



KOLHAN UNIVERSITY

CHAIBASA

**Syllabus for Two-year  
Bachelor of Education  
B.Ed. Programme**

*(Effective from Academic Session 2015-2017)*

***Offered by***  
**DEPARTMENT OF EDUCATION**

## **REGULATION FOR** **BACHELOR OF EDUCATION (B.ED.) DEGREE**

### **1. INTRODUCTION:**

In these Regulations, unless the context otherwise requires:

- “University” means Kolhan University.
- “Bachelor of Education programmes” means Bachelor of Education degree courses in the Department of Education.
- “Student” means student admitted to B.Ed. programme under these Regulations.
- “Degree” means B.Ed. Degree
- “Board of Studies” means Board of Studies of the University in the discipline / subjects concerned.
- “Academic Council” means Academic Council of Kolhan University
- “Fee” means the fee under self finance scheme prescribed by the University for the programmes from time to time

### **2. ACADEMIC SESSION**

- i) The Bachelor of Degree programme shall be of a minimum duration of 2 academic years consisting of four semesters each of six month duration: Odd semester (July-December) and Even semester (Jan-June). The programme will include and intership of a minimum of 20 working weeks of which four working weeks shall be in the first year of study and 16 working weeks shall be in the second year of study.
- ii) A Co-ordination Committee shall prepare the Academic Calendar at the beginning of each Academic Year which shall include schedule of academic activities for a Academic Year. The dates of Registration, Mid-Semester & End-Semester Examinations, Inter Semester Breaks etc., shall be laid down in the Academic Calendar for the Academic yerar. The Academic Calendar shall strive to provide for a total of about 110 Working Days in each Semester consisting of approximately six months.

### **3. INTAKE, ELIGIBILITY AND ADMISSION PROCEDURE**

**(a) Intake:** There shall be a basic unit of 50 students with a maximum of 2 units

**(b) Eligibility:**

- i. Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's degree in Science, Social Science, Humanity, Commerce, Bachelor's in Engineering or Technology with specialisation in Science and Mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the programme.
- ii. The reservation for SC/ST/OBC and other categories shall be as per the rules of the State Government.

**(c) Admission:**

- i. Admission shall be made on merit based on marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the NCTE and State Government.
- ii. Admission to B.Ed. Course will be made in the First Semester of each Session.
- iii. All Students admitted to the Course shall be required to pay prescribed tuition & other fee at the time of admission & and at the beginning of each subsequent Semester. prevalent Tuition & other fees as prescribed by the Institute till they are on Roll.
- iv. The Institution reserves the right to cancel the admission of any Student, & ask him/her to discontinue his/her Studies at any stage of his/her Career on grounds of unsatisfactory Academic performance, irregular Attendance in Classes or Indiscipline.

**4. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be English and Hindi both.

**5. ATTENDANCE:**

- i. The minimum attendance of students shall be 80% of all course work including practicum and 90% for school internship.
- ii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.
- iii. A student who does not satisfy the requirements of attendance shall not be permitted to take appear in the Semester end examinations.

**6. CONDUCT & DISCIPLINE**

- i. Conduct of the students within & outside the Premises of their Institution must be according to Rules laid down by the concerned Institution.
- ii. Detailed Rules regarding Conduct & Discipline along with prospectus of the institution shall be made available to the Students.

**7. REGISTRATION**

- i. Every Student of the B.Ed. Course is required to be enrol / Register in the beginning of the 1<sup>st</sup> semester of the 1<sup>st</sup> year of the corresponding academic session.

- ii. A Student who does not register on the day announced for the purpose may be permitted, in consideration of any compelling reason. Late Registration is allowed within next Three Working Days on payment of a prevalent additional Late fine as prescribed by the University. Normally no Late Registration shall be permitted after the Third Working Day from the scheduled date.

iii.

- a. To be promoted in the Second Year & continue his/her Study in the Institution at the end of the First Year a Student must obtain at least 27 credits, out of 36 credits.
- b. Only those students will be allowed to appear in the second semester exam who have secured at least 11 credit out of 19 credit.
- c. To obtain a Semester Grade Point Average (SGPA) of not lower than 4.0 calculated on the basis of some combination of the best Grades obtained by him/her to attain the minimum 27 Credits.
- d. Before appearing in the final end semester examination a candidate must clear all the back semester paper and obtain 52 credits.
- e. Final result will be declared on the basis of 72 credits (including credits of all four semester and CGPA

iv

- a. A Grade will be awarded to the Student in a Subject based on his performance in Mid/End-Semester Examinations, Practical Examinations & Internal Assessment through Class Tests, Home Assignments. Marks will be awarded for each component. Grades will be assigned & associated point value will be as follows:

Percentage Obtained	Marks	Performance	Letter Grade	Point Value Per Credit
>=90		Excellent	Ex	10
<90 & >=80		Very Good	A	9
<80 & >=70		Good	B	8
<70 & >=60		Fair	C	7
<60 & >=50		Average	D	6
<50 & >=40		Pass	P	5
<40		Fail	F	0

- a. In order to pass a candidate shall required to obtain 40 % marks in theory and 50% marks in practical examination/ projects/records/internal assessment. Provided that he had obtain at least 32/16 marks in each theory paper out of full marks of 80/40 respectively. Minimum pass marks must be obtained separately both in theory as well as internal/practical portion.

Failed in one or more Subjects:

If any candidate is failed to obtain required credit & SGPA then he /she will have to appear in all papers in insuing coming examination.

- v. A Student who has been debarred from appearing at an Examination either (i) on account of unsatisfactory Attendance or (ii) by the University as a measure of disciplinary action or (iii) for adopting malpractice at an Examination, & consequently

awarded a Grade 'X'. may Re-register for the Subject(s) after the term of the debarment expires. Provided that other provisions of this Regulations do not prevent him.

Vi Enrollment /Registration in B.Ed course is valid only for five academic years. If any student is unable to pass within five years then he/she has to enrolled/ re-register for the course. Minimum three month classes including theory/practicum/teaching assessment / internal assessment etc required for such type of student.

## 8. CREDITS, GRADE LETTER GRADE POINTS, CREDIT POINTS

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to course in a semester.

Grade Letter is an index to indicate the performance of a student in a particular course (Paper). It is the transformation of actual marks secured by a student in a course /paper. It is indicated by a Grade letter Ex, A, B, C, D, P, F. There is a range of marks for each Grade Letter.

Grade Point is weightage allotted to each grade letter depending on the marks awarded in a course/paper

Ex: Faculty of Education

$$\text{CGPA} = \frac{\text{Total CPts of Semester-I} + \text{Semester- II} + \text{Semester- III} + \text{Semester- IV}}{\text{Total Credits of Semester- I+ Semester- II +Semester- III + Semester- IV}}$$

OR

$$\frac{[\text{SGPA of I Semester} \times \text{Total Credits of I Sem}] + [\text{SGPA of II Semester} \times \text{Total Credits of II Sem}] + [\text{SGPA of III Semester} \times \text{Total Credits of III Sem}] + [\text{SGPA of IV Semester} \times \text{Total Credits of IV Sem}]}{\text{Total Credits of I Semester} + \text{II Semester} + \text{III Semester} + \text{IV Semester}}$$

Total Credits of I Semester + II Semester + III Semester+ IV Semester

Note: The result of the successful candidates shall be classified as follows:

- |      |                                  |                         |
|------|----------------------------------|-------------------------|
| i.   | First Division with Distinction: | CGPA from 9.00 to 10.00 |
| ii.  | First Division:                  | CGPA from 8.00 to 8.99  |
| iii. | Second Division with 55%         | CGPA 7.00               |
| iii. | Second Division:                 | CGPA from 6.00 to 6.99  |
| iv.  | Pass Division                    | CGPA from 5.00 to 5.99  |
| v    | Fail                             |                         |

Example: Semester – I

Subject Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper I	5	60	C	7	5 X 7=35
Paper II	5	50	D	6	5 X 6=30
Paper IV	3	70	B	8	3 X 8=24
Paper V	3	60	C	7	3X 7=21
Paper EPC I	3	70	B	8	3 X 8=24

Total Credit Points: 134

Total Credits : 19

SGPA =  $\frac{\text{Total Credit Points in the Semester – I}}{\text{Total Credits in the Semester – I}} = 134/19 = 7.0$

Total Credits in the Semester – I

SGPA for Semester – 1 = 7.0

#### Semester – II

Subject Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper III	5	60	C	7	5 X 7=35
Paper VII A	3	50	D	6	3 X 6=18
Paper VIII A	3	70	B	8	3 X 8=24
Paper EPC II	3	60	C	7	3X 7=21
Paper XII	3	70	B	8	3 X 8=24
	17				

Total Credit Points: 122

Total Credits : 17

SGPA =  $\frac{\text{Total Credit Points in the Semester –II}}{\text{Total Credits in the Semester – II}} = 122/17 = 7.1$

Total Credits in the Semester – II

SGPA for Semester – II = 7.1

#### Semester – III

Paper Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper VII B	3	60	C	7	3 X 7=21
Paper IX	5	50	D	6	5 X 6=30

Paper EPC III	3	70	B	8	3 X 8=24
Paper XII	5	60	C	7	5X 7=35

Total Credit Points: 110

Total Credits : 16

SGPA =  $\frac{\text{Total Credit Points in the Semester - III}}{\text{Total Credits in the Semester - III}}$  = 110/16 = 6.8

Total Credits in the Semester – III

SGPA for Semester – III = 6.8

#### Semester IV

Paper Code	Credits	% of marks	Letter Grade	Grade Point	Credit Points = Credit x Grade Points
Paper VI	3	60	C	7	3 X 7=21
Paper VIII B	3	50	D	6	3X 6=18
Paper X	3	70	B	8	3 X 8=24
Paper XI	3	60	C	7	3X 7=21
Paper EPC IV	3	80	A	9	3X 9=27
Paper XII	5	70	B	8	5X 8=40

Total Credit Points: 151

Total Credits : 20

SGPA =  $\frac{\text{Total Credit Points in the Semester - IV}}{\text{Total Credits in the Semester - IV}}$  = 151/20 = 7.5

Total Credits in the Semester – IV

SGPA for Semester – IV = 7.5

CGPA =  $\frac{\text{Total CPts of Semester-I} + \text{Semester- II} + \text{Semester- III} + \text{Semester- IV}}{\text{Total Credits of Semester- I+ Semester- II +Semester- III + Semester- IV}}$

CGPA=  $\frac{134+122+110+151}{19+17+16+20} = \frac{517}{72} = 7.1$

## 9. GRADING SYSTEM

- As a measure of Students' Performance a 7 – Scale Grading System using the Letter Grades (vide Clause 7.6) & corresponding Grade Points per Credit, shall be followed.
- A Semester Grade Point Average (SGPA) will be computed for each Semester. The SGPA will be calculated as follows:

$$\text{SGPA} = \frac{\sum_{i=1}^n C_i g_i}{\sum_{i=1}^n C_i}$$

where 'n' is the Number of Subjects registered for the Semester, 'Ci' is the Number of Credits allotted to a particular Subject, & 'gi' is the Grade-Points carried by the Letter corresponding to the Grade awarded to the Student for the Subject. SGPA will be rounded off to the Second Place of Decimal & recorded as such. The SGPA would indicate the performance of the Student in the Semester to which it refers.

- iii. Starting from the Second Semester at the end of each Semester S, a Cumulative Grade Point Average (CGPA) will be computed for every Student as follows:

$$\text{CGPA} = \frac{\sum_{i=1}^m C_i g_i}{\sum_{i=1}^m C_i}$$

where 'm' is the Total Number of Subjects the Student has registered from the First Semester onwards up to & including the Semester S, 'Ci' is the Number of Credits allotted to a particular Subject's' & 'gi' is the Grade-Point carried by the Letter corresponding to the Grade awarded to the Student for the Subject's;. CGPA will be rounded off to the Second Place of Decimal & recorded as such.

The CGPA would indicate the cumulative Performance of the Student from the First Semester up to the end of the Semester to which it refers.

The CGPA, SGPA & the Grades obtained in all the Subjects in a Semester will be communicated to every Student at the end of every Semester.

For determining the Inter se Merit Ranking of a group of Students, only the rounded off values of the CGPAs will be used.

- iv. When a Student gets the Grade 'F' in any Subject during a Semester, the SGPA & the CGPA from that Semester onwards will be tentatively calculated, taking only 'Zero Point' for each such 'F' Grade. After the 'F' Grade(s) has/have been substituted by Letter, Grades during a subsequent Semester, the SGPA & the CGPA of all the Semesters, starting from the earliest Semester in which the 'F' Grade has been updated, will be recomputed & recorded to take this Change of Grade into account.

## 10. ASSESSMENT OF PERFORMANCE

- i. There will be continuous assessment of a Student's Performance throughout the Semester & Grades will be awarded by the Subject Teacher/Co-ordination Committee formed for this purpose.
- ii.
  - a. For arriving at a Grade obtained by a Student for a particular subject, initially a Numeric Marks obtained by the Student out of 100 (Hundred) is to be determined. For Subjects where the Laboratory component (P-component) is non-zero, separate Marks,



each out of 100 (Hundred), in the Theory component (L-& T- components) & the Laboratory component are to be ascertained first. Next the failure cases (viz., the cases of Student obtaining 'F' Grade) are to be determined as explained in Appendix V. A composite Mark for the Subject out of 100 is to be computed by taking appropriate contribution of Theory component & the laboratory component as elucidated in Appendix VI.

b. Once the Numeric Mark is obtained, the same is to be converted to Letter Grade.

c. For assigning Marks in Teacher's Assessment (TA) performance in Home Assignments, Class Tests, Tutorials, Viva-Voce, Attendance etc., are to be considered. At least Two Class Tests are to be conducted for a Subject. The Weights of different Sub-components of TA are to be announced by the Teacher at the beginning of the Semester.

iii. The twenty -week school teaching practice undergone by the Students in the 2<sup>nd</sup> ,3<sup>rd</sup> and 4<sup>th</sup> Semester would be assessed within Five Weeks after the commencement of the fourth Semester. The Students are required to submit a Written Report on the Training received. The Students are also required to submit to the Head of the Department a Completion Certificate in the prescribed form from the Competent Authority of the organization where the Training was received, without which he/she would not be assessed.

iv Assessment of Project Work

a. Performance in the various activities involved in the Project would be assessed individually at the end of each Semester in which it is being carried out as per the Curriculum. The Student is required to submit a Written Report at the end of the Semester. The Director/Principal in consultation with the Chairman, Academic Affairs/Head of the Department would appoint a Project Evaluation Board for the purpose of assessment. The different Components of Evaluation & the Weights assigned to these Components are depicted below:

Sub-component	weight
Supervisor's Assessment	40%
Record of Teaching Practice (to be assessed by the board)	20%
Evaluation Board's Assessment	40%

Student is required to give a Seminar on the Project Work done. The Evaluation Board would conduct the Viva-Voce. Dates for conducting the Seminar & the Viva-Voce, to be held within Ten Days after the End-Semester Examination, would be announced in the Academic Calendar.

b. If a Student due to non-completion of the Project Work cannot submit the Final

Record of Teaching Practice at the end of 2<sup>nd</sup> 3<sup>rd</sup> and 4<sup>th</sup> Semester for B.Ed. & does not appear before the Evaluation Board for the Viva-Voce on the date fixed by the Department in conformity with the Academic Calendar, may be granted extension of time not exceeding Two Months on furnishing sufficiently reasonable ground to the satisfaction of Project Evaluation Committee.

