core areas of concern in school mathematics, Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc

UNIT 3:

5. APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concepts. Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Problem posing and solving, discovering or exploring various options for solving the problems formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

Pedagogy of Physical Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

- After Completion of Course the Students will be able to
- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching-learning situations;
- use effectively different activities/demonstrations/laboratory

- experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations in learning different concepts of physical science
- formulate meaningful enquiry episodes, problem-solving situations,
- investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning physical science; and
- construct appropriate assessment tools for evaluating learning of physical science.

UNIT 1

1: NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

2: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Relate Science/Physics and Chemistry education to the environment (natural environment, artefacts and people) and appreciate the issues at the interface of science technology and society; Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive

development of learners, Specific objective of different content areas in science/physics and chemistry.

UNIT 2

3: EXPLORING LEARNERS

Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non-print materials used in various states in the area of physical science.

UNIT 3

5: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalisation; Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.

Pedagogy of Biological Science

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

- After Completion of Course the Students will be able to
- develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;

- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching-learning;
- laboratory experiences for teaching-learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations for different concepts of biological science;
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages;
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning biological science;
- construct appropriate assessment tools for evaluating learning of biological science;
- stimulate curiosity, inventiveness and creativity in biological science;
- develop ability to use biological science concepts for life skills; and
- develop competencies for teaching, learning of biological science through different measures.

UNIT 1

1 NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, and creativity in biology; Imbibe the values of honesty, integrity, cooperation, concern for life preservation of environment; Solving problems of everyday life; its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT 2

3: EXPLORING LEARNERS

Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology

4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT 3

5: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalisation; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.

Assessment for Learning

(Course - 8)

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

The course will enable student-teachers to

- o gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- o become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- o be exposed to different kinds and forms of assessment that aid student learning;
- o become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- o evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

Unit1

1. Evaluation assessment and measurement

- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale :- Normal, ordinal interval and ratio scale
- Characteristics of measuring instruments, concept reliability and validity, their procedure of estimation.

Unit 2

2. Measurement procedures in respect of cognitive and non-cognitive testes

- Ability testing procedures
- Disability testing procedures
- Uses of cognitive and non-cognitive tests
- 3.norm referenced and criterion referenced testing
- Concept of norm-referenced and criterion referenced testing
- Difference between norm-referenced and criterion reference testing
- Developing tests under norm-referenced and criterion referenced testing approaches
- Assessing the differently and discriminating indices of test items
- Estimation of reliability and validity for norm-referenced and criterion referenced

Unit 3

3. Evaluation concept and approaches
 - Definition need and importance
 - Characteristics of evaluation
 - Formative placement, diagnostic and summative evaluation
 - External and internal evaluation advantages and dis-advantage

Unit 4

4. Techniques and tools of evaluation
 - Testing concept and purpose
 - Observation techniques
 - Projective techniques
 - Type of evaluation tools rating scale, intelligence tests, aptitude tests, attitude scales interest inventories the anecdotal record

Unit 5

5. Continuous and comprehensive evaluation and credit based evaluation
 - Continuous evaluation concept purpose and use in teaching learning process
 - Comprehensive evaluation concept, purpose and use in teaching learning process
 - Credit based evaluation
 - Function strength and limitation

Unit 6

6. Basic statistics in educational evaluation
 - Measures of central tendencies (mean, median, mode) concept, uses & disadvantages
 - Measures of dispersion (range, quartile deviation & standard deviation concept and user
 - Normal probability curve meaning, application education purpose
 - Correlation rank difference product moment

EPC 2 Drama and Art in Education

Total Marks 50

contact hours per week-3

Internal assessment 50

Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts an understanding of the arts will give our youth the ability to

appreciate the richness and variety of artistic traditions as well as make them liberal creative thinkers and good citizens of the nation. Keeping in view some of these ideas, the National curriculum framework – 2005 introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to class X) and facilities for the same may be provided in every school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this not only art teachers but every teacher in the school system should be sensitized to understand and experience the use of arts for holistic development of the learner, as a teacher as well as an individual

Aim of the course

Understanding basics of different art forms impact of art forms on the human mind enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms through genuine exploration, experience and free expression enhance skills for integrating different art forms across school curriculum at secondary level enhance awareness of the rich cultural heritage, artists and artisans

Visual arts and crafts (Practical)

Experimentation with different materials of visual art, such as pastel, poster, pen and ink, rangoli materials, clay, etc. exploration and experimentation with different methods of visual arts like painting block printing collage, clay modeling, paper and folding etc. paper framing and display of art work

Performing arts dance, music, theatre and puppetry (Practical)

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 participation in any one of the regional arts forms keeping in mind the integrated approach planning a stage setting for a performance / presentation by the student teacher

Appreciation of arts (theory)

Meaning and concepts of arts and aesthetic and its significance at secondary level of school education what is the difference between education in arts and arts in education identification of identification of different performing art forms and artists; dance, music and musical and instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose) knowledge of Indian craft Traditions and its relevance in education (based on a set of slides, selected for the purpose) knowledge of Indian contemporary arts and artist, visual arts (based on a set of slides, selected for the purpose) Indian festivals and its artistic significance

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts and craft forms; textbook analysis to find scope to integrate art forms either in the text or activities or exercises; 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, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (science / math / social science / languages etc.) while integrating different art forms

Workshop: two workshop of half a day each, of one week duration for working with artistic/artisans to learn basics of arts and crafts and understand its pedagogical significance. The arts forms learn during the course should be relevant to the student-teachers in their profession. Activities such as drawing, and the painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool / method of teaching learning of languages, social science, mathematics and sciences.

