

GRIZZLY COLLEGE OF EDUCATION

NAAC Accredited with 'B' Grade

Recognised by ERC, NCTE, Bhubaneswar, Affiliated to Vinoba Bhave University, Hazaribag & JAC, Ranchi
Near Satpulia, Gumo, Jhumritelaiya, Distt.- Koderma, Pin-825409, Jharkhand



AFFILIATED TO

VINOBA BHAVE UNIVERSITY



B.Ed. SYLLABUS

VINOBA BHAVE UNIVERSITY,

HAZARIBAG, JHARKHAND

Faculty of Education

Syllabus

For

Bachelor of Education

B.Ed (02 Years)

Semester System

Regular Course

Two Years Programme

SYLLABUS FOR TWO-YEAR
Bachelor of Education
B.Ed COURSE (2 Years Programme)
As per N.C.T.E. Regulation 2014
(Revised)

VINOBA BHAVE UNIVERSITY, HAZARIBAG, JHARKHAND

**Board of Course of
Studies**

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Vinoba Bhave University, Hazaribag.
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Dept. of Education, Mahatma Gandhi
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Patna University, Patna.
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Education, VBU, Hazaribagh.
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Chatra College, Chatra
9. Dr. Krishna Kumar Gupta, Director, University Dept. of - Member secretary
Education, VBU, Hazaribag,



Regulations for Examination for Examination of 2-Year B.Ed Course (Semester System)

Department of Education, Faculty of Education, Vinoba Bhave University, Hazaribag, Jharkhand

1. General

1.1 These regulation shall be called “Regulation for Examination of 02 Years B.Ed. Course (Semester system)” of the Vinoba Bhave Universty. Hazaribag

1.2 These regulation come from the academic session 2015-2016/17 and revised in 2023

2. Programme of Study

2.1 The University. Shall offer “Bachelor of Education” degree under the Faculty of Education V.B.U University Hazaribag in the different Govt./Constituent , Self-Finance, Private & Minority Teacher Education College of the University and Department of Education of a Composite institution/College of the (offering Graduate or Post-Graduate Programme) of Study in the field of Liberal arts of humanities of social science or commerce of other degree holder of V.B.U University Hazaribag duly recognized by NCTE. The “Bachelor of Education” degree shall be abbreviated as B.Ed.)

2.2 The duration of B.Ed. course (Semester System) shall be of two academic session/Year (Four Semester).

2.3 The Examination for Bachelor of Education (B.Ed.) degree shall be two consist of four semester of six month each.

2.4 Each academic session shall consist of two semester I-&III: July/August to December and II &IV: from January/February to June Each semester shall be 18 to 20 weeks of actual study.

2.5 The B.Ed. Course shall consist of diffential weight ages (2 and 4 credits Equalling to 48 credit in all), spread over four Semester with Five Papers in semester I& Six Papers in semester II, Five PAPERS IN Semester III, and Six Papers in Semester IV, carrying 50 Marks each 2 credit paper, 100 marks each 4 credit paper, The entire curriculums shall be 1400 marks taken together.

2.6 The term ‘Credit’ refers to weightage given to course in relation to the instructional hours assigned to it each credit in a taught course is equated to one hour of teaching or two hourse of seminars/group work/laboratory work/field work/ workshop per week for 18 to 20 weeks in each semester Thus, a 2-Credit course shall be entail 2 hours of regular teaching per week or as much as 8 hourse of the Programme activities.

2.7 The distreibution of papers like theory, practicum, field project, intership etc. The number of credits and marks allocated is specified in the course structure of B.Ed. Programme.

Evaluation of Performance under Semester System

3.1 The performance of a students in each paper will be assessed on the basic of a Continuous internal Assessment (CIA) of 20 marks and the end semester Examination (ESE) Consisting of 80 marks in a 4 Credit paper, CIA 10 marks and ESE Consisting of 40 in a 2 credit paper.

3.2 The components of CIA in a 4 Credit paper shall be:

- | | |
|--|-----------|
| a) Two Mid-Semester Written Tests of one-hour duration | -10 marks |
| b) Seminar Presentation /Quiz/Term Paper | -05 marks |
| c) Individual /Group Assignments /Projects Regularity & Behavior/ Students Portfolio | -05 marks |

Total Marks	20 marks
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3.3 The components of CIA in a 2 Credit paper shall be:

- | | | |
|--|-----------|---------|
| a) Two Mid-Semester Written Tests of one-hour duration | -05 marks | |
| c) Individual /Group Assignments /Projects Regularity & Behavior/ Students Portfolio | -05 marks | Seminar |
| Presentation /Quiz/Term Paper | | |

Total Marks	10 marks
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3.4 The Concerned teacher of the course/paper shall be responsible for conducting the one/two mid-semester tests (as the case may be) and other components of the CIA and shall also be responsible to evaluate and mark them. He/ She shall show the answer scripts of the mid-semester tests to students of his class. In addition to CIA the ESC, which will be written examination of 3-hour's duration in case of 4 credit course, and 2- hours duration in case of 2 credit course, would also from an integral component of evaluation.

3.5 The evaluation of internship shall be based on CIA conducted by the concerned supervisor and an End semester Evaluation of internship Report, the viva-voce examination and Assessment of Practise Teaching.

3.6 The components of CIA in internship work (School internship Report) shall be as under:

Total Marks 10

- (a) Involvement &Performance in the school activities
- (b) Quality of in internship Report
- (c) Regularity & Behaviour

3.7 The components of ESE in the internship work Assesment (School internship Report)

- (a) Performance in the Criticism Lession
- (b) Quality of Records of the Lesion Plan
- (c) Record of the observation of Peer interns' Lesson
- (d) Teaching Personality

3.8 The components of end semester examination of internship Paper, school internship Report shall be as under:

- (a) Quality of internship 50%
- (b) Viva Voce Examination on of internship Report and class room teaching 50%

3.9 The End Semester Examination of internship Paper (B.Ed. P-303, B.Ed. P-304: Assessment of Practice Teaching) shall be of 75 marks which will be awarded on the basis of observation and assessment of performance in the Teaching of a Final Lesson (in pedagogy of both school subjects) in a classroom of secondary school for period of at least 45 minutes.

3.10 External evaluation of EPC 1, school internship Report, Assessment of Practice Teaching Subject-1 and Assessment of Practice Teaching Subject-2, EPC 3 and EPC 4 of each student shall be done jointly by two external examiners to be appointed by the Dean of the Faculty of Education/Head of the University Department of Education from out of panel approved by the University.

3.11 There will be two external experts far EPC-1, EPC-3 and EPC-4, who have minimum three years teaching experience of teacher Education Subjects i.e., Pedagogical subjects and perspective subjects.

3.12 The evaluation of EPC-2 will be fully internal. All the teacher of the respective colleges/Department will be the members of this evaluation committee and principal/HoD of the Colleges/Department with his/her discretionary power will appoint two experienced teacher educator as invitee member for this evaluation.

3.13 There will be two external examiner of the school Internship, Who must have minimum 08 Years teaching experience as a teacher educator.

3.14 Viva-Voce of the candidate for evaluating his/her internship work, school internship Report shall be done jointly by the external examiners who have evaluated the internship Report.

3.15 There will be two external examiner of every Assessment of practice teaching subject, who must have minimum three years teaching experience as teacher educator with pedagogy.

3.16 The external Examiner of any language pedagogy subject can be the examiner of any language pedagogical subjects Similarly, Social Science External Examiner, Mathematics External Examiner and Science External Examiner can be the examiner of any of its group of pedagogical subjects.

3.17 The theory and practicum examination schedule will be proposed by the Director/HoD, Univ. Dept. of Education/Departmental council of Univ. Dept. of Education, Vinoba Bhawe University

3.18 Principal/Director/HoD of the college/institution/Department shall assign a Supervisor to each student for internship work which shall be carried out in a upper primary, secondary or senior secondary government/recognized private school for minimum duration of 16 weeks The candidate shall carry out internship work including Practice Teaching and participation in all the school activities, including

planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her understanding of the school in totality, its Philosophy and aims, organization and management, the life of a teachers; needs of the Physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching-learning in two types copies, within the time specified by the college/Department, which shall in no case be later than the first date announced for start of the Third Semester Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/her personal supervisor and that it is not a copy of an earlier work the same nature. The candidate shall also submit separately the “Records of the Lessons taught at school (Lesson Plan)” and the Records of the observation of Peer interns Lesson.