- iv. The Chairman, Academic Affairs/Head of the Department of Institution would constitute the Viva-Voce Board(s) for conducting the comprehensive Viva-Voce Examination as per the requirement of the Curriculum. The Board would decide the relative Weights of the different aspects of the Viva-Voce & decide the Grades to be awarded to the Students. The dates of the Viva-Voce, to be conducted within Ten Days after the previous End-Semester Examination, would be announced in the Academic Calendar. The Viva-Voce Board will include One Expert to be nominated by Dean, Faculty of Education.

## 11. EXAMINATIONS

- i. The Examination Section of the University will centrally conduct the Odd & Even Semester Examinations in respect of the Theory component of the Subjects unless otherwise permitted.
- ii.
  - (A) A Student will be issued an Admit Card for appearing in an Examination, only if he/she has:
    - a. Attendance Record to the satisfaction of the Co-ordination Committee in the Theory & Teaching Practice Classes & has completed the Assignment Works given.
    - b. Paid all dues of the Semester.
    - c. Has not been debarred from appearing in the examination as a result of Disciplinary proceedings.
  - (B) A Student may be debarred from appearing at the Mid-Semester or End-Semester Examination on the report of a Teacher/Head of Department, if his/her:
    - a. Attendance at Lecture/Tutorial/Laboratory Classes has not been satisfactory during the period, and/or,
    - b. Performance in the Assignment Works during the Semester has not been satisfactory.
- iii. Class Tests, Mid-Semester Examinations, Assignments, Tutorials, Viva-Voce, Laboratory Assignments, etc., are the constituent components of continuous assessment process, & a Student must fulfill all these requirements as prescribed by the concerned Teacher/Co-ordination Committee. If due to any compelling reason (such as his/her illness, calamity in the family, etc.) a Student fails to meet any of the requirements within/on the scheduled date & time, the Teacher/Co-ordination Committee in consultation with the concerned Head of the Department may take such steps (including conduction of Compensatory Tests/Examinations) as are deemed fit.
- iv. Students will be permitted to appear in the Examinations in only those Subjects for which they have Registered at the beginning of the Semester & have not been debarred.
- v. The Final Grades awarded to the Students in a internal assesment must be submitted by the Teacher, within Seven Days from the date of holding the Examination to the Programme Co-ordinator. The programme co-ordinator will submit the marking of

internal assessment within 2 days from receiving of the marks from the concerned teachers.

- vi The Evaluation of Performance in the General Proficiency (GP) will be done by the Authorities conducting these. The Grades will be communicated to the Course Co-ordinator.
- vii Any change of Grade of a Student in a Subject, consequent upon detection of any genuine error of omission &/or commission on part of the concerned Teacher, must, by approved by & must be forwarded by the Course Co-ordination Committee, within 20 (Twenty) Days from the date of commencement of the next Semester.
- viii. For the benefit of & as a process of learning by the Students, the Scripts after correction of all Class Tests, Mid-Semester Examinations, Assignments etc., would be shown to the Students within 4 Weeks from the date of Tests/Examinations.

NOTE: *Those portion which are not mentioned in this regulation will be guided by existing rule , regulation , statute and Jharkhand University Act (Amendment Up to date*

## Syllabus for Two-Year

### Bachelor of Education (Secondary) Programme

*(As per NCTE Curriculum Framework: Two-Year B.Ed. Programme, 2014)*

#### Context

In pursuance of the NCTE Regulations 2014, norms and standards communicated vide their Notification No.F.51-1/2014-NCTE(N&S)dated 28.11.2014, Kolhan University Chaibasa decided to enhance the duration of the existing B.Ed. programme from one year to two years with effect from the academic session 2015-16 vide their Notification No. 11908 / SME dated 12.06.2015. The present syllabus for Two-year B.Ed. Programme is based on the following considerations:

- Stipulations of the National Council of Teacher Education to evolve a standard pattern of syllabus for Teacher Education for the whole country.
- Emerging scenario of school education in terms of quantity and quality warrants corresponding reforms in teacher education.

Apart from these two major considerations, there is a compelling reason for evolving a uniform syllabus for all the universities of the state since a common curriculum is being followed in all the secondary schools of the State thereby requiring similar training inputs for developing desired competencies among all the prospective teachers.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

- Curriculum Framework : Two-year B.Ed. Programme 2014, NCTE
- National Curriculum Framework- 2005,
- National Curriculum Framework for Teacher Education 2009,
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009 (2011).
- UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

The following principles have guided the development of this syllabus :

- Reducing the gap between theory and practice,
- Eliminating mismatch between teacher education curriculum and school realities,
- Updating of curricular areas of teacher education in terms of enrichment content knowledge and pedagogical competence of prospective teachers,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers.

### Course Objectives

The Syllabus for the two-year B.Ed.(Secondary) Programme is designed to attain the following broad objectives.

*On the completion of the course, the student-teacher shall:*

- *understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.*
- *understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.*
- *plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors, and understand how students*

*come to view, develop and make sense of subject matter contained in the learning experiences.*

- *use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*
- *understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.*
- *develop self identity as a teacher through school-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.*

### Modes of Learning Engagement

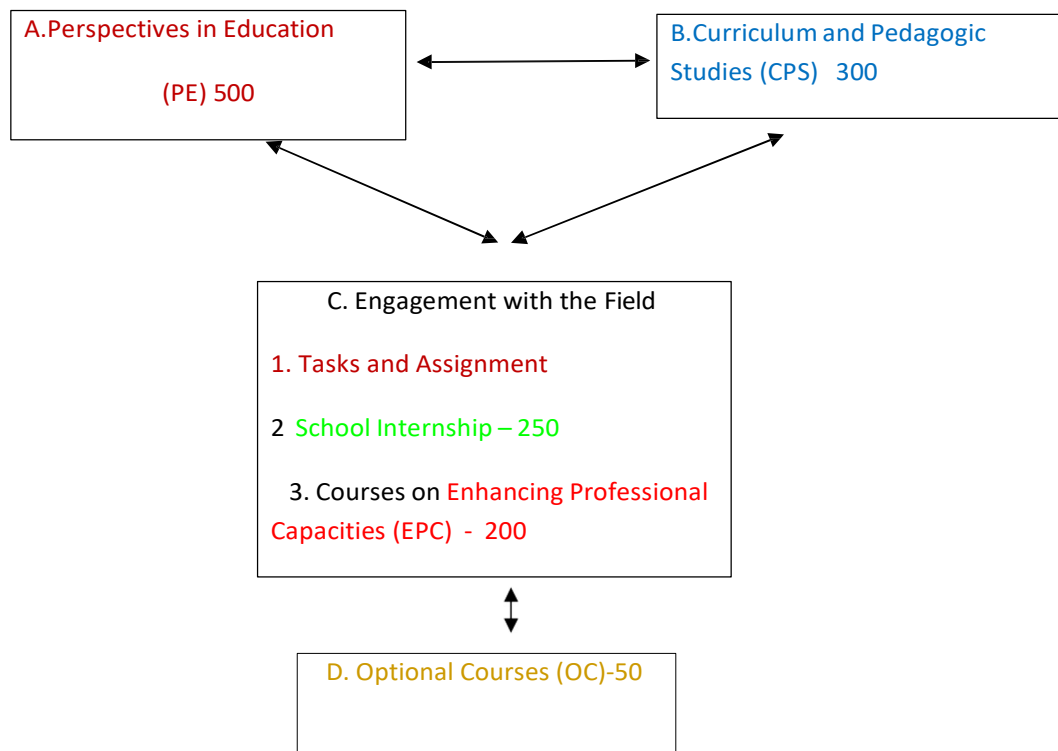
With a view to move away from theoretical discourses and lectures, the student-teacher is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the student-teachers will be of the following kinds:

- **Lecture-Discussion Session:** The teacher educator provides the student-teachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Student-teachers would be led to focused readings of various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Projects:**
- **Group Presentations:**
- **Seminar:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.
- **Case Study:** An in-depth and comprehensive study of a single or a few cases would be taken up as per the guidelines provided for preparation and submission of report.
- **Reflective Journals:** The student- teachers would make it a habit of reflecting on any curricular topic or current issue on education and develop reflective journals on those and share with colleagues and teachers.
- **School-Based Practical:** Learning experiences would be provided through several school-based practicums for development of certain professional qualities and competencies. The school based practical would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.

- Workshops: A series of learning experiences in a given performance area would be provided to student-teachers in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.
- Interactions with the Community: The student-teachers need to be encouraged to hold interaction with the community in multiple socio-cultural environments during their school internships in order to internalize the relationship of school and community at large.

# Course Components

## CURRICULAR AREAS



### Perspectives in Education (PE)

Paper I: Childhood and Growing up

Paper II: Contemporary India and Education

Paper III: Learning and Teaching

Paper VI: Gender, School and Society

Paper VIII: Knowledge and Curriculum

Paper X: Creating an Inclusive School

### Curriculum and Pedagogic Studies (CPS)

Paper IV: Language across the Curriculum

Paper V: Understanding Disciplines and Subjects

## Paper IX: Assessment for Learning

## Paper VII(a & b) :Pedagogy of School Subjects

### Engagement with the Field

- ❖ Activities and Assignments that run through all the courses as indicated against each course.
- ❖ **School Internship & Community Activities**
- ❖ **Courses on Enhancing Professional Capacities (EPC)**
  - EPC-I Critical Understanding of ICT
  - EPC-II Drama and Art Education
  - EPC-III Understanding the Self
  - EPC-IV Physical Education and Yoga

### Optional Courses (OC)

NOTE: Optional Courses can be from among the following – Vocational/Work Education, , Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course\*(for a school subject other than that chosen for Course 7 (a&b) at the secondary level, or the same school subject at the higher secondary level).

OC-XI (A) Spinning and Weaving

OC-XI (B) Tailoring

OC-XI (C) Wood Work

OC-XI (D) Peace Education

OC-XI (E) Guidance and Counselling

OC-XI (F) Pedagogy of School Subjects

### SEMESTER WISE DISTRIBUTION OF THE COURSES

Semester I				
Subject Code	Paper Title	Credits		Marks
Paper I	Childhood and Growing Up	5	100	80 +20 marks
Paper II	Contemporary India and Education	5	100	80 +20 marks
Paper IV	Language across the Curriculum	3	50	40+10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40+10 marks
Paper EPC I	Critical Understanding of ICT	3	50	50 marks



Total	19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I,II,IV &V			

Semester II				
Subject Code	Paper Title	Credits	Hours	Marks
Paper III	Learning and Teaching	5	100	80 +20 marks
Paper VII A	Pedagogy of a School Subject – Part-I	3	50	40+10 arks
Paper VIII A	Knowledge and Curriculum – Part-I	3	50	40+10 marks
Paper EPC II	Drama and Art in Education	3	50	50 marks
	School Internship (1 Month)	3	50	50 marks
	Total	17	300	300
Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A				

Semester III				
Paper Code	Subject Title	Credits		Marks
Paper VII B	Pedagogy of a School Subject – Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80 +20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
	Total	16		300 marks

Semester IV				
Paper Code	Subject Title	Credits	Marks	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum – Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	40+10 marks
Paper EPC IV	Physical Education and Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
	Total	20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				

Semester wise marks distribution of Core ,EPC and Optional Papers  
(w.e.f. 2015- 17)

1<sup>st</sup> / 2<sup>nd</sup> /3<sup>rd</sup>/4<sup>th</sup> Semester Exam

Full Marks : 80

Time : 3 Hours

Instruction :

Question 1 is compulsory;

1.Objective multiple choice questions	10 X 1=	10
2.Short Answer type Question	4 x 5 =	20
3 Long Answer type Question	4 x 12 1/2 =	50

1<sup>st</sup> / 2<sup>nd</sup> /3<sup>rd</sup>/4<sup>th</sup> Semester Exam

Full Marks : 40

Time : 1 1/2 Hours

Instruction:

Question 1 is compulsory;

1.Objective multiple choice questions	10 X 1 =	10
2.Short Answer type Question	2 x 5 =	10
3 Long Answer type Question	2 x 10 =	20

# SEMESTER-I

Semester I				
Subject Code	Paper Title	Credits		Marks
Paper I	Childhood and Growing Up	5	100	80 +20 marks
Paper II	Contemporary India and Education	5	100	80 +20 marks
Paper IV	Language across the Curriculum	3	50	40+10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40+10 marks
Paper EPC I	Critical Understanding Of ICT	3	50	50 marks
Total		19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I,II,IV &V				

## PAPER I: CHILDHOOD AND GROWING UP:

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

### Objectives :

On completion of this course, the student-teacher will be able:

- To understand Educational Psychology and Child Psychology.
- To be familiar with the different stages of Growth and Development.
- To understand the factors affecting the process of socialization as well as the factors that is responsible for it.
- To understand the various ways of growing-up a child considering the Social and Political realities with special reference to family, school, neighborhood and society.
- To understand the principles of child development with reference to the inter-relationship among cross-cultural, Psychology, Sociology and Anthropology.
- To understand the Adolescence with reference to different social, economical and Cultural conditions.
- To present the information collected through various media about the understanding of the real scenario of role of gender, poverty, growing-up of a child in various classes of society as well as Adolescence.

