

SYLLABUS FOR TWO-YEAR

Bachelor of Education

B.Ed. COURSE

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

SIDO-KANHU MURMU UNIVERSITY

DUMKA

NOTE FOR PAPER SETTER***Time : 3 hours******Maximum marks : 80***

Types of Questions

- | | |
|----------------------------|----------------------------|
| 1. Objective type Question | 10 Question x 2 marks = 20 |
| 2. Short answer type | 5 Questions x 4 marks = 20 |
| 3. Essay type answer | 4 Question x 10 marks = 40 |
| | Total = 80 |

Time : 1 and 1/2 hours***Maximum marks : 40***

Types of Questions

- | | |
|----------------------------|-----------------------------|
| 1. Objective type Question | 5 Questions x 2 marks = 10 |
| 2. Short answer type | 2 Questions x 5 marks = 10 |
| 3. Essay type answer | 2 Questions x 10 marks = 20 |
| | Total = 40 |

SEMESTER 1

CHILDHOOD AND GROWING UP

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

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

Unit 1

1) GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS

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

Unit 2

2) HEREDITY AND ENVIRONMENT

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

Unit 3

3) CHILDHOOD

- Childhood as a modern concept and construct
- Childhood in this context a poverty, globalization

- Commonalities and diversities within the notion of childhood reference to the Indian context
- Role of parents and teachers in physical and moral development of children.

Unit 4

4) Childhood and context of socialization

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

Unit 5

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

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 Carol Gillian'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 the course the students will be able-
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 selection from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

Unit 1

Diversity, Inequality, Marginalization in society, implication for education

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

Unit 2

Education, society and social justice

- Relationship between education society
- Social equity and education
 - Within country: Between region, social class, caste, gender and religious groups
 - Among this 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 Pre-Independence period in India
- Education Post-Independence period in India
- Vocationalisation of education and training for tomorrow
- Integration between education and new technology
- Role of education on technological empowerment, empowerment of social – economic weaker sections empowerment of social and economic changes

Unit 4

National Knowledge Commission

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

Unit 5

Globalization and 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 movement in India: Women, dalits and tribal movements displacement, land, human rights and communal mobilization

Language Across The Curriculum

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

After completion of the course the students will be able to understand

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

Unit 1

Nature of language

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

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

Unit 3

Language Teaching Skills

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

Understanding Discipline and School Subject

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

After completion of the 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 effectively to pro / note classroom learning

Unit 1

Concept of discipline

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

Schema of curriculum by philosopher John Dewey

Unit 2

Quality in Classroom Learning and Its Understanding

- Indicator of quality learning
- Teaching and learning as interactive process
- Major issues in classroom learning
- Teaching for quality learning – characteristic and process of teaching issues there of

Understanding Approaches to Learning and Teaching

- General maxims of teaching
- Teacher – centered, learner – centered and learning – center approaches and major issues
- Activity based approach, project, cooperative learning
- Varieties of activity (Curricular and other – curricular)

Unit 3**Teaching – Learning Materials**

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

School the Site of Curriculum Engagement

Understanding the meaning and nature of curriculum: need for curriculum in 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 socialist
like Gaju bhai and Raja Ram Mohan Roy.

EPC-1 Reading and reflecting on text

Total Marks 50

contact hours per week-3

Internal assessment 50

Aims 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 to 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 contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Unit 1

1. Engaging with narrative and descriptive accounts

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

Suggested activities

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

2. Engaging with popular subject-based expository writing

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

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

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

Unit 2

3. Engaging with journalistic writing

The selected text 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 article (guided individual task)

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

4. Engaging with subject related reference books

For this unit, the student-teachers should work in groups divided according to their subjects, within these groups; 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 referencing books (could be from and school library or the institute library) scanning, skimming and extracting relevant information from the books by making notes collating notes and organizing information under various sub-headings.

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

Unit 3

5. Engaging with education writing

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

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence or 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 pairs) presentations of selected papers, question and answer (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 the 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 1 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 1

1. Educational psychology and the teaching – learning process
 - Educational psychology, concept and scope
 - Concepts of teaching and learning
 - Variable in the teaching process. The learning task (instructional objective), learner behavior (entry behavior and teacher behavior) (competence, expectation, personality and teaching style etc.)
 - Role of educational psychology in teaching learning process
2. Approaches to learning
 - Introduction to learning – concept and importance
 - Behavioral: trial and error, conditioning (classical and operant) and social learning
 - Cognitive (insightful and information processing model)
 - Constructivism: concept, planning and development of learning experiences (vygostky, burner, etc.)

Unit 2

3. Nature of learner

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

Unit 3

Teaching as a professional

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

Unit 4

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

Unit 5

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

Unit 6

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

7. Teaching as a profession
 - Teaching: concept, meaning characteristics
 - Inclusive teaching
 - Teaching account sitting professional competency
 - Role teacher in Indian context

Knowledge and Curriculum – Part 1

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

The course intends the 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 actualize. Therefore, the courses aims at enthusing student-teachers to infuse dynamism in selection of knowledge, symbols and values and child-friendly in pedagogy, student teachers understand the evolving meanings of ‘curriculum’. When seen as a dynamic process within this board field, conceptual linkages (and distinctions) between educational aims, curriculum framework, role of school organization and culture, as well as of the teacher, in operationalizing and developing a contextual responsive ‘curriculum’ and ‘critical pedagogy’ are explored. The scope for teachers to make curricular decision, based on field realities is highlighted.