Suggested approach for teaching learning process

Every student teacher must participate and practice different art forms. They need to be encouraged to visit places of arts / see performances / exhibitions . art and craft fairs / local craft bazaars, etc. artists and artisans may be invited for demonstrations and interactions from the community. Student teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area student teachers can also be motivated to interpret art works/ commercials/ event etc. to enhance their aesthetics sensibility. A resource center for arts and crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, artworks of regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation

Application of arts and aesthetics in day to day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organize and participate in the celebrations of festivals, functions, special days, etc.

SEMESTER 3

PEDAGOGY COURSES

Part II

(Course - 9 A- 9 B)

Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS-I

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.

UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English. Developing

tasks and materials for study skills in English literary forms; Lessons planning in prose, poetry and drama at various school levels.

Activities

- Review any two stories of your choice
- Collect Indian folktales in English (translated) for your portfolio

Teaching Practice

• Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: same pieces for different stages; teaching the same piece to children with special needs.

Action Research

- Identify and list language (English) related errors common among students.
- Prepare a list of idioms, proverb in English
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to constructivism; Teacher as a researcher (Develop meaningful strategies keeping in view the needs of the learners)

Activities

- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states

Project

- Prepare a collection of poems and stories of your choice.
-

UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS:

Print media; Other reading materials, such as learner chosen texts, Magazines, Newspapers, Class libraries, etc., ICT- audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

- Prepare an outline for a school magazine
- Review contemporary children's literature
- Review any two magazines for women.

UNIT 7

10: ASSESSMENT, ITS ROLE AND IMPORTANCE

- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
- Activities and tasks reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

Activities

- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning
- Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.

Note

Project Work, Students-Teacher's Portfolio, Activities, presentations, Workshops and Educational tours to be carried out during both the years

हिन्दी शिक्षण

कुल अंक : 50

समय : 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन : 10

बाह्य मूल्यांकन : 40

अन्विति 4

साहित्यिक विधाओं का शिक्षण : गद्य शिक्षण, कविता शिक्षण, कहानी शिक्षण, नाटक शिक्षण : विशिष्ट उद्देश्य, शिक्षण विधियाँ एवं सोपन।
साहित्यिक विधाओं के शिक्षण में प्रयुक्त नवाचारी युक्तियाँ।

अन्विति 5

हिन्दी भाषा शिक्षण एवं प्रौद्योगिकी : हिन्दी शिक्षण की प्रभाविता को अभिवृद्ध करने हेतु प्रयुक्त शैक्षिक उपकरण, पाठ्यपुस्तकें, भाषा-कक्ष एवं भाषा प्रयोगशाला। अभिक्रमित एवं स्वनिर्देशित अनुदेशनात्मक सामग्री की रचना— विविध प्रकार के प्रतिमान: रेखीय, शाखीय एवं श्रृंखलित, हिन्दी के भाषिक तत्वों के अधिगम को दृष्टिगत रखकर अभिक्रमित अनुदेश की सामग्रियों का निर्माण, उनका इन्द्रियानुभविक—व्यक्तिगत, लघुसमूह एवं क्षेत्रीय रूप में परीक्षण।

अन्विति 6

हिन्दी भाषा के शिक्षण में अद्यतन मूल्यांकन एवं परीक्षण : मूल्यांकन के स्वरूप एवं उनकी अवधारणा। हिन्दी तत्वों एवं साहित्यिक विधाओं का परीक्षण : परीक्षण के प्रकार, परख पदों का निर्माण, विभेदीकरण एवं कठानाई मान निर्धारण, विश्वसनीयता एवं वैधता निर्धारण, मानक पक्षों पर आधारित तत्वों के संदर्भ में। हिन्दी भाषा शिक्षण में उपचारात्मक शिक्षण—उद्देश्य एवं प्रविधियाँ, हिन्दी भाषा अधिगम के गुणवत्ता सुधार हेतु क्रियात्मक अनुसंधान की योजनाओं का निर्माण एवं उनका क्रियान्वयन, हिन्दी शिक्षण में संपूर्ण गुणवत्ता प्रबंधन : अवधारणा एवं यक्तियाँ।

सत्रीय कार्य

3. उपचारात्मक शिक्षण हेतु कम से कम 10 भाषिक तत्वों पर आधारित विशेष अधिगम सामग्री जो अभिक्रमित अनुदेशन की विधा के अनुरूप हो, निर्मित करना।

इन भाषिक तत्वों में विशेषज्ञ रूप से उल्लेखनीय हैं— उच्चारण, वर्तनी, शब्द निर्माण एवं सर्जनात्मक रचना।

4. आदर्श प्रश्न पत्र का निर्माण जो कक्षा 11 एवं 12 स्तर पर हिन्दी शिक्षण से संबंधित हो।

5. कक्षा 11 एवं 12 स्तर के विद्यार्थियों हेतु तिपय चयनित साहित्यिक विधाओं यथा, कविता, गद्य, कहानी, नाटक एवं उपन्यास आदि के अंतर्गत संदर्भ ग्रंथों की सूचि प्रस्तुत करना।

Pedagogy of Language (Urdu)

Part II

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS-I

Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Urdu from different Indian languages.

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations
- Take any creative writing related to History, e.g. *Tahzeeb Kya Hai* and prepare a flow chart on the main events
- Review any story and have a discussion in groups

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.