### Unit: I Understanding Educational Psychology and Child Psychology

- Educational Psychology : Meaning, Concept and Nature
- Child Psychology : Meaning, Concept and Nature
- Educational Psychology and Child Psychology : Importance and Scope
- Schools of Psychology : Behaviourism and Gestalt Theory

### Unit : II Growth and Development : Understanding and Affecting Factors

- Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre- Adolescence, Adolescence, Difference between growth and Development and Effect of Heredity and Environment on Growth and Development
- Individual Differences : Meaning, Concept, Scope and its Educational Implications
- Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture
- Thinking process at different stages of Child Development : Logical, Problem-solving, Creativity and Language

### Unit : III Understanding the Child's Social Growth

- Socialization : Concept and Process

- Factors affecting Socialization of the child
- Understanding Social Change and its effects on a child
- Problems of the Marginalised sections of the society and the Remedies

#### Unit : IV Adolescence : Understanding and Guidance

- Adolescence : Concept and Characteristics
- Understanding Adolescents and their Needs
- Adolescents : Challenges, Problems and Teacher's Role
- Counseling Adolescents for their Career and personal Problems

#### Unit V: Engaging with Media

- Media: Depiction of children, adolescents and young men and women in television and cinema, reality television, advertisements, young adults' participation in social networks as a new ground of interaction and socialization, popular literature that young adults are reading in contemporary society.

#### *Projects/ Assignments: Reflective essays.*

- Children in media: The participants can engage with media's imagination and depiction of children, adolescents and young adults. Critical analysis of women/young adults in serials, reality television, their commodification and marketization. Materials could be drawn from journalistic writing, newspaper clippings, advertisements and popular culture.
- Watching selected movies and analysis of the changing nature of society and societal expectations from young adults
- Literature for young adults: Looking at what young adults are reading

#### Practicum :

- 1 Try-out of an any Psychological Test.
- 2 Case- study of a special child.
- 3 Gijubhai Badeka : Study of Child psychology.
- 4 Find out the video clips regarding the behavioural problems of learners and interpret them.
- 5 Nand House : Study of a pre-school/Aganwadi.
- 6 Observation of a group of Adolescents and note their characteristics and problems. (Adolescents from Urban, Rural, Slum Area etc.)
7. Understand the factors affecting Socialization of a child.

#### Suggested Readings :

1. Aggarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN : 978 - 81259-1056-5.
2. Aggarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas Publishing House Pvt Ltd., New Delhi.
3. Aggarwal, J. C. (2004). Essential of Educational Psychology. Vikas publishing House Pvt Ltd, New Delhi.
4. Bhatia & Bhatia (2006). A Textbook of Educational Psychology, Doaba House, Delhi

5. Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
6. Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling publishers Private Limited, New Delhi.
7. Kuppuswamy, B. (2010) Advanced Educational Psychology. Sterling Publishers Private Limited, New Delhi.
8. Mangal, S. K. Advanced Educational Psychology, Second Edition, Prentice Hall of India Private Limited, New Delhi.

## PAPER II: CONTEMPORARY INDIA AND EDUCATION

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

### Objectives

On completion of this course, the student-teacher will be able:

- To understand aims of education, Changing aims of Education in the context of globalization, Sources of Aims of Education
- To develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices
- To familiarize with the Educational status in India till 1947
- To familiarize with the Educational status in India after 1947
- To understand democracy in India Party system and Electoral Politics, Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment), Grassroot social and political movements and Indian democracy, Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

### Unit I: Aims of education

- Aims of education: Historicity of aims of education, Changing aims of Education in the context of globalization
- Sources of Aims of Education: Educational aims as derived from the Constitution of India, Influence of aims of education on the curriculum and transactional strategies
- Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Swami Vivek Anand, Dewey, Krishnamurthy, Friere and Illich

### Unit II: Quality Concerns in Education

- Quality education – concept, dimensions and indicators
- Factors determining quality education
- Initiatives for enhancing quality education in school: decentralized planning, innovative materials and pedagogy, capacity building of teachers, reforming teacher education programme, community involvement etc.
- Role of school, teacher and community to promote quality education in school

### Unit III: Educational status in India till 1947

- Indigenous Education - Ancient , Medieval
- Modern Education - Charter Act of 1833, Macaulay's Minute, Wood's Despatch, Hunter Commission, Sadler commission, Basic education

#### UNIT - IV- Educational status in India after 1947.

- University Education Commission (1948-49), Mudaliar Commission, Kothari Commission , Yashpal Committee,
- Programme of action 1992, The perspective of education for national development in the NCF-2005 ,2009

#### Unit V: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive, Democracy, Party system and Electoral Politics, Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) , Grassroot social and political movements and Indian democracy , Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

### Tasks and Assignments

Each student-teacher is required to submit assignments selecting *any two* of the following:

- Conducting social survey in respect of Quality Education and preparing a report
- Preparation of a term paper on Educational Status in India till 1947
- Preparation of a term paper on Educational Status in India after 1947
- Debate / discussion / seminar on Educational Thinkers and preparation of a report
- Projects on school-based activities for Democracy in India

#### Suggested Readings :

1. NCERT (2006) *Social and Political Life-I*. Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II*. Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India*. In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. *Seminar* No. 582, February (Special Economic Zones Issue)

#### Documentaries/ DVDs for Discussion

1. *So Shall You Reap*, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India)

## PAPER IV: LANGUAGE ACROSS THE CURRICULUM

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher will be able:

- To identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.
- To analyze the nature of classroom discourse and devise strategies to improve communication skills of students.
- To develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.
- To envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

#### Unit I :Language background of Learners

- Varied language contexts of the learners – dialect, regional varieties and standard language; significance of first language in learning
- Home language Vrs School Language – Transmission and movement: challenges and strategies
- Understanding multilingual context -Challenges and strategies

#### Unit II: Language in Classroom

- Nature of classroom discourse and significance of language
- Communication skills – promotion of oral skills through questions, discussion, sharing and interaction
- Language across various disciplines and subjects – humanities and science; Role of language in ensuring optimum learning in subject areas

#### Unit III: Reading-writing connection

- Reading in different content areas for information and data gathering, critical understanding; Strategies for developing reading skills such as scanning, skimming, in-depth reading, note making
- Reading-writing connection in different content areas – Use of note making for preparing a write-up, use of information gathering for summarizing,
- Writing for various purposes – preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- process writing – generating / gathering ideas, drafting, revising and finalizing



## Tasks and Assignments

Each student-teacher is required to submit assignment on any one of the following:

- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram

## Suggested Readings

1. Daniel, Larsen-Freeman (2010). *Techniques and principles of language teaching (2<sup>nd</sup> Edn.)*. Landon: Oxford University Press.
2. Kumar, Krishna (2008). *The child's language and the teacher – A handbook*. New Delhi: National Book Trust.
3. Lightbown, P.M. and Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

## PAPER V: UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives:

On completion of this course, the student-teacher will be able:

- To develop competencies and skills in classroom management of the student teacher.
- To understand the nature of motivation as relevant to classroom management
- To understand The Behaviorist and Humanistic view on motivation Inducing motivation in classroom activities.
- To understand Classroom Management Personality and Leadership.
- To understand Concept of mental health - fostering mental health at home and school.

### Unit I: Classroom - Managements

- Class room management and role of Teacher: Knowing the learner, Planning the instruction, Providing learning experiences suitable to unique needs of learners
- Provide participative, interactive, activity - based and inter-personal humanistic learning experiences.
- Learner - Centered instruction: - individual guided instruction - emphasis on discovery oriented teaching - learning process.
- Providing knowledge of results to students - evolving strategies to get feedback from students about their progress.

## Unit II: Classroom Management - Role of Motivation

- Motivation meaning - definition - Intrinsic and extrinsic motivation.
- Techniques of motivation reward and punishment; cooperation and competition, novelty, feedback, praise, blame and rivalry, goals and ideals.
- The Behaviorist view on motivation
- The Humanistic view on motivation Inducing motivation in classroom activities through:
  - a) Focus student attention on desired objectives.
  - b) Encourage the development of positive motives.
  - c) Encourage cooperative learning and group cohesion.
  - d) Avoid fears and stress.
  - e) Create warm, pleasant, joyful and conducive learning environment.

## Unit III: Classroom Management Personality and Leadership.

- Concept and meaning of personality.
- Factors determining development of personality - Heredity and Environment factors.
- Concept of leadership - class room leadership - Participative directive and permissive with educational implications.
- Concept of mental health - fostering mental health at home and school.
- Teacher's mental health and role in development of learner's personality.

## Tasks and Assignments

Each student-teacher is required to submit assignments selecting *any one* of the following:

- Observation of class room management and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

## Suggested Readings:

1. Chandrashekar Pramila: *Educational Planning and Management*: Sterling publishers: New Delhi: 1994
2. Dash B.N., *School Organization, Administration and management*, Neel kamal Publication Pvt. Ltd. New Delhi, (2004)
3. Franklin G Stephen & Terry R. George: *Principles of Management* AITBS Pub., New Delhi
4. Jagannath Mohanthy, *Educational Administration supervision and school management*, Deep & deep publishers (2004)
5. Khana, S.D. Saxena V.K. Lamba, T.P. Murthy. V; *Educational Administration Planning, Supervision and financing*: Doaba House, Delhi 2000
6. Kochhar S.K., *Secondary School Administration*, Sterling Publishers (1996)
7. Kochhar S.K., *Secondary School Admin.*, University Pub. Jullundur (1971)
8. Kochhar S.K., *Secondary School Administration*, Vichara Sahithya Pvt. Ltd. Bangalore (1971)
9. Lemiech, Johanna Kasin: *Class-room management*: Harpel and Row, Newyork, 1979.
10. Mathur .S.S: *Educational Administration and Management*, the associated publishers, New Delhi 1990.
11. Myageri C.V: *Textbook of Educational Management*, Vidyanidi Prakashana, Gadag 1993.
12. N.P.Rao: *Education and Human Resource Management*, APH Pub. Corp., New Delhi 1996.

13. *Nolander Christopher: Managing Human Resources, T.R. Publications Winterton Jonathana (Pvt.), Ltd. Madras*
14. *Panda. U.N.: School Management, D.K. Publishers(P) Ltd., New Delhi 1989.*

## PAPER: EPC I: CRITICAL UNDERSTANDING OF ICT

Total Marks: 50

### Objectives

On completion of this course, the student-teacher shall

- describe a computer system
- describe the working of a computer
- operate the windows operating system
- use word processing package
- use internet for educational purpose
- use the word processing package in education
- appreciate the use of ICT in teaching and learning
- acquire the skill of trouble-shooting whenever there are problems in the working of computer

### Detailed Course Content

#### Unit I: Computer Fundamentals

- What is computer - Basic anatomy of computer: Input Devices – Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner; Output Devices – VDU, Printers, laser, Inkjet; Data storage devices – Hard disk, Compact disk, Optical disk, Pen drive and other devices .
- Operating System: Types of Operating System – DOS, UNIX, WINDOWS; Brief introduction of Window; Utility & application of software.
- Introduction to Networking: Types of networking – LAN, WAN, WAN; World Wide Web – website.

#### Unit II: Introduction to Computer Applications

- Word Processing: Creating Documents; Formatting Documents; Proofing and saving Documents; Printing Documents; Use of MS-Words in education.
- Power Point Presentation (PPT): Creating a new PPT; Adding to presentation, Text Colours, Fill-colors, Fill Effects, Line Effects; Line-styles, Object Effects, Word Art, Animation Effects; Using Transition Effect; Giving an On-Screen Presentation, Navigation during presentation, Pausing the presentation; Use of PPT in education.
- Spread Sheet – MS Excel: Opening and saving a Worksheet; Spreadsheet operations; Editing a spreadsheet; Using Formulas and Functions; Use of MS Excel in Education.

### Unit III: ICT in Education

- Concept, Need and Importance of ICT in Education.
- Multimedia approach to education: Role of video conferencing, radio conferencing, television, EDUSAT and Internet in teaching-learning process. Their advantages and limitations.
- Challenges and Barrier to integration of ICT in Indian schools Classrooms
- ICT Skilled Teacher – ICT skills and qualities of ICT teacher

### Tasks and Assignments

Each student-teacher is required to submit assignment on *any one* of the following:

- Developing a script on any topic of a school subject for an audio-visual programme.
- Developing a power point presentation on any one topic to be transacted at the secondary level
- Watching any five UGC Sponsored Educational programmes telecast by AVRC / EMRC and preparing a report

### Suggested Readings:

1. Gordon B. Davis (1982). *Introduction to computers*. New Delhi: Tata McGraw- Hill
2. Harold F.O' Neli. (1981). *Computer – based instruction*. Academic Press.
3. Kraynak, Joe & Harbraken, Jow. (1997). *Internet 6 – in – 1*. New Delhi: Prentice Hall of India
4. Karl Schwartz. (2000). *Training Guide-Microsoft Windows 2000*. DDC Publishing Inc.
5. Kumar, Gaurav (2014). *ICT Skill development*. Patiala : 21st Century Publication.
6. Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
7. Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
8. Madnick, S.E. and Danovan, J.J. (1987). *Operating Systems*. New Jersey McGraw – Hill Book Company.
9. Peter Norton. (1999). *DOS guide*. New Delhi: Prentice-Hall of India.
10. Rajaraman, V. (1998). *Fundamentals of computers*. New Delhi: Prentice-Hall of India.
11. Ralph, W. Gerard. (1967). *Computers and education*. New Jersey: McGraw-Hill Book Company.
12. Sharma, Lalit (2006). *Computer Education*. Ferozpur Cantt: Wintech Publications.
13. Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.
14. Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.
15. Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon Brothers.