Internship – Ist in Semester IInd

In the Internship for first year of 4 Weeks following activities/assignments will have to be undertaken.

- a) School Visit: Two days for every School: primary / upper primary and secondary level schools. (One Week)
- b) Observation: Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week)
- c) Skill development through simulated and micro teaching sessions. (One Week)
- d) Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)

Internship – IInd in Semester IIIrd

In the Internship for second year of 16 weeks, following activities / assignments will have to be undertaken.

- a) The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.
- b) The activities undertaken during this programme of school attachment will comprise of :
Observing teaching sessions of school teachers.
Teaching 40 lessons (Supervised by B.Ed. faculty).
Participation in school chores such as prayers, assembly, organization of Co-Curricular activities.
Library and lab management (in cases of trainees having to work with laboratories).
Excursion, Study tours etc. as part of the school programme.

Community interactions including teacher-parent meetings and visits to specific community centres.

Note :

Internship Ist and IInd will be performed wide NCTE Regulations 2014 – Appendix 4

Examinations

4.1 The End-Semester- Examination will be conducted by the University. The End Semester Examination (ESE) shall be named as follows:

Year-1	Year-2
(a)B.Ed. Part (I)	(b)B.Ed. Part (II)
I st End- Semester Examination &	III rd End-Semester Examination
II nd End- Semester Examination	IV th End-Semester Examination

4.2 Syllabus for each 4 credit paper shall be divided into 5 units. Based on this, the question paper in the End-Semester Examination shall be as follows:

Part-A

Ten Multiple Choice Questions (No Choice) 10x2= 20 marks
(Two Question from each Unit)

Part-B

Five Short Answer Questions (Four to be answered) 4x5=20 marks
(One Questions from each Unit)

Part-C

Six long Answer Questions (Four to be answered) 4x10=40 marks
(One Questions from each Unit)

4.3 Syllabus for each 2 credit paper shall be divided into 3 units. Based on this, the question paper pattern in the End- Semester Examination Shall be as follows:

Part- A

Five Multiple Choice Questions (No Choice) 5x2=10 marks
(Not more than two Question from each Unit)

Part-B

Three Short Answer Questions (Two to be answered) 2x5=10 marks
(One Questions from each Unit)

Part-C

Three Long Answer Questions (Two to be answered) 2x10=20 marks

(One Questions from each Unit)

4.4 The examination of Ist & IIIrd semester, shall be generally held in the month of November-December and that of IInd & IVth Semester, shall be held in the month May-June.

4.5 Paper setting: For ESE, external examiners of relevant subject shall be appointed by the University as per the Provisions of the Examination Board.

4.6 There will be a provision of setting question papers of all pedagogical subjects (Pedagogy of School subjects I & II) in two sets. The first set will be set as major paper and the second set will be set as minor paper.

4.7 Moderation will be arranged by the examination department of Vinobe Bhave University for the accuracy and quality of the question paper.

Passing of Examinations and Promotion Rules

5.1 The admitted students can appear in the University examination only when they are registered with the Vinoba Bhave University, Hazaribag.

5.2 The Candidates who have been admitted to the First Semester of a 2 Year B.Ed. Programme in a session can be placed in the following categories on the basis of their attendance in the semester.

- i Those who have been appeared at the CIA and attended the required minimum percentage (80%) of attendance of lectures/practical classes and 90% of field Attachment/ Internship separately as per the provision content under the section 2.2(c) of “NCTE Recognition Norms and Standards of Bachelor of Education Programme leading to Bachelor of Education (B.Ed.) Degree- 2014” shall be permitted to appear in the ends semester examination.
- ii Those who have not attended the required minimum percentage of attendance (80%) in the theory and Practical and 90% of Field Attachment/ internship separately shall no case be permitted to appear in the End Semester Examination. However, Director/ Principal/Head of the Department/ Institution may condone 10% and Vice- Chancellor 20 percent attendance on the basis of medical certificate after having satisfaction on the medical report, submitted by the student.

5.3 A Candidate can appear at the examination, provided that:

- i The application to appear the examination will be submitted on the prescribe form on or before the date fixed to the Controller of examinations/ University.
- ii The candidate’s application form has been duly recommended and certified by the Principal/ Head of the Dept., College/ Institution.
- iii The examination fee has been deposited in a manner prescribed by the Controller of Examinations/University.

- iv An admit card stating candidate's name and roll number, issued by the Controller of Examinations, Vinoba Bhave University, Hazaribag to the candidate. The candidate should bring the admit card to the examination Hall.

5.4 After appearing at the Semester Examination, the candidate will be placed in the following categories in the context of declaration of the results of the Semester Examination.

- I. To be declared passed in the End Semester Examination, a candidate must have secured at-least 40% marks in each paper separately both in theory as well as in continuous internal assessment and a minimum of 45% in total.
- II. Admission to B.Ed course is subject based. At the time of admission, each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/post-graduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level. The minor subject should have been studied for at least for one year/one semester.
- III. The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.
- IV. The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- V. B.Com./B.B.A. Graduates, M.Com./M.B.A. Post Graduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/ any one language.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)
- VI. B.C.A. Graduates/M.C.A. Post Graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics.
- VII. B.E./B.Tech. Graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science.
- VIII. B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level.
- IX. B.Sc (Medical) graduates shall opt for two teaching subjects out of the following:
 - (a) Pedagogy of Biological Science;
 - (b) Pedagogy of Physical Science;
- X. B.Sc (Non-Medical) graduates shall opt for two teaching subjects out of the following:
 - (a) Pedagogy of Science/Physical Science;
 - (b) Pedagogy of Mathematics/Computer Science;
- XI. Arts Graduates may opt for any two pedagogical subjects one each from the following (a) and (b):
 - (a) Pedagogy of Social Studies/ Economics/ History/ Geography/ Political Science (Civics)/ Sociology/ Fine Arts/ Music/ Home Science. (b) Pedagogy of any one language provided that the candidate has studied the subject at the graduation/post-graduation level.
- XII. Graduates with Fine Arts/ Music/ Computer Science/ Home Science/ Mathematics/ Statistics/ Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college. Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.
- XIII. Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/ sociology/ Psychology/ Education/Defence Studies/ Religious Studies/Public Administration/Philosophy.

Note :

- The candidates shall be given the required subject combination depending upon their availability in the college/Department of education.
 - Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
 - Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
- XIV. Pedagogy subjects selected at semester-IInd will remain the same in all the semesters.
- XV. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
- XVI. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Political science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.
- XVII. For EPC papers, the external practical will be of 40 marks based on the file work and viva voce to be evaluated by the examiner appointed by the university.
- XVIII. Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.
- XIX. Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning center, education resource center etc.
- XX. However if a candidate passes in at- least three out of five papers in his/her First and Second End Semester Examination and at- least Three out of Five in his/ her Third End Semester Examination, he/she shall be promoted to next higher semester.
- XXI. Candidates shall have to clear their backlog paper in the next End Semester Examination of that semester whenever it is available. There shall be no supplementary examination in any of the semester courses (I, II, III, and IV)
- XXII. Even if a Student is promoted to Fourth Semester, his/her Final result will only be declared when he/she has cleared all their backlog papers.
- XXIII. Final result of B.Ed. Course shall be published on the basis of candidate performance in all the papers of all four semesters.
- XXIV. The Final result will be published only after he has cleared all the papers securing minimum qualifying marks as mentioned above clause 5.4(i).

- XXV. A Student has to score minimum 40% marks in his/her CIA. Failing to secure minimum marks he will have to repeat the CIA along with the students of the same semester of the next academic session.
- XXVI. If a student fails to secure minimum 40% marks in CIA of any paper his result will be declared as fail in that paper. Such students shall have to reappear in that paper in the same semester of next academic session. The name of the promoted candidate/ candidates will not be included in the merit list of B.Ed.
- XXVII. A promoted candidate, if he/she has passed in CIA but fails in theory paper/ papers, he /she shall retain his/her CIA award and will reappear in the theory paper only of the semester whenever available However, if a candidates is declared fail in any End Semester Examination, Shall retain nothing and will have to redo the course work of failed semester again he has to appear again in CIA as-well-as theory paper.
- XXVIII. As per the provision content under the section 2.1 of “NCTE Recognition norms and standards of Bachelor of Education programme leading to Bachelor of Education (B.Ed.) Degree-2014”students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme. The maximum limit of three years will not change for any reason.