7: LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama

- Introduction of various literary forms of Urdu language
- Planning lessons in prose
- Planning lessons in poetry
- Drama at various school levels

Activities

- Review any two stories of your choice

Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice

- Take any creative writing, e.g. poem or story and develop teaching strategy to teach: same pieces for different stages; teaching the same piece to children with special needs.

Action Research

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to constructivism; Teacher as a researcher.

Activities

- Prepare an outline for the development of the textbook for the same class for your state.

Project

- Prepare a collection of poems and stories of your choice.

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT, audio-visual aids, Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

- Develop the material for school magazine based on your experiences during school experience and teaching practice
- Review any two magazines for women.

UNIT 6

10: ASSESSMENT—ITS ROLE AND IMPORTANCE

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
2. Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers.

Activities

- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Devise a strategy to incorporate the suggestions given in the Ist term report for the progress of the learner.

Note

Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

1. TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE

- Teaching of prose
- Teaching of poetry
- Teaching of pronunciation
- Teaching of grammar
- Teaching of fables
- Teaching of drama

Activities

- Discussion on the different presentations of teaching
- Collect interesting folktales in Sanskrit
- Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.

Action Research

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme
- Prepare the list of common errors in Sanskrit among students

2. IMPORTANCE OF LESSON PLAN

- Lesson plan – Nature, objectives and needs
- Lesson plan of prose, poetry, drama, story, and grammar
- Types of lesson plans

Activities

- Discussion on the different types of lesson plans
- Prepare a lesson plan on one lesson and have a discussion on that.

UNIT 5:

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Development of activities and tasks; connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher.

Activities

- Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states

Project

- Prepare a collection of poems and stories in Sanskrit of your choice.

9: TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audio-visual aids, films, language labs etc; Psychological perspectives of audio-visual aids

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic— 'Improvement of Sanskrit Teaching at School Level' or any other related topic.

Project

- Review contemporary children's literature in Sanskrit
- Review any two Sanskrit magazines for women.

UNIT 6

10: ASSESSMENT –ITS ROLE AND IMPORTANCE

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation— oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation.
2. Feedback to students, parents and teachers.

Activities

- Analyse the question papers of Sanskrit language (previous 3 years) – Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment
- Devise a strategy to incorporate the suggestions given in the Ist Term

Pedagogy of Language (Bangla) **Course Outline: Part II (Second Year)**

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4:

LANGUAGE, LITERATURE AND AESTHETICS

- Different Creative Forms of Bangla Language: Understanding different forms of literature Literature in the school curriculum: Needs objectives and relevance; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Bangla from different Indian languages.
- Teaching of Different Forms of Bangla Literature—Poetry, Prose, Drama
 - Introduction of various literary forms of Bangla language
 - Planning lessons in prose
 - Planning lessons in poetry
 - Drama at various school levels

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
- Review any story and have a discussion in groups
- Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.
- *Action Research*
- Identify and list language (Bangla) related errors common among students.
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5:

1. DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to constructivism; Teacher as a researcher (Keeping in view the needs of the learners to develop meaningful strategies)

1. ASSESSMENT: ITS ROLE AND IMPORTANCE

- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
- Typology of questions; Activities and tasks; Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

Activities

- Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
- Analyse the question papers of Bangla language (Previous 3 Years) Classes X and XII (any board) in the light of new approach of assessment.
- Devise a strategy to incorporate the suggestions given in the 1st term report for the progress of the learner.
- Prepare an outline for the development of the textbook for the same class for your state.

Project

- Prepare a collection of poems and stories of your choice.

UNIT 6:

TEACHING - LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Activities

- Prepare a list of audio-visual aids related to teaching of Bangla and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

- Prepare an outline of a school magazine
- Develop the material for school magazine based on your experiences during school experience practice

Note

Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours (Some activities have been given in each unit as an example. Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects work are compulsory for each year.)

Pedagogy of Social Sciences

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: TEACHING - LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction

The concepts of social change in Indian and World History; constructivist pedagogy in History and the general competencies

Historical Methods

- Evidence, facts, arguments, categories and perspective; Evidence-based History teaching; Primary sources and the construction of History

- Thinking in terms of problems for analysis in History.

Social Formations in History

- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies
- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- Shared religious cultures and conflicts between religious communities in India
- Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)
- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies in History
- *The Lateral Development of Different Skills*
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

UNIT 5

7: TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY

- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.

- Teaching-learning Materials: Constitution of India, atlas, political maps
- (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

8: ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES

- Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions.
- Open-book tests: Strengths and limitations
- Evaluating answers: What to look for? Assessing projects: What to look for?
- Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

UNIT 6

9: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

- Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)

10: INTER -DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

- Geography and Economics: Transport and communication in a region –assessing current position with reference to development needs
- History and Political Science: Socio-political systems; Women's rights in society
- Economics and History: Agrarian change in India; Industrialisation in India
- History and Geography: Migration of people in a particular region—nature of migration, past and present trends
- Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)
- Economics and Political Science: Family budget and impact of change in prices of essential commodities.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- The role of History teacher as a preserver and propagator of cultural traditions and heritage
- . Methods of teaching History ,story-telling method , patch method, source method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, socialized recitation method.
- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the history teachers for use and development of these teaching aids
- Computer based Instruction in history-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The History room ;its importance; its equipment ,furniture and arrangement; history library resource.
-

Unit 5

- Techniques frequently used in teaching of History; uses and application.
- Description and application of teaching learning devices such as; textbooks, supplementary reading material, workbooks, programme learning material, general reference materialand other instructional material for teaching of History.
- Importance of chronology in history, time concepts, making people chronology conscious and guidelines for teaching chronology.
- Controversial issues as a part of history; teachers role in teaching controversial issues.
- Classification of instructional objectives of teaching history in operational terms.
Developing items of different formats to assess behavioural changes brought about by teaching history. Principles for setting a summative evaluation question paper in history .
Techniques of using and reporting test results.

