

Syllabus of Primary Teachers' Training Two Year Course

(Based on Curriculum Framework of N.C.T.E.)



Jharkhand Academic Council, Ranchi

Syllabus of Primary Teachers' Training

Two Year Course

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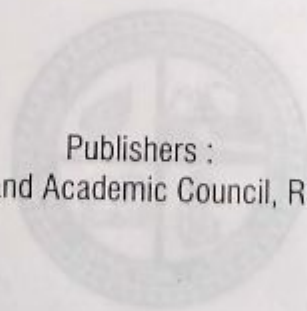
Jharkhand Academic Council, Ranchi

Syllabus of Primary Teachers' Training

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(Based on Curriculum Framework of N.C.T.E.)



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Introduction

Since its creation Jharkhand has laid emphasis on full development through education. There is a special effort to consolidate primary education. To bring about a qualitative change in primary education it is very necessary to bring primary teacher training up to date, and make it result oriented. In Parliament, an Act was passed in 1993 to establish the National Council for Teacher Education to standardize all teachers training at the National level. The Act empowers the National Council for Teacher Education to make norms for the whole of the country, to bring up all the training colleges to the National level, to give recognition to training colleges, and to set the minimum level of qualification for teacher training admission. In step with this Act the curriculum of Jharkhand emphasizes the present national needs, future challenges, upholds human and moral values, shows vigilance towards environmental protection, gives opportunity for the development of various skills and generation of new thinking, inculcates national unity and harmony and the development of multifaceted personality.

The new curriculum attempts to bring among teachers a new awareness and aims at full personality development, expected skilled behaviour and targeted outcome. This curriculum has implemented new innovations in education. It makes education life oriented, easily available and technologically useful. It is hoped that this curriculum will be effective in emphasizing hands-on practice, will remedy students-teacher problems, and will be adaptable to ever changing social, economic and technological realities.

Features of the Curriculum

1. This curriculum has been prepared under the framework of National Council for Teacher Education (NCTE).
2. There will be four semesters in two years. Both years will have two semesters each. After each semester there will be an evaluation and the report will be kept.
3. To gain maximum practical usefulness there are internal and external assessments and examinations.
4. To make it practical and useful the syllabus has been divided into four parts :
 1. Foundation course
 2. Content-cum-Methodology
 3. Educational Activities
 4. Teaching Practice, Work experience, Useful productive work.
5. The First year's foundation course consists of Education and the Teacher in the Emerging Indian Society and Educational Psychology. The Second year's foundation course consists of School Organization, Guidance & Counselling and Educational Technology & Evaluation.

6. Keeping in mind globalization in education the teaching of English cum methodology has been made compulsory. The English teaching method section has been arranged in a simple, attractive and scientific manner.
7. Along with Hindi, the Mother tongue - Bengali and Urdu - Tribal languages - Mundari, Santhali, Ho, Kharia, Kurukh, and Regional languages - Nagpuri, Kurmali, Khortha, Panchpargania have been given Special place in the curriculum.
8. In our modern world computer education has become an essential part of our syllabus. Therefore, the computer education has been made compulsory in the syllabus.
9. Under work experience agriculture, gardening, cutting & stitching, home science, collage work have been included as useful for life.
10. Community life is meant to make the bond between school and community permanent, complementary and useful.
11. To make learning more permanent and deep, the teacher- students will take part in micro teaching, model classes, criticism classes and teaching practice.
12. Much effort has been made in this syllabus to inculcate interest among the trainees in art and culture, national unity and social cohesion.

In order to construct this syllabus, The Jharkhand Academic Council contacted various states and acquired their services, and by the painstaking work of various learned persons the syllabus of primary teacher training course was possible. The Council is hopeful that the teacher education of training colleges with their wisdom and experience will make use of this syllabus to benefit their students.

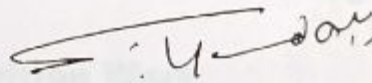
Lastly, my sincere thanks are due to the following educationists who have contributed in preparing this primary teacher training syllabus :

1. Mrs. Shikha Rani Sen, Principal, DIET, Ratu, Ranchi.
2. Mrs. Grace Aind, Principal, Bethseda Primary Teacher' Education College, Ranchi.
3. Sr. Vandana, Principal, Ursuline Primary Teachers' Education College Lohardaga.
4. Mrs. Shalish Dukuria, Principal, S.P.G. Mission Primary Teachers' Education College, Ranchi.
5. Fr. Xavier Tigga S. J., Principal, Primary Teachers' Education College, Gurwa, Sitagarha, Hazaribag.
6. Miss Tanushikha Arya, Co-ordinator, Ignou, Ashok Nagar, Ranchi.
7. Miss Sandhya Prishila Ekka, Acting Principal, Primary Teachers' Education College, Ratu, Ranchi.
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9. Md. Mobin, Retired acting Principal, Zila School, Ranchi.
10. Mr. Radheshyam Narsunder, Headmaster, L.E.B.B. High School, Ranchi.
11. Md. Khalil Alam, Headmaster, Ramlakhan Singh Yadav High School, Kokar, Ranchi.
12. Mrs. Chauthi Oraon, Leturer, Sanjay Gandhi Memorial College, Pandra, Ranchi

13. Miss Sarawati Gagrai, Lecturer, Tribal and Regional Language Department, Ranchi University, Ranchi.
14. Dr. Mansidh Baraiud, Professor, Gossner College, Ranchi.
15. Dr. Binod Kmnar , Professor, Tribal and Regional Language Department, Ranchi College, Ranchi.
16. Dr. Sudhir Kumar Roy, Professor, Tribal and Reginal Language Department, Ranchi University, Ranchi.
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21. Mrs. Mary S. Soren. Professor, Ranchi Women's College, Ranchi.
22. Dr. K. C. Tudu, Professor, Tribal & Regional Language Dept, R. U., Ranchi.

I would like to express my gratitude to all the members of the committee through whose skilled leadership, scientific interest and constant effort this syllabus has been made possible.

Thanks !



(Dr. Shaligram Yadav)

Chairman

Jharkhand Academic Council, Ranchi.

Guidelines for two years' Teacher Training Course

1. Each training session will commence in July and will end in the following May. June will be summer holidays.
2. Each trainee has to pass in the internal evaluation of theoretical and practical subjects and must have 75% attendance in order to be sent up for the final examination.
3. It is necessary for a trainee to complete teaching practice to pass.
4. It is necessary for a trainee to participate in all the College activities and subject related activities.
5. A trainee has to be punctual and disciplined.
6. Absentee fine will be Rs.5.00 per day.
7. A trainee has to have a prior written permission from the Principal to be absent.
8. Smoking, chewing tobacco, using drugs in any form, and ill mannered behaviour will be penalized.
9. Trainees are expected to respect themselves and others.
10. All should try to create an atmosphere where learning and growth can take place.
11. Peace and harmony should be maintained; and inter-personal relationships will help growth.