6. Improvement of Result:

If candidate passes in End Semester Examination, he/she may apply for the improvement of his/her ESE result in maximum of two papers of the semester. He/she can avail this facility only once during the duration of whole course. Better of the two results will be treated as final result of candidates in those papers. However the name of such candidates with improved result will not be included in the merit list.

7. Declaration of Result:

- 7.1 In the 4th Semester a candidate need to have cleared all the papers for the award of the 2 Years B.Ed degree.
- 7.2 The Students passed or promoted to the next Semester shall be entitled to get admitted in the next higher semester to which he/she has been declared passed/ promoted.
- 7.3 A Student shall be declared to have failed the programme when he/she fails to qualify for promotion to the next semester after two successive attempts.
- 7.4 Answer books or sheets will be coded before being passed on the examiner and decoded before tabulation work.
- 7.5 There shall be provision of Re-evaluation by the order of the Competent Authority.
- 7.6 To Pass, there will be a provision of giving maximum marks of 5 (five) in any one semester out of Four semesters. This marks will be given by the Department of Examination, Vinoba Bhave University on the basis of forwarding letter of concern college of Education/Department of Education after the request of the concern student.

- 7.7 All normal advantage of Vinoba Bhave University related to the examination which are not mentioned in these regulations will be applicable.



DEPARTMENT OF EDUCATION

VINOBA BHAVE UNIVERSITY, HAZARIBAG

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

SEMESTER 1

SL. NO.	Courses	Names of the courses	Course code	Credit	Maximum marks		TOTAL
					Internal	External Term-End Examination	
	THEORY COURSES						
1.	1.	Childhood and growing up	B.Ed TC-101	04	20	80	100
2.	2.	Contemporary India and Education	B.Ed TC-102	04	20	80	100
3.	3.	Language across the curriculum	B.Ed TC-103	02	10	40	50
4.	4.	Understanding Discipline and subjects	B.Ed TC-104	02	10	40	50
	PRACTICUM						
5.	5.	EPC 1 Reading and Reflecting on Texts	B.Ed P-105	02	10	40	50
	TOTAL			14	70	280	350

NOTE-EPC-ENHANCING PROFESSIONAL CAPACITIES



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DEPARTMENT OF EDUCATION

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

SEMESTER 2

SL. NO.	Courses	Names of the courses	Course code	Credit	Maximum marks		TOTAL
					Internal	External Term-End Examination	
THEORY COURSES							
6.	6.	Learning and Teaching	B.Ed TC-201	04	20	80	100
7.	7.	Knowledge and Curriculum-part 1(1/2)	B.Ed TC-202	02	10	40	50
8.	8.	Pedagogy of a school subject-1 part 1(1/2)	B.Ed TC-203A	02	10	40	50
9.	9.	Pedagogy of a school subject-2 part 1(1/2)	B.Ed TC-203B	02	10	40	50
10.	10.	Assessment for Learning	B.Ed TC-204	04	20	80	100
PRACTICUM							
11.	11.	EPC 2 Drama and Art in Education	B.Ed P-205	02	50		50
	TOTAL			14	120	280	400

NOTE-PEDAGOGY OF A SCHOOL SUBJECT 1& 2 –PART 1(1/2)- B.Ed TC 203 (A & B)

Language-

English B.Ed TC 203-1,

Hindi B.Ed TC 203-2, Urdu B.Ed TC 203-3,

Sanskrit B.Ed TC 203-4, Bangla B.Ed. TC 203-5,

Regional/Tribal Language (Khortha/Nagpuri/Kurmali/Panch Parganiya/Kurukh/Santhali/Ho) B.Ed. TC 203-6,

Social Sciences-

Social Studies B.Ed TC 203-7,

History B.Ed TC 203-8,

Civics B.Ed TC 203-9,

Geography B.Ed TC 203-10,

Economics B.Ed TC 203-11,

Commerce B.Ed TC 203-12,

Home Science B.Ed TC 203-13,

Music B.Ed TC 203-14,

Fine Arts B.Ed TC 203-15,

Mathematics-B.Ed TC 203-16,

Science-Physical science – B. Ed. TC 203-17,

Biological Science – B. Ed. TC 203-18,

Computer Science B. Ed. TC 203-19,

Agriculture B. Ed. TC 203-20,



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

SEMESTER 3

SL. NO.	Courses	Names of the courses	Course code	Credit	Maximum marks		TOTAL
					Internal	External Term-End Examination	
THEORY COURSES							
12.	12.	Pedagogy of s school subjects-1 part II (1/2)	B.Ed TC 301 A	02	10	40	50
13.	13.	Pedagogy of a school subject-2 part II (1/2)	B.Ed TC 301 B	02	10	40	50
PRACTICUM							
14.	14.	School Internship Report	B.Ed P 302	04	20	80	100
15.	15.	Assessment of Practice Teaching in selected subject 1	B.Ed P 303			75	75
16.	16.	Assessment of Practice Teaching in selected subject 2	B.Ed P 304			75	75
	TOTAL			08	40	310	350

NOTE-PEDAGOGY OF A SCHOOL SUBJECT –PART 2(1/2)- B.Ed TC 301(A & B)

Language-

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English B.Ed TC 301-1, Hindi B.Ed TC 301-2, Urdu B.Ed TC 301-3,
Sanskrit B.Ed TC 301-4, Bangla B.Ed. TC 301-5,
Regional/Tribal Language (Khortha/Nagpuri/Kurmali/Panch Parganiya/Kurukh/Santhali/Ho) B.Ed. TC 301-6,
Social Sciences-
Social Studies B.Ed TC301-7,
History B.Ed TC 301-8,
Civics B.Ed TC 301-9,
Geography B.Ed TC 301-10
Economics B.Ed TC 301-11,
Commerce B.Ed TC 301-12,
Home Science B.Ed TC 301-13,
Music B.Ed TC 301-14,
Fine Arts B.Ed TC 301-15,
Mathematics-B.Ed TC 301-16,
Science- Physical science – B. Ed. TC 301-17,
Biological Science – B. Ed. TC 301-18,
Computer Science B. Ed. TC 301-19,
Agriculture B. Ed. TC 301-20,



DEPARTMENT OF EDUCATION
VINOBA BHAVE UNIVERSITY, HAZARIBAG
STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES
SEMESTER 4

SL. NO.	Courses	Names of the courses	Course code	Credit	Maximum marks		TOTAL
					Internal	External Term-End Examination	
THEORY COURSES							
17.	17.	Gender, School and society	B.Ed TC-401	02	10	40	50
18.	18.	Knowledge and Curriculum part II (1/2)	B.Ed TC-402	02	10	40	50
19.	19.	Creating an Inclusive school	B.Ed TC-403	02	10	40	50
20.	20. Optional courses (Chose ant one of the Following Courses)	a)Vocational/work education b) Health and Physical education c)Peace Education d)Guidance and Counseling e)Issues of Conservation and Environmental Regeneration f)Yoga Education g) Value Education and Human Rights	B.Ed TC-404a B.Ed TC-404b B.Ed TC-404c B.Ed TC-404d B.Ed TC-404e B.Ed TC-404f B.Ed TC-404g	02	10	40	50
PRACTICUM							
21.	21. EPC 3	Critical understanding of ICT	B.Ed P-405	02	10	40	50
22.	22. EPC4	Understanding the self	B.Ed P-406	02	10	40	50
TOTAL				12	60	240	300

CURRICULAR AREAS

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:

A. THEORY COURSES

I. Perspectives in Education

- Course1 Childhood and Growing Up
- Course2 Contemporary India and Education
- Course6 Learning and Teaching
- Course 7 Knowledge and Curriculum part I
- Course17 Gender, School and Society
- Course18 Knowledge & Curriculum Part - II
- Course19 Creating an Inclusive School

II. Curriculum and Pedagogic Studies

- Course3 Language across the Curriculum
- Course4 Understanding Disciplines and Subjects
- Course8, 9, 12 & 13 Pedagogy of a School Subject
- Course10 Assessment for Learning



Course20 Optional Course*

B.ENGAGEMENT WITH FIELD/ PRACTICUM**III. Engagement with the Field–the Self, the Child, Community and School**