Unit 6

. Orgnization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Teaching of political science

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- Political Science its meaning, scope and relationship with social sciences.
- Concept of state and its elements.
- Challenges and responses to Indian Democracy
- Trend analysis in Political Science.

Unit 5

- TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY
- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
- Democratic decentralisation, citizen participation.
- Society and Political Processes
- Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
- Teaching-learning Strategies
- The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.
- Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

Unit 6

Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Teaching of geography

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- Conceptual learning in geography; special conceptualization-use of cognitive and mental map.
- Approaches to geography teaching; Expository approach-regional method.
- Discovery approach-problem solving method, project method
- Methods of teaching geography, discussion method, observation method ,computer assisted instruction.
- 4. Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in geography-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.
- The Geography room ;its importance; its equipment ,furniture and arrangement; history library resource.

Unit 5

. Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

- o Identification of a problem
- o Developing reasonable objectives/probing questions
- o Listing hypotheses
- o Developing tools for project /Action research
- o Designing sample and methodology
- o Collection of data and tabulation
- o Analysis of data, reporting of findings, validation of hypotheses etc
- o Discussion in the class.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

- .Methods of teaching Economics
 - Lecture cum Discussion Method
 - Use of Sample Surveys in Economics
 - Inductive and Deductive Approach
 - Problem Solving Method and Project Method
- Debates on controversial themes
- Dramatization and role playing
- Brainstorming
- Organization of quiz competition, essay competition and postermaking competition.
- . Use of teaching aids
 - Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
 - Selecting and using teaching aids
 - Need and importance of A.V Aids
 - Types of A.V Aids
 - Role of the Economics teachers for use and development of these teaching aids
 - Computer based Instruction in Economics-concepts, use and application.
 - Downloading of instructional materials from websites through Internet, power point presentation.

Unit 5

. Organization of co curricular activities

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of Co-curricular Activities
- Role of Teacher in organizing Co-curricular Activities
- **Field Trip** : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

- Planning of teaching: need and importance
- Types of Planning : Day plan, Lesson Plan, Unit Plan
- Pedagogical analysis of a Unit
- Preparation of an achievement Test
- Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

- o Identification of a problem
- o Developing reasonable objectives/probing questions
- o listing hypotheses
- o Developing tools for project /Action research
- o Designing sample and methodology
- o Collection of data and tabulation
- o Analysis of data, reporting of findings, validation of hypotheses etc
- o Discussion in the class.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4: Teaching Methods and Teaching Aids

- Methods of teaching commerce, discussion method, Lecture method, Team Teaching, Project Method, Discussion Method
- Inductive and Deductive Approach
- Computer assisted instruction.
- . Use of teaching aids
- Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of the Economics teachers for use and development of these teaching aids
- Computer based Instruction in commerce-concepts, use and application.
- Downloading of instructional materials from websites through Internet, power point presentation.

Unit 5: Evaluation in Commerce Teaching

- Meaning, Need and Importance of Evaluation
- Characteristics of Good Evaluation
- Types of Test : Achievement Test, Diagnostic test
- Evaluation Devices: Oral tests, Essay type test, Objective type tests, Observation, Records (Anecdotal, Cumulative records)
- Preparation of Unit Test along with Blue print

Unit 6: Community Resources and Commercial Activities

- Meaning of Community Resources

- Types of Community Resources
- Uses of Community Resources in the teaching and learning of Commerce
- Importance of Community Resources in the teaching and learning of Commerce
- Field Trips for teaching of Commerce : Importance , procedure & Role of Teacher

Commercial Activities

- Meaning of Commercial Activities
- Types of Commercial Activities in teaching of Commerce
- Importance of Commercial Activities in teaching of Commerce

Pedagogy of Mathematics

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: PLANNING FOR TEACHING-LEARNING MATHEMATICS

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry; Statistics and Probability, etc.); Organisation of concepts for teaching-learning of mathematics; Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials

7: LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources

UNIT 5

8: ASSESSMENT AND EVALUATION

Informal Creative Evaluation

Encouraging learner to examine a variety of methods of assessment in mathematics; problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation.

Formal Ways of Evaluation

Variety of assessment techniques and practices; Assessing Product Vs Process, Knowing Vs Doing

UNIT 6

9: MATHEMATICS FOR ALL

Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

10: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

Types of in-service programme for mathematics teachers; Role of mathematics teachers' association; Journals and other resource materials in mathematics education; Professional growth—participation in conferences/seminars/workshops

Pedagogy of Physical Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LEARNING RESOURCES IN PHYSICAL SCIENCE

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Inter-conversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia—selection and designing;

7: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, learners' records of observations, field diary; Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and

administration of tests; Assessment of experimental work in science/physics and chemistry; Encouraging teacher-learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation.

UNIT 5

8: PLANNING FOR TEACHING -LEARNING OF PHYSICAL SCIENCE

Concepts for teaching-learning of science/ physics and chemistry; Instructional materials required for planning teaching- learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

9: PHYSICAL SCIENCE–LIFELONG LEARNING

Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF SCIENCE / PHYSICS /CHEMISTRY TEACHERS

Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in science/physical science education; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.

Pedagogy of Biological Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organisation of concepts for teaching-learning of biology; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

7: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilisation of resources.