General Guidelines on Session

- The Primary Teacher's Training course is of two years' duration.
- Every year the total working days will be 230 days, it will be divided in this way :

| | |
|---------------------------------|-----------------|
| 1. Every year total working day | 230 days |
| 2. Teaching days | 150 days |
| 3. Teaching practice | 30 days |
| 4. Demonstration lessons | |
| Criticism classes | 20 days |
| Micro Teaching | |
| 5. Examinations | 20 days |
| 6. Admissions | 10 days |
| Total days | 230 days |

- Two years' training period of 4 semesters.
- Each semester will be of 6 months.
- Theoretical & Practical subjects will have internal evaluation each semester.

General Guidelines on Written Work

- All trainees must write their daily diary.
- All trainees will write their separate short diary about their work experience and physical education.
- All trainees will maintain their separate diary on community life. All the above diaries will be examined internally.
- All trainees will prepare their short computer diary comprising their theoretical and practical work.
- The College/Institution will maintain the theoretical and practical evaluation records in each subject for each Trainee each semester.
- The average of the internal assessments for both semester of the first year and the average of the internal assessments of both semesters of the second year will be maintained in an evaluation record book and will be presented before the external examiners.

Syllabus Framework

First Year

(i) **Foundation course :**

1. **Foundation Paper I** : Education and the Teacher in the Emerging Indian Society
2. **Foundation Paper II** : Education and Psychology

(ii) **Content cum Methodology :**

3. **Fifth Paper** : Hindi – Content cum Methodology
4. **Sixth Paper** : English – Content cum Methodology
5. **Seventh Paper** : Sanskrit/Bengali/Urdu/Mundari/Santhal/Ho/Kharia/Kurukh/
Nagpuri/Kurmali/Khortha/Panchpargania - Content cum Methodology
6. **Eighth Paper** : Mathematics – Content cum Methodology
7. **Ninth Paper** : Environmental Studies 1 – Social Science : Content cum Methodology
8. **Tenth Paper** : Environmental Studies 2 – General Science : Content cum Methodology

(iii) **Practical :**

9. **Eleventh Paper** : Teaching Practice
10. **Twelfth Paper** : Computer
11. **Thirteenth Paper** : Work Experience and Physical Education
12. **Fourteenth Paper** : Community life

Second Year

(i) Foundation Course :

1. **Foundation Paper III** : School Organization Guidance and Counselling
2. **Foundation Paper IV** : Educational Technology and Evaluation

(ii) Content cum Methodology :

3. **Fifth Paper** : Hindi - Content cum methodology
4. **Sixth Paper** : English - Content cum methodology
5. **Seventh Paper** : Sanskrit/Bengali/Urdu/Mundari/Santhali/Ho/Kharia/Kurukh/
Nagpuri/Kurmali/Khortha/Panchpargania - Content cum Methodology
6. **Eighth Paper** : Mathematics - Content cum Methodology
7. **Ninth Paper** : Environmental Studies 1 - Social Science: Content cum Methodology
8. **Tenth Paper** : Environmental Studies 2- General Science: Content cum Methodology

(iii) Practical :

9. **Eleventh Paper** : Teaching Practice
10. **Twelfth Paper** : Computer
11. **Thirteenth Paper** : Work Experience and Physical Education
12. **Fourteenth Paper** : Community life

Periods for Theoretical & Practical Subjects

Periods weekly

Working duration : Monday to Saturday.

The total number of periods : $5 \times 7 + 1 \times 4 = 39$ Periods

Subjectwise Division of Periods

First Year

| S. No. | Paper | Subject | Allotted Period |
|----------------------|---------------------|---|-----------------|
| 1. | Foundation Paper I | Education and the Teacher in the Emerging Indian Society | 03 |
| 2. | Foundation Paper II | Educational Psychology | 03 |
| 3. | Fifth | Hindi - Content cum Methodology | 03 |
| 4. | Sixth | English - Content cum Methodology | 03 |
| 5. | Seventh | Sanskrit/Bengoli/Urdu/Mundari/ Santhali/Ho/Kharia/Kurukh/Nagpuri/ Content cum Methodology | 03 |
| 6. | Eighth | Mathematics - Content cum Methodology | 03 |
| 7. | Ninth | Environmental. Study 1- Social Science Content cum Methodology | 03 |
| 8. | Tenth | Environmental. Study 2 - General Science- Content cum Methodology | 03 |
| 9. | Twelfth | Computer | 04 |
| 10. | Thirteenth | Work Experience(2 subjects) & Physical Education | 4+2 |
| 11. | Fourteenth | Community life | 03 |
| 12. | Cultural Programme | | 02 |
| Total Periods | | | 39 |

Note : There will be separate provision for teaching practice.

Second Year

| S. No. | Paper | Subject | Allotted Periods |
|----------------------|----------------------|--|------------------|
| 1. | Foundation Paper III | School Organization Guidance & Counseling | 03 |
| 2. | Foundation Paper IV | Educational Psychology | 03 |
| 3. | Fifth | Hindi - Content cum Methodology | 03 |
| 4. | Sixth | English - Content cum Methodology | 03 |
| 5. | Seventh | Sanskrit/Bengali/Urdu/Mundari/ Santhali/Ho/Kharia/Kurukh/Nagpuri/..... Content cum Methodology | 03 |
| 6. | Eighth | Mathematics - Content cum Methodology | 03 |
| 7. | Ninth | Environmental Study 1 - Social Science Content & Methodology | 03 |
| 8. | Tenth | Environmental Study 2 - General Science Content & Methodology | 03 |
| 9. | Twelfth | Computer | 04 |
| 10. | Thirteenth | Work Experience(2 subjects) & Physical Education | 4+2 |
| 11. | Fourteenth | Community life | 03 |
| 12. | Cultural Programme | | 02 |
| Total Periods | | | 39 |

Note : There will be separate provision for teaching practice.

Division of Marks for Annual Examination

First Year

| Paper | Subjects | External assessment | | Internal assessment | |
|---------------------|--|--------------------------|-------|--------------------------|-------|
| | | Full | Pass | Full | Pass |
| | | Marks | Marks | Marks | Marks |
| Foundation Paper I | Education and the Teacher in the Emerging Indian Society | 60 | 24 | 40 | 16 |
| Foundation Paper II | Education and Psychology | 60 | 24 | 40 | 16 |
| Fifth Paper | Hindi : Content cum Methodology | 60 | 24 | 40 | 16 |
| Sixth Paper | English : Content cum Methodology | 60 | 24 | 40 | 16 |
| Seventh Paper | Sanskrit/Bengali/Urdu/Mundari/ Santhali/Ho/Kharia/Kurukh/Nagpuri/ Kurmali/Khortha/Panchpargania : Content cum Methodology | 60 | 24 | 40 | 16 |
| Eighth Paper | Mathematics : Content cum Methodology | 60 | 24 | 40 | 16 |
| Ninth Paper | Environmental Studies 1 : Social Science Content cum Methodology | 60 | 24 | 40 | 16 |
| Tenth Paper | Environmental Studies 2 : General Science Content cum Methodology | 60 | 24 | 40 | 16 |
| Eleventh Paper | Teaching Practice | 40 | 16 | 60 | 24 |
| Twelfth Paper | Computer | — | — | 100 | 40 |
| Thirteenth Paper | Work Experience (2 Subjects), Physical Education | 15 × 2 = 30 + 20 = 50 | 20 | 15 × 2 = 30 + 20 = 50 | 20 |
| Fourteenth Paper | Community Life | — | — | 100 | 40 |