This curricular are a would have three components–

- Tasks and Assignments that run through hall the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Course son Enhancing Professional Capacities (EPC)

Course, *EPC 1*: Reading and Reflecting on Texts Course, *EPC 2*:Drama and Art in Education Course, *EPC 3*: Critical Understanding of ICT (1/2) Course, *EPC 4*: Understanding the Self

Total Course Credit :- 48

	Credits	Internal Assessment	External Assessment	Total
Semester - 1	14	70	280	350
Semester – 2	14	120	280	400
Semester – 3	08	40	310	350
Semester - 4	12	60	240	300
TOTAL	48	290	1110	1400

NOTE FOR PAPER SETTER

Time : 3hours Maximum marks :80

Types of questions

Objective type question	10 Questions x 2 marks =	20
Short answer type	5 Questions x 4 marks =	20
Essay type answer	4 Questions x 10 marks =	40
	Total = 80	

Time : 1and1/2hours Maximum marks :40

Types of questions

Objective type question	5 Questions x 2 marks =	10
Short answer type	2 Questions x 5 marks =	10
Essay type answer	2 Questions x 10 marks =	20
	Total =40	





SEMESTER 1

CHILD HOOD 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, neighborhoods and community.

Unit I

Growth and Development Patterns 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 (Piaget, Burner etc.) Social and Emotional (Erikson), moral (Piaget, Kohlberg)

Unit 2

Heredity and Environment
Concept of heredity
Mechanism of heredity
Concept of environment
Relative importance of heredity in learners' development
Inter relationship between heredity and environment
Stages and aspects of development with special reference to the Indian context

Unit 3

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

Unit 4

Childhood and concept of Socialization

Concept of socialization : family and adult-child relationship, parenting, child rearing practices

Dealing with children : separation from parents, children in crèches, children in orphanages

Schooling : peer influences, school culture, relationships with teachers, teachers' 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

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 of Indian society

Ancient Indian goals: purushartha

Indian constitution and status of education with reference to following :

Universalization of primary education, universalization of 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 Education (RTE)

Unit 2

Education, society and social justice

Relationship between education and society

Social equity and education

Within county : Between region, social class, caste, gender and religious groups

Among the nations- rich, poor, developed and developing

Equality of educational 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 in Pre-Independence period in India

Education in post Independence period in India

Vocationalisation of education and training for tomorrow

Integration between education and new technology

Role of education in technological empowerment, empowerment of socio – economic weaker sections

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 Modernization

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

Total Marks 50
week-3

contact hours per

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
- Rule 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

Aspects of linguistic system: Language as a rule governed behavior and linguistic variability.

Linguistic System: The organization 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.

Grammar in Context: Vocabulary in context:

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: study skills, including using thesauruses, dictionary, encyclopedia, 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.

Understanding of Skills

Application of skills

Understanding Discipline and School Subject

Total Marks 50
week-3

contact hours per

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 taught 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

Teacher as facilitator of learning

Understanding Approaches to Learning and Teaching

General maxims of teaching

Teacher – centered, learner - centered and learning – centered approaches and major issues

Activity based approach, project and cooperative learning

Varieties of activity (curricular and non 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 school, differentiating curriculum framework, curriculum and syllabus; their significance in 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
week-3

contact hours per

Internal assessment - 10

External assessment -40

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 those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals

Unit I

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)

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-teacher 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

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)

Engaging with subject related reference books

For this unit, the student-teachers should work in groups divided according to their subjects, within these groups, Pairs 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 from the books by making notes collecting notes and organizing information under various sub-headings

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

Unit 3

Engaging with educational writing

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts of chapters from 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 discussing 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 Responses 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

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

Educational psychology and the teaching – learning process

Educational 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 teaching learning process

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

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 profession

Concept of teaching – meaning definition nature and characteristics

Analytical 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

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 McClelland)

Unit 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 educational implication

Unit 6

Group dynamics / group learning strategies

- Meaning and characteristics of a social group
- Group dynamics – process and its importance for learning
- Importance of developing group mind (group cohesiveness)
- Sociometry – uses and importance
- Co-operative learning and constructivist learning

Knowledge and Curriculum –part 1

Total Marks 50
week-3

contact hours per

Internal assessment 10

External assessment 40

Aims of the course

The course 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 course 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 Vivekananda,, M K Gandhi, R N Tagore, Aurobindo Ghosh, Vinoba Bhawe

Unit 2

Evolving knowledge base in education

Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories, emerging knowledge 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 education

Notion of the textbook

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

Unit 3

Curriculum determinants and considerations

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

- Social, political, cultural, geographical, economic diversity
- Social political aspirations, including ideologies and educational vision
- Economic necessities
- Technological possibilities
- National priorities
- System of governance and power relations
- International context

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

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

Pedagogy Course

Part I

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 B a n g l a 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.

2. 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.

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vflofr 1

1 Hkk"kk dh iæfr] Hkk"kk l h[kus dh i fØ; k] Hkk"kk ds 0; kogkfjd : i] Hkk"kk ds vk/kkj] fglunh dk ekrHkk"kk ds : i ea egRo] iKB; Øe ea ml dk LFku , oa ekrHkk"kk f' k{k.k ds mís;] fglunh Hkk"kk f' k{k.k ds l keU; fl i kUr ds l keU; fl | kUr

2 fglunh Hkkf"kd rRoka dk f' k{k.k] mPpkj .k f' k{k.k] oruh f' k{k.k] 'kCn f' k{k.k] okD; jpuk f' k{k.k] ekf[kd jpuk f' k{k.k] fyf[kr jpuk f' k{k.k , oa i Bu f' k{k.k] mís; , oa fof/k; kj

vflofr 2

Hkk"kk dh iæfr , oa Hkk"kk dk ekuoh; eif; ka ds fodkl dh nf"V l s egRo] ekrHkk"kk , oa vU; Hkk"kk dh vf/kxe i fØ; k% nkuka ea varj rFk Hkk"kk f' k{k.k dh i Hkkoh 0; oLFk ds l 'tu grrq mudk fufgrkFA Hkk"kk f' k{k.k ds fl) ka vk/kfud 'kks/ka ea i fj i g; eA

vflofr 3

fglunh Hkkf"kd rRoka dk f' k{k.k % fglunh Hkk"kk ea /ofu foKku] : i foKku , oa okD; fol; kl] fglunh ds 'kCn & i ; k; okph] rRI e , oa rnHko] buds f' k{k.k grrq vi f[kr ; qDr; kj oruh f' k{k.k] okD; jpuk f' k{k.k] ekf[kd , oa fyf[kr jpuk f' k{k.k] l 'tu' khy jpuk grrq f' k{k.k dh fof/k; kj i Bu f' k{k.k&l Loj , oa eku i Bu & mís; , oa f' k{k.k dh fof/k; kA

I =h; dk; l

1- fglh ds /ofu foKku , oa : i foKku ea 0; kogkfj d i f' k{k.k ¼nI I =ka ea

2- fglh dh I kfgR; d fo/kkvka i j vk/kkfj r vkn' kZ i kB&; kstukvka , oa fØ; kRed vud a'kku dh ; kstukvka dk fueZ k , oa mudk fØ; kloo; uA

i R; d i f' k{kq dks nI , s h ; kstukvka dk fueZ k , oa mudk fØ; kloo; u I =h; dk; l ds : i ea I fuf' pr djuk gskxA



Pedagogy of Language (Urdu)

**Total Marks: 50
per Week**

Contact Hours: 3 Hours

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 B a n g l a 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:

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.).

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
per Week**

Contact Hours: 3 Hours

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 B a n g l a 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:
Level of introduction of Sanskrit
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. (5Each)

Project

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

जीवनं सत्यशीचनम्

Pedagogy of Language (Bangla)

**Total Marks: 50
per Week**

Contact Hours: 2 Hours

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 B a n g l a 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:

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

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

Language and Gender

Language and Peace

Write a report on their reflection in the textbooks.

UNIT 2:

NATURE OF LANGUAGE

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.

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:

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.)

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.

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 Studies

Total Marks: 50
Week

Contact Hours: 3 Hours per

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.

U nit2. 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; 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

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..

U nit2. 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.

U nit2. 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
week

Contact Hours: 3 Hours per

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.