UNIT 5

8: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Assessment of experimental work in biological science; Encouraging teacher -learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

9: BIOLOGICAL SCIENCE–LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition;

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in

biology education; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

School internship

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school, in two time slots.

Student teachers shall be equipped to cater to diverse needs of learners in schools during second year. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship

programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period

Modes of learning engagement

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor – when available – will guide

and debrief the student teacher on a periodic basis. Adequate classroom contract hours for subject-based teaching-learning

Will be undertaken in the consultation with the school mentor. Student teacher in whom he/she records one's experiences, observations, and reflections should maintain a journal. The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resource used, assessment tools, student, observations and records. Student teachers functions in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning. The institute, in liaison with the schools, should prepare details of the school placement program

Modes of assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250 ,Internal assessment 150 External assessment 100.

School Internship

First year – 4 week of School engagement

- Observation of day to day school activities and report of an in depth study of one activity 10 Marks
- Peer group teaching in selected subject 3 lessons 5 Marks
- Delivery of three lessons in selected teaching subject 5 Marks

Second Year – 16 week

- Internship may be arranged in two phases
- Regular classroom teaching delivery of seventy lessons 70 Marks
- Criticism lessons two in selected subject 5 Marks
- Involvement in school activities 10 Marks
- Interaction with school teacher's community members and children 5 Marks
- Writing Reflective Journals 10 Marks
- Final discussion two plans 10 Marks
- Preparation of a case study report 10 Marks
- Action reaches report 10 Marks.

Suggested school activities:-

- Organisation of culture activities.
- Organisation of literary activities.
- Organisation of games
- Framing of Time-Table
- Attending and organizing morning assembly.
- Maintain of school records
- Maintain of library & labs
- Gardening
- Organizing Science Club & Echo Club
- Voluntary services
- Mass awareness of social evils and taboos.

SEMESTER 4

B.Ed. SEMESTER IV

Gender, School and Society

Course-10

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1:

1. Sex and Gender

Psychology and sociological perspectives.

Radical feminism, patriarchy, reproductive technology and motherhood.

Socialize class, gender, and division.

Indian women-family, caste, class, culture, religion and social system The question Pattern for three hours of Examination -

2. Social Construction of Gender

Socialization.

Gender identity-the media, genderfoles, and stereotypes, class, caste community and gender relation.

3. Women Education and Law

Women access to and participation in formal education,

Women and in formal education.

Non-formal (media).

UNIT II:

4. Gender Inequalities in Schooling

Organization of schooling.

Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture).

5. Gender Schooling-education for Gender Equality

Case studies of intervention in school education

The lok jumbish experiences (movement for women equality)

UNIT III:

6. Education and Empowered of Women

Concept and importance.

Women an sustainable development.

Special role of women as protector of environment.

Waste management and women worker.

Knowledge and Curriculum (Part II) Curriculum (Course-11)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

UNIT IV:

Curriculum development (at school level).

Understanding different approaches to curriculums development: subject centered environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning"); learner-centered and constructivist.

Process of curriculum making:

- (1) Formulation aims and objective (based on overall curricular aims and syllabus).
- (ii) Criteria for selecting knowledge and representing knowledge in the forms of thematic questions in different subjects.
- (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within and across different subjects.

UNIT V:

School: the site of curriculum engagement.

Role of school philosophy, administration (and organization) in creating a context for development of curriculum.

Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood, etc.).

Role of external agencies in providing curriculum and pedagogic supports to teachers within schools-local, regional, national.

UNIT VI:

Curriculum implementation and renewal.

Operationalizing curriculum into learning situations.

Teachers role in generating dynamic curricular experiences through-(i) flexible Interpretation of curricular aims, and (ii) varied learning experience.

Selection and development of learning, resources (textbooks, teaching-learning materials and resources outside the school-local environment, community and media, etc.)

Appropriate reviewing and renewal of aims and processes.

Process of curriculum evaluation and revision (i) need for a model of continual evaluation, (ii) feedback form learners, teachers, community and administrators, (iii) observable incongruences and correspondence between expectations and actual achievements.

Creating an Inclusive School (Course-12)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1:

1. Introduction to Inclusive Education/School

Concept, meaning and need.

Transition from segregation to inclusion.

Principles models.

National policy for person with disabilities 2006 with reference to inclusive education.

Sarva Shiksha Abhiyan-2002 with reference to inclusive school.

UNIT II:

2. Special Education Needs (SEN) of Learners in Inclusive School

identification of diverse needs of SEN learners and referrals.

Disabilities in children and their SEN-Hearing impairment, visual impairment, hearing low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities.

Types and use of assistive devices for learners with SEN.

Education concessions and facilities.

Special needs in terms of Murielle in the context of different disabilities and their learning styles.

UNIT III:

3. Planning and Managing Inclusive Curriculum in Schools

School readiness and school transition

Individualized Education Plan (IEP)-Development and implementation.

Practices and classroom management in inclusive education-seating arrangement, whole class teaching, collaborating teaching, activity-based learning, peer-tutoring and co-operative learning.

Curricular and Instructional accommodation.

4. Facilitators for Inclusive Education

Need for multidisciplinary approach.

Role and responsibilities-general, special and resource teacher.

Role and responsibilities- family and community.

Prepare at professional partnership-need and relevance.

OPTIONAL COURSE

**Out of the seven optional papers,
you have to choose any one paper.**

(Course-13)

Vocational/Work Education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Group A: Pedagogical Analysis of the Content:

Sufficient knowledge of the course-content of work educational prescribed for classes VI to X by the Jharkhand academic council to equip one to teach the subject competently.