Unit 1

Epistemological contribution of educational thinkers

- What is education, concept meaning relationship with philosophy

- Epistemological analysis of following educational thinkers
- Western Educators- Plato, Rousseau, R. S. Peter
- Indian Thinkers- Swami Vivekanand, M.K. Gandhi, R.N. Tagore, Aurobindo Ghosh, Vinoba Bhave

Unit 2

Evolving knowledge base in education

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

Concept of curriculum

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

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

Nature of the textbook

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

Unit 3

Curriculum determinants and considerations

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

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

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

- i. Forms of knowledge and its characterization in different school subjects
- ii. Relevance and specificity of educational objectives for concerned level
- iii. Social-cultural context of students- multi-cultural, multilingual aspects

- iv. Learner characteristics
- v. Teacher experiences and concerns
- vi. Critical issues: environmental concerns, gender difference, inclusiveness, value concerns and issues social

Pedagogy Course

Part I

Pedagogy of Language (English)

Total Marks 50

contact hours per week-3

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 the appreciate different register 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 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 English 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;
- Familiarize 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 surrounding people and 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).

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.

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

Activities

Discuss 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

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL): Constructive approach; multilingual approach to language teaching (John Dewey, Burner, 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, Thematic approach (inter-disciplinary).

Activities

- Discuss on the topic ‘Mother Tongue and Other Tongue’

Project

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

Teaching Practice

Prepare four activities keeping in view ‘Constructivism in a Language Classroom’.

Unit 3

4. NATURE OF LANGUAGE

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

LINGUISTIC SYSTEM: The organization 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

GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

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. (5 Each)

Project

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

हिन्दी शिक्षण

कुल अंक: 50

समय: 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन: 10

बाह्य मूल्यांकन: 40

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

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

अन्विति 1

1. भाषा की प्रकृति, भाषा सीखने की प्रक्रिया, भाषा के व्यावहारिक रूप, भाषा के आधार, हिन्दी का मातृभाषा के रूप में महत्व, पाठ्यक्रम में उसका स्थान एवं मातृभाषा शिक्षण के उद्देश्य, हिन्दी भाषा शिक्षण के सामान्य सिद्धांत।
2. हिन्दी भाषिक तत्वों का शिक्षण, उच्चारण शिक्षण, वर्तनी शिक्षण, शब्द शिक्षण, वाक्य रचना शिक्षण, मौखिक रचना शिक्षण, लिखित रचना शिक्षण एवं पठन शिक्षण, उद्देश्य एवं विधियाँ।

अन्विति 2

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

अन्विति 3

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

सत्रीय कार्य

1. हिन्दी के ध्वनि विज्ञान एवं रूप विज्ञान में व्यावहारिक प्रशिक्षण (दस सत्रों में)
2. हिन्दी की साहित्यिक विधाओं पर आधारित आदर्श पाठ—योजनाओं एवं क्रियात्मक अनुसंधान की योजनाओं का निर्माध एवं उनका क्रियान्वयन।

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

Pedagogy of Language (Urdu)

Total Marks 50

contact hours per week-3

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 the appreciate different register 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 Urdu 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;
- Familiarize 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

- i. **LANGUAGE AND SOCIETY:** Language and gender; Language and identity; Language and power; Language and class (society).
- ii. **LANGUAGE IN SCHOOL:** Centrality of language in learning; Language across the curriculum; language and construction of knowledge; Difference between languages as a school subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as register; Multilingual classrooms; Multicultural awareness and language teaching.
- iii. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of language in India; Constitutional provisions and policies of language education (Article 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 language 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 student 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:

3. AN OVERVIEW OF LANGUAGE TEACHING

- DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL): Inductive approaches; Whole language approach; constructive approach; Multilingual approach to language teaching

(John Dewey, Bruner, J. Piaget, Vygotsky, Chomsky, Krashen) and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)

- ii. 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

- Discuss 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 4:

4. NATURE OF LANGUAGE

- i. ASPECT OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.
- ii. LINGUISTIC SYSTEM: The organization 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 ‘different between spoken and written language’.

5. ACQUISITION OF LANGUAGE SKILLS

- i. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.
- ii. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening the speaking; Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: Storytelling,

dialogues, situational conversation, role plays, simulation, 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 example of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

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

Project

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

Pedagogy of Language (Sanskrit)

Total Marks 50

contact hours per week-3

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 the appreciate different register 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 Sanskrit 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;
- Familiarize 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

i. LANGUAGE AND SOCIETY

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

ii. 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.

iii. POSITION OF LANGUAGE IN INDIA

Constitutional provisions and policies of language education (Article 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 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 language 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;

Problem related to Sanskrit teaching at school level.

Activities

Discuss on

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

Project

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

Unit 2:

3. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING

- i. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING
 - Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
- ii. 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

Discuss 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

- i. DIFFERENT PROCESS OF LANGUAGE LEARNING: Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, Vygotsky, Chomsky, Krashen) and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)
- ii. 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).
- iii. ASPECT OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Sanskrit pedagogical implication; Speech and writing.
- iv. LINGUISTIC SYSTEM: The organization 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

- i. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.
- ii. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

- Listening the speaking; Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversation, role plays, simulation, 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 example of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

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

Project

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

Pedagogy of Language (Bangla)

Total Marks 50

contact hours per week-3

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 the appreciate different register of language;
- To be able to develop creativity among learners;
- Understand role and importance of translation;
- To be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and vocabulary;
- To be able to develop activities and tasks for learners;
- Understand the importance of home language and school language and role of mother tongue in education;
- To be able to use multilingualism as a strategy in the classroom situation;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching Bangla at different levels;

- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- Understand the process of language assessment;
- Familiarize students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- Understand need and function of language lab; and
- Sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

Unit 1:

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

Activities

Discussion on

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

Project

- Visit five school 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 Bangla textbooks (VI to XII), prepare a list of topics and activities given on
 - (i) Language and Gender
 - (ii) Language and Peace
 Write a report on their reflection in the textbooks.

Unit 2:

NATURE OF LANGUAGE

1. ASPECT OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Bangla pedagogical implication; Speech and writing.
2. LINGUISTIC SYSTEM: The organization 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 ‘different between spoken and written language’.

Unit 3:

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL): Inductive approaches; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, Vygotsky, Chomsky, Krashen) and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)
2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES: Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary).
3. ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

 - Listening the speaking; Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversation, role plays, simulation, 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 Class VI to VIII and have a group discussion.