Division of Marks for Annual Examination

Second Year

| Paper | Subjects | External assessment | | Internal assessment | |
|----------------------|--|------------------------|------------|-------------------------|------------|
| | | Full Marks | Pass Marks | Full Marks | Pass Marks |
| | | | | | |
| Foundation Paper III | School Organization, Guidance & Counseling | 60 | 24 | 40 | 16 |
| Foundation Paper IV | Education Technology and Evaluation | 60 | 24 | 40 | 16 |
| Fifth Paper | Hindi : Content cum Methodology | 60 | 24 | 40 | 16 |
| Sixth Paper | English : Content cum Methodology | 60 | 24 | 40 | 16 |
| Seventh Paper | Sanskrit/Bengali/Urdu/Mundari/ Santhali/Ho/Kharia/Kurukh/Nagpuri/ Kurmali/Khortha/Panchpargania : Content cum Methodology | 60 | 24 | 40 | 16 |
| Eighth Paper | Mathematics : Content cum Methodology | 60 | 24 | 40 | 16 |
| Ninth Paper | Environmental Studies 1 : Social Science : Content cum Methodology | 60 | 24 | 40 | 16 |
| Tenth Paper | Environmental Studies 2 : General Science : Content cum Methodology | 60 | 24 | 40 | 16 |
| Eleventh Paper | Teaching Practice | 40 | 16 | 60 | 24 |
| Twelfth Paper | Computer | — | — | 100 | 40 |
| Thirteenth Paper | Work Experience (2 Subjects), Physical Education | 15 × 2 = 30 +20 =50 | 20 | 15 × 2 = 30 +20 = 50 | 20 |
| Fourteenth Paper | Community Life | — | — | 100 | 40 |

Syllabus Of
Primary Teachers' Training
Two Year Course

Syllabus of The First Year



Jharkhand Academic Council, Ranchi

FIRST YEAR COURSE

Foundation Course : First Paper

Education and the Teacher in the Emerging Indian Society

Unit 1 : Education and its Aims

- Meaning, definition, aim and function of education
- Agencies of education
- Formal, Informal, Non-formal education
- Role of education in development of social and economic life

Unit 2 : The Concept of the New Pedagogy

- Introduction and characteristics
- Comparison between traditional and activity based teaching
- Types of activities and their explanation

Unit 3 : Various Philosophies of Education

- John Dewey, Friedrich Froebel, Johann Pestalozzi, J.J.Rousseau, Maria Montessori
- Introduction and features
- Idealism, Naturalism, Pragmatism, Realism
- Main tenets of Indian and Western education
- Basic Education (Gandhi-ism)
- Aesthetic Education (R.N. Tagore)

Unit 4 : Modern Trends in Education

- Education and Modernization
- Education and National Integration
- Education for International Understanding
- Environmental Education
- Human Rights
- Population Education
- Value Education

Unit 5 : Education and the National Policy on Education

- Educational Policies in the Indian Constitution
- The aims of Primary Education in the perspective of the National goal of Socialism, Democracy and Secularism
- The Universalization of Primary Education

- The Introduction to National Policy on Education
- 1986, 1992 and main points of New Curriculum Framework for School Education-2006

Unit 6 : Primary Education in Jharkhand

- The state of education and Literacy in Jharkhand
- Problems arising from the universalization of Primary education and the efforts and suggestions made by the Government and other Non-Government organizations
- Means for improvement of Teacher Education and Government's efforts and suggestions

Personal Projects :

- Collect important questions for group discussion and present group report
- Organize a competition between two groups of exceptional children to assess their memory power, verbal proficiency and intelligence and prepare a report
- Organize a quiz and a debate based on (a) agencies of education, (b) Naturalism, Idealism, Pragmatism, Realism
- Organize an essay or a speech on the following topics (i) National Unity (ii) Environmental Studies (iii) Human Rights (iv) Population Education
- Collect information and present a report of the activity of two local informal/ Non-formal education centres

FIRST YEAR COURSE

Foundation Course : Second Paper

Educational Psychology

Unit 1 : Meaning, Nature and Scope of Educational Psychology

- Meaning and nature of educational psychology
- Scope of educational psychology
- Relevance of educational psychology for the Primary School teachers

Unit 2 : Study of Child Behaviour

- Principles of behaviour
- Determinants of behaviour
- Methods of studying child behaviour- observation, inquiry/interview, case study

Unit 3 : Growth and Development of the Child

- Concept of growth and development
- Main stages of development
- Stages of development- physical, mental, emotional and language development from childhood to adolescent stage

Unit 4 : Personality Development and Adjustment

- Meaning, definition and types of personality
- Role of heredity, gene factor and environment in the development of personality
- Meaning of adjustment, adjustment mechanism in school, community and family

Unit 5 : Individual differences and their educational implications

- Individual differences
- Ability, interest, habit, inclination
- Emotional and intelligence achievement and their educational implication

Unit 6 : Education and Learning

- Meaning, Definition and Theories of Learning
- Different elements of learning- Observation, Imitation, Memory, Perception, Discovery, Skill, Information Process
- Trial and Error, Conditioning, Insight

Personal Projects :

- Study the behaviour of two separate groups of small children and adolescents and make a report of their behavioural features and problems
- Organize a competition between two groups of exceptional children to assess their memory power, verbal proficiency and intelligence and prepare a report.
- Test the physical, mental and intelligence characteristics of exceptional children and suggest ways to educate them adequately
- Prepare a case study of two problem children
- Find out the characteristics of two children of childhood stage and three of adolescent period
- Find out the interest of two children and the habits of two children and make a report.

प्रथम वर्ष का पाठ्यक्रम

पंचम पत्र

हिन्दी भाषा शिक्षण : विषयवस्तु सह शिक्षण विधि

इकाई 1 : भाषा का अर्थ एवं स्वरूप :

- भाषा का अर्थ, परिभाषा, स्वरूप एवं महत्त्व
- हिन्दी भाषा के इतिहास की संक्षिप्त जानकारी
- मानक हिन्दी भाषा के माध्यम से संक्षेपण
- राष्ट्रभाषा हिन्दी एवं उसकी विशेषताएँ
- भाषा और बोली

इकाई 2 : मातृभाषा का अर्थ एवं परिचय :

- मातृभाषा का अर्थ, परिभाषा, महत्त्व
- मातृभाषा के माध्यम से शिक्षा
- मातृभाषा शिक्षण के उद्देश्य
- झारखण्ड की प्रमुख भाषा – मुंडारी, संताली, हो, खड़िया, कुँडुख, नागपुरी, कुरमाली, खोरठा, पंचपरगनिया। इनका सामान्य परिचय।

इकाई 3 : गद्य-पद्य शिक्षण :