- (a) Identification of unit and sub-units.
- (b) Specification and instructional objectives..
- (c) Selection of teaching strategies.
- (d) Selection of teaching aids with notes on their preparation and mode of use.

Group B: Methodology Work Education

UNIT 1:

1. Work Education

- (a) Meaning and concepts
- (b) Nature of work
- (c) Scope or areas viz.
- (d) Socially useful productive work
- (e) Occupational exploration and innovative practices
- (f) Occupational exploration an innovative practices.

2. Aims and objectives of teaching work education as a subject of general education. Behavioural changes expected out of the program of work education, development. of attitude. Acquisition of skills and gaining of knowledge.

UNIT II:

3. Basic of work education-historical, philosophical, psychological, sociological and economic.
4. Development of the concept of work education in general education suitable for India as envisaged by the education commission (1964-66).
5. Concept of Socially Useful Productive Work (SUPW) as designed by IV. patel committee.
6. Work education curriculum and organization of subject matter.
7. A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at (i) The exposure stage and (ii) The involvement stage
8. Relationship with other subjects in the school curriculum. Place of work education in the school curriculum.
9. Different methods of teaching work education-project method, discussion method, demonstrations methods, works-study method, exposure and observation method.
10. Qualities and functions of a good teacher or work education-his interaction with the teachers of the other subjects for developing work projects in their respective subjects.
11. Consideration for selecting work-projects in:
 - (a) Urban schools and
 - (b) Moffusil school (rural)
12. Difference of work education with work experience, SLPW. Basic education and vocational education.
13. Utilization of community resources for audio visual materials for teaching work education.
14. Evaluation in work education-design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, quality and quality of the product, etc.
15. Utility of social service project-removal of social distance, importance of literary drive, first-aid, floor relief, etc.
16. Preparation of plan activity of work project
17. Work education room (practical demonstrations) and submission of note book containing three pedagogical analysis (one from each group)

OPTIONAL COURSE
Health and Physical Education
(Course -13)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1:

1. Health education-concept, aims and objectives of health education, factors influencing health, school health program, school health service, role of teacher in school health program.
2. Physical education concept, misconception, aims and objective, relationship with general education.
3. Nutrition and balanced diet-components of balanced diet, functions, major sources, malnutrition.
4. Postures concept and values, postural deformities and their management. Personal hygiene, dental hygiene environmental hygiene, pollution and global warming
5. Communicable disease-communicable diseases mode, control and prevention. 6. Physical fitness and first aid physical fitness meaning, elements and importance of First-aid in the following Haemorrhage, laceration, contortion, dislocation, fracture, cuts, wounds, bites of insects, sprained strain Suggested readings.

OPTIONAL COURSE
Education for Peace
(Course-13)

UNIT I: Understanding Peace as a Dynamic Social Reality

Awareness of relevance of peace.

Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life.

Peace contexts; underlying assumptions, processes and imperatives.

Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society.

Peace values vis-a-vis constitutional values Importance of the attitudes beliefs and values of peace viz., compassion, cooperation, love, etc. freedom, respect for difference, and ecological resources that ensure peace in society

Foundations of peace: pre-requisites to peace in the society are

compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideas based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development.

Approaches to peace education.

Highlights of various philosophies of peace, Ghandi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhail Badheka, The Dalai lama, initiatives at National and International levels

UNIT II: Understanding Conflict, Underlying Personal-Social Processing and, Mediation and Transformation of Conflict.

Nature of conflict-Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society-intrapersonal, interpersonal, organisational, interstate and global.

Understanding the role of social conditions and processes that sustain conflict-limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.

Developing capabilities for mediation and conflict transformation:

- I. Skills and Strategies needed for conflict transformation.
- II. Listening to the conflicting parties.
- III. Awareness of own identity, cultural underpinning, and communication skills.
- IV. Awareness of context of the conflict.
- V. Communication to mediate.
- VI. Looking for alternative strategies and creative solutions to overcome/transform conflicts.

3. Empowerment of Self through Critical Self Reflection

Awareness of the influence of social milieu on self.

- (a) Understanding adequate self as a product of positive experience of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence,
- (b) Negative experience generate stress, anger aggression.
- (c) Yoga, meditation, anger / stress management, as practise that restore positive physical health and attitudes

Nurturing capabilities for critical self reflection: transcending past negative experiences, and developing skills of communication; listening to others Sharing feelings, descriptive non-judgemental feedback, empathising, trusting

Increasing awareness of role of self in

- (1) Discipline, self management
- (2) Reducing prejudices, biases and stereotypes and building multi-cultural orientations

- (3) Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
- (4) Habitual self-reflection by using daily journal on experiences.

UNIT III: Orienting Education for Peace Building

Critical reflection on the curricular processes awareness of opportunities inherent in curriculum for introducing:

- (i) Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive.
- (ii) Symbols, activates and other structures in the school that reflect a multi-cultural ambience; and
- (II) Experiences of different cultural klentities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc.

Critical pedagogy of peace education:

- (i) Challenging the traditional models of learning to constructivist approaches in teaching
- (ii) Rethinking authority relations from democratic perspective-promoting dialoguing, and developing capabilities for decision-making.
- (iii) Understanding social justice in local context-its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels.
- (iv) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.
- (v) Compassion, love and caring, mindfuiness in all transaction of avoid hurt, humiliation, degrading over academic, personal social and culture matters. Non-evaluative orientations empathetic founding academic and discipline problems.
- (vi) Becoming peace teacher-acquisitioning of relevant knowledge, attitudes, values and skills.