Project

- Do a comparative study of positive features and weakness 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 ‘Constructive in a Language classroom’
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

Pedagogy of Social Science

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

- To develop an understanding of 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 or children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, 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 school.
- 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 SCHOOL IN INDIA

Curriculum development process: National and State level.

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

4. TEACHING-LEARNING OF GEOGRAPHY – SPACE, RESOURCES AND DEVELOPMENT

Meaning, Nature 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 interest 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)

Development 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), analyzing the 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 per week-3

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 teachers 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, and international.
- The role of teaching History for national integration and international understanding.
- Objectives of teaching History- general and specific objectives in cognitive, affective and psycho motor domains.
- Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit 2: Curriculum design in History

- Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, correlational, 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 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 general competencies
- Historical Methods
- Evidence, facts, arguments, categories and perspective;
- Evidence – based History teaching; Primary sources and the construction of 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 per week-3

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 teachers 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.
- Fundamental Rights, Directive Principles of state policy and Fundamental Duties.
- Social development and concerned issues.

Unit 2: Curriculum design in Civics

- Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relation, 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 exercise, 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- 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 per week-3

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 Geography.
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 components 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 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; Environment 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.

Unit 2: 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, correlational, 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.
- Guideline 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, RESOURCE 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; disaster and preparedness.
- *Developing Skills in Geography*
- Map reading and interpreting using scale (distance), direction, symbols, points, 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; Experimental learning through activities, experiments; Investigative field visits based on students' own interest with teacher's support as facilitator.
- TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Teaching of Economics

Total Marks 50

contact hours per week-3

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 Economics.
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.
6. To develop among the student teachers understanding of the evaluation components in the instructional process and be familiar with the use of various tools and techniques of evaluation.

Unit 1: 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 a Inter disciplinary subject with particular reference to its relationship with other school subjects.
- Significance of teaching Economics in context 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.

Unit 2: Curriculum design in Economics

- Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co-relational, integrated discipline, problem solving, conceptual design curriculum.
- Critical appraisal of text books Economics from the standpoint of curriculum design and syllabus framing, treatment and organization of subject matter.
- Guideline 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 Concept in Economics*
- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization.
- *Classification of Economic System*
- Capitalism, Socialism, mixed economy (case study: India)
- *Development 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, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs).
- *Teaching-Learning materials*
- Using textbook, analysis of news (Newspaper, TV, and Radio) (e.g. Economic Survey, Five Year Plan), Journals and News Magazines.

Teaching of Commerce

Total Marks 50

contact hours per week-3

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 Commerce.

Unit 1: 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 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.
- Guideline 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 planning

- Importance of conducting Co-curricular Activities
- Types of Co-curricular Activities
- Principles of organizing Co-curricular Activities
- Need & Importance of 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 type, short answer types and objective types

Pedagogy of Mathematics

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objectives 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 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-à-vis the objective 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 learners 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 System), 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 generalization through several illustrations; Different between teaching of mathematics and teaching of science.

Pedagogy of Physical Science

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of the 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 the 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
- Experience 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 organization and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualized 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 scientist- 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, artifacts 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.

4. SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centered curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and State (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, generalization; 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 experience using each of these approaches), facilitating learners for self-study.

Pedagogy of Biological Science

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of the 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 organization and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of biological science that are alternatively conceptualized 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 like 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 linkage, biological science and society.

2. AIMS AND OBJECTIVE OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, and creativity in biology; Imbibe the value 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 group, 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 State/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, generalization; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.

Assessment for Learning

Total Marks 100

contact hours per week-3

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 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 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;

Unit 1:

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

Unit 2:

2. Measurement procedures in respect of cognitive and non-cognitive testes
 - Ability testing procedures
 - Disability testing procedures
 - Uses of cognitive and non-cognitive tests
 - Norm referenced and criterion referenced testing
 - Concept of norm-referenced and criterion reference testing
 - Difference between norm-referenced and criterion referenced 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:

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

Unit 4:

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

Unit 5:

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

Unit 6:

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

EPC 2 Drama and Art in Education

Total Marks 50

contact hours per week-3

Internal assessment 50

Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal creative thinkers and good citizens of the nation. Keeping in view some of these ideas, the National curriculum framework – 2005 introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to class X) and facilities for the same may be provided in every school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this not only art teachers but every teacher in the school system should be sensitized to understand and experience the use of arts for holistic development of the learner, as a teacher as well as an individual.

Aims of the course

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

Visual arts and crafts (Practical)

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

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

Listening/viewing and exploring regional art forms of music, dance, theatre and puppetry viewing/listening to live and recorded performances of classical and regional art forms participation in any one of the regional arts forms keeping in mind the integrated approach planning a stage setting for a performance/presentation by the student teacher.

Appreciation of arts (Theory)

Meaning and concepts of arts and aesthetic and its significance at secondary level of school education what is the difference between education in arts and arts in education identification of 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 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 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 exercise; 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/language 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 basic 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 bazaar, 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 aesthetic 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 per week-3

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.

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 piece 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 face 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 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:

9. 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, debate, 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 an 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 CCE report for the progress of the learner.

Note

Project work, Student-Teacher's Portfolio, Activities, Presentation, Workshops and Educational tours to be carried out during both the years.

हिन्दी शिक्षण

कुल अंक: 50

समय: 3 घंटा प्रति सप्ताह

आंतरिक मूल्यांकन: 10

बाह्य मूल्यांकन: 40

अन्विति 4:

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

अन्विति 5:

हिन्दी भाषा शिक्षण एवं प्रौद्योगिकी : हिन्दी शिक्षण की प्रभाविता को अभिवृद्ध करने हेतु प्रयुक्त शैक्षिक उपकरण, पाठ्यपुस्तकें, भाषा-कक्ष एवं भाषा प्रयोगशाला। अभिक्रमित एवं स्वनिर्देशित अनुदेशनात्मक सामग्री की रचना— विविध

प्रकार के प्रतिमान : रेखीय, शाखीय एवं श्रृंखलित, हिन्दी के भाषिक तत्वों के अधिगम को दृष्टिगत रखकर अभिक्रमित अनुदेश की सामग्रियों का निर्माण, उनका इन्द्रियानुभविक-व्यक्तिगत, लघुसमूह एवं क्षेत्रीय रूप में परीक्षण।

अन्विति 6 :

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

सत्रीय कार्य

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

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

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

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

Pedagogy of Language (Urdu)

Part-II

Total Marks 50

contact hours per week-3

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 language 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 Form 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. a poem or a story and develop teaching strategies to teach: same piece 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; Teachers 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.