# SEMESTER-II

Semester II				
Subject Code	Paper Title	Credits	Hours	Marks
Paper III	Learning and Teaching	5	100	80 +20 marks
Paper VII A	Pedagogy of a School Subject – Part-I	3	50	40+10 arks
Paper VIII A	Knowledge and Curriculum – Part-I	3	50	40+10 marks
Paper EPC II	Drama and Art in Education	3	50	50 marks
Paper XII	School Internship (1 Month)	3	50	50 marks
	Total	17	300	
Engagement with the Field: Tasks and Assignments for Courses III, VII A & VIII A				

### PAPER III: LEARNING AND TEACHING

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

#### Objectives

- On completion of this course, the student- teacher shall
- State the meaning, nature, dimensions and basic conditions of learning.
- Discuss the broad perspectives of behaviouristic, social cognitive and constructivist vies of learning and their educational implications.
- Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.
- Employ the processes of teaching and managing classroom situations for meaningful learning.
- Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

#### Detailed Course Content

##### Unit I: Understanding learning process

- Meaning, nature, and dimensions of learning; Learning as a process and as an outcome
- Basic conditions of learning – Maturation, Readiness, Attention, Motivation, Fatigue, Materials, Learning Style, Tasks and Methods etc.
- Types/Categories of learning: Gagne’s categories of learning

##### Unit II: Theoretical perspectives of learning

- Behaviouristic Theories: Classical Conditioning Theory of Pavlov and Operant Conditioning Theory of Skinner–Theoretical framework and educational implications
- Social Cognitive Theories: Social Learning Theory of Bandura, Advance Organizer Theory of Ausubel - Theoretical framework, and educational implications
- Constructivist theories: Radical constructivism of Jean Piaget and Social constructivism of Lev Vygotsky; Theoretical framework, and educational implications

##### Unit III: Meaningful learning

- Meaning and attributes - active or manipulative, constructive, reflective, intentional, complex, contextual, collaborative, and conversational;
- Learning as meaning making: Concept and process of meaning making; Learner as meaning maker- Characteristics of learner as meaning maker – curiosity, interest, active engagement: Role of inquiry in meaning making

- Meaningful Learning as Experiencing: Observing, Perceiving and internalizing, and Deriving meaning from experiences;
- Facilitating Meaningful Learning in and out of school: strategies and role of teacher

#### Unit IV: Teaching for meaningful learning

- Teaching and Learning: Teaching as instructing vs Teaching as facilitating learning; Teaching as empowering learners; Bruner's Model of Teaching for meaningful learning - process and implications for classroom instruction in promoting meaningful learning
- Teaching in Diverse Classrooms – Paradigm shift in organizing learning : Teacher centric to learner centric, and to learning centric (characteristics and process); Grouping for facilitating learning- Ability Grouping, Heterogeneous Grouping, Grouping by interest, Grouping by Choice; Teaching for motivating towards learning- types of motivation and teaching strategies
- Modes of teaching-learning – face to face and distance mode, oral-aural and digital, individualized and group-based; Individualizing instruction in regular classroom

#### Unit V: Teaching as a profession

- Importance and Characteristics of teaching profession; Characteristics of an effective teacher
- Teacher Preparation : Needs, components and modes of pre-service teacher-education programmes for different school levels (pre-school, elementary, secondary, higher secondary)
- Teacher Development: Needs and Stages – Survival, Consolidation, Renewal and Maturity; Continuing Professional Development of In-service Teachers - Needs and Strategies
  - Teachers' Professional Ethics and Accountability : Meaning, importance and dimensions; Recommendations of NPE 1986/92; Strategies for ensuring teacher accountability

#### Tasks and Assignment

Each student-teacher is required to submit assignments selecting *any two* of the following:

- Preparation of report of observation of two classroom transactions on any subject in respect of the indicators of meaningful learning,
- Preparation of a paper for a seminar presentation on comparing the educational implications of any two theories of learning in the context of promoting meaningful learning.
- Survey of teachers' classroom activities of at least 10 teachers and preparation of report.
- Conducting group activities in the classroom and preparing a report on the process in terms of students' participation and quality of learning.
- Observing classroom transactions of teachers with high and low experience in teaching.

### Suggested Readings

1. DeCecco, J.P., & Crawford, W.R. (1974). *Psychology of learning and instruction: Educational psychology*. Englewood Cliffs, N.J.: Prentice Hall.
2. Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4<sup>th</sup> edition). New York: Holt, Rinehart and Winston.
3. Klausmeir, H.J., & Ripple, R.E. (1971). *Learning and human abilities: Educational Psychology*. New York: Harper & Row.
4. Lefrancois, Guy R. (1994). *Psychology for teaching*. Belmont, California: Wadsworth Publishing Company.
5. Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
6. Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
7. Nolen-Hoeksema, Susan, Fredrickson, Barbara L., Loftus, Geoff R., & Wagenaar, Willem, A. (2014). *Atkinson & Hilgard's introduction to psychology*. Belmont, California: Wadsworth.
8. Piaget, J. and Inhelder, B. (1969). *The psychology of the child*. London: Routledge Kegan Paul.
9. Sahakian, W.S. (1976). *Introduction to the psychology of learning*. Chicago: Rand McNally College Publishing Company.
10. Snowman & Baihler (2006). *Psychology applied to teaching*. Boston: Houghton Mifflin Company.
11. von Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
12. Vygotsky, Lev (1986). *Thought and language*. Cambridge, MA: The MIT Press.
13. Woolfolk, A.E. (2012). *Educational psychology* (12th Edn.) Englewood Cliffs, N.J.: Prentice Hall.



# COURSE VII (A) PEDAGOGY COURSES

## PEDAGOGY OF MATHEMATICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student- teacher shall

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.

### Detailed Course Content

#### Unit I :Foundations of Mathematics Education

- Nature of Mathematics: Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic; history of Mathematics with special reference to Indian Mathematics.
- Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Objectives of teaching-learning Mathematics at the two levels,
- Curriculum Reforms in School Mathematics: Rationale, objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

#### UnitII: Methods of Teaching-learning Mathematics

- Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- Teaching for Understanding Proof: Proof by induction and deduction; proof by analysis and synthesis,
- Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
- Constructivist approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models,

### Unit III:Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom.
- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Graphic calculators, Maintaining portfolio in Mathematics
- Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

### Tasks & Assignments

Each student-teacher is required to complete assignments on *any one* of the following:

- Preparation of five lesson plans on any topic from the Mathematics texts of the secondary school following the 5E and/or ICON models.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

### Suggested Readings

1. Aggarwal S M: *The teaching of Mathematics*
2. Mangal S K: *Teaching of Mathematics*
3. Sidhu Kulbir Singh: *The Teaching of Mathematics*
4. Kumar Sudhir;Ratnalikar D N: *Teaching Of mathematics*
5. Saint Binod K: *Teaching of Mathematics*
6. James Anice: *Teaching Of Mathematics*
7. Kulslireshla Arm Kumar *Teaching Of Mathematics*
8. Wadhwa Shalini: *Modern Methods of Teaching mathematics.*

## PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- *State the nature and importance of physical science and its relevance in secondary school curriculum.*

- *Use various methods and approaches to teaching-learning Physical Science suitable for the secondary school classes.*
- *Plan lessons in physical science for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.*

## Detailed Course Content

### UnitI: Physical Science in School Curriculum

- Nature of Physical Science: Nature and Scope of Science and Physical Science in particular, Importance of Physical Science in daily life,
- Objectives of teaching-learning Physical Science at the secondary school level
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

### UnitII: Methods of Teaching-learning Science

- Discovery - Nature and purpose; guided discovery strategies in teaching and learning of concepts in science.
- Experimentation- Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations.
- Problem Solving- Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project – Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Constructivist Approaches: Self-learning and peer learning strategies, Collaborative strategies; 5E and ICON Models

### UnitIII: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach)
- Teaching- Learning Materials – Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models; ICT materials like , Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities – Science Laboratory Activities; Field Trip, Science Club, Science Seminar, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Preparation of five lesson plans on any topic of Physical Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

## Suggested Readings:

1. *Rajiv Gang (1994): "World Famous Scientists" – Pustak Mahal, Delhi.*
2. *Venugopal Nagasuri (2002): Science Vaitali kulu – Sree Madhulatha Publications, Vijayawada.*
3. *Bloom, Benjamin S., Ed. (1958): Taxonomy of Educational Objectives, Handbook I - Cognitive Domain, Harcourt Brace & World Inc, New York*
4. *Clark Julia V. (1996): Redirecting Science Education. Corwin Press Inc. California.*
5. *Ediger, Marlow and D.B.Rao (2000): Teaching Science Successfully, Discovery Publishing House, New Delhi*
6. *Krathwohl, David R., Ed. (1964): Taxonomy of Educational Objectives, Handbook- Affective Domain, David Mckay, New York*
7. *Mohan, Radha (1995): Innovative Science Teaching, Prentice Hall of India, New Delhi*
8. *New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi*
9. *Sharma, R.C. & Shukla C.S. (2002): Modern Science Teaching, Dhanpat Rai Publishing Company (P) Ltd, Delhi*
10. *Sood, J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh*
11. *Vaidya, N. (1996): Science Teaching for the 21st Century: Deep & Deep Publications, New Delhi*
12. <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
13. <http://www.encyclopedia.com>
14. <http://www.scienceworld.wolfram.com/physics.html>

## PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

## Objectives

On completion of this course, the student-teacher shall

- State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.
- Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.

- Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.

## Detailed Course Content

### Unit I: Biological Science in School Curriculum

- Nature of Biological Science: Nature and Scope of Science and Biological Science in particular,
- Place of Biological Science in school curriculum, Importance of Biological Science in daily life,
- Objectives of teaching-learning Biological Science at the secondary school level,
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

### Unit II: Approaches and Methods of Teaching-learning Biological Science

- Observation – Types, importance in Bio-Science, process, recording of observation
- Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations.
- Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Use of ICT for self-learning, collaborative learning Concept Mapping.

### Unit III: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans -Traditional, Activity Approach and constructivist approach,( ICON & 5E model).
- Teaching-Learning Materials in Science: Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models, ICT materials like Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities – Science laboratory activities; Observing flora and fauna in their natural setting, Science Club, Science Seminar, Preservation of biological specimens for learning and building Biological Museum, Science Exhibition
- Key Learning Resources in Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

## Suggested Readings:

1. Narendra Vaidya: *Impact of Science Teaching*.
2. Bremmer: *Teaching Biology*
3. UNESCO: *Modern Trends in Teaching Biological Sciences Vols III*.
4. Washton: *Teaching Science Creativity*.
5. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
6. Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
7. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
8. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
9. Mangal S. K.: *Teaching of science*, New Delhi: Arya Book Depot, 1992.
10. Rawat M. S.: *Biology teaching*, Agra: Sahitya Prakashan, 1996.
11. Sharma R. C.: *Modern Science Teaching*, Delhi : Dhanpat Rai and Sons, 1995.
12. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.

## PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

## Objectives

On completion of this course, the student-teacher shall

- State the importance of teaching and learning of Geography at the secondary level.
- Use appropriate teaching methods and strategies while facilitating learning of Geography.
- Develop lesson plans for effective teaching and learning of Geography
- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom

## Detailed Course Content

## Unit I: Geography in School Curriculum

- Meaning, nature and scope of Geography
- Importance of Geography in school curriculum at elementary and secondary levels
- Correlation of Geography with other school subjects
- Objectives of teaching- learning Geography at the secondary school level

## UnitII: Methods and Approaches to Teaching-learning Geography

- Emerging Curricular trends in Geography as per NCF-2005
- Constructivist approach to Teaching – Learning Geography
- Methods of teaching – learning Geography:
  - Lecture-cum-discussion
  - Observation
  - Discovery
  - Problem-solving
  - Project Method

(To be discussed in terms of meaning, process, merits and limitations)

## Unit III: Learning Resources in Geography

- Preparation, collection, procurement and use of teaching-learning materials like Maps, Globe, Charts, Graphs, Bulletin board, Models
- ICT in Learning of Geography – Film strips, Slides, transparencies T.V., Video, computer, internet
- Map reading and map preparation
- Geography Laboratory and Resource Room
- Use of community resources

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any two* of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching-learning materials on any two topics.

## Suggested Readings:

1. Asirbatham: *Political Theory*, Upper Indian Publishing House Ltd., Lucknow.
2. Balkrishna: *Principles of Civics* Kitab Mahal, Allahabad.
3. *General Geography* : NCERT, New Delhi
4. O. P. Verma : *Teaching of Geography*
5. B.D. Shaيدا : *Teaching of Social Studies (Hindi)*

## PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS)

### Objectives

On completion of this course, the student-teacher shall

- *State the meaning, scope and importance of History and Political Science*
- *Specify the skills and competencies to formulate specific learning outcomes for different History and Political Science lessons*
- *Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.*
- *Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History*

### Detailed Course Content

#### Unit I: Concept, Objectives and Values of Teaching History and Political Science

- Meaning, Nature and Scope of History and Political Science
- Values of teaching History and Political Science
- Recommendations of NCF – 2005 on teaching of History and Political Science
- Correlation of History and Political Science with other school subjects
- Objectives of teaching History and Political Science at elementary and secondary levels
- Formulation of specific learning outcomes in History and Political Science Lessons

#### Unit II: Methods and Approaches to Teaching-Learning History and Political Science

- Story-telling
- Narration-cum-discussion
- Dramatization
- Source Method
- Project method
- Teaching History using monuments
- Field Trips

(To be discussed in terms of meaning, process, merits and limitations)

#### Unit III: Development of Resource Materials

- Curriculum as resource material
- Approaches to curriculum in History – Bio-graphical, Chronological and Concentric



- Development of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
- Timeline – Concept, Aspects, Type and Use

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.