Development of listening skills for dialogue-listening to verbal and non-verbal content

of messages; Developing awareness of feelings and expressions in messages; skills of questioning paraphrasing and providing feedback that is, non-judgemental, sensitivity to socio-economic, cultural, gender, caste difference; skills of giving emotional support for encouraging, genuine appreciation and cooperation, understanding importance of confidentiality of students personal issues and problems that invite embarrassment or ridicule.

Pedagogical skills for orientation of subject content and teaching-learning experience in classroom for promoting peace:

- (i) Awareness of the epistemic connection of subject content with peace values,

e.g. language (effective communication), Science constitutional values, and multi-culturalism, conflicts, violence, and warlinks with challenges to regional and local conflicts, maths (precision)

- (ii) Using textbook contents for highlighting values of peace, particularly anti-peace message indirect or hidden..

Humanistic approach to evaluation:

- (i) Belief in worth of all pupils irrespective of academic talents.
- (ii) Adopt broad-based assessment talking in multiple, talents, emphasise success rather than failure, enable every pupil to experience success in some area.

Becoming agency for peace in the school organisation and surrounding local community:

- (i) Awareness of cultural characteristics of the local community around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.
- (ii) Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school.
- (iii) Awareness and orientations of students attitudes towards balanced media exposure.

OPTIONAL COURSE
Guidance and Counselling
(Course-13)

Role of teacher as a counsellor and professional ethics associated with it.

UNIT 1:

1. Introduction to Guidance

Meaning, nature scope and functions of guidance, principles of guidance.

Need of guidance at various stages of life, types of guidance-educational, vocational personal guidance (their meaning, objectives, needs and importance)

2. Procedure of Guidance

Individual and group procedures of guidance, their nature and advantage.

Group guidance techniques-class tasks, career-task, career-conference-group discussion field-visits, career-exhibition, audio-visual techniques.

Role of various community agencies in school guidance program.

3. Counselling

Concept of counselling: theories of counselling; theory of self (rogers).

Types of counselling: directive, non-directive and eclectic.

Process of counselling (initial disclosure in depth exploration and commitment to action).

Skills in counselling (listening, questioning, responding and communicating).

UNIT II:

4. Understanding the Individual

Studying and appraising an individual-its need and importance in EVG.

Testing and non-testing devices for the study of an individual.

Testing-intelligence, aptitude, attitude, interest, achievement and personality.

Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative-record cards

UNIT III:

5. Job analysis-Occupation at Information Instructional

Job analysis-concept and need.

Job satisfaction-concept and factor affecting job satisfaction.

Concept of occupational information and sources of collection. Career counselling and discrimination of occupational information.

6. Guidance services and the organization in schools

Types of guidance services.

Role of school personnel's in organizing guidance services.

OPTIONAL COURSE

(Course-13)

Issues of Conservation and Environmental Regeneration

UNIT 1:

Importance of need and scope of environmental conservation and regeneration.

Structure and functions of different eco-system.

India is a mega biodiversity nation.

Role of individual in conservation of natural resources-water, energy and food.

Role of individual in prevention of pollution-air and water.

Equitable uses of resources for sustainable livelihood.

Environmental legislation: awareness and issues involved in enforcement.

Role of information technology and media in environment and human health.

Suggested Practicum

The students on completion of each topic of unit 1 will submit a small assignment in the form of an activity. This may include observation of important relevant days,

preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club. The activity has to be one some local specific issue pertaining to the place of residence of the student

(2)

Community participation in natural resource management -water, forests, etc.

Deforestation in the context of tribal life.
Sustainable land use management.
Traditional knowledge and biodiversity conservation.
Developmental projects, including Government initiatives and their impact on biodiversity conservation.
Issues involved in enforcement of environment legislations. Role of media and ecotourism in creating environmental awareness.
Role of local bodies in environmental management. Shifting cultivation and its impact on environment.
Change in forest cover over time.

UNIT II:

(3)

Consumerism and waste generation and its management.
Genetically-modified crops and food security.
What consumption pattern in rural and urban settlement.
Ethno-botany and its role in the present day world.
Environmental degradation and its impact on the health of people.
Economic growth and sustainable consumption.
Organic farming.
Agricultural waste-their impact and management.
Rain water harvesting and water resource management.
Biomedical waste management.
Changing patterns of energy and water consumption.

UNIT III:

4.

Environmental conservation in the globalised world.
Alternative sources of energy.
Impact of natural-disaster/man-made disaster on environment.
Biological control for sustainable agriculture.
Heat production and green house gas emission.
Impact of industry/mining/transport on environment.
Sustainable use of forest produces.

5.

Role of women in conservation.
Female foeticide/infanticide and skewed sex ratio.
Development of slum area and their inhabitants.
Child mortality and maternal health.
HIV/AIDS, malaria-status, measures undertaken for their control eradication.

OPTIONAL COURSE

Yoga Education

(Course-13)

UNIT I:

1. Philosophy, Psychology and Kinds of Yoga.

Philosophy of yoga, goals of life and yoga, fundamental concepts common to all schools of Indian philosophy: the triguna, the concept of prakriti, pursusa visheshal (ISWAR) and their relation with each other, Its meaning and kinds of samandhi.