9. 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, debate, 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 experience during school experience and teaching practice.
- Review any two magazines for women.

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 an 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, Student-Teacher’s Portfolio, Activities, Presentation, Workshops and Educational tours.

Pedagogy of Language (Sanskrit)

Part-II

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit 4:

6. 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 presentation 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

7. 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 plan
- 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; Teachers as a researcher.

Activities

- Do a comparative study on 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, 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 suggestion given in the 1st Term

Pedagogy of Language (Bangla)

Course Outline: Part-II (Second Year)

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit 4:

1. 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 text 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:

2. 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)

3. 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 practice 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:

4. TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

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

Project

- Prepare an outline of a school magazine

- Develop the material for school magazine based on your experience 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 Science

Total Marks 50

contact hours per week-3

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 formation in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies
- Capitalism, democracy and citizenship (Case Studies: American Revolution/ French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and / or Cuba)
- *Select Issues of Social Change in Indian History*
- Culture, social stratification and social change in India;
- Shared religious cultures and conflicts between religious communities in India
- Gender differentials and how these cut across caste and class structures as well as religious communities. (Case study: India)

- *Pedagogical Concerns Regarding School History*
- Interactive, constructivist and critical pedagogies in History
- *The Lateral Development of Different Skills*
- Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

Unit 5:

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

- Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic
- Constitutional Vision for a Democratic India
- Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism
- Secularism (Relationship between State and Religion): Western and Indian Versions
- Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled
- Democratic decentralization, citizen participation.
- Society and Political Processes
- Social movement: *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 experience 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 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 Science: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Question 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 SCIENCE 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 impact of change in prices of essential commodities.

Teaching of History

Total Marks 50

contact hours per week-3

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 materials, workbooks, programme learning material, general reference materials other instructional materials for teaching 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 format to assess behavioural changes brought about by teaching history. Principles of 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 per week-3

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 of 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 decentralization, citizen participation.
- Society and Political Processes
- Social movement: *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 experience 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 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 per week-3**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.
- Use of teaching aids
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- newspaper, periodicals.
- Selecting and using teaching aids.
- Need and importance of A.V Aids.
- Types of A.V Aids
- Role of Geography teacher 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; Geography library resource.

Unit 5:

Organization of Co-curricular Activities

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

Lesson Planning and Evaluation

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

Unit 6: Project/Action Research

- 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 per week-3

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 poster making competition.
- Use of teaching aids.
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- newspaper, 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 website 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 per week-3

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.
- Inductive and Deductive Approach.
- Computer assisted instruction.
- Use of teaching aids
- Text books, supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- newspaper, periodicals.
- Selecting and using teaching aids
- Need and importance of A.V Aids
- Types of A.V Aids
- Role of Commerce teacher 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, Needs 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 per week-3

Internal assessment 10

External assessment 40

Unit 4:

6. PLANNING FOR TEACHING-LEARNING MATHEMATICS

Selecting the contents 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 section,

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 utilizing resources.

Unit 5:

8. ASSESSMENT AND EVALUATION

Informal Creative Evaluation

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

Formal Ways of Evaluation

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

Unit 6:

9. MATHEMATICS FOR ALL

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

10. PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

Types of in-service programme for mathematics teachers; Role of mathematics teachers' association; Journals and other resource materials in mathematics education; Professional growth – participation in conference/seminar/workshops.

Pedagogy of Physical Science

Total Marks 50

contact hours per week-3

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 Indicator, 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 experiment 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 learner's 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 organizing field experience, Science Club, Science Exhibition, nurturing creative talent and local level and exploring linkage with district/state/central agencies.

Unit 6

10. PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Participation in seminar, conference, online sharing, membership of professional organizations; 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 per week-3

Internal assessment 10

External assessment 40

Unit 4:

6. PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organization of concepts for teaching-learning of biology; Instructional materials required for planning teaching-learning of biological science and learner's participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organizing 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 organizing 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 utilization 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; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition;

Unit 6

10. PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Participation in seminar, conference, online sharing membership of professional organization; Teachers as a community of learners; collaboration of school with colleges, universities and other institutions; Journals and other resource materials in Biology education; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science – action research in biological science.

School internship

As the title suggested, 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 school 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 school 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 observation 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 discussion and presentation 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 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 experience, 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 appropriate distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250, Internal assessment 150 External assessment 100.

School Internship

First year – One week of school engagement

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

Second Year – 15 week.

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

Suggested school activities

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

SEMESTER 4

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 student 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:

- 1) Sex and gender
 - Psychology and sociological perspectives.
 - Radical feminism, patriarchy, reproductive technology and motherhood.
 - Socialize class, gender, and division.
 - Indian women – family, caste, class, culture, religion and social system.
- 2) Social construction of gender
 - Socialization.
 - Gender identity: the media, genderfoles, and stereotypes, class, caste community and gender relation.
- 3) Women education and law
 - Women access to and participation in formal education.
 - Women and informal education.
 - Non-formal (media).

Unit 2:

- 4) Gender inequalities in schooling
 - Organization of schooling.
 - Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 5) Gender schooling – education for gender equality
 - Case studies of intervention in school education.
 - The lok jumbish experiences (movement for women equality)

Unit 3:

- 6) Education and empowered of women
 - Concepts 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 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 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 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 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 curriculums development: subject centered environmentalist (incorporating local concerns); behaviorist; competency-based (including ‘minimum levels of learning’); learner – centered and constructivist.