- गद्य शिक्षण – परिचय, गद्य शिक्षण की विधि – आदर्श वाचन, अनुकरण वाचन, मौन वाचन, कथा कथन, अभिनय विधि, प्रश्नोत्तर विधि, घटना वर्णन, दृश्य वर्णन
- पद्य, शिक्षण – परिचय, पद्य शिक्षण की विधि – सस्वर वाचन, गीत विधि, व्याख्या विधि, अर्थ बोध विधि, भाव बोध, अनुकरण विधि

इकाई 4 : व्याकरण :

- ध्वनि के लक्षण एवं भाषायी ध्वनि
- हिन्दी के स्वर, व्यंजन तथा उनका वर्गीकरण
- शब्द परिचय एवं उसके भेद
- लिंग, वचन, कारक, काल, वाच्य

इकाई 5 : भाषा शिक्षण विधि :

- पाठ्यपुस्तक विधि
- प्रश्नोत्तर विधि
- व्याख्या विधि
- खेल विधि
- देखो और कहो
- कहानी विधि

क्रियाकलाप :

- द्रुत वाचन कराना, कविता का सस्वर पाठ करना।
- कहानी एवं कविता लेखन प्रतियोगिता में सहभागिता।
- पत्र लेखन, आवेदनपत्र लेखन, संक्षेपण लेखन में भाग लेना।
- हिन्दी भाषा पर क्षेत्रीय भाषा के प्रभाव डालने वाले शब्द/वाक्य की सूची तैयार करना।
- स्थानीय परिवेश में प्रचलित लोकोक्तियों एवं मुहावरों का संकलन करना।
- सूक्तियों एवं सुभाषितों का लेखन।
- पाठ योजना एवं शिक्षण सामग्री का निर्माण करना।

नोट - सभी प्रशिक्षणार्थी कक्षा 01 से कक्षा 08 तक की पाठ्यपुस्तकों का विश्लेषणात्मक अध्ययन करेंगे।

First Year Syllabus

Sixth Paper

English Teaching : Content cum Methodology

Unit 1 : Methodology

- (a) Purpose of Learning English in the present context.
- (b) Aims of Learning English to develop language skills
- (c) Psychology of language learning.
 - (i) Motivation
 - (ii) Meaningful Expression
 - (iii) Distracting Factor
 - (iv) language Habits

Unit 2 : Method of Teaching English

- (a) The Grammar & Translation method
- (b) The Direct method
- (c) The Structural method
- (d) The Eclectic method
- (e) The Situational method
- (f) The Communicative method

Unit 3 : Oral Expression

- Narration of stories, events.
- Dramatization of stories, events etc.
- Poem presentation with proper tuning.

Unit 4 : Teaching Reading to Beginners

- (i) Reading readiness programme
- (ii) Method of teaching : recording words and phrase, sentence method, story method
- (iii) Reading aloud and silent reading.

Unit 5 : Common Defects

- Physical, emotional defects and their rectification

Personal Projects :

- (1) Preparation of special teaching materials apart from charts.
- (2) Listing one's strength and weaknesses regarding knowledge and expression of English language and its remedy.
- (3) Listening to students' speech; finding out spelling defects and suggesting remedies.
- (4) Doing a project in order to help students to learn English.
- (5) Make a chart of similar and dissimilar words according to their pronunciation.
- (6) Make a chart to show to one's continual growth in any one or two of the language skills.
- (7) Prepare a lesson plan for teaching English.

Note : All trainees will take part in an analytical study of text books of class one to eight.

प्रथम वर्ष का पाठ्यक्रम

सप्तम पत्र

संस्कृत शिक्षण : विषयवस्तु सह शिक्षण विधि

इकाई 1 : संस्कृत शिक्षण के उद्देश्य एवं महत्त्व :

- संस्कृत शिक्षण के उद्देश्य एवं महत्त्व : आधुनिक भारतीय भाषा से तुलना, भारत में संस्कृत शिक्षण की स्थिति, संस्कृत शिक्षण का सांस्कृतिक, साहित्यिक भाषागत एवं व्यावहारिक महत्त्व।

इकाई 2 : संस्कृत शिक्षण का स्वरूप :

- विद्यालय पाठ्यक्रम में संस्कृत का स्थान एवं महत्त्व, प्रारंभिक काल एवं आधुनिक काल में संस्कृत की स्थिति, इसके स्वरूप एवं स्तर में अंतर, संस्कृत भाषा की संरचना एवं इसके वैशिष्ट्य, संस्कृत और नैतिक शिक्षा।

इकाई 3 : श्रवण एवं वाचन कुशलता की विधियाँ :

- संस्कृत उच्चारण, श्रवण अभ्यास, मौखिक कार्य, शब्दार्थ का अभ्यास, साधारण शब्दों का मौखिक संयोजन।

इकाई 4 : संस्कृत लेखन एवं पठन कुशलता की विधियाँ

- वार्तालाप का अभ्यास, संस्कृत लेखन एवं पठन की विभिन्न विधियाँ, इसके गुण एवं दोष, संस्कृत गद्य एवं पद्य का सस्वर पाठ, गद्य एवं पद्य की संरचना में अंतर, संस्कृत के अनुच्छेदों की संगीतात्मकता।
- लेखन कार्य, अनुच्छेद लेखन, शब्दों का विश्लेषण एवं उच्चारण, सामान्य अभ्यास पाठ।

इकाई 5 : व्याकरण :

- संज्ञा, सर्वनाम, विशेषण, वचन एवं कारक।
- शब्दरूप – अस्मद्, युष्मद्, तद्।
- धातुरूप – स्था, पठ, गम एवं दृश।

इकाई 6 : संस्कृत शिक्षण की विधियाँ :

- स्वरोच्चारण विधि
- अनुकरण विधि
- अभ्यास विधि
- प्रश्नोत्तर विधि

क्रियाकलाप :

- अनुच्छेद लेखन का अभ्यास करना।
- संस्कृत शब्दों एवं वाक्यों का अभ्यास करना।
- संस्कृत कविता के सस्वर पाठ प्रतियोगिता में भाग लेना।
- संस्कृत कहानी लेखन प्रतियोगिता में भाग लेना।
- संस्कृत वार्त्तालाप का अभ्यास करना।
- संस्कृत एकांकी का प्रदर्शन करना।
- संस्कृत शिक्षण से संबंधित पाठ योजना तैयार करना।

नोट - सभी प्रशिक्षणार्थी कक्षा 01 से 08 तक की पाठ्यपुस्तकों का विश्लेषणात्मक अध्ययन करेंगे।

FIRST YEAR COURSE

Eighth Paper

Teaching of Mathematics - Content cum Methodology

Unit 1 : Nature, Objectives and Scope of teaching Mathematics

- Nature and educational importance of Mathematics
- Objectives of teaching mathematics at primary level