Physiology of yoga-Chitta (mind) and the method of chitta vriti (chitta control), vritti patyahar, dharna, samndhi

UNIT II:

2. Physiology of socio-moral bases: kinds of dhyana-sthula, a shukshima and jyotimaya, nirmal chita nand the final goal.

3. Socio-moral base of yoga. The five ymas and five niyamas, the universal code of social-moral restraints and personal observances leading to ides adjustment in social and personal life

UNIT III:

4. Classification of yoga-Raja yoga (Astang Yoga) hathan-yoga, samkhya yoga, vhahti yoga and mantra yoga.

5. Yoga diet and its application in modern context, practicum /sessional (to be evaluated by internal examiner)

(i) Participating in any five asanas following: Shavasana, Sarvingasan, Halsana Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurasans, Chakrasana, Vajrasana, Gomukhasana, Matsyasana, Janusirasana, Ardhamsttyasana, Padmasana, Ans, Sirasana.

(ii) Participation in Neti, Kapalbhathi and Trastak.

(iii) Participation in Anulom-vilom, Bhramari, Shitali, Ujjai, Pranayams Preparing a work book (project report of selected Five-asanas, their physical psychological and anantiomical effects on human body, mind, senses.

OPTIONAL COURSE

Value Education and Human Rights in Education

(Course-13)

UNIT 1:

1. Value Education

concept, meaning sources, types and methods of teaching, value education. 2. Human Rights in Education

Role of UNESCO, role of school, education up to 14 years as fundamental rights fundamental duties, media, it's role. Constitutional and institutional safeguards to human rights, National Human Rights

Commission (NHRC) and associated human rights commissions. Vital domain of human right information, poverty an environment.

United nations and human right.

UNIT II:

3. Judicial Activism and Human Rights in Education

Human rights and violation and police.

Problems refugees and internationally displaced persons.

Role of education for the problems.

4. Custodial Justice

Guidelines to superintendent of police and epistemic commission.

Standard rules for treatment of prisoners.

UN principles for protection of principles.

Juvenile delinquency and role of education from the point of view human rights.

COURSE EPC 3

Enriching Learning Through Information and Communication Technology

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

UNIT I:

1. Relevance of ICT in Education (Radio, Television, Computers)

Role of information technology in construction of knowledge.

Possible uses of audio-visual media and computers.

2. Visualising Learning Situations using Audio-Visual and Other Media

Use of radio and audio medias-script writing, storytelling, songs, etc.

Use of television and video in education,

Use of newspaper in education,

UNIT II:

3. Use of Computers in Schools

Functional knowledge of operating computers-on/off, word processing, use of power point, excel. Computer as a learning tool.

Effective browsing of the internet for discerning and selecting relevant information.

Survey of educational sites based in India.

Downloading relevant material.

Cross collating knowledge from varied sources.

Competencies in developing original software.

UNIT III:

4. Visualising technology-supported learning situations

Preparation of learning schemes.

Interactive use of audio-visual programme.

Developing PPT slide show for classroom use.

Use of available software or CDs with LCD projection for subject learning interactions.

Generating subject-related demonstrations using computer software.

Engaging in professional self-development.

Enabling students to plan and execute projects (using computer based research).

Collaborative learning tasks.

Interactive use of ICT-Participation in Yahoo groups, Creation of blogs etc.

UNIT IV:

5. Indian and International Experience in ICT Aided Learning

Innovative usage of technology-some case studies.

Use of technology integration in resource-plenty as well as resource-scarce situations.

Critical issues in 'internet usage authenticity of information, addiction, plagiarism, downsides of social networking group.

EPC-4:- Understanding the Self

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1:

1. Exploring the Aim of Life

Objectives

To enable students to develop a vision of life for themselves.

To encourage students to give conscious direction to their lives to take responsibility for their actions.

To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

Vision as a person: aspiration and purpose of life.

Giving a conscious direction to life.

Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life.

2. Discovering one's True Potential

Objectives

To facilitate the personal growth of the students by helping them to identify their own potential.

To develop the power of positive attitude.

To encourage students to develop the capacity for self-reflection and personal Integration.

Workshop Themes

Understanding one's strengths and weaknesses through self observation exercises.

Taking responsibility for one's own actions.

Developing positivity, self-esteem and emotional integration.

Exploring fear and trust; competition and cooperation.

Developing skills of inner self-organization and self-reflection.

Writing a self-reflective journal.

UNIT II:

3. Developing Sensitivity

Objectivities

To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.

To encourage students to develop the capacity for perspective taking and appreciating different points of view.

To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability, etc.) and critically examine the sources of stereotyped messages (e.g. media).

Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.

Developing the capacity for empathic listening and communications skills.

Understanding one's own childhood and adult-child gaps in society.

UNIT III:

4. Peace, Progress and Harmony

Objectives

To develop the capacity to establish peace within oneself.

To develop the capacity to establish harmony within a group and methods of conflict resolution.

To understand the meaning of leadership and develop attitudes and skills of a catalyst.

To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

Establishing peace within oneself: exercises of concentration and meditation.

Understanding group dynamics and communication.

Creating group harmony-exploring methods of creating a collective aspiration for progress and conflict resolution.

Exploring the bases of social disharmony becoming the agents and catalysts of change and exploring methods of facilitating change.

UNIT IV:

5. Facilitating Personal Growth-Applications in Teaching

Objectives

To explore attitudes and methods needed for facilitating personal growth in student.

To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum,

Workshop Themes

Becoming a self-reflective practitioner-becoming conscious of one's own attitudes and communication pattern while teaching.

Observing children: appreciating social, economic, cultural and individual differences in children and relating with them.

Exploring and practicing ways to facilitate personal growth the develop social skills in students while teaching.