### Suggested Readings

1. Burton W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
3. Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
4. Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi : NCERT
5. Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.
6. Ghate, V.D. (1956). *Teaching of history*. Bombay: Oxford University Press.
7. Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London,
8. James, T. H., Arthur,J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.
9. Kochhar, S.K.(1970). *Teaching of political science*. New Delhi: Sterling Publishers

## PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005

- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials

## Detailed Course Content

### Unit I: English in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of English language in India in historical perspectives
- Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning English at elementary and secondary levels
- English language skills – their components, independence and interdependence

### Unit II: Acquisition of Second Language (English) : Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of English language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of English language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

### Unit III: Transaction of Contents and Learning Assessment in English

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in English : word formation skill and spelling
- Teaching-learning materials in English : Types and Uses : preparation of low cost no-cost teaching-learning materials in English
- Assessment in English : assessing skills in English; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in English, Continuous Assessment of Learners performance in English within and beyond classroom situations
- Key Learning Resources in English: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

## Suggested Readings:

1. *Teaching of English - P.K. Gupta, anil Gandhi, & S.S. Bhatnagar*
2. *Teaching of English - A Morden Approach, Bose F.L*
3. *The technique of Language teaching, Bose F.L*
4. *Teaching of English as second Language - Allen H.B.*
5. *Language Testing - Labo Robert*
6. *The essentials of English Teaching - R.K. Jain*

## PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

## Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches
- Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

## Detailed Course Content

### Unit I: Hindi in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Hindi language in India in historical perspectives
- Place of Hindi as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Hindi at elementary and secondary levels
- Hindi language skills – their components, independence and interdependence

## Unit II: Acquisition of Hindi Language : Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Hindi language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Hindi language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

## Unit III: Transaction of Contents and Learning Assessment in Hindi

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in Hindi : word formation skill and spelling
- Teaching-learning materials in Hindi : Types and Uses : preparation of low cost no-cost teaching-learning materials in Hindi
- Assessment in Hindi : assessing skills in Hindi; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Hindi, Continuous Assessment of Learners performance in Hindi within and beyond classroom situations
- Key Learning Resources in Hindi: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

## Suggested Readings:

1. Pandey, R.S. (1992) Hindi Shikshan, Vinod Pustak Mandir, Agra
2. Singh, Niranjana Kumar (1983) Madhyamik Vidyalayon Mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
3. Singh, Savitri (1992) Hindi Shikshan, R. Lall Book Depot, Meerut
4. Shukla, Bhagwati Charan (1974) Hindi Ucharan Aur Vartani, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) :Hindi Dhwaniyan Aur Unka Shikshan , Rannaryan Lal, Allahabad

## PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objective:

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Urdu in school curriculum, acquisition of skills in Urdu, realization of aims and objectives of learning Urdu and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Urdu and transact various types of lesson plans covering all aspects of Urdu language following different approaches
- Develop test items to assess learning in Urdu and provide feedback as well as prepare enrichment materials

### Detailed Course Content

#### Unit I: Urdu in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Urdu language in India in historical perspectives
- Place of Urdu in school curriculum (both at elementary and secondary levels)
- Objectives of learning Urdu at elementary and secondary levels
- Urdu language skills – their components, independence and interdependence

#### Unit II: Acquisition of Urdu Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Urdu language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Urdu language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

#### UNIT III: Transaction of Contents and Learning Assessment in Urdu

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan
- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)

- Strategies for enrichment of vocabulary in Urdu : word formation skill and spelling
- Teaching-learning materials in Urdu : Types and Uses : preparation of low cost no-cost teaching-learning materials in Urdu
- Assessment in Urdu : assessing skills in Urdu; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Urdu, Continuous Assessment of Learners performance in Urdu within and beyond classroom situations
- Key Learning Resources in Urdu: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all .

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

### Suggested Readings:

1. Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
2. Ansari Akhtar Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.
3. Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
4. Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
5. Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
6. Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
7. Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
8. Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
9. Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
10. Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
11. Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
12. Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
13. Moinuddin (1988) Urdu Zaban Ki Tadrees, New Delhi Taraqqi Urdu Bureau.

## PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Analyze the issues relating to importance and place of Sanskrit in school curriculum, acquisition of skills in Sanskrit, realization of aims and objectives of learning Sanskrit and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning Sanskrit and transact various types of lesson plans covering all aspects of Sanskrit language following different approaches
- Develop test items to assess learning in Sanskrit and provide feedback as well as prepare enrichment materials

### Detailed Course Content

#### Unit I: Sanskrit in School Curriculum

- Language policy in India with reference to NPE, 1986 and NCF – 2005
- Importance of Sanskrit language in India in historical perspectives
- Place of Sanskrit as a compulsory subject in school curriculum (both at elementary and secondary levels)
- Objectives of learning Sanskrit at elementary and secondary levels
- Sanskrit language skills – their components, independence and interdependence

#### Unit II: Acquisition of Sanskrit Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning
- Acquisition of Sanskrit language : problems and issues with reference to multi-lingual context
- Importance of language context and input-rich classroom environment for acquisition of Sanskrit language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, Suggestopaedia, skill-based activity, Group Learning

#### UNIT III: Transaction of Contents and Learning Assessment in Sanskrit

- Transaction of Prose (detailed and non-detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan

- Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Strategies for enrichment of vocabulary in Sanskrit : word formation skill and spelling
- Teaching-learning materials in Sanskrit : Types and Uses : preparation of low cost no-cost teaching-learning materials in Sanskrit
- Assessment in Sanskrit: assessing skills in Sanskrit; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Sanskrit, Continuous Assessment of Learners performance in Sanskrit within and beyond classroom situations
- Key Learning Resources in Sanskrit: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all .

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

### Suggested Readings:

1. Apte, D. G. and Dongre, P. K.: *Teaching of Sanskrit in Secondary School*, Acharya Book Depot, Baroda, 1980.
2. Bokil, V. P. and Parasnik, N. K.: *A New Approach to Sanskrit*, Loka Sangraha Press, Poona.
3. Chaturvedi, R. S.: *Sanskrit Shikshan Padhati*.
4. Govt. of India: *Report of Sanskrit Commission*.
5. Joyce, B. & Weil, M.: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
6. Pal, H.R and Pal, R.: *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi, 2006.

## Course VIII (A) Knowledge And Curriculum

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student- teachers shall:

- State and explain the nature of knowledge
- Describe the process of constructing knowledge
- Differentiate different types of curriculum
- Explain the processes and principles of curriculum planning development



- Elaborate the transaction, evaluation and renewal processes of curriculum

## Detailed Course Content

### 1. Understanding the Nature of Knowledge

- Knowledge: Concept (difference between knowledge and skill, knowledge and information, teaching and training, reason and belief) and Nature
- Types and theories of knowledge
- Knowledge Acquisition: source of knowledge and process of acquisition

### 2. Construction of knowledge

- Knowledge transmission (teacher-centric) vs. Knowledge construction (learner-centric)
- Process of knowing : activity, discovery and dialogue-views of Dewey, Ausubel and Bruner
- Construction of knowledge : theories of Piaget and Vygotsky; implications for curriculum

### 3. Understanding curriculum

- Concept (difference between curriculum and syllabus), types (subject-centered, teacher-centered, learner-centered, learning-centered, experience-centered, activity-centered, hidden-manifest) and components (core-elective)
- Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)

## Tasks and Assignments:

Each student-teacher is required to submit assignments selecting *any one* of the following:

- Preparation of an appraisal report on any one aspect of the Systemic Reform envisaged in the NCF 2005 and its reflection in current practices.
- Identification of learning resources and designing of beyond classroom activities for transacting a lesson.

## Suggested Readings:

1. Collin J Marsh (2004): *Key Concepts for understanding Curriculum*, Routledge Fuller, London.
2. Denial Tanner, Lawel N.Tannor (1975): *Curriculum Development Theory into Practice*, Mac Milan publishing Co.Inc. New York.
3. Lawell Keith, Paul Blare, Sidney Tied (1968): *Contemporary curriculum in the elementary School*.
4. Ornstein Allen C and Hunkins Francis (1993): *Curriculum Foundations, Principles and Issues*, Allyn & Bacon, Boston

## COURSE EPC 2: DRAMA AND ART IN EDUCATION

Total Marks: 50

Aim of the Course

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

UNIT I: Visual Arts And Crafts (Practical)

10 marks

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 modelling, paper cutting and folding, etc.

Paper framing and display of Art works.

UNIT II: Performing Arts: Dance, Music, Theatre And Puppetry (Practical) 20 marks

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 and performance 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.

UNIT III: Appreciation Of Arts (Theory)

10 Marks (Viva Voce)

Meaning and concepts of Arts and aesthetics 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 instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)

Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

Indian festivals and its artistic significance.

*Project Work (Units 1 and 2)*

10

MarksTheme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical

instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects ( Science/Maths / Social Sciences/Languages etc.) while integrating different art forms *Workshop*, Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its

pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

#### *Modes of Assessment*

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. *Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part ( Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals.*

The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

#### **Suggested Readings**

1. *Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.*
2. *Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.*
3. *Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.*
4. *Mc Caslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.*
5. *Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5<sup>th</sup> Edition.*
6. *Narayan, S. (1997). Gandhi views on Education: Bunyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.*
7. *NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi:*
8. *Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.*
9. *Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.*
10. *Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.*

### **School Internship (1 Month)**

# SEMESTER-III

Semester III				
Paper Code	Subject Title	Credits		Marks
Paper VII B	Pedagogy of a School Subject – Part-II	3	50	40+10 marks
Paper IX	Assessment for Learning	5	100	80 +20 marks
Paper EPC III	Understanding the Self	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		16		300 marks

# PAPER VII (B) PEDAGOGY COURSES

## PEDAGOGY OF MATHEMATICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student- teacher shall

- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use mathematics concepts for life skills; and
- Develop competencies for teaching, learning of mathematics through different measures

### Detailed Course Content

#### Unit IV: Assessment *of* and *for* Mathematics Learning

- Assessment *of* Mathematics learning: Unit test – Designing blue print, item construction, marking schemes,
- Assessment *for* Mathematics Learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- Non-testing methods of assessment *of/for* mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- Diagnosis of difficulties in learning Mathematical concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- Planning for continuous assessment of classroom learning in Mathematics.

#### Unit V: Professional Development Of Mathematics Teachers

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

#### Unit VI: Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> <li>Number System, Ratio and Proportion</li> <li>Set, Relations, and Functions</li> <li>Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials</li> <li>Theory of Indices, Logarithm and Anti-logarithm</li> <li>Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry,</li> <li>Trigonometric Ratios and Identities Problems on Height and Distance</li> </ul>	<ul style="list-style-type: none"> <li>Identification of concepts and sub-concepts</li> <li>Expected specific learning outcomes</li> <li>Methods / approaches of teaching-learning</li> <li>Teaching-learning materials to be used</li> <li>Expected teacher and students activities</li> <li>Assessment strategies</li> </ul>

### Tasks & Assignments

Each student-teacher is required to complete assignments on *any one* of the following:

- Develop five activities in Mathematics to be used for enrichment programme.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercise.
- Designing pedagogical treatment for any topic of Mathematics and designing learning activities.

### Suggested Readings

1. Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
2. Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
3. Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
4. Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
5. Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learning mathematics*. Perth: Curtin University of Technology.
6. Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge University Press.
7. Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondary school*. London: Routledge.

8. NCERT (1998). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
9. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
10. NCERT (2006). *Position paper: National focus group on teaching mathematics*. New Delhi: NCERT.
11. TESS India (2015). *Key resources*. The Open University U.K.(  
<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/> )

## PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Physical Science concepts for life skills; and
- Develop competencies for teaching, learning of Physical Science through different measures

### Detailed Course Content

#### Unit IV: Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.
- Assessment devices; Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Physical Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

#### Unit V: Professional Development Of Science/Physics/Chemistry Teachers

- Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in science/physical science education;
- Role of reflective practices in professional development of physics and chemistry teachers;

- 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.

#### Unit VI: Pedagogical treatment of Contents

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of pedagogical treatment
<ul style="list-style-type: none"> <li>• Atomic Structure: Atoms and Molecules, Classification of elements,</li> <li>• Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement,</li> <li>• Energy: Sources and forms of energy, Renewable and non-renewable energy</li> <li>• Electricity and Magnetism: Electric Circuit, Potential Difference, Magnetic Field, Lines of Force, Electromagnetic induction.</li> <li>• Chemical Reactions and Equation</li> <li>• Heat, Light and Sound</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of concepts and sub-concepts,</li> <li>• Expected specific learning outcomes,</li> <li>• Methods / approaches of teaching-learning,</li> <li>• Teaching-learning materials to be used,</li> <li>• Expected teacher and students activities, and</li> <li>• Assessment strategies.</li> </ul>

The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

#### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Developing five activities/experiments in Physical Science and prepare a brief report,
- Preparation of a model/tool/device based on any principle of Physical Science included in the course preferably using locally available materials.
- Designing pedagogical treatment for any topic of Physical Science and designing learning activities

#### Suggested Readings

1. Das, R.C. (2005). *Science teaching in schools*. New Delhi: Sterling Publishers.
2. Herr, Norman & Cunningham, James (1999). *Hands-on chemistry activities with real-life applications*. San Francisco, CA: Jossey-Bass.



3. Herr, Norman & Cunningham, James(1994). *Hands-on physics activities with real-life applications*. San Francisco, CA: Jossey-Bass.
4. Joseph,A. (2011). *Teaching high school science : A sourcebook for the physical sciences*. Harcourt, Brace & World.
5. Kumar, A. (2003). *Teaching of physical science*. New Delhi: Anmol Publications.
6. Mohan, R. (2007). *Innovative science teaching for physical science teachers* (3<sup>rd</sup> Edn). New Delhi: Prentice Hall.
7. NCERT (1982). *Teaching of science in secondary schools*. New Delhi: NCERT.
8. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
9. Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
10. TESS India (2015). *Key resources*. The Open University U.K.(  
<http://creativecommons.org/licenses/> and <http://www.tess-india.edu.in/> )
11. UNESCO (1979). *Source book for science teaching*. Paris: UNESCO.
12. Vaidya, Narendra (1992). *Science teaching for 21<sup>st</sup> century*. New Delhi: Deep and Deep.
13. Zaidi, S.M. (2004). *Modern teaching of science*. New Delhi: Anmol Publications.

## PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.
- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.
- State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts
- Develop ability to use Biological Science concepts for life skills; and
- Develop competencies for teaching, learning of Biological Science through different measures

### Detailed Course Content

#### Unit IV:. Assessment in Science learning

- Construction of Classroom tests and Unit tests, designing blueprint, preparation of test items.
- Assessment devices ;Assignments, projects work, portfolios, Observation of activities.
- Diagnosis of learning difficulties in Biological Science, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning.