U nit2. Curriculum design in economics

- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. -topical, co, 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

Documents 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);

(e.g. Economics Survey, Five Year Plan), Journals and

News Magazines.

Teaching of Commerce

Total Marks: 50
week

Contact Hours: 3 Hours per

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.

Unit 2. 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
week

Contact Hours: 3 Hours per

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
Week

Contact Hours: 3 Hours per

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
Week

Contact Hours: 3 Hours per

Internal Assessment: 10

External Assessment: 40

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;

elaboratory 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.



PEDAGOGY OF AGRICULTURE

Part -I

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives:

- To appreciate the importance of the subject.
- To correlate Agriculture with other disciplines
- To develop power of critical thinking.
- To use different methodologies and approaches for teaching Agriculture at the school stage
- To make students aware about various agricultural implements
- To transfer skills of sowing of Rabi and Kharif crops in India to their students.
- To use the audio visual aids in teaching of Agriculture.

Course Content:

UNIT-I: Introduction

- (a) Meaning and Scope of Agriculture,
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.

UNIT-II: Methods and Techniques

- (a) Taxonomy of Educational Objectives by Bloom.
- (b) Correlation of Agriculture with Economics, Geography, Ecology and Biology.

UNIT-III: Teaching Learning Material

- (a) Methods of Teaching Agriculture: Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Types and use of various agricultural implements.

Sessional Work (Internal)

- Prepare a scrapbook with different seeds, and their properties.
- Prepare a scrapbook with different leaves, and their properties.

Suggested Readings:

Cook GSA Hand book of Teaching Vocational Agriculture

Garric EW Teaching Vocational Agriculture

Hamlin, H. M. Agriculture Education in Community Schools

Hammends, G. Teaching of agriculture

Handbook of Agriculture. Ludhiana: PAU.

ICAR Handbook of Agriculture. New Delhi: Govt. of India.

Sharma, R.C. Modern Science Teaching.



PEDAGOGY OF COMPUTER SCIENCE

Part - I

Total Marks 50

External Theory 40

Internal Practical 10

Objectives:

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches
- To develop among students the skills required to critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- To enable students to Use the knowledge of computers in class room teaching

Course Content:

UNIT I: The Techniques and Technology of Computer

- (a) Meaning, Characteristics and importance of Computers;
- (b) Principles of Computing, Techniques of computing,
- (c) Hardware and Software;

UNIT-II: Nature and Scope of Computer Science

- (a) Nature of Computer Science Meaning and Characteristics, basic concepts, facts and generalizations in Computer Science
- (b) Scope of Computer Science - Relation with other Sciences and its uses in day to day life.
- (c) Role of ICT in teacher education

Unit-III: Aims and Objectives of Teaching Computer Science

- (a) Aims and Objectives of teaching Computer Science at different levels
- (b) Blooms taxonomy of Educational objectives
- (c) Instructional objectives with specifications

Sessional Work:

- Design cover pages for Magazines, Books etc. (Minimum 5 designs)
- Multimedia presentation (Minimum of 10 slides)

Suggested Readings:

Agarwal J. C. (2006). Essential of educational teclmology. Teaching and Learning New Delin;

Vikas Publishing House Pvt. Ltd.

Goel HK (2005) Teaching of Computer Science New Delhi RI. Lall Book Depot

Haseen Taj (2006), Educational Technology,H.P Bhargava Book House, Agra

Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt. ltd.

Hyderabad.

Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation. Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.

Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.

Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.

Kumar Hemant, R.Lal Publisher, Meerut.

जीवनं सत्यशीघ्रम्

PEDAGOGY OF FINE ARTS

Part -I

Total Marks 50

External Theory 40

Internal Practical: 10

Objectives: To enable student teachers to:

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life
- Acquaint with objectives and different principles of fine arts. > Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Develop criticism and aesthetic sense.
- Develop imagination and sense of appreciation and interest in teaching of fine arts. Know about professional competencies of fine arts teacher.

Course Content:

UNIT-1: Introduction

- a) **What is Art: Concept, Importance and Scope/different forms of Art.**
- b) **Aims and objectives of teaching Fine Arts at secondary level. Role of art in daily life.**

UNIT-II: Art in School Curriculum

- (a) **Principles of teaching Fine Arts.**
- (b) **Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.**

UNIT-III: Methods and Techniques

- (a) **Principles of curriculum construction at secondary level .**
- (b) **Importance of Art Room its organization and various requirements, Art criticism and Aesthetic judgment in evaluating an art object .**

Sessional Work:

Practical work to be submitted by students during the session

- One Canvas in size 18 X 227
- One utility item.
- Size-½ Imperial Size Sheet 1. Landscapes - 2 11 Design -2 44

Suggested Readings:

Brown, Percy (1953) Indian Painting, Calcutta.

**Chawla, SS (1986) Teaching of Art Patiala Publication Bureau, Punjabi University Hammer,
Goldstein (1964) Art in Everyday Life Calcutta: Oxford and IBH Publishing Company.**

**Jaswani, K.K., Teaching and Appreciation of Art in Schools LowenfeldViktor Creative and Mental
Growth.**

**Margaret, Marie Deneck (1976) Indian Art London. The Himalata Publication. Read, Herbert
Education through art [paperback] Shelar, Sanjay Still Life JyotsnaPrakashan.**

Sharma I. C., History of Art Goel Publishing House, Meerut.



Pedagogy of Home Science

Part –I

Total Marks 50

External Theory 40

Internal Practical 10

Objectives:

- To develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- To integrate Home Science knowledge with other school subjects
- To identify and formulate aims and objectives of Home science Teaching.
- To critically evaluate the existing home science curriculum at secondary level.
- To apply various approaches and methods of teaching home science.
- To analyse different pedagogical issues in teaching home science

UNIT- I: Foundations of Home Science

- a) Nature of Home Science- Meaning, its dimension (the historical, scientific, aesthetic, recreational) development of science with special reference to India
- b) Learning of Home Science- Constructivists perspectives of teaching Home Science emphasizing piaget and Vygotsky, critical and realistic Home Science education
- c) Curriculum reform in Home Science

UNIT- II: Organizing Teaching – Learning Home Science

- a) Contextual Issues – Learning Home Science without burden, food security, GM food, home management , environment protection, developing scientific attitude
- b) A Home Science teacher
- c) Understanding of classroom communication

UNIT- III: Strategies for learning subject matter content in Home Science

- a) Planning for teaching – learning in Science –analysis of aim and general objectives of teaching Science vis-a-vis the objectives of secondary education, lesson and unit plans
- b) Critical understanding of Science curriculum, syllabus and textbook
- c) Paradigm shift in teaching-learning of the subject viz. constructivist approach

Sessional Work

- Assignment (select any two of the following)(concerned teacher can devise assignment as per requirement of the course)
 1. Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
 2. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
 3. Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
 4. Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
 5. Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school

Suggested Readings:

Begum, Fahmeeda (2006) Modern Teaching of Home Science Anmol Publications, New Delhi

Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi

Chandra, Arvinda, Shah, Anupama and Joshi, Uma 1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.

Das, R.R. and Ray, Bunta (1985) Teaching of Home Science Sterling Publishers, New Delhi.

Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New

Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.

Mago, Neelam Teaching of Home Science. Tandon Publications, Ludhiana.

Seshaiah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi

Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup& Sons, New Delhi.

Sharma, B.I.. and Saxena, B.M(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.

Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.

Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.



PEDAGOGY OF MUSIC

Part –I

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives:

- To enable student teacher to understand the importance of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas .
- To enable student teachers to organize competitions.
- To develop understanding & aesthetic sense in student

Course Content:

UNIT-I: Introduction

(a) Historical development of Music and Musical instruments from Ancient times to Modern Times.

(b) Aims & objectives of teaching of music, importance of Music in daily life.

UNIT-II: Methods and Techniques

(a) Indian Classical and light Music in educational institutions-Its importance popularization .

(b) Methods of teaching music at secondary level.

UNIT-III: Curriculum and Planning.

(a) Relationship of music with other Fine arts subjects.

(b) Voice-culture & larynx .