Process of curriculum making

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

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

Creating an Inclusive School

Total Marks 50

contact hours per week-3

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 resource 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

- 1) Introduction to inclusive education/school

- Concept, meaning and need
- Transition from segregation to inclusion
- Principles models
- National policy for person with disabilities 2006 with reference to inclusive education
- Sarva shiksha abhiyan – 2002 with reference to inclusive school

Unit II

2) Special education needs (SEN) of learners in inclusive school

- Identification of diverse needs of SEN learners and referrals
- Disabilities in children and their SEN: Hearing impairment, visual impairment, hearing low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities.
- Types and use of assistive devices for learners with SEN.
- Education concessions and facilities.
- Special needs in terms of Murielle in the context of different disabilities and their learning styles.

Unit III

3) Planning and managing inclusive curriculum in school

- School readiness and school transition
- Individualized Education Plan (IEP): development and implementation
- Practices and classroom management in inclusive education: seating arrangement, whole class teaching, collaborating teaching, activity-based learning, peer-tutoring and co-operative learning.
- Curricular and instructional accommodation.

4) Facilities 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 content:

Sufficient knowledge of the course – content of work educational prescribed for classes VI to X by the Jharkhand Academic Council to equip one to teach the subject competently

- a. Identification of unit & subunits
- b. Specification & instructional objectives
- c. Selection of teaching strategies
- d. Selection of teaching aids with notes on their preparation & mode of use

Group – B Methodology work education

Unit I

1. Work education
 - a. Meaning and concepts
 - b. Nature of work
 - c. Scope or area viz.
 - d. Socially useful productive work
 - e. Occupational exploration and innovative practices
 - f. Occupational exploration an innovative practices
2. Aims and objectives of teaching work education as a subject of general education. Behavioral changes expected out of the program of work education, development of attitude. Acquisition of skills and gaining of knowledge.

Unit II

3. Basic of work education: historical, philosophical, psychological, sociological and economic
4. Development of the concept of work education in general education suitable for India as envisaged by the Education Commission 1964-66
5. Concept of socially useful productive work (SUPW) as designed by I.V. patel committee.
6. Work education curriculum and organization of subject matter.
7. A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at
 - i) The exposure stage and
 - ii) The involvement stage

8. Relationship with other subject in the school curriculum. Place of work education in the school curriculum.
9. Different methods of teaching work education: project method. Discussion method. Demonstration methods, work-study method, exposure and observation method.
10. Qualities and functions of a good teacher or work education – his interaction with the teachers of the other subjects for developing work projects in their respective subjects.
11. Consideration for selecting work – projects in
 - i) Urban school and
 - ii) Moffusil school (rural)
12. Difference work education with work experience, SLPW. Basic education and vocational education.
13. Utilization of community resources for audio-visual materials for teaching work education.
14. Evaluation in work education: design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record. Observation schedule, quality and quality of the product, etc.
15. Utility of social service project – removal of social distance, importance of literary drive, first-aid, floor relief, etc.
16. Preparation of plan activity of work project.
17. Work education room (practical demonstrations) & 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

1. *Health Education*

Concept, aims and objectives of health education, factors influencing health, school health program, school health service, role of teacher in school health program.

2. *Physical Education*

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

3. *Nutrition and balanced diet*

Components of balanced diet, functions, major sources, malnutrition

4. *Postures*

Concept and values, postural deformities and their management

Personal hygiene, a dental hygiene, environmental hygiene, pollution and global warming.

5. *Communicable disease*

Communicable disease mode, control and prevention

6. *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 fulfillment. Negative peace is repression of these, while fulfillment 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, Gandhi, 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, organizational, 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, forest, energy, etc.
- Developing capabilities of mediation and conflict transformation
 - i) Skills and strategies needed for conflict transformation
 - ii) Listening to the conflicting parties
 - iii) Awareness of own identity, cultural underpinning, and communication skills
 - iv) Awareness of context of the conflict
 - v) Communication to mediate
 - vi) Looking for alternative strategies and creative solutions to overcome / transform conflicts.

Unit 3: Empowerment of Self through Critical Self Reflection

- Awareness of the influence of social milieu on self
 - a) Understanding adequate self as a product of positive experience of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence.
 - b) Negative experience generate stress, anger aggression

- c) Yoga, meditation, anger / stress management, as practice 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-judgmental feedback, empathizing, trusting.
- Increasing awareness of role of self in
 - 1) Discipline, self management
 - 2) Reducing prejudices, biases and stereotypes and building multicultural orientations
 - 3) Nurturing ethical behaviour, positively, non-violence, love and caring, compassion; and
 - 4) Habitual self reflection by using daily journal on experiences.

Unit 4: Orienting Education for Peace Building

- Critical reflection on the curricular processes
Awareness of opportunities inherent in curriculum for introducing
 - i. Healthy discipline practice in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights / human rights, and ameliorative approach to discipline rather than punitive.
 - ii. Symbols, activities and other structures in the school that reflect a multi-cultural ambience; and
 - iii. Experience 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
 - i. Challenging the traditional models of learning to constructivist approaches in teaching.
 - ii. Rethinking authority relations from democratic perspective: promoting dialoguing, and developing capabilities for decision-making
 - iii. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels.
 - iv. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.
 - v. Compassion, love and caring, 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.