Unit 2 : Methods of teaching Mathematics

- Inductive Method
- Deductive Method
- Synthetic Method
- Analytic Method

Unit 3 : Arithmetic

- Natural Numbers, Whole Numbers, Integers, Even Numbers, Odd Numbers, Rational Numbers, Irrational Numbers
- Number and Number System, Number Line
- Knowledge of place value
- Fractions - Simple fractions, Decimal Fractions, Recurring Decimal
- Factors and Multiples
- Least Common Multiple and Highest Common Factor
- Unitary Method
- Ratio and Proportion

Unit 4 : Algebra

- Factors
- Equation
- Simple Equations, Simultaneous Equations, Quadratic Equations

Unit 5 : Geometry

- Point, Line, Segment of a line, Ray, Angle and kinds of angle
- Triangle and types of triangles, Parallel lines

Unit 6 : Mensuration

- Knowledge of perimeter and area of square and rectangle
- Knowledge of perimeter and area of triangle
- Knowledge of Parallelogram, Trapezium and Rhombus

Personal Projects :

- Construction of angles : 30° , 45° , 60° , 75° , 90° , 120° , 135°
- Construction of equilateral triangles, isosceles triangles, scalene triangles
- Construction of Squares and Rectangles
- Construction of Parallelograms, Trapeziums and Rhombuses
- Construction of a Circle
- Make a report on any two playgrounds by measuring their length and breadth
- Make a counting frame
- Make a lesson plan

Note : Make an analytical study of textbooks from class 1 to 8

First Year Course

Ninth Paper

Environmental Studies – 1

Social Science - Content cum Methodology

Unit 1 : Earth : Rotation of the earth, Change of seasons, latitude and longitude

- Seasons and agents influencing climate
- Mountain, plateau, land, soil, rock, river, glacier, desert
- Country, continent, sea, ocean
- Natural calamities- flood, earthquake, volcano, Tsunami
- Map, map study, chart, drawing and study of a globe

Unit 2 : The history of Ancient India and other ancient civilizations

- Pre-historic age, the Stone age
- The Ancient Indian civilization and the Vedic civilization
- The Mughal period and the British rule

Unit 3 : The Indian Constitution

- Construction of the Indian Constitution and its features
- The Principles of Directive Policy of State

Unit 4 : Central and State Administration

- Executive, Administrative and Judiciary of the Center and the State
- Local governance - Zila Parishad, Gram Panchayat, Nagar Palika (Municipality), Nagar Nigam (Metropolitan Corporation)

Personal Projects :

- Write a report of any two historical sites
- Local Gram Panchayat/Municipality/Metropolitan Corporation, the description of physical location, officers' name and find out two main developmental projects.
- Find out information of local problems and suggest remedy for them.
- (From class 1 to class 8) Make an analytical study of the text books of class one to eight

First year course**Tenth Paper**
Environmental Studies – 2**General Science - Content & Methodology****Unit 1 : Science**

- Meaning and Nature of Science and its implication in our daily life
- Aims of study of science at the elementary level
- Development of a scientific attitude
- Method of teaching science : Experiment method, Demonstration cum discussion method, Problem Solving Method, Heuristic Method
- Teaching Aids - Chart, Model, Slides, Preparing a lesson plan

Unit 2 : Physics

- Measurement - Method of measurement, standard, Unit
- Motion, Action, Energy, Power and Force
- Heat - Definition, Thermometer, Methods of transfer of heat, expansion by heat.
- Light - Introduction, light source, shadow, eclipse. concave, convex, mirror' and lens.

Unit 3 : Chemistry

- Molecule, atom
- Element (substance), compound (composition) mixture
- Water - hardness of water and its purification
- Acid, ashes, salt

Unit 4 : Biology

- Living and non-living things
- Animal and vegetable (flora) cell
- Body and parts of human physiology
- Part of plants with its details

Personal Project :

- Organize a science exhibition
- Collect animals and flora from local surroundings
- Visit local surroundings
- Find out impurities prevalent in water found locally

Note : Make an analytical study of books from class 1 to 8

Course of the First & Second Year***Eleventh Paper*****Teaching Practice**
(First & Second Year)

Each year Teaching Practice will be so conducted

1. Micro Teaching

- The meaning and general information will be given by the lecturer about micro teaching
- Each trainee will perform at least seven micro teaching classes and observe their companions' micro teaching and write reports.
- Micro teaching will be done in groups having distributed the subjects.
- Each micro teaching will be for 5 minutes and at the end full micro teaching will be for 15 minutes.
- Micro teaching will be done with a prepared lesson plan.

2. Demonstration Lesson

- Teachers will give model classes.
- Model classes will be on various subjects.
- The total numbers of demonstration classes will be 6.
- All trainees must attend all the demonstration classes.

3. Criticism Lesson

- It is compulsory for each trainee to give at least one criticism lesson.
- It is compulsory for every trainee at least to attend 5 criticism classes and observe and write reports on them.
- The duration of criticism class will be of one period.

4. Teaching Practice

- Each trainee must do teaching practice each year.
- Each trainee each day must give at least two teaching practice lessons.
- Teaching practice will be done with the prepared lesson plan, preparation of subject and teaching aids.
- Trainees must write their daily diary during their days of teaching practice.
- In the Second Year it is not compulsory to give demonstration and criticism lessons.
- As in the First Year, in the Second Year too it is necessary to present 7 micro teaching lessons and observe 3 micro teaching lessons and write reports.
- In the Second Year 33 teaching practice lessons are necessary in which two lessons should be based on each subject.

FIRST YEAR SYLLABUS**Twelfth Paper****Computer****Computer :**

1. Knowledge of all the parts of the computer and related components
2. Knowledge of computer operation
3. Introduction to Logo and Knowledge of its commands
4. Introduction to D. W. Basic Programming and knowledge of its commands
5. Introduction to Internet and knowledge of Internet browsing

Personal Projects :

1. Drawing and labeling of a computer's parts and its related components
2. Drawing of 5 outputs of Logo
3. Drawing of 5 outputs of D. W. Basic
4. Demonstration of 5 outputs of Logo
5. Demonstration of 5 outputs of D. W. Basic
6. Opening Internet and showing how to browse Internet

FIRST YEAR SYLLABUS

Thirteenth Paper

Work Experience and Physical Education

Work Experience : Among these 5 areas of work experiences any two are compulsory

1. Gardening

- I. Knowledge of the use of implements which are used in gardening, e.g. Khurpi, sickle, spade, grass-cutter, *phuljhari*
- II. Preparation of soil, manuring, weeding and preparing beds
- III. Preparing of water canals for irrigation
- IV. Preparing seedlings of seasonal vegetables; transplanting them and nurturing them

2. Agriculture

- I. Knowledge of the use of agricultural implements and using them according to need - plough, tractor, power tiller, plank - harrow, leveler, spade, *khurpi*, sickle
- II. Main summer (*Kharif*) crop e.g. paddy, maize, barley, millet, *urad*; *gondli*, Winter (*Rabi*) crop: gram, *masur*, *moong*, *kurthi*, barley Cultivate one crop each from *kharif and rabi*.
- III. Preparing the field and starting the process of getting the plants to sprout and grow
- IV. Knowledge of good type of seeds; selecting them and using them