#### UnitV: Professional Development Of Biology Teacher

- Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education;
- Role of reflective practices in professional development of biology teachers; 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.

#### Unit VI: Pedagogical treatment of Contents

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of pedagogical treatment
<ul style="list-style-type: none"><li>• Improvement of Food production,</li><li>• Cell and its Organization,</li><li>• Nutrition, Respiration, Excretion and Reproduction</li><li>• Biodiversities,</li><li>• Natural Resources and its Pollution,</li><li>• Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation.</li></ul>	<ul style="list-style-type: none"><li>• Identification of concepts and sub-concepts,</li><li>• Expected specific learning outcomes,</li><li>• Methods / approaches of teaching-learning,</li><li>• Teaching-learning materials to be used,</li><li>• Expected teacher and students activities, and</li><li>• Assessment strategies.</li></ul>

The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Developing five activities/experiments in Biological Science and prepare a brief report,
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

### Suggested Readings

1. Buffaloe, Neal. & Throneberry, J. B. (1972). *Principles of biology teaching*. New Delhi: Prentice Hall of India.
2. Herr, Norman (2007) *The Sourcebook for teaching science*. San Francisco, CA: Jossey-Bass.
3. Kulashrestha, S.P. (2009). *Teaching of biology*. Meerut: R.Lall Book Depot.
4. Mangal, S.K. & Mangal, S. (2007). *Teaching of biological science*. Meerut: International Publishing House.
5. Miller, D.F. & Blaydes, G.W.(2011). *Methods and materials for teaching biological sciences*. New York: McGraw Hill.
6. Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
7. TESS India (2015). *Key resources*. The Open University U.K.(  
<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/> )
8. Vaidya, Narendra (1992). *Science teaching for 21<sup>st</sup> century*. New Delhi: Deep and Deep.
9. Zaidi, S.M. (2004). *Modern teaching of life sciences*. New Delhi: Anmol Publications.

## PEDAGOGY OF SOCIAL SCIENCE (GEOGRAPHY)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Prepare, collect and procure resource materials including suitable teaching aids and use them effectively in the classroom
- Develop appropriate tools and techniques for comprehensive assessment of learning in Geography.
- State the concepts in Geography included in the secondary school curriculum and make pedagogical analysis of those concepts.
- Develop ability to use Geography concepts for life skills; and
- Develop competencies for teaching, learning of Geography through different measures

### Detailed Course Content

#### Unit IV: Curricular Activities

- Preparation of unit plans
- Preparation of lesson plans - Traditional, Activity and Constructivist approaches (ICON and 5E model)
- Activities in geography – field trip, Geography club, exhibition
- Assessment
  - Evaluation devices-written, oral, assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in Geography.
- Remedial Teaching in Geography

#### Unit V: Professional Development Of Geography Teachers

- Professional development programmes for Geography teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in Geography;
- Field visit to industries, mines, refineries; National Laboratories, power stations, etc.;

#### Unit VI: Pedagogical Treatment of Contents

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below:

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> <li>• Latitudes &amp; Longitudes</li> <li>• Rotation &amp; Revolution</li> <li>• Agents of denudation</li> <li>• Physical division of India</li> <li>• Climate and vegetation</li> <li>• Natural resources</li> <li>• Social and economic resources</li> <li>• Conservation of Forests and wild life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of concepts and sub-concepts</li> <li>• Expected specific learning outcomes</li> <li>• Methods / approaches of teaching-learning</li> <li>• Teaching-learning materials to be used</li> <li>• Expected teacher and student activities</li> <li>• Assessment strategies</li> </ul>

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in geography for any secondary class.

### Suggested Readings

1. Arora, K.L. (1976). *The Teaching of geography*. Jullandhar: Parakash Brothers,.
2. Broadman, David (1985). *New directions in geography education*. London: Fehur Press.
3. Dhamija, Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Human Publishing House,.
4. Graves, N.G. (1982). *New source books for geography teaching*. Longman
5. Hall, David (1976). *Geography teacher*. London: Unwin Education Books,.
6. Huckle, J. (1983). *Geographical educational reflection and action*. London: Oxford University Press.
7. Morrey, D.C. (1972). *Basic geography*. London: Hien Manns Education Books.
8. Smith, Margaret (2002). *Teaching geography in secondary schools : A reader*. London: Taylor & Francis.
9. UNESCO (1965). *Source book for geography teaching*. London: Longman.
10. Verma, O.P. (1984). *Geography teaching*. New Delhi: Sterling Publication.
11. Walford Rex (1981). *Signposts for geography teaching*. London: Longman.

## PEDAGOGY OF SOCIAL SCIENCE (HISTORY & CIVICS)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History and Civics
- Prepare Unit Plans and Lesson Plans in History and Civics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback
- Develop ability to use History/Civics concepts for life skills; and Develop competencies for teaching, learning of mathematics through different measures

### Detailed Course Content

#### Unit IV:. Transactional Strategies

- Preparation of unit plans
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in history and political science
  - Visit to Historical Places
  - Group Discussion and Debate
  - Maintenance of Portfolio
- Assessment
  - Evaluation devices-written, oral, practice Assignment, project work, Portfolio
  - Planning for continuous assessment of classroom learning in History and Political science.
  - Remedial Teaching in History and Political science.

#### Unit V: Professional Development Of History and Political Science Teachers

- Professional development programmes for History and Political Science teachers; Participation in seminar, conferences, online sharing, membership of professional organisations;
- Journals and other resource materials in History and Political Science;
- Field visit to industries, mines, refineries; National Laboratories, , etc.;

## Unit VI. Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
<p>History</p> <ul style="list-style-type: none"> <li>• Rise of the British power in India</li> <li>• The Great Indian Revolt of 1857</li> <li>• Socio-religions movements in 19<sup>th</sup> Century</li> <li>• India's struggle for freedom, American War of Independence</li> <li>• French Revolution</li> <li>• First World War and Second World War</li> </ul> <p>Political Science</p> <ul style="list-style-type: none"> <li>• Salient features of Indian Constitution</li> <li>• Fundamental Rights,</li> <li>• Legislative Assembly and its functions</li> <li>• Powers of Prime Minister</li> <li>• Governor and President</li> <li>• Functions of Parliament; High Court and Supreme Court – Structure and Functions</li> <li>• Role of National Human Rights Commission</li> </ul>	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none"> <li>– Identification of concepts and sub-concepts</li> <li>– Expected specific Learning outcomes</li> <li>– Methods/approaches of teaching-learning</li> <li>– Teaching-learning materials to be used</li> <li>– Expected teacher and students activities</li> <li>– Assessment strategies (Formative)</li> </ul>

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following:

- Preparation of a blue print and test items of an achievement test in History/Political Science for any secondary class.

### Suggested Readings

1. Burton W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
3. Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
4. Choudhury, K.P. (1975). *The effective teaching of history in India*. New Delhi : NCERT

5. Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.
6. Ghate, V.D. (1956). *Teaching of history*. Bombay: Oxford University Press.
7. Gunnin, Dennis (1978). *The teaching of history*. Goom Helm Ltd. London,
8. James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.
9. Kochhar, S.K.(1970). *Teaching of political science*. New Delhi: Sterling Publishers

## PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use English concepts for life skills; and
- Develop competencies for teaching, learning of English through different measures

### Detailed Course Content

#### Unit IV: English Language and its Articulation

- Characteristics of language
- Analysis of English language with reference to its substance, form and context
- Sounds of English language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in English – appropriate use of organs of speech
- Patterns of stress and intonation in English language
- Kinds of errors made by the Hindi speaking learners while speaking English and their remediation

#### Unit V: Professional Development Of English Teachers

- Types of inservice programme for English teachers;
- Role of English teacher's association;
- Journals and other resource materials in English language;
- Professional growth—participation in conferences /seminars / workshops.

#### Unit VI: Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.



Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> <li>Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand</li> <li>Parts of Speech</li> <li>Time and Tense</li> <li>Change of Voice</li> <li>Direct and Indirect speech</li> <li>Sentence Pattern</li> <li>Translation and Composition (Writing letter and essay, noting, reporting)</li> </ul>	<ul style="list-style-type: none"> <li>Identification of language items (new vocabulary, expression and grammar components)</li> <li>Identification of scope in the content to be presented for facilitating learning of language skills</li> <li>Specification of learning objectives</li> <li>Selection of methods and approaches / strategies</li> <li>Preparation of teaching-learning materials</li> <li>Designing of learning activities</li> <li>Planning teacher and student activities for effective interaction</li> <li>Assessment strategies (focusing formative)</li> </ul>

### Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Diagnosis of learner difficulty in speaking English and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

### Suggested Readings

1. Bansal, R.K. (1971). *An outline of general phonetics*. Bombay : Oxford University Press
2. Bansal, R.K. and Harrisson, J.B. (1972). *Spoken English for India*. Madras : Orient Longman
3. Baruah, T.C. (1984). *The English teachers handbook*. New Delhi : Sterling Publishers
4. Billows, F.N. (1961). *The techniques of language teaching*. London : William Heffer and Sons.
5. Carrol, J.B. (1972). *Systems and structures of english*. London: Oxford University Press.

6. Das, B.K. et al. (2009). *An introduction to professional english and soft skills*. New Delhi : Cambridge University Press
7. Dodson, C.J. (1963). *The bilingual method*. London : Pitman Publishing.
8. Frisby, A.W. (1970). *Teaching english: notes and comments*. London: ELBS.
9. Gokak, V.K. (1963). *English in India: Its present and future*. New Delhi: Asia Publishing House.
10. Harish David, P. (1969). *Testing english as second language*. New Jersey : McGraw Hill
11. Hornby, A.S. (1962). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
12. Jones, Daniel (1967). *An outline of english phonetics*. London : William Heffer and Sons
13. Kohli, A.L. (1970). *Techniques of teaching english*. Jalandhar : Dhanpat Rai and Sons.
14. Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
15. Palmer, H.E. (1980). *Grammar of spoken english*. Cambridge: Heffer.
16. Prabhu, N.S. (1989). *Second language pedagogy*. New Delhi : Oxford University Press
17. Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
18. Saraswati, V. (2004). *English language teaching*. New Delhi : Orient Longman
19. Sharma, A.K. (1985). *Aspects of english language teaching in India*. New Delhi : Bharat Book Depot.
20. Sinha, S.P. (1978). *English in India*. New Delhi : Janaki Prakashan
21. TESS India (2015). *Key resources*. The Open University U.K.(  
<http://creativecommons.org/licenses/> and <http://www.tess-india.edu.in/> )

## PEDAGOGY OF LANGUAGE (HINDI)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Hindi
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Hindi concepts for life skills; and
- Develop competencies for teaching, learning of Hindi through different measures

## Detailed Course Content

### Unit IV: Hindi Language and its Articulation

- Characteristics of language
- Analysis of Hindi language with reference to its substance, form and context
- Sounds of Hindi language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Hindi appropriate use of organs of speech
- Patterns of stress and intonation in Hindi language

### Unit V: Professional Development Of English Teachers

- Types of inservice programme for Hindi teachers;
- Role of Hindi teacher's association;
- Journals and other resource materials in Hindi language;
- Professional growth—participation in conferences /seminars / workshops.

### Unit VI: Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"><li>• Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand</li><li>• Parts of Speech</li><li>• Time and Tense</li><li>• Change of Voice</li><li>• Direct and Indirect speech</li><li>• Sentence Pattern</li><li>• Translation and Composition (Writing letter and essay, noting, reporting)</li></ul>	<ul style="list-style-type: none"><li>• Identification of language items (new vocabulary, expression and grammar components)</li><li>• Identification of scope in the content to be presented for facilitating learning of language skills</li><li>• Specification of learning objectives</li><li>• Selection of methods and approaches / strategies</li><li>• Preparation of teaching-learning materials</li><li>• Designing of learning activities</li><li>• Planning teacher and student activities for effective interaction</li><li>• Assessment strategies (focusing formative)</li></ul>

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Diagnosis of learner difficulty in speaking Hindi and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

## Suggested Readings

1. Pandey, R.S. (1992) Hindi Shikshan, Vinod Pustak Mandir, Agra
2. Singh, Niranjana Kumar (1983) Madhyamik Vidyalayon Mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
3. Singh, Savitri (1992) Hindi Shikshan, R. Lall Book Depot, Meerut
4. Shukla, Bhagwati Charan (1974) Hindi Ucharan Aur Vartani, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) :Hindi Dhwaniyan Aur Unka Shikshan , Rannaryan Lal, Allahabad

## PEDAGOGY OF LANGUAGE (URDU)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Urdu
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Urdu concepts for life skills; and
- Develop competencies for teaching, learning of Urdu through different measures

### Unit IV: Urdu Language and its Articulation

- Characteristics of language
- Analysis of Urdu language with reference to its substance, form and context
- Sounds of Urdu language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Urdu – appropriate use of organs of speech
- Patterns of stress and intonation in Urdu language

### Unit V: Professional Development Of Urdu Teachers

- Types of inservice programme for Urdu teachers;
- Role of Urdu teacher's association;

- Journals and other resource materials in Urdu language;
- Professional growth—participation in conferences /seminars / workshops.

## Unit VI:Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"> <li>• Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand</li> <li>• Parts of Speech</li> <li>• Time and Tense</li> <li>• Change of Voice</li> <li>• Direct and Indirect speech</li> <li>• Sentence Pattern</li> <li>• Translation and Composition (Writing letter and essay, noting, reporting)</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of language items (new vocabulary, expression and grammar components)</li> <li>• Identification of scope in the content to be presented for facilitating learning of language skills</li> <li>• Specification of learning objectives</li> <li>• Selection of methods and approaches / strategies</li> <li>• Preparation of teaching-learning materials</li> <li>• Designing of learning activities</li> <li>• Planning teacher and student activities for effective interaction</li> <li>• Assessment strategies (focusing formative)</li> </ul>

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Diagnosis of learner difficulty in speaking Urdu and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

## Suggested readings:

1. Ansari Akhtar(1970) Ghazal Aur Ghazal ki Taleem, New Delhi. Taraqqi-e-Urdu Board.
2. Ansari Akhtar Ghazal Aur Dars-Ghazal. Aligarh, Anjuman Taraqqi-e-Urdu.