- vi. Becoming peace teacher-acquisitioning of relevant knowledge, attitudes, values and skills.
- Development of listening skills for dialogue – listening and non-verbal content of messages; Developing awareness of feelings and expressions in messages; skills of questioning paraphrasing and providing feedback that is, non-judgmental, sensitively to socio-economic, cultural, gender, caste difference; skills of giving emotional support for encouraging, genuine appreciation and cooperation; understanding importance of confidentiality of students personal issues and problems that invite embarrassment or ridicule.
 - Pedagogical skills for orientation of subject content and teaching – learning experience in classroom for promoting peace
 - i) Awareness of the epistemic connection of subject content with peace values, e.g. language (effective communication), Science constitutional values, and multi-culturalism, conflicts, violence, and warlinks with challenges to regional and local conflicts, maths (precision)
 - ii) Using textbook contents for highlighting values of peace, particularly anti-peace message indirect to hidden.
 - Humanistic approach to evaluation
 - i) Belief in worth of all pupils irrespective of academic talents
 - ii) Adopt broad-based assessment talking in multiple, talents, emphasis success rather than failure, enable enemy pupil to experience success in some area.
 - Becoming agency for peace in the school organization and surrounding local community
 - i) Awareness of cultural characteristics of the local community around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.
 - ii) Inspiring movement for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school.
 - iii) Awareness and orientations of students attitudes towards balanced media exposure.

Optional Course

Guidance and Counseling

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit I:

- 1) Introduction to guidance
 - Meaning, nature scope and functions of guidance, principles of guidance
 - Need of guidance at various stages of life, types of guidance: educational, vocational personal guidance (their meaning, objectives, needs and importance)
- 2) Procedure of guidance
 - Individual and group procedures of guidance, their nature and advantage
 - Group guidance techniques – class tasks, career – task, career – conference – group discussion field – visits, career – exhibition, audio – visual techniques.
 - Role of various community agencies in school guidance program.
- 3) Counseling
 - Concept of counseling: theories of counseling; theory of self (rogers)
 - Types of counseling: directive, non-directive and elective
 - 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:

- 4) 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:

- 5) 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
- 6) Guidance service and the organization in schools
 - Types of guidance service

- Role of school personal's in organizing guidance service

Optional Course

Issues of Conservation and Environmental Regeneration

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit 1:

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 student 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
- 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:**3.**

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

Unit 3:**4.**

- Environmental conservation in the globalized 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 feticide / infanticide and skewed sex ratio
- Development of slum area and their inhabitants
- Child mortality and material health
- HIV / AIDS, malaria- status, measures undertaken for their control eradications.

Optional Course

Yoga Education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Course Contents

Unit 1:

1. Philosophy, psychology and kinds of yoga
 - Philosophy of yoga, goal of life and yoga, fundamental concepts common to all school of Indian philosophy: the triguna, the concept of prakriti, pursusa visheshal (ISWAR) and their relation with each other, its meaning and kinds of samadhi
 - Physiology of yoga: Chitta (mind) and the method of chitta vritti (chitta control), vritti patyahar, dharna, Samadhi

Unit 2:

2. Physiology of socio – moral based – kinds of dhyana: sthula, a sukshma and jyotimaya, nirmal chita nand the final goal
3. Socio – moral base of yoga. The five ymas and five niyamas, the universal code of social – roal restraints and personal observances leading to ides adjustment in social and personal life.

Unit 3:

4. Classification of yoga: Raja yoga (Astang Yoga), hathan-yoga, samkhya yoga, vhakti yoga and mantra yoga
5. Yoga diet and its application in modern context, practicum / sessional: (tobe evaluated by internal examiner)
 - i) Participating in any five asanas following: Shavasana, Sarvingasan, Halsana, Paschimottasana, Bhujangasana, Shalbhasana, Dhanurasana, Chakrasana, Vajrasana, Gomukhasana, Matsyasna, Janusirasana, Ardhamststyasana, Padmasana, Ans, Sirasana
 - ii) Participation in Neti, Kapalbhathi and Trastak
 - iii) Participation in Anulom-vilom, Bhramari, Shitali, Ujjai, Pranayams

Preparing a work book (project report of selected Five – asanas, their physical psychological and anatomical effects on human body, mind, senses

Optional Course

Value education and human rights in education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Course Contents

Unit 1:

1. Value education
 - Concept, meaning sources, types and methods of teaching, value educations
2. Human rights in education
 - Role of UNESCO, role of school, education up to 14 years as fundamental rights, fundamental duties, media, it's role
 - Constitutional and institutional safeguards to human rights, national human rights commission (NHRC) and associated human rights commissions
 - Vital domain of human right information, poverty an environment
 - United nations and human right

Unit 2:

3. Judicial activism and human rights in education
 - Human rights and violation and police
 - Problem refugees and internationally displaced persons
 - Role of education for the problems

Unit 3:

4. Custodial justice
 - Guideline to Superintendent 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 50

Aims of the Course

This set of experiences is visualized 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 recognize, 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. Visualizing 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 School
 - 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. Visualizing Technology-supported Learning Situation
 - 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 uses 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 50

Unit 1:

1. Exploring the Aim of Life

Objectives

- To enable student 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 weakness 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

Objectives

- To enable students to examine and challenge the stereotypical attitude and prejudices that influence identity formation and the process of individuation.
- To encourage student 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 the challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media)
- Defining consciously one's 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, factors those contribute to it and ways to facilitate change.

Workshop Themes

- Establishing peace with oneself: exercise 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: Application in Teaching

Objectives

- To explore attitude and method 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.

The End

SIDO-KANHU MURMU UNIVERSITY, DUMKA



SYLLABUS FOR B.Ed. (Two Years)

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

P.G. Dept. of Education (Faculty of Education S.K.M.U., Dumka)

1. General

- 1.1 These regulations shall be called the “Regulation for Examination of B.Ed. Course (Semester System)” of the Sido-Kanhu Murmu University, Dumka.
- 1.2 These regulations shall come from the academic session 2015-2016/17