3. Home Science

- I. Knowledge of wholesome diet, good food grains and their use
- II. Preservation, examination and management of edible food articles
- III. Preparing handkerchief, table-cloth, pillow and pillow-cover, preparing foot-carpet with used materials
- IV. Wall- hanging, decoration of rooms, decorate during feasts and programme doing decorations, designing *Rangoli*

4. Collage Work

- I. With locally available discarded and unused materials preparing useful articles
- II. Knowledge of different types of *chepak* and use them
- III. Make toys and flower vase from various colourful papers, seeds, leaves, grass and birds' feather.
- IV. Preparing various cards - welcome card, congratulation card, programme card, invitation card

5. Cutting And Tailoring

- I. Introduction and use of various tools of cutting and tailoring
- II. Practice of 6 stitches and making samples - running stitch, hemming stitch, back stitch, cross stitch, patching stitch, cut work, button hole *stitch*, *jama* stitch
- III. Make 2 each handkerchiefs for men and women
- IV. Prepare one table cloth
- V. Make two sets out of frock *sameej*, underwear, *kurta-pajama*, *baba* suit

Physical Education

- I. Drill, marching and march past
- II. Participate in morning exercise
- III. Play games in the evening
- IV. Participate in race, long jump, high jump, skipping race
- V. Participate in at least anyone game; Football, cricket, basketball, *kabaddi*
- VI. Practice any two: *suryanamaskar*, *vajrasan*, *sarvangasan*, *shirshasan*
- VII. Participate in activities of Scout and Guide

FIRST YEAR COURSE

Fourteenth Paper

Community Life - First and Second Year

In College :

1. Participate in daily prayer
2. Cleaning the College campus, hostel, toilet and fields
3. Organize and participate in important local/national days, anniversaries and main teas
4. Organize and participate in cultural activities, fairs and exhibitions
5. Organize and participate in common meals
6. Helping sick / children / friend and most deserving ones
7. Form committees and manage college and hostel activities.
8. Organize seminars, workshop and speech programme
9. Organize to show educational film / documentary film / slides / C.D.
10. Participate in annual day/ annual sports day

In Community :

1. Make an educational research of the community
2. Organize a self-help and service camp in the community
3. Participate in village festivals and activities
4. Organize cultural programme in the community
5. Participate in literacy programme and women's empowerment programme
6. Organize programmes to concientize about the preservation of common property/ literacy/ health education - street play, prabhat pheri, route march, exhibition, prepare posters and exhibit them
7. Organize cultural programme and sports in a neighbouring school

NOTE : *These activities will be organized in College/ Institute in the first and second year according to convenience. The trainees will maintain their records. Their internal evaluation will be on the basis of their activities and participation.*

Syllabus Of
Primary Teachers' Training
Two Year Course

Syllabus of The Second Year



Jharkhand Academic Council, Ranchi

SECOND YEAR COURSE

Foundation Course : Third Paper

School Organization, Guidance & Counselling

Unit I : The Concept, Need, Meaning, Aim, and Theory of School Organization.

- The management, finance and project of primary education.
- Resources of school building, nature of building, classroom, hostel, need play fields, equipment, furniture and provision of instruments.
- Organization of human resources.
- Societal Cooperation with society to fulfill the Institutions' needs.

Unit II : School Management

- Jharkhand education service rules, service conditions, salary scale, promotion retirement in perspective of primary education.
- Appointment of Headmasters, Teachers and Non-Teaching staff.
- Qualities, Rights & Duties of a Headmaster.
- Knowledge, Protection and Preservation of essential documents.
- School routine, importance of the library.

Unit III : Education of the deprived classes

- The state of education among the Scheduled Tribes, their problems, remedies, and the Governments efforts
- The state of education among the Scheduled Castes, their problems, remedies, and the Governments efforts
- The state of education among the O.B.Cs. , their problems, remedies, and Governments efforts
- The state of education among the girls, their problems, remedies, and the Governments efforts
- The state of education among the physically handicapped, their problem remedies, and the Governments efforts

Unit IV : Guidance and Counselling

- Introduction, definition and need of guidance and counselling
- Scope, utility and importance of guidance and counselling
- Discovery and remedy of children's problem, role of teachers and parents
- Technique and tools of guidance and counselling

Unit V : Teacher and Teacher Training

- Qualities of a successful/ideal teacher
- Role of a teacher in class, school and community
- Role of a teacher in social and economic change
- Teacher training - pre service, in service, open teacher training.

Unit 6 : Agencies and Programme

- Unicef, N.C.E.R.T., N.C.T.E., S.C.E.R.T., DIET, B.R.C., C.R.C., I.C.D.S., Anganwadi, Midday meal, cycle distribution project, book distribution project
- Bridge syllabus, Pre childhood education,
- Introduction to Total literacy Programme, its aim and action framework
- Panchayati Raj and education

Foundation Course : Fourth Paper
Educational Technology and Evaluation

Unit 1 : Meaning, Importance, Usefulness and Characteristics

- Its role in new education system
- Difference between hardware and software
- Medium of mass communication and its usefulness
- Educational usefulness of Computer, E-Mail, Internet, Lap Top, Fox, Still and Movie Projector, Audio-video recording, Instrument
- Projector, Audio-video recording, Instrument
- Teleconferencing, Micro teaching and its technology

Unit 2 : Curriculum - Meaning, Definition, Nature of Curriculum, Difference between Curriculum and Syllabus

- Components of curriculum - Determining objectives;-choosing subject-matter, organization of subject matter
- Theory of construction of curriculum
- Basic curriculum, National curriculum, framework, Minimum level Learning
- Competency in Learning

Unit 3 : Measurement and Evaluation

- Measurement, meaning of evaluation and examination, characteristics and differences
- Concept of continuous and comprehensive evaluation
- Evaluation of efficiency
- Types of examination - Essay type, short answer, objective type, unit test, achievement test
- Maintain reports of examinations

Unit 4 : Lesson Plans

- Meaning and types of lesson plans
- Steps in constructing lesson plans
- Unit Plan
- Teaching aids

Unit 5 : Statistics and data

- Meaning, definition and importance of statistics
- Meaning, definition and types of data

- Frequency, cumulative frequency, introduction of midpoint, preparation of frequency table
- Method of acquiring frequency tallies

Unit 6 : Introduction & Definition of Mean, Median and Mode

- Method of acquiring mean, median and mode
- Preparing Bar diagrams, Histograms, frequency polygon, pictorial graph, Pie Diagram

तारापत्री तालिका : 2

अवकाश हेतु प्रचलित एक मास अंतर्गत विद्यार्थी कि आवधिक तालिका :