3. Ansari Akhtar(1950) Studies in Language and Language Teaching, Aligarh, Friends Book House.
4. Faramo. Saleem(1953) Urdu Zaban Aur Uski Taleem, Lahore, Pakistan Book Store.
5. Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
6. Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar.
7. Husain, Sajid (1993) Urdu Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
8. Khan, R.H (1974) Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
9. Ryburn, W.M (1950) Suggestions for the Teaching of Mother Tongue in India, London, Oxford University Press.
10. Saiyidain, K.G(1921) Usool-e-Allahabad, Hindustan Academy
11. Srivastava, R.P (1979) Teaching of Reading, Delhi Bahari Publishers.
12. Fatehpuri, Farman (1985) Tadrees-e-Urdu, Karachi, Maktaba Jamia
13. Moinuddin (1988) Urdu Zaban Ki Tadres, New Delhi Taraqqi Urdu Bureau.

## PEDAGOGY OF LANGUAGE (SANSKRIT)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

- Use the understanding of phonetics for facilitating students' speaking in Sanskrit
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Sanskrit concepts for life skills; and
- Develop competencies for teaching, learning of Sanskrit through different measures

Detailed Course Content

Unit IV: Sanskrit Language and its Articulation

- Characteristics of language
- Analysis of Sanskrit language with reference to its substance, form and context
- Sounds of Sanskrit language : Consonants and Vowels (Pure and Diphthongs)
- Articulation of sounds in Sanskrit – appropriate use of organs of speech
- Patterns of stress and intonation in Sanskrit language

Unit V: Professional Development Of Sanskrit Teachers

- Types of inservice programme for Sanskrit teachers;
- Role of Sanskrit teacher's association;
- Journals and other resource materials in Sanskrit language;
- Professional growth—participation in conferences /seminars / workshops.

## Unit VI: Pedagogical Treatment of Content

Each of the following contents shall be analyzed in terms of the pedagogical treatment indicated in the right cell below.

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none"><li>Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand</li><li>Parts of Speech</li><li>Time and Tense</li><li>Change of Voice</li><li>Direct and Indirect speech</li><li>Sentence Pattern</li><li>Translation and Composition (Writing letter and essay, noting, reporting)</li></ul>	<ul style="list-style-type: none"><li>Identification of language items (new vocabulary, expression and grammar components)</li><li>Identification of scope in the content to be presented for facilitating learning of language skills</li><li>Specification of learning objectives</li><li>Selection of methods and approaches / strategies</li><li>Preparation of teaching-learning materials</li><li>Designing of learning activities</li><li>Planning teacher and student activities for effective interaction</li><li>Assessment strategies (focusing formative)</li></ul>

## Tasks & Assignments

Each student-teacher is required to submit assignments on *any one* of the following :

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print
- Diagnosis of learner difficulty in speaking Sanskrit and preparation of the remedial exercise
- Designing of pedagogical treatment for any topic from the prescribed text in terms of identification of language items (new vocabulary, expression and grammar components) and designing of learning activities

## Suggested Readings

1. Apte, D. G. and Dongre, P. K.: *Teaching of Sanskrit in Secondary School*, Acharya Book Depot, Baroda, 1980.
2. Bokil, V. P. and Parashnik, N. K.: *A New Approach to Sanskrit*, Loka Sangraha Press, Poona.
3. Chaturvedi, R. S.: *Sanskrit Shikshan Padhati*.
4. Govt. of India: *Report of Sanskrit Commission*.
5. Joyce, B. & Weil, M.: *Models of Teaching*. Prentice Hall Inc., New Jersey, 1979.
6. Pal, H.R and Pal, R.: *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi, 2006

## COURSE IX: ASSESSMENT FOR LEARNING

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

### Objectives

On completion of this course, the student- teacher shall

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using rudimentary statistical methods.

### Detailed Course Content

#### Unit I: Assessment, Evaluation and Learning

- Assessment and Evaluation: Meaning, ; purpose of assessment (improving learning and teaching); purpose of evaluation (placement, diagnosis, promotion, certification, providing feedback); Interrelationship between assessment and evaluation
- Classification of Assessment based on: Purpose (Placement, Formative, Diagnostic, and Summative), Scope (Teacher-made, Standardized), Attributes Measured (Achievement, Attitude, Aptitude etc.), Nature of Information gathered (Qualitative, Quantitative), Mode of Response (Oral, Written and Performance), Nature of Interpretation (Norm-referenced and Criterion-referenced), and the Context (Internal, External).



*The terms to be explained in brief with suitable examples.*

- Continuous and Comprehensive Assessment: Meaning, Importance and Scope; Learning and Assessment: Assessment of Learning, Assessment for Learning, and Assessment as Learning; CCA vs CCE
- Assessment of Learning: Assessment at the end of learning experience; Processes of assessment of learning – testing, measurement, and non-testing methods of assessment – observation, interview, FGD

#### Unit II: Assessment for Learning

- Meaning, Importance and Purpose; Nature - formative, continuous with learning, comprehensive (assessing all aspects of learning-cognitive, affective and psychomotor), culturally responsive (elements from the local culture of the learners are extensively used in the assessment); relevance for CCA
- Tools and Techniques: Wide range of formal (testing, observation schedules, video recordings etc.) and informal methods (participant observation, talking, taking notes, interviewing, engaging in activities etc.); use of testing (achievement tests of different forms, diagnostic tests, proficiency tests etc.) and non-testing (analysis of verbal and non-verbal activities, reflective journals, projects, portfolio etc.) tools; use of multiple methods and tools (situation specific combinations)
- Self and Peer-assessment techniques, Observation, Portfolio, interview, focused group discussion, rubrics

*(Their description with examples and the context in which they are used)*

Provision of feedback for students and parents- need and modes, for teachers (for timely improvement of teaching-learning process); Role of community in CCA

#### Unit III: Construction of test and Its Use

- Steps: Planning, Preparing, Trying-out and Evaluation;
- Planning the test: Development of table of specifications (blueprint)
- Preparing the test: principles of preparing test items- objective based items- Extended and Restricted response types, Objective type items (free response type- short answer and completion; fixed response type-matching, forced/alternate choice, multiple choice); Assembling and editing the items
- Characteristics of a good test : Reliability, Validity, Usability (discussion on concept and use)
- Administration of the test and analysis of students' performance; Preparation of report and its use in enhancing learning.

#### Unit IV: Issues in Assessment and Policy Provisions

- Current practices: Over-emphasis on Summative Assessment (Periodic and common/high-end examinations) and marking; competitive examination- its adverse effects on learners, education system and society

- Issues and Problems : Marking vs. Grading, objectivity vs. subjectivity, Close-ended vs. Open-ended test items, relative neglect of non-cognitive aspects, non-use of diverse methods and tools for assessing diverse learners
- Policy perspectives: Recommendations of NPE 1986/92, NCF – 2005, RCFCE Act 2009; Non-detention policy and its implications for assessment and quality of learning
- Emerging practices in assessment – online assessment, participatory assessment

#### Unit V: Elementary Statistics

- Measures of Central Tendency : Mean, Median, Mode- their uses and limitations
- Measures of Variability : Range, Average Deviation, Quartile Deviation, Standard Deviation - their uses and limitations
- Correlation: Meaning and uses; Calculation of correlation coefficients by Rank-difference and Product moment method
- Characteristics of normal curve and its uses
- Standard Scores – Z-Score, T-score and Percentile

#### Tasks and Assignments

Each student-teacher is required to submit assignments on *any two* of the following:

- Preparation of 50 objective-based items, at least 5 from each type of test items in any school subject.
- Construction of an achievement test on any topic (carrying 25 marks), its administration and interpretation of the results.
- Preparation of a plan for CCA activities for any class during an academic session.
- Case study of a participatory assessment programme
- Appraisal of current CCA practices in the secondary schools.
- Analysis of examination marks obtained by the students in any subject in a class and preparation of a report for sharing.

#### Suggested Readings

1. Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
2. Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
3. Cooper, D. (2007). *Talk about assessment: Strategies and tools to improve learning*. Toronto, Ontario: Thomson Nelson.
4. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development

5. Garrett, H.E. (1973). *Statistics in psychology and education* (6<sup>th</sup> ed.). Bombay: Vakils, Feffers & Simon.
6. Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10<sup>th</sup> Edn). Upper Saddle River, NJ: Pearson Education, Inc.
7. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
8. Nitko, A.J. (2001). *Educational assessment of students* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
9. Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
10. Popham, W.J. (2010). *Classroom assessment: What teachers need to know* (6<sup>th</sup> ed.). New York: Prentice Hall.
11. Shepard, L.A.(2000). The role of assessment in learning culture. *Educational Researcher*, 4-14.
12. Stiggins, R. (2005). *Student-involved classroom assessment*. (4<sup>th</sup> ed). Columbus, Ohio: Merrill.

### COURSE EPC 3: UNDERSTANDING THE SELF

Total Marks: 50

#### Objectives

On completion of this course, the student-teacher shall

- Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.
- Realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
- Perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
- Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- Realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

#### Detailed Course Content

##### Unit I:. Self Concept

- What is self:
- Dimensions of individual self, Maslow's Hierarchy of Needs

- Self-identity and self-esteem
- Self acceptance: ability to see and recognize all aspects of one's own self without judgments - either positively or negatively, involves self-understanding - a realistic awareness of one's strengths and weaknesses.

*(Activity: Critical Thinking Practices: Organization of brainstorming sessions to develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components)*

*Purpose of this activity is to help student teachers in understanding their cognitive skills using their cognitive resources of their self)*

## Unit II: Development of Self-Actualization

- Self-awareness: Ability to see oneself objectively – both strengths & weaknesses, living in the present moment, free of past conditioning & reactions, observing oneself as the first step to awareness, Self awareness as a necessary condition for effective living, a quality only human being possess.
- Self-motivation: Critical awareness about one's abilities and opportunities to develop independent thinking, critical thinking and creative thinking, decision making and problem solving
- Self-actualization: Meaning and strategies of development

*(Activity: Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences)*

## Unit III: Development of Professional Identity

- Professional Identity of Teacher: Variations(gender, relational, cultural); implicit beliefs, stereotypes and prejudices resulting from variations
- Problems related to professional identity of a teacher: Lack of self-esteem, social status,
- Addressing problems related to professional identity

*Activity: Self-critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values.*

## Tasks and Assignments

Each student-teacher is required to submit assignment on *any one* of the following:

- Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
- Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.

- Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.

### Suggested Readings

1. Dalal A.S. (Ed.) (2001). *A greater psychology: An Introduction to the psychological thoughts of Sri Aurobindo*. Puducherry: Sri Aurobindo Ashram Pub.
2. Delors, Jaquis et al. (1996). *Learning the treasure within –Twenty first century education: Report of the UNESCO Education Commission*. Paris:UNESCO .
3. Goel, D.R. (2006). *Quality concerns in education*. Vadodara: CASE, M. S. University.
4. Krishnamurti J. (2000). *Education and significance of life*. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (1998). *On self- knowledge*. Chennai, Krishnamurti Foundation India.
6. UNICEF (2006): *Life skills modules-Adolescence education program*. New Delhi: UNICEF House,.
7. Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life skills education training package*. Mysore: Regional Institute of Education.

# SEMESTER-IV

Semester IV				
Paper Code	Subject Title	Credits	Marks	Marks
Paper VI	Gender, School and Society	3	50	40+10 marks
Paper VIII B	Knowledge and Curriculum – Part-II	3	50	40+10 marks
Paper X	Creating an Inclusive School	3	50	40+10 marks
Paper XI	Optional Course*	3	50	50 marks
Paper EPC IV	Physical Education And Yoga	3	50	50 marks
	School Internship (2 Months)	5	100	100 marks
Total		20		350 marks
Engagement with the Field: Tasks and Assignments for Courses VI, VIII B, X & XI				

## COURSE VI: GENDER SCHOOL AND SOCIETY

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall

- *State the key concepts related to the gender issues.*
- *Identifies key gender issues in school, curriculum, textbooks and pedagogical process.*
- *Understands the ways to address gender issues in and out of school context.*

### Detailed Course Content

#### Unit I. Gender Related Concepts

- Key concepts: sex and gender, masculinity vs feminism, patriarchy, gender bias, gender parity, gender asymmetry
- Gender identity construction – Influence of home, society, culture

#### Unit II: Forms of Gender Inequality and Issues

- Forms and issues: Mortality inequality, Natality inequality, Special opportunity inequality, Professional inequality, Basic facility inequality, Ownership inequality, Household inequality
- Gender inequality in school context: access and participation, gender stereotype role assignments, curriculum and textbooks, inadequate gender sensitive facilities, teachers' preferential treatment, sexual abuse in school

#### Unit III. Addressing Gender Issues: Intervention and strategies

- Role of family, school, community and media in addressing the issues
- Policy provisions – NPE (1986/92), NCF (2005), RTE (2009), State Women's Policy (2014)

### Tasks and Assignments

Each student-teacher is required to submit *any one* assignment from the following:

- Surveys of five families on role distribution among family members and preparation report
- Preparation of a report on gender-based roles and practices of the students and staff
- Analysis of a secondary level textbook from gender perspective

### Suggested Readings

1. Chakravarti, Uma. (2003). *Gendering cast through a feminist lens*. Calcutta, Bhatkal and Sen.

2. Govt. of India (1992). *National policy on education 1986/92*. New Delhi: MHRD, Govt. of India,
3. Govt. of India (1992). *Programme of action*. New Delhi: MHRD, Govt. of India.
4. Jone, Mary E. (Ed.) (2008). *Women's studies in India: A reader*. New Delhi : Penguin Books.
5. Nayar, U. & Duggal, J. (1997). *Women's equality and empowerment through curriculum: A hand book for teachers at primary stage*. New Delhi: NCERT
6. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
7. Srivastava, Gouri (1997). *Women who created history: Exemplar materials for textbook writers and teachers*. New Delhi : NCERT

## COURSE VIII (B) KNOWLEDGE AND CURRICULUM

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Unit IV:Curriculum planning and development

- Determinants of curriculum development
- Principles of curriculum development
- Approaches to curriculum planning
- Processes / stages of curriculum development (preparation, tryout and finalization)

### Unit V: Curriculum transaction

- Classroom Transaction: Planning (time, space, manpower, material and scheme and plan of lessons),
- Preparation of curricular materials and activities( text and support materials, learning activities),
- mode of transaction and learners' involvement- resource management (use of TLMS, activity and question banks etc), use of assessment mechanism for learning

### Unit VI: Evaluation and Renewal

- Evaluation: Mode (internal and external), periodicity (continuous, periodic), Mechanism (research studies, on-site observation, FGD, on-line feedback)
- Renewal: Use of evaluation feedback / inputs for
  - Immediate / long-term revision
  - Specific / comprehensive improvement
- Current provisions and practices for curriculum development, transaction, evaluation and renewal in School Education and Teacher Education in the State

### Tasks and Assignments:

Each student-teacher is required to submit assignments selecting *any one* of the following:



- Preparation of a transactional blue print of any content unit in any school subject at the secondary level.
- Preparation of an appraisal report on the curriculum renewal process during post NPE (1986) period.