2. Programme of Study

- 2.1 The University shall offer “Bachelor of Education” degree under the Faculty of Education, S.K.M. University, Dumka in the different Govt., Self-Finance, Private & Minority Teacher Education Colleges of the University and Department of Education of a composite Institution/College (offering Graduate or Post Graduate Programmes of Study in the field of liberal arts of humanities or social sciences or sciences or commerce or other degree holder of S.K.M. University 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 sessions/years (Four Semester).
- 2.3 The Examination for Bachelor of Education (B.Ed.) Degree shall consist of four Semester of six months each.
- 2.4 Each academic session shall consist of two semesters – I & III: July/August to December and II & IV: from January/February to June. Each semester shall be of 18 to 20 weeks of actual study.
- 2.5 The B.Ed. Course shall consist of 20 papers of differential weightages (2, 4 or 6 credits equaling to 56 credits in all), spread over four semester (14 credits each semester) with Five Papers each semester I & II, Four Papers in Semester III, and six Papers in Semester IV, carrying 50 marks each 2 credit paper, 100 marks each 4 credit paper, 150 marks each 6 credit paper. The entire curriculum shall be 1350 marks taken together.
- 2.6 The terms ‘Credit’ refers to weightage given to a 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 hours of seminars/group work/laboratory work/field work/workshop per week for 18 to 20 weeks. Thus, a 2-credit course shall be entail 2 hours of regular teaching per week or as much as 4 hours of other programme activities and a 4-credits course shall entail 4 hours of regular teaching per week or as much as 8 hours of other programme activities.
- 2.7 The distribution of papers like theory, practicum, field work, project, internship, etc. with number of credits and marks allocated is specified in the course structure of the B.Ed. programme.

3. Evaluation of Performance under Semester System

3.1 The performance of a student in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 30 marks and the End Semester Examination (ESE) consisting of 80 marks in a 4 credit paper, CIA 15 marks and ESE consisting of 40 in a 2 credit paper, and, CIA 50 marks and ESE consisting of 100 marks in a 6 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 & Behaviour/ Student portfolio	- 05 marks
Total	20
marks	

3.3 The Components of CIA in a 2 credit paper shall be:

a) One Mid-Semester Written Test of one-hour duration Seminar Presentation/Quiz/Term Paper	- 05 marks
b) Individual/Group Assignments/Projects Regularity & Behaviour/ Student Portfolio	- 05 marks
Total	10
marks	

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 ESE, which will be written examination of 3-hours duration in case of 4 credit course, and 2- hours duration in case of 2 credit course, would also form an integral component of evaluation.

3.5 The evaluation of Internship shall also be based on CIA conducted by the concerned supervisor and an End Semester Evaluation of Internship Report, the viva-voce examination and Assessment of Practice Teaching.

3.6 The components of CIA in Internship work (BED- 303: School Internship Report) shall be as under:

a) Involvement & performance in the school activities	- 25 marks
b) Quality of Internship Report	- 15 marks
c) Regularity & Behaviour	- 10 marks

3.7 The components of CIA in the Internship work (BED – 304: Assessment of Practice Teaching) shall be as under:

- a) Performance in Criticism Lesson - 10 marks
 - b) Quality of Records of Lesson Plan - 10 marks
 - c) Records of the Observation of Peer Interns Lesson - 05 marks
 - d) Regularity & Behaviour - 05 marks
- 3.8 The components of end semester examination of Internship Paper (BED – 303: School Internship Report) shall be as under:
- a) Quality of Internship Report - 50 marks
 - b) Viva-Voce Examination on Internship Report - 50 marks
- 3.9 The End Semester Examination of Internship Paper (BED-304: Assessment of Practice Teaching) shall be of 80 marks which will be awarded on the basis of observation and assessment of performance in the Teaching of a Final Lesson (in pedagogy of first school subject) in a classroom of secondary school for period of at least 45 minutes.
- 3.10 External evaluation of the both the components of Internship Report (BED – 303: School Internship Report as well as BED- 304: Assessment of Practice Teaching) of each student shall be done jointly by two external examiners to be appointed by the Dean of the faculty of Education from out of a panel approved by the University.
- 3.11 Viva-Voce of the candidate for evaluating his/her Internship work (BED – 303: School Internship Report), shall be done jointly by the external examiners who have evaluated the Internship Report.
- 3.12 The Principal/Director of the Institution 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 a 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 teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching – learning, in two typed 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 supervision and that it is not a copy of an earlier work of the same nature.

The candidate shall also submit separately the “Records of the Lessons taught at school (Lesson Plan)” and the ‘Record of the Observation of Peer Interns’ Lesson.

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)
Ist End-Semester Examination &	IIIrd End-Semester Examination &
IInd End-Semester Examination	IVth End-Semester Examination

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

Part – A

Ten Multiple Choice Question (No Choice) 10 X 2 = 20 marks
(Two Question from each Unit)

Part – B

Five Short Answer Question (Four to be answered) 4 X 5 = 20 marks
(One Question from each Unit)

Part – C

Six Long Answer Question (Four to be answered) 4 X 10 = 40 marks
(One Question 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 Question (No Choice) 5 X 2 = 10 marks
(Not more than two Question from each Unit)

Part – B

Three Short Answer Question (Two to be answered) 4 X 5 = 20 marks
(One Question from each Unit)

Part – C

Three Long Answer Question (Two to be answered) 4 X 10 = 40 marks
(One Question from each Unit)

4.4 The Examination of Ist and IIIrd semester, shall be generally held in the month of November – December and that of IInd & IVth semester, shall be held in the month of 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.

5. Passing of Examinations and Promotion Rules

5.1 The admitted students can appear in the University examination only when they are registered with the Sido-Kanhu Murmu University, Dumka.

5.2 The Candidate 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 end 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 at the examination is submitted on the prescribed form on or before the date fixed by the Controller of Examinations/ University.

ii. The candidate’s application form has been duly recommended and certified by the Principal/Head of the 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 is issued by the Controller of Examinations, S.K.M. University, Dumka to the candidate and is presented by the candidate at the portals of the Examination Hall / in the examination Hall.

5.4 After appearing at the Semester Examination, they can 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. 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 two out of four in his/her **Third** End Semester Examination, he/she shall be promoted to next higher semester.
- iii. 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)
- iv. 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.

6. Improvement of Result:

If candidate passes in the 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 improvement 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 twenty (20) papers for the award of the 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 no provision of re-evaluation, only scrutiny (re-totaling) of marks can be permitted.