अवकाश हेतु प्रचलित एक मास अंतर्गत विद्यार्थी कि आवधिक तालिका : 2

सहायक हेतु आवधिक तालिका तालिका : 3

सहायक हेतु आवधिक तालिका तालिका : 3

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द्वितीय वर्ष का पाठ्यक्रम

पंचम पत्र

हिन्दी भाषा शिक्षण : विषयवस्तु-सह-शिक्षण विधि

इकाई 1 : भाषा कौशल का विकास

- श्रवण का परिचय एवं श्रवण कौशल विकास की विधियाँ।
- वाचन का परिचय एवं वाचन कौशल विकास की विधियाँ।
- पठन का परिचय एवं पठन कौशल की विधियाँ, शुद्ध उच्चारण के साथ पठन।
- लेखन का परिचय, अनुलेख, प्रतिलेख, श्रुतिलेख एवं सुलेख का परिचय, लेखन कौशल विकास का महत्त्व।
- भाषा कौशल विकास की सहगामी क्रियाएँ।

इकाई 2 : व्याकरण शिक्षण

- व्याकरण शिक्षण का परिचय एवं महत्त्व।
- संधि, समास, प्रत्यय, उपसर्ग, विलोम शब्द, समानार्थक शब्द, श्रुतिसम भिन्नार्थक शब्द, मुहावरा।

इकाई 3 : भाषा शिक्षण तकनीक एवं उपादान

- भाषा शिक्षण तकनीक – वार्त्तालाप, प्रश्नोत्तर, अभ्यास, स्वराघात, बलाघात, चित्रवर्णन, प्रतिकृति एवं अनुकृति।
- भाषा शिक्षण उपादान – पाठ्यपुस्तक, श्यामपट्ट, चित्र, मानचित्र, रेखा चित्र, रेडियो, दूरदर्शन, नाटक, चलचित्र, टेपरिकॉर्डर, कम्प्यूटर, पत्र-पत्रिका एवं सहायक पुस्तक का महत्त्व।

इकाई 4 : भाषा शिक्षण विधि

- अनुकरण विधि, चित्र वर्णन, सुनो और बोलो।
- सूत्र विधि, अभिनय विधि।
- पाठ्यपुस्तक विधि, सहयोग प्रणाली।

इकाई 5 : हिन्दी भाषा एवं साहित्य

- हिन्दी भाषा एवं साहित्य के विकास की समस्याएँ।
- कला-संस्कृति विकास में हिन्दी साहित्य का योगदान।
- प्राथमिक शिक्षा में हिन्दी भाषा का महत्त्व।
- मातृभाषा के माध्यम से हिन्दी शिक्षण।

क्रिया-कलाप

- भाषण एवं निबंध प्रतियोगिता में भाग लेना।
- सुनो और बोलो का अभ्यास।
- अंत्याक्षरी एवं अभिनय में भाग लेना।
- पाठ्यपुस्तक से संबंधित साहित्यकारों के चित्रों का संकलन।
- कविता एवं कहानी लेखन।
- शुद्ध उच्चारणों से संबंधित एक-एक आडियो कैसेट तैयार करना।

नोट : सभी प्रशिक्षणार्थी कक्षा 01 से 08 तक की पाठ्य पुस्तकों का विश्लेषणात्मक अध्ययन करेंगे।

Second Year Course

Sixth Paper

English Teaching : Content cum Methodology

UNIT 1 : Usage

- (a) Verbs — Finites and non-finites — Auxiliary Verbs — Anomalous finites
- (b) Time and Tense — Study of English Tense
- (c) Use of Adjectives, Nouns, Pronouns, Articles, Prepositions, Conjections, Infinitives and gerunds.
- (d) Sentences — Kinds, Conversions, Synthesis.
- (e) Reported Speech
- (f) The Passive Construction
- (g) Punctuation
- (h) Question form, Question tags
- (i) Syntax

UNIT 2 : Spoken English :

- (a) A brief introduction to the Speech sounds of English Vowels, Consonants and diphthongs to phonetic symbols and transcription in international phonetic scripts to enable the pupil teacher to use a pronouncing dictionary.
- (b) Word Stress and Sentence stress
- (c) Strong and Weak forms
- (d) Rhythm and intonation

UNIT 3 : Written English :

- (a) Pattern & letter
- (b) Connected Writing
- (c) Systematic Writing
- (d) Writing Stories from incomplete outline.
- (e) Writing a Paragraph or an essay on any given topic
- (f) Letter Writing

UNIT 4 : Comprehension :

The text shall contain prose, poetry, rhymes from the text book used in Class 5th to 8th.

Personal Project

- (1) Identifying language errors in listening, Speaking, reading and Writing
- (2) Deliver a Speech
- (3) Write an essay
- (4) Participate in a debate
- (5) Write a Story
- (6) Write a Poem
- (7) Show sufficient proficiency in Conversation
- (8) Read a difficult passage without mistakes

Note : All trainees will take part in an analytical study of text books of class one to eight.

द्वितीय वर्ष का पाठ्यक्रम

सप्तम पत्र

संस्कृत शिक्षण : विषयवस्तु सह शिक्षण विधि

इकाई 1 : संस्कृत साहित्य का इतिहास

- रामायण, महाभारत, पुराण, पंचतंत्र, हितोपदेश, कालिदास, विशाखादत्त, वाणभट्ट, पाणिनी के संदर्भ में संस्कृत साहित्य का संक्षिप्त इतिहास।

इकाई 2 : संस्कृत गद्य-पद्य शिक्षण :

- संस्कृत गद्य शिक्षण का महत्त्व एवं विधि जैसे – कहानी विधि, अभिनय विधि, संवाद विधि, प्रश्नोत्तर विधि।
- संस्कृत पद्य शिक्षण का महत्त्व एवं विधि जैसे – सस्वर वाचन, गीत विधि, व्याख्या विधि, अर्थबोध विधि।

इकाई 3 : अनुवाद :

- मातृभाषा का संस्कृत में अनुवाद, संस्कृत वाक्यों का मातृभाषा में अनुवाद।
- अनुवाद का भाषागत एवं व्यावहारिक महत्त्व एवं उपयोग।
- संस्कृत शिक्षण प्रारंभ करने का छात्रों का स्तर, व्याकरण से इसका संबंध।

इकाई 4 : व्याकरण :

- व्याकरण अध्ययन की प्रत्यक्ष एवं परोक्ष विधि तथा इसकी विशेषताएँ।
- संधि, समास, प्रत्यय, उपसर्ग, लिंग निर्णय।
- शब्द रूप – अकारान्त, आकारान्त, इकारान्त, ईकारान्त।
- धातु रूप – भू, पच्, दा, श्रु।

इकाई 5 : रचना :

- अनुच्छेद लेखन, कथा लेखन, पद्य लेखन।
- रिक्त स्थान पूर्ति, शब्द एवं वाक्य मिलान, वाक्य रचना।

इकाई 6 : संस्कृत शिक्षण विधि :

- अनुवाद विधि।
- चित्र वर्णन विधि।
- सुनो और बोलो विधि।
- कथा कथन विधि।

क्रियाकलाप

- संस्कृत कविता रचना में भाग लेना।
- संस्कृत संभाषण में भाग लेना।
- वर्ग 1 से वर्ग 8 तक की पाठ्यपुस्तकों में से 10-10 सूक्तियाँ चुनकर लिखना तथा उनका अर्थ भी लिखना।
- दस सुभाषितों को कंठस्थ कर उनका अर्थ बताना।
- 10 कहानी अथवा कविता के लेखक का नाम एवं उनकी रचना का शीर्षक का चार्ट तैयार करना।
- संस्कृत पाठ योजना तैयार करना।
- संस्कृत शिक्षण से संबंधित उपादान तैयार करना।