Suggested Readings:

Khanna, Jyoti (2015). Sangeet Adhyapan Ludhiana Tandon Publications

Saryu Kalekar- Teaching of Music

Panna Lal Madare - Teaching of Music

**Pedagogy of Regional/Tribal Language
(Khortha/Kurukh/Nagpuri/Santhali /Ho etc). Languages in
Jharkhand)**

Part -I

Total Marks 50

External assessment 40

Internal assessment 10

Course Objectives

- To 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 the role and importance of translation.
- To make the student-teachers be able to use multilingualism as a strategy in the classroom situation; develop an understanding of the nature of the language system; understand about the teaching of poetry, prose and drama.
- To make the student-teachers be able to identify methods, approaches and materials for teaching language at different levels.
- To make the student-teachers to be able to develop an insight into the symbiotic relationship between curriculum syllabus and textbooks,
- To familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classrooms and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.
- To sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.
- To enable student skills of teaching Tribal language.

Course Contents:

Unit 1. Introduction to Tribal Language Education

Need of teaching Tribal language in India and Jharkhand: Position of Tribal language in India; Various tribal language in Jharkhand and their Place in school education: Role of tribal language teaching in the empowerment of Tribes and Tribal state; Challenges of teaching Tribal language in India and Jharkhand.

Unit 2. Approaches of Teaching/ Learning of Tribal Language

Critical analysis of various methods of language teaching-Field trip, role play, dramatization, exploratory, concept mapping, self-learning strategies, assignment, multimedia, collaborative approaches to learning, simulation and Games, Debate and Quiz: Grammar Translation method, Direct Method, Functional Communication approach, Structural approach, Teaching of Prose and Poetry. Teaching of Grammar- Inductive and Deductive method

Unit 3. ACQUISITION OF LANGUAGE SKILLS in Teaching/ Learning Tribal Language

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.

Suggested Activity

- Prepare an Assignment on Tribal Language of Jharkhand and their present status.
- Find out Textbooks available for Teaching of Tribal Language.
- Prepare a critical Report on Status of Tribal Language in Compare to other languages in Jharkhand.

Suggested Readings:

- Kshatriya, K.: Matra Bhasha Shikshan, Vinod Pustak Mandir, Agra.
- Pal, H.R and Pal. R. 2006) Curriculum Yesterday, Today and Tomorrow. Kshipra, New Delhi...
- Weil, M & Joyce, B. (1979). Information Processing Models of Teaching. Prentice Hall Inc. New Jersey.



Assessment for learning

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 gain a critical understanding of issues in assessment and evaluation

(from a constructivist paradigm);

become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
be exposed to different kinds and forms of assessment that aid student learning;
become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
evolve realistic, comprehensive and dynamic assessment procedures

that are able to keep the whole student in view;

Unit1

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

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 testing

Unit 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

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

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

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 use
Normal probability curve meaning, application education purpose
Correlation rank difference product moment



EPC 2 Drama and Art in Education

Total Marks 50
week-3

contact hours per

(Internal Evaluation)

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

Any Two of one act play' (Ekanki) of "Chitra Ekanki" Written By Dr. Ram Kumar Verma, Must be Performed/Played by the student teacher.

(Dr. Ram Kumar Verma, "Chitra Ekanki" Arya Book Depo., Karolbag, New Delhi 110005.)

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

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

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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, news-papers, 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

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.

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 1st term report for the progress of the learner.

Note

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



Pedagogy of Language (Sanskrit)

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

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.

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: 50

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:

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)

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, news-papers, 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 Studies

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

UNIT5

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 Childen, 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 material and 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

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 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

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

Unit 6. Project/ Action research

Identification of a problem

Developing reasonable objectives/probing questions

Listing hypotheses

Developing tools for project /Action research

Designing sample and methodology

Collection of data and tabulation

Analysis of data, reporting of findings, validation of hypotheses etc

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

Identification of a problem

Developing reasonable objectives/probing questions

listing hypotheses

Developing tools for project /Action research

Designing sample and methodology

Collection of data and tabulation

Analysis of data, reporting of findings, validation of hypotheses etc

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 ANDEVALUATION

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.



PEDAGOGY OF AGRICULTURE

Part -II

Total Marks: 50

External Theory: 40

Internal Practical: 10

UNIT-IV: Basic Concepts of Agriculture

- (a) Instructional Aids in the teaching of Agriculture
- (b) Brief History of Agriculture in India after green revolution.

UNIT-V: Basic Concepts of Soil and crops in India.

- (a) Knowledge about sowing of Rabi and Kharif crops in India.
- (b) Soil Type, Formation, Soil Fertility, Soil Conservation.

UNIT-VI: Basic Concepts of Tillage and Manure.

- (a) Tillage Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools
- (b) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure,

Nitrogenous. Potassium and Phosphoric Manures.

Sessional Work (Internal)

- Prepare a scrapbook with different seeds, and their properties.
- Prepare a scrapbook with different leaves, and their properties.

Suggested Readings:

Cook GSA Hand book of Teaching Vocational Agriculture
Garric EW Teaching Vocational Agriculture
Hamlin, H. M. Agriculture Education in Community Schools
Hammends, G. Teaching of agriculture
Handbook of Agriculture. Ludhiana: PAU.
ICAR Handbook of Agriculture. New Delhi: Govt. of India.
Sharma, R.C. Modern Science Teaching.

Pedagogy of Computer Science

Part – II

Total Marks 50

External Theory 40

Internal Practical 10

Unit IV: Instructional Methods, Techniques and Planning For Teaching

- a) Strategies Team teaching, lecture cum Demonstration, Inductive-Deductive, Analytic-
- b) Computer assisted learning (CAL) and Computer Managed Learning (CML)
- c) Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching- Meaning, organization and importance

Unit V : structure of Computer and history of Computer Science

- a) Hardware in Computer: Input devices – Key Board Mouse, Scanner, Microphone, Digital (b)Camera; Output device- Monitor, Printer, Speaker, screen image projector; Storage device – Hard Disk, CD & DVD, Mass Storage Device (Pendrive)
- b) Software in Computer: Operating System – Concept and function; Application Software (its uses in Education)- 1) word Processors 2) Presentation3) Spread sheet, 4) Database Management; Viruses & its Management
- c) Contextual Issues- Developing scientific attitude, Computer Science and employability, Computer Science and unemployment (machine can do various activity at a time, needing less human resources), Social media

Unit VI : Organizing Teaching – Learning in Computer Science

- a) A Computer Science teacher
- b) Understanding of classroom communication
- c) Planning for teaching – learning in Computer Science- analysis of aim and general objective of teaching Computer Science vis-à-vis the objective of secondary education; lesson and unit plan

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)
- Designing learning activities , appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
- Preparing a spread sheet of students performance in any teaching subject
- Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
- Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
- Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in nearby school.

Suggested Readings:

- Agarwal J. C. (2006). Essential of educational teclmology. Teaching and Learning New Delin;
- Vikas Publishing House Pvt. Ltd.
- Goel HK (2005) Teaching of Computer Science New Delhi RI. Lall Book Depot
- Haseen Taj (2006), Educational Technology,H.P Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt. ltd.
- Hyderabad.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation. Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Kumar Hemant, R.Lal Publisher, Meerut.

जीवनं सत्यशीचनम्

PEDAGOGY OF FINE ARTS

Part -II

Total Marks 50

External Theory 40

Internal Practical: 10

UNIT-IV: Professional Competencies and Teaching Techniques

- a) Qualities and professional competencies of fine arts teacher.
- b) Methods and Techniques of teaching Fine Arts Lecture cum Demonstration method, Direct Observation method, Method of Imagination and Free Expression.

UNIT-V: New Trends

- (a) New trends in teaching of Fine Arts.
- (b) Art as an occupation.

UNIT-VI: Content and Design

- (a) Design- Its meaning & types.
- (b) Colour-Types and effects.

Sessional Work:

Practical work to be submitted by students during the session

- **One Canvas in size 18 X 227**
- **One utility item.**
- **Size-½ Imperial Size Sheet 1. Landscapes - 2 11 Design -2 44**

Suggested Readings:

Brown, Percy (1953) Indian Painting, Calcutta.

Chawla, SS (1986) Teaching of Art Patiala Publication Bureau, Punjabi University Hammer, Goldstein

(1964) Art in Everyday Life Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools LowenfeldViktor Creative and Mental Growth.

Margaret, Marie Deneck (1976) Indian Art London. The Himalata Publication. Read, Herbert Education through art [paperback] Shelar, Sanjay Still Life JyotsnaPrakashan.