SYLLABUS FOR TWO-YEAR

Bachelor of Education

B.Ed. COURSE

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

SIDO-KANHU MURMU UNIVERSITY

DUMKA

DEPARTMENT OF EDUCATION

SIDO-KANHU MURMU UNIVERSITY, DUMKA

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	Instructional hours	Credit hours	Tutorial	Maximum marks		Total
							Internal	External Term-End Examination	
THEORY COURSES									
1	1	Childhood and growing up	B.Ed. TC-101	06	06	02	20	80	100
2	2	Contemporary India and Education	B.Ed. TC-102	06	06	02	20	80	100
3	3	Language across the curriculum (1/2)	B.Ed. TC-103	03	03	01	10	40	50
4	4	Understanding Discipline and subject (1/2)	B.Ed. TC-104	03	03	01	10	40	50
	PRACTICUM								
5	EPC 1	EPC 1 Reading and Reflecting on Texts (1/2)	B.Ed. P-105	03	03	01	50		50
	TOTAL			21	21	07	110	240	350

NOTE – EPC-ENHANCING PROFESSIONAL CAPACITIES

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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	Instructional hours	Credit hours	Tutorial	Maximum marks		Total
							Internal	External Term-End Examination	
THEORY COURSES									
6	5	Learning and Teaching	B.Ed. TC-201	06	06	02	20	80	100
7	6	Knowledge and curriculum – part 1 (1/2)	B.Ed. TC-202	03	03	01	10	40	50
8	7	Pedagogy of school subject – part 1 (1/2)	B.Ed. TC-203	03	03	01	10	40	50
9	8	Assessment of Learning	B.Ed. TC-204	06	06	02	20	80	100
	PRACTICUM								
10	EPC 2	Drama and Art in Education (1/2)	B.Ed. P-205	03	03	01	50		50
	TOTAL			21	21	07	110	240	350

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

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

Social Studies-

Social Science- B.Ed. TC 203-6,
History- B.Ed. TC 203-7,
Civics- B.Ed. TC 203-8,
Geography- B.Ed. TC 203-9,
Economics- B.Ed. TC 203-10,
Commerce- B.Ed. TC 203-11

Mathematics- B.Ed. TC 203-12

Science- Physical Science- B.Ed. TC 203-13,
Biological Science- B.Ed. TC 203-14

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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	Instructional hours	Credit hours	Tutorial	Maximum marks		Total
THEORY COURSES							Internal	External Term-End Examination	
11	9	Pedagogy of school subject – part 2 (1/2)	B.Ed. TC-301	03	03	01	10	40	50
	PRACTICUM								
		School Internship Report	B.Ed. P-302	18	18	10	150		150
		Assessment of Practice Teaching in selected subject	B.Ed. P-303					100	100
	TOTAL			21	21	11	160	140	300

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

Language- 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

Social Studies-

Social Science- B.Ed. TC 301-6,

History- B.Ed. TC 301-7,

Civics- B.Ed. TC 301-8,

Geography- B.Ed. TC 301-9,

Economics- B.Ed. TC 301-10,

Commerce- B.Ed. TC 301-11

Mathematics- B.Ed. TC 301-12

Science- Physical Science- B.Ed. TC 301-13,

Biological Science- B.Ed. TC 301-14

SEMESTER 4

SL. NO.	Courses	Names of the Courses	Course Code	Instructional hours	Credit hours	Tutorial	Maximum marks		Total
THEORY COURSES							Internal	External Term-End Examination	
12	10	Gender, School and Society(1/2)	B.Ed. TC-401	03	03	01	10	40	50
	11	Knowledge and Curriculum part II (1/2)	B.Ed. TC-402	03	03	01	10	40	50
	12	Creating and Inclusive School (1/2)	B.Ed. TC-403	03	03	01	10	40	50
	13 Optional Courses	a) Vocational/Work Education b) Health and Physical Education c) Peace Education d) Guidance and Counseling e) Issue 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	03	03	01	10	40	50
	PRACTICUM								
	EPC 3	Critical Understanding of ICT	B.Ed. P-405	03	03	01	50		50
	EPC 4	Understanding the self	B.Ed. P-406	03	03	01	50		50
	TOTAL			18	18	06	140	160	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. Perspective in Education

- Course 1 Childhood and Growing up
- Course 2 Contemporary India and Education
- Course 5 Learning and Teaching
- Course 6 Knowledge and Curriculum part I
- Course 10 Gender, School and Society (1/2)
- Course 11 Knowledge and Curriculum part II
- Course 12 Creating an Inclusive School (1/2)

II. Curriculum and Pedagogic Studies

- Course 3 Language across the Curriculum (1/20)
- Course 4 Understanding Discipline and Subject (1/2)
- Course 7 & 9 Pedagogy of a School Subject
- Course 8 Assessment for Learning
- Course 13 Optional Course*(1/2)

B. ENGAGEMENT WITH FIELD/PRACTICUM

III . Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

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

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

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

Course EPC 3: Critical Understanding of ICT (1/2)

Course EPC 4: Understanding the Self (1/2)

Semester	Internal Assessment	External Assessment
Semester – 1	110	240
Semester – 2	110	240
Semester – 3	160	140
Semester – 4	140	160
TOTAL	520	780

Theory Course	Instruction Hours	Credit hours	Tutorial	Marks
Perspective in Education	30	30	7	680
Curriculum and Pedagogy Course	21	21		
PRACTICUM	30	30	24	620
TOTAL	81	81	31	1300

Note:

1/2 indicates a half paper which is allocated both half the time of effective hours per week and also half the assigned to a full paper.

The design of the programme would enable students to specialize in one subject area, at one/two levels of school.

Optional course will be offered in areas such as Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling or an additional pedagogy course (in another subject at the secondary level or the same subject at the higher secondary level).

Graduate students from Arts faculty may choose Social science as their specialization it is not offered to post graduate students, they are suppose to choose the subject of their master degree.