नोट : सभी प्रशिक्षणार्थी कक्षा 01 से 08 तक की पाठ्यपुस्तक का विश्लेषणात्मक अध्ययन करेंगे।

SECOND YEAR COURSE

Eighth Paper

Teaching of Mathematics : Contents and Methodology

Unit 1 : Methods of Teaching : Mathematics

- Heuristic Method
- Play Way Method
- Problem Solving Method
- Discovery Method

Unit 2 : Arithmetic

- Simplification by using brackets
- Square and Square root
- Percentage, Profit and Loss, Discount
- Simple and Compound Interest

Unit 3 : Algebra

- Cumulative Law, Associative Law, Distributive Law
- Finding out Square and Cube of algebraic expression
- Factorization of algebraic expression
- Surds, Power and Index or Exponent
- Set Theory, its types and operation, Venn Diagrams and practical applications of Set Theory

Unit 4 : Geometry

- Circle, Centre, Radius, Circumference, Chord, In centre, Ortho centre, Angle of a sector of a circle

Unit 5 : Mensuration

- Circumference and an area of a circle
- Area and volume of the faces of cube and rectangular solids
- Surface area and volume of Cone, Cylinder and Sphere

Personal Projects

- Fold a paper to form Triangle, Square and Rectangle
- Fold a paper to form angles of 30° , 45° , 60° , 75° , 90° , 120° and 150°
- Make and use a number line
- Construct and find out volume and area of Cube, Cylinder and Sphere
- Collect data and make a line graph of students of a class of their age, height and weight
- Make a lesson plan

NOTE : Make an analytical study of textbooks of class 1 to 8.

Second Year Course

Ninth Paper
Environmental Studies – 1

Social Science - Content cum Methodology

Unit 1 : India's Physical Features

- India: its vegetation, wild animals and minerals
- Jharkhand State: its condition, physical features, population, agriculture, vegetation, minerals, energy, industries, means of transportation
- Population distribution, physical diversity and spread
- Irrigation and electricity
- Means of transportation, import and export
- Economic framework and economic problems

Unit 2 : India's Main Freedom Struggle :

- India's main freedom fighters, Jharkhand' s main freedom fighters
- Main events after India's freedom
- Social and cultural renaissance in 19th century
- India's National struggle, development and achievements

Unit 3 : Rights, Duties and National Emblem :

- Rights and duties of citizens
- National Anthem, National flag, National emblem

Unit 4 - National Problem

- Social, economic, geographical, industrial and health related problems

Personal Projects:

- Visit two natural sites of importance and write reports
- Gather information about a local freedom fighter and write about him/her
- Acquire knowledge about local vegetation, agriculture, product and minerals and write a report
- Acquire information about local Zila Parishad/ Judiciary and write a report
- Preparing a lesson plan with teaching aids

NOTE : *Make an analytical study of textbooks from class one to eight,*

SECOND YEAR COURSE**Tenth Paper
Environmental Studies – 2****General Science – Content cum Methodology****Unit 1 : Science**

- Discovery Method
- Project Method
- Unit Method
- Heuristic Method
- Teaching Aids - Introduction to Audio Visual Media, projector, C.D.
- Information regarding use of locally available materials
- Preparation of lesson plans

Unit 2 : Physics

- Magnet - types, product and features
- Electricity - introduction - static and current electricity, cell
- Sound - introduction; origin and transport, reverberation
- Origin of energy and development.

Unit 3 : Chemistry

- Introduction to air and its components
- Physical and chemical change, chemical reaction
- Ill-formed carbon, feature of ill-formed carbon and its use
- Metal and non-metal and mixed metal

Unit 4 : Biology

- Growth, photosynthesis, breath and generation
- Growth, change and motion in vegetation
- Our environment - organic and inorganic environment, multiple action in environment, dependent and its imbalance

Personal Project :

- Make fixed and non fixed slides
- Record local sources of energy.
- Measure the level of local air pollution.
- Examine the acidity and saltiness of different types of local soil.
- Examine the level of local water pollution.
- Prepare science lesson plan with teaching aids.

Note - Make an analytical study of text books from class 1 to 8

Second Year Course

Twelfth Paper

Computer

Computer :

1. Knowledge of entering data in computer.
2. Knowledge of computer typing and the commands for printing.
3. Knowledge of MS-Word and its commands.
4. Knowledge of MS-Excel and its commands.
5. Knowledge of Power Point and its commands.

Personal Project

1. Showing competency in speed and accurate typing.
2. Present two outputs of MS- Word.
3. Present two outputs of MS-Excel.
4. Present one output of Power Point.

Second Year Course**Thirteenth Paper****Work Experience and Physical Education****Work Experience**

Among five areas of work experiences two are obligatory

1. Gardening

1. Knowledge of regional flowers and nurturing them.
 2. Grow seedlings of flowers, nurture them and protect them.
 3. Plant - various types of plants in the flower garden, nurture and protect them.
 4. Put a flower plant in a flower bed and each trainee should put a flower plant or croton in a flower pot.
-

2. Agriculture

1. Prepare land, cultivate it, prepare beds, put seeds in it and irrigate it.
 2. Uproot seedlings, carry them to the field and transplant them.
 3. Knowledge of manure and chemicals and their use in the fields and use of pesticides
 4. Protect crop, harvest it, winnow it and store it. Keep estimate of cost and product.
-

3. Home Science

1. Common cooking, preservation of cooked food, distribution of food, provision of drinking water, cut fruit and participate in washing dishes.
 2. Make any three from these: pickle, chutney, papad, bari, jam, jelly, sauce, squash, chips.
 3. Make any two from these: Mat, basket, seat and fan or prepare a Baba suit out of wool.
-

4. Collage Work

1. Manufacture various things out of clay, card board and locally available articles.
2. From pieces of plastic, cotton, coconut shell, *sikki* and thermacol make things for decoration or any useful product.
3. From your imagination make some constructive item.
4. Make envelopes of different sizes and cover files.

5. Cutting and Tailoring :

1. Stitch button-hole, stitch button, hooks, mend tear and practice them all.
2. Cut out on paper designs of blouse-petticoat, *salwar- kurta*, half shirt & half pants
3. From the above items stitch one of them.
4. On shawl do embroidery and special needle work.

6. Physical Education

1. Do physical exercise and drill.
2. Participate in morning exercise.
3. Play games in the evening.
4. Throw shot put, discus, javelin and shoot arrow (participate in any two)
5. Participate in anyone of these : Hockey, Volleyball, Badminton, Throw ball, Kho-kho.
6. Participate in any two: *Padmasan, halasan, pranayam*, (Breath in, Breath out), *kapalbhatti, Mastika*.
7. Participate in Scouts and Guides.

NOTE : Make an analytical study of textbooks from class 1 to 8

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