Sharma I. C., History of Art Goel Publishing House, Meerut.

Pedagogy of Home Science

Part –II

Total Marks 50

External Theory 40

Internal Practical 10

UNIT- IV: Assessment of and for learning in Home Science

- a) Critical understanding of various strategies in teaching –Learning by exposition, Learning by discovery, inductive –deductive, guided discovery, cognitive apprenticeship, learning by scaffolding
- b) Teaching problem-solving in Home Science-definition of problem posing a problem, generating problem, modeling and model for problem solving, exploring various options for solving the problem

UNIT- V: Classroom and New Trends

- c) Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- d) Issues in assessment in Home Science
- e) Shifting Trends in assessment Home Science

UNIT- VI: Teaching and Evaluation

- f) Construction of test design and subject question paper along with marking scheme
- g) Diagnosing basic causes of difficulties in learning of Home Science –concept, generalizations, problem-solving and proof
- h) Planning remedial teaching strategies based on the perceived causes, implementing and evaluating the strategies

Sessional Work

- Assignment (select any two of the following)(concerned teacher can devise assignment as per requirement of the course)
6. Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
 7. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures

8. Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
9. Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
10. Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school

Suggested Readings:

Begum, Fahmeeda (2006) Modern Teaching of Home Science Anmol Publications, New Delhi

Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi

Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.

Das, R.R. and Ray, Bunta (1985) Teaching of Home Science Sterling Publishers, New Delhi.

Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New

Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.

Mago, Neelam Teaching of Home Science. Tandon Publications, Ludhiana.

Seshaiah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi

Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.

Sharma, B.I. and Saxena, B.M. (2012) Teaching of Home Science. R. Lall Book Depot, Meerut.

Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.

Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

PEDAGOGY OF MUSIC

Part –II

Total Marks: 50

External Theory: 40

Internal Practical: 10

UNIT-IV: Content and Lesson Plan

- (a) Music Curriculum construction
- (b) Writing a lesson plan, unit plan-concept, procedure, importance.

UNIT-V: Theory and Evaluation

- (a) Evaluation in Music: Theory and Practical.
- (b) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal. Chartal and Tentel.

UNIT-VI: Instruments and Knowledge of Raga

- (a) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
- (b) Knowledge of following raga- Bhairav, Bhairavi, Eman Kalyan, Bhupali or Malkawns.

Sessional Work (Internal)

- **Preparing a scrap book on any two famous Musicians and their contribution.**
- **Recitation or playing on musical instrument of National Anthem.**

Suggested Readings:

Khanna, Jyoti (2015). Sangeet Adhyapan Ludhiana Tandon Publications

Saryu Kalekar- Teaching of Music

Panna Lal Madare - Teaching of Music

**Pedagogy of Regional/Tribal Language
(Khortha/Kurukh/Nagpuri/Santhal /Ho etc). Languages in
Jharkhand)**

Part -II

Total Marks 50

External assessment 40

Internal assessment 10

Course Objectives

- The course will enable the pupil teachers
- to Develop competency in preparing Unit plan and lesson plan
- Be trained in developing materials for teaching Tribal Language as Second Language and remedy the errors that the pupils make.
- Understand the fundamental concepts, principles and practices of language testing
- To train in using interaction mode to evaluate himself and pupils and inculcate right language skills

Course Contents:

Unit-4 LANGUAGE, LITERATURE AND AESTHETICS:

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 into Tribal language from different Indian languages. Teaching of Different Forms of Tribal Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English, Developing creative activity: through examples of translated texts

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

Unit-5 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)

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, TV, Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

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.

Suggested Activities: At least one of the following

- Students engage in observation of teaching professionals in classes-work in pairs, fill out a number of guided observation sheets, review with peers on impressions gathered.
- Based on their observations, students will prepare a reflective portfolio selecting one particular area for improvement, development or change as a result of observation. Research and explore this area and draw up an action plan for change.
- Students prepare learning designs to develop grade level language proficiency using multiple texts, presentation, peer review; adaptation and changes based on peer group suggestions.
- Through discussion with teachers/ practitioners students will arrive at benchmarks of grade level language proficiency. They will construct a tool for assessing grade level proficiency,
- Students prepare the lesson plan based on a particular aspect ie, prose/ poetry/ grammar
- Any other relevant activity

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.

School Internship

Total Marks -50

Internal assessment 10

External assessment 40

First year – Four week of School engagement

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

Second Year – 16 week

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

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.
Preparation of TLM



GENDER SCHOOL AND SOCIETY

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

- This course will enable the students to
- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender
- studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE CONTENT

Unit 1

Sex and gender

Psychological and sociological perspectives

Radical feminism, patriarchy, reproductive technology and mother hood

Socialize class, gender, and division

Indian women – family, caste, class, culture, religion and social system

Social construction of gender

socialization

Gender identity : the media, gender role and stereotypes, class, caste community and gender relation

Women education and law

Women access to and participation in formal education

Women and informal education

Non-formal (media)

Unit 2

Gender inequalities in schooling

Organization of schooling

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

Gender schooling – education for gender equality

Case studies or intervention in school education

The lok jumbish experiences (movement for women equality)

Unit 3

Education and empowerment 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

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

The course intends to inform student-teachers that how curriculum – making plays a critical role in a heterogeneous and plural society like Indian. 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 actualize. Therefore, the course aims at enthusing student – teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and the schools, so that it becomes culturally sensitive in selection in 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 broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching – learning materials, pedagogy as well as evaluation processes are recognized. The role of school organization 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 decisions, based on field realists is highlighted

Unit 4

Curriculum development (at school level)

Understanding different approaches to curriculum development: subject centered, environmentalist (incorporating local concerns); behaviorist; competency-based (including ‘minimum levels of learning’); learner – centered and constructivist

Process of curriculum making

Formulation of aims and objective (based on overall curricular aims and syllabus)
Criteria for selecting knowledge and representing knowledge in the forms of thematic questions in different subjects

Organizing fundamental concepts and themes vertically across levels and integrating themes within and across different subjects

Unit 5

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, neighborhood, etc.)

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

Unit 6

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 continues evaluation (ii) feedback from learners, teachers, community, and administrators (iii) observable incongruence's and correspondence between expectations and actual achievements

जीवनं सत्यशीघ्रम्

Creating an inclusive school

Total Marks 50
week-3

contact hours per

Internal assessment 10

External assessment 40

Aims of the Course

The students will be able to

demonstrate knowledge of different perspectives in the area of education of children with disabilities;
reformulate attitudes towards children with special needs;
identify needs of children with diversities;
plan need-based programmes for all children with varied abilities in the classroom;
use human and material resources in the classroom;
use specific strategies involving skills in teaching special needs children in inclusive classrooms;
modify appropriate learner-friendly evaluation procedures;
incorporate innovative practices to respond to education of children with special needs;
contribute to the formulation of policy; and
implement laws pertaining to education of children with special needs.

Unit I

Introduction to inclusive education / school
Concept, meaning and need
Transition from sergeration 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

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

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

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

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

Identification of unit & subunits

Specification & instructional objectives

Selection of teaching strategies

Selection of teaching aids with notes on their preparation & mode of use

Group – B Methodology work education

Unit I

Work education

Meaning and concepts

Nature of work

Scope or areas viz.

Socially useful productive work

Occupational exploration and innovative practices

Occupational exploration an innovative practices

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

Unit II

Basic of work education : historical, philosophical , psychological, sociological and economic

Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66

Concept of socially useful productive work (SUPW) as designed by I.V. patel committee.

Work education curriculum and organization of subject matter

A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at

The exposure stage and

The involvement stage

Relationship with other subjects in the school curriculum. Place of work education in the school curriculum

Different methods of teaching work education : project method. Discussion method. Demonstrations methods, works – study method, exposure and observation method.

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

Consideration for selecting work – projects in

Urban schools and

Moffusil school (rural)

Difference of work education with work experience, SLPW. Basic education and vocational educations.

Utilization of community resources for audio-visual materials for teaching work education.

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.

Utility of social service project – removal of social distance, importance of literary drive, first-aid, floor relief, etc.

Preparation of plan activity of work project

Work education room (practical demonstrations) f&submission of note book containing three pedagogical analysis (one from each group)

Optional course

Health and physical education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Course Contents

Unit I

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

Physical education

Concept, misconception, aims and objective, relationship with general education

Nutrition and balanced diet

Components of balanced diet, functions, major sources, malnutrition

Postures

Concept and values, postural deformities and their management

Personal hygiene, a dental hygiene environmental hygiene, pollution and global worming

Communicable disease

Communicable diseases mode, control, and prevention

Physical fitness and first aid

Physical fitness : meaning, elements and importance

First – aid in the following

Hammaeroge, laceration, contortion, dislocation, fracture, cuts, wounds, bites of insects, sprained strain

Suggested readings

Optional course

Education for Peace

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1: 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-à-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 2: Understanding Conflicts, Underlying Personal-social Processes 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

Skills and Strategies needed for conflict transformation

Listening to the conflicting parties

Awareness of own identity, cultural underpinning, and communication skills

Awareness of context of the conflict

Communication to mediate

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

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

Negative experience generate stress, anger aggression

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

Discipline, self management

Reducing prejudices, biases and stereotypes and building multicultural orientations

Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and

Habitual self reflection by using daily journal on experiences.

Unit 3: Orienting Education for Peace Building

Critical reflection on the curricular processes

Awareness of opportunities inherent in curriculum for introducing

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.

Symbols, activates and other structures in the school that reflect a multi-cultural ambience; and

Experiences of different cultural identities, 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

Challenging the traditional models of learning to constructivist approaches in teaching

Rethinking authority relations from democratic perspective : promoting dialoguing, and developing capabilities for decision- making

Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal social and culture matters. Non-evaluative orientations empathetic founding academic and discipline problems

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

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)

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

Humanistic approach to evaluation

Belief in worth of all pupils irrespective of academic talents

Adopt broad-based assessment talking in multiple, talents, emphasise success rather than failure, enable enemy pupil to experience success in some area

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

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.

Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school

Awareness and orientations of students attitudes towards balanced media exposure.

Optional course
Guidance and counseling

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

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)

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

Counseling

Concept of counseling: theories of counseling; theory of self (rogers)

Types of counseling: directive, non-directive and eclectic

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

Skills in counseling (listening, questioning, responding and communicating)

Role of teacher as a counselor and professional ethics associated with it

Unit II

Understanding the individual

Studying and appraising and 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

Job analysis : occupation at information instructional

Job analysis: concept and need

Job satisfaction: concept an factor affecting job satisfaction

Concept of occupational information and sources of collection

Career counseling and discrimination of occupational information

Guidance services and the organization in schools

Types of guidance services

role of school personnel's in organizing guidance services

Optional course

Issues of Conservation and Environmental Regeneration

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

Unit 1

Importance of need and scope of environmental conservation and regeneration
Structure and functions of different ecosystems
India as 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 livelihoods
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 2

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 3

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 material heath
HIV / AIDS, malaria-status, measures undertaken for their control eradications.



Optional course

Yoga Education

Course contents

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

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 metod of chitta vriti (chitta control), vritti patyahar, dharna, samndhi

Unit 2

Physiology of socio – moral bases – kinds of dhyana : sthula, a shukshma and jyotimaya, nirmal chita nand the final goal

Socio – moral base of yoaga. The five ymas and five niyamas, the universal code of social- roal restaints and personal observances leading to ides adjustment in social and personal life

Unit 3

Classification of yoga : Raja yoga (Astang Yoga) hathan – yoga, samkhya yoga, vhakti yoga and mantra yoga

Yoga diet and its application in modern context, practicum / sessional : (tobe evaluated by internal examiner)

Participating in any five asanas following : Shavasana, Sarvingasan, Halsana Paschimottanasana, Bhujangasana, Shalbhasana, Dharnurasans, Chakrasana, Vajrasana, Gomukhasana, Matsyasana, Janusirasana, Ardhamststyasana, Padmasana, Ans, Sirasana

Participation in Neti, Kapalbhathi and Trastak

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 contents

Total Marks 50

Contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

value education
concept, meaning sources, types and methods of teaching, value educations
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 2

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

Unit 3

custodial justice
guidelines to suptd. Of police and epatem commission
standard rules for treatment of prisoners
UN principles for protection of principles
Juvenile delinquency and role of education form 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

Aims of the Course

This set of experiences is visualised with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on- experience. It is intended to enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Unit 1:

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 2

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 3

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

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

Engaging in professional self-development

Collaborative learning tasks

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

Unit 4

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

Objectivise

- 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 2

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 3

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 4

5: Facilitating Personal Growth: Applications in Teaching

Objectives

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

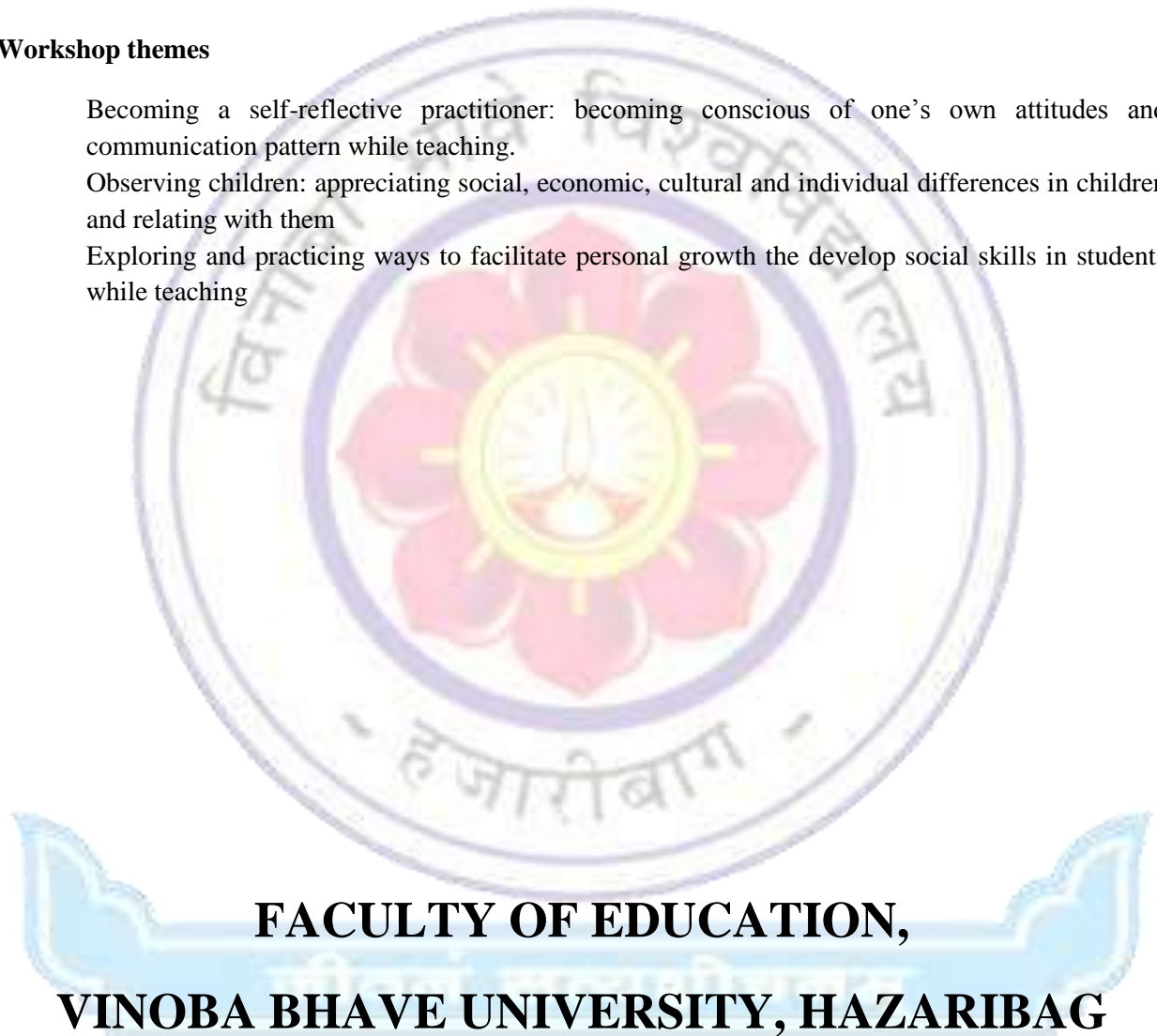
To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

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



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