#### Suggested Readings

1. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
2. Dewey, John (1956). *The child and the curriculum*. Chicago, Illinois: University of Chicago Press.
3. Dewey, John (1997). *Experience and Education*. New York: Touchstone.
4. Dewey, John (1997). My pedagogic creed. in D.J. Flinders and S.J. Thorton(eds.), *The Curriculum studies reader*. New York: Routledge, Kegan & Paul.
5. Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey-Bass.
6. Erickson, H.L. (2002). *Concept-based curriculum and instruction*. California: Corwin Press.
7. Jangira, N. K. & Singh, A. (1982). *Core teaching skills: The microteaching approach*. New Delhi: NCERT,
8. Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015). *Constructivism: The new paradigm: From theory to practice*. New Delhi: Atlantic Publishers.
9. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
10. NCTE (1990). *Policy perspective in teacher education*. New Delhi : NCTE
11. Olivia, Peter F. (1988). *Developing the curriculum*. London: Scott and Foresman.
12. Sharma, S. (2006). *Constructivist approaches to teaching and learning*. New Delhi: NCERT.
13. Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York: Harcourt, Brace and Wald.
14. von Glasersfeld, F. (1995). *Radical constructivism: A way of knowing and learning*. Washington D.C.: Falmer Press.
15. Vygotsky, Lev (1986). *Mind in society*. Cambridge, MA: Harvard University Press.

### COURSE X : CREATING AN INCLUSIVE SCHOOL

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

#### Objectives

On completion of this course, the student – teacher shall

- Explain the changing concepts related to inclusive education.
- Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- State the barriers of inclusion in the existing schools.
- State the characteristics and dimensions of an inclusive school

- Describe the process of developing an inclusive school.

## Detailed Course Content

### Unit I Inclusive Education

- Changing concept of inclusion (Shifting from Separation to Integration to Inclusion ); Inclusion as 'Education for all'
- Inclusion in Education- a human right (Right to Access, Equality and Quality Education
- Inclusive Education: Definition, rationale, characteristics and principles

### Unit II Children With Special Needs

- Types of marginalized /disabled children (physical, social and/or emotional) and their needs
- Problems in schooling the CWSN: Physical, Cognitive, Emotional
- Strategies for addressing their educational needs in inclusive set up: Specific attention to their needs in classroom management - seating arrangement, aids and appliances, light and ventilation, access to TLMs, mobility inside the class, interpersonal relation and support etc, Flexible curriculum, Flexible teaching-learning strategies - Child-centered, interactive, individual, group, collaborative and participatory classroom transaction

### Unit III: Inclusive School

- Barriers for inclusion in school: Psycho-social, Infrastructural, Resource, Whole class-based instruction, Lack of participation
- Concept, dimensions and features of an inclusive school
- Developing an inclusive school: Creating inclusive cultures (building communities, establishing inclusive values), Producing inclusive policies (Developing the school for all, organizing support for diversity), and Evolving inclusive practices (Orchestrating learning, mobilizing resources)

## Tasks and Assignments

Each student-teacher is required to submit assignment on any *one* of the following: .

- Observation of an inclusive classroom set up and reporting.
- Preparation of a report on classroom problems faced by any category of CWSN and the strategies adopted by the teacher.
- Preparation of a report on various types of interventions provided for any category of CWSN in school.

## Suggested Readings

1. Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer.

2. Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.
3. Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for Studies on Inclusive Education.
4. Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion*. London: Paul Chapman.
5. Hart, S., Dixon, A., Drummond, M.J. and McIntyre, D. (2004). *Learning without limits*. Maidenhead: Open University Press.
6. Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts*. London: Fulton.
7. Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd Edn.). Maidenhead: Open University Press.
8. Tomasevski, K. (2004). *Manual on rights based education*. Bangkok: UNESCO.
9. UNESCO (1985). *Helping handicapped pupils in ordinary schools: Strategies for teacher training*. Paris: UNESCO.
10. UNESCO (1990). *World declaration on education for all and framework for action to meet basic learning needs*. International Consultative Forum on Education for All. Paris: UNESCO.
11. UNESCO (1994). *The Salamanca world conference on special needs education: Access and quality*. UNESCO and the Ministry of Education, Spain. Paris: UNESCO
12. UNESCO (1996). *Learning: the treasure within. report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
13. UNESCO (1998). *Wasted opportunities: When schools fail. Education for all. Status and trends*. Paris: UNESCO.
14. UNESCO (1999). *From special needs education to education for all: A discussion document*. Tenth Steering Committee Meeting UNESCO, Paris 30 September - 1 October 1998.
15. UNESCO (1999) *Welcoming schools: Students with disabilities in regular schools*. Paris: UNESCO
16. UNESCO (2005). *Guidelines for inclusion: Ensuring access to education for all*. Paris: UNESCO.
17. United Nations (1989). *Convention on the rights of the child*. New York: United Nations.

## COURSE XI: OPTIONAL COURSES

Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counseling, etc. and can also be an Additional Pedagogy Course\*\*(for a school subject other than that chosen for Course VII (A&B) at the secondary level, or the same school subject at the higher secondary level).

### SPINNING AND WEAVING (A)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

#### Objectives

On completion of course, the student-teachers shall :

- Develop a sense of appreciation towards Khadi
- Know the processing of cotton for Khadi
- Master the skill of spinning and weaving
- Develop proficiency in spinning yarn of counts (10-25)
- Organize exhibitions of different spinning and weaving materials

#### Detailed Course Content

##### 1. Khadi

Preparation of Khadi and weave Khadi

##### 2. Picking and Processing of cotton

Knowledge and practice in picking cotton and its processing: - such as learning, spinning, processing, carding and silver making.

##### 3. Spinning yarn of counts

Proficiency in spinning yarn of counts.

##### 4. Twisting preparing 'Toni'

Practice in twisting preparing 'Toni' realign simple designing and all the processes of weaving on handloom.

##### 5. Estimating yarn and price

Ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn. Ability to estimate the price of a 'Than' prepared.

*Practicals as appropriate to the topics detailed above shall be conducted simultaneously along with the discussion of the theoretical aspects.*

## TAILORING (B)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of course, the student-teachers:

- Know different parts of the sewing machine and its maintenance
- Develop skills in stitching, mending and cutting the garments
- Develop aesthetic and creative abilities through tailoring
- Design different garments
- Organize exhibition in various type of designed garments

There will be no separate theoretical instruction. Such theory as is needed for practical work may be given during practical work.

### Detailed Course Content

#### 1. Machine Parts and Their Maintenance

Study of the various parts of the sewing machine. Process of oiling and cleaning the parts.

#### 2. Different kinds of stitches

Use of the different kinds of stitches, such as hem, back stitch, French seam, button-hole stitch.

#### 3. Cutting and Finishing

Cutting and finishing on machine of the following garments: Jumpers, Kamis, Junghiyas, banyans, Kurtas, shirts, half pants, blouses, frocks. different stitches, such as hem, back stitch, French seam, button holes.

#### 4. Mending of clothes

Mending of clothes as round holes, rectangular holes, torn slits.

#### 5. Measurement for various garments

Measurement for various garments and calculation of the quantity of materials of different width.

## WOODWORK (C)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

## Objectives:

On completion of course, the student-teachers shall :

- Know different types of tools and their safe uses
- Develop skills in preparing wooden products like pointer, duster, blackboard, chair, table stool etc.
- Know different types of timbers for preparing various finished products and process of protecting wooden materials

## Detailed Course Content

### 1. Concept of woodwork

Need, importance and scope of woodwork.

### 2. Workshop Activities

Workshop discipline, safety, precaution, safe handling of tools, first aid; definition of push and pull saw, fret saw and saw sharpening.

### 3. Tools for Woodwork

Types of timber and its structure, selection of the size of wood to be planed first, face side marks: setting of marking gauges. Martice gauge and testing with try square. Different types of chisels, mallets and hammers. Hardware uses in the wood section

### 4. Timber and its protection

Timbers- their sources and uses, structure of trunk properties, Insects and wood protection. Natural and artificial seasoning, commercial firm of timber, plywood, particle boards, glues.

### 5. Quantifying timber and wood finishes

Calculation of measures of timber, Preparing, cutting . Wood finishing: Polish, varnish and paints.

In course of discussion of the above theoretical aspects and related practical work, the following articles ( at least three by each student-teacher) need to be prepared as a part of practical work:

Hangers, wall-brackets, book-shelves, tools, bench, desk, chair, black-board, pointer, duster, stationery rack, round table, pet table. Wood turning work such as cups, plates, roller, table lamp and other ornamental designs.

## PEACE EDUCATION (D)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Aim of the Course

This course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

### Course Outline

#### UNIT I: understanding peace as a dynamic social reality

Awareness of relevance of peace, Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life, Peace contexts; underlying assumptions, processes and imperatives, Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society, Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences 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 ideals 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, The Dalai Lama, initiatives at National and International levels.

## UNIT II: Understanding Conflicts, Underlying Personal-Social Processes And Mediation, And Transformation Of Conflict

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

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

Developing capabilities for mediation and conflict transformation

(i) Skills and strategies needed for conflict resolution, (ii) Listening to the conflicting parties, (iii) Awareness of own identity, cultural underpinning, and communication skills, (iv) Awareness of context of the conflict, (v) Commitment to mediate (vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.

## UNIT III: Empowerment Of Self Through Critical Self Reflection

Awareness of the influence of social milieu on self (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence

(ii) Negative experiences generate stress, anger aggression

(iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes

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

(i) discipline, self management; (ii) reducing prejudices, biases and stereotypes and building multicultural orientation; (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and (iv) habitual self reflection by using daily journal on experiences.

## UNIT IV: Orienting Education For Peace Building

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

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

Critical pedagogy of peace education

(i) Challenging the traditional models of learning to constructivist approaches in teaching, (ii) Rethinking authority relations from democratic perspective:



promoting dialoging, 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 orientation empathetic founding academic and discipline problems (vi) Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; Skills of questioning, paraphrasing and providing feedback that is, non judgemental, sensitivity to socioeconomic, cultural, gender, caste differences; 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 (objectivity, flexibility) Social Science (democratic ethos, 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 messages indirect or hidden

Humanistic approach to evaluation

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

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

(i) Awareness of cultural characteristics of the local community around school and quality of its linkages–parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.

(ii) Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school,(iii) Awareness and orientation of students' attitudes towards balanced media exposure.

#### UNIT V: Evaluation Of The Peace-Building Processes

Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies. Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment

Developing commitment and willingness for receiving feedback, and review of strategies Visible and objection indicators of peace process inherent in the cultural ethos of organisations, individuals, and ambience, Identification of visible indicators inherent in the cultural ethos of the organisation could be non-authoritarian work culture marked by meetings, frequent discussions, analogue and reconciliation/

non-exclusion of any group of students or teachers on the basis of opinions, caste, gender, education, socio-economic-cultural background etc. indicators, conflicts reconciled, divergent groups

## GUIDANCE AND COUNSELLING (E)

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives

On completion of this course, the student-teacher shall:

- State the concept, need and principles of guidance.
- Explain the role of school in organizing different guidance programmes.
- Use various tools and techniques of guidance in appropriate contexts.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a school counselor

### Detailed Course Content

#### Unit I Understanding School Guidance Programme

- Concept, Need and Importance and Principles of Guidance.
- Types of Guidance: Educational, Vocational and Personal (Nature and Objectives at Elementary and Secondary levels)
- Guidance Services in Schools – Counselling, Occupational Information Service, Placement, Pupil Inventory Services, etc.
- Organizing guidance programmes in schools
- Addressing Issues of Guidance programme in school

#### Unit II: Understanding School Counseling Programme

- Meaning, principles and purposes of counseling
- Types of Counseling: Directive, Non-directive and Eclectic counseling
- Processes involved in counseling
- Qualities and role of a school counselor

#### Unit III: Tools and techniques of Guidance and Counseling

- Guidance and counseling for Individual and Group
- Tools in guidance and Counseling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires, Psychological Tests and Inventories
- Techniques of Guidance (Observation, Interview and Sociometry) and Counseling (Lecture, Discussion and Dramatics); Group Guidance –concepts and techniques

## Task and Assignment

Each student-teacher is required to submit one assignment from the following:

- Preparation of a comprehensive guidance programme for a school on the basis of need survey.
- Preparation of a vocational / educational counseling programme for class-X students
- Preparation of a questionnaire for socio-economic survey of secondary school students for providing career counseling

## Suggested Readings

1. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A theoretical perspective*(Vol.I). New Delhi: Vikas.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A practical approach*(Vol.II). New Delhi: Vikas.
3. Dave, Indu (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd.
4. Gazda George R.M.(1989). *Group counseling: A development approach*. London: Allyn and Bacon.
5. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
6. Nugent, Frank A. (1990). *An Introduction to the profession of counseling*. Columbus: Merrill publishing Co.
7. Pietrofesa, J.J., Bernstein, B.,and Stanford,S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.
8. Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
9. Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors*. New Delhi: NCERT.

## COURSE EPC 4 : PHYSICAL EDUCATION AND YOGA

Total Marks: 50

### Objectives

*On completion of the course, the student-teacher shall*

- Understand the importance of Physical Education in Human life
- List the different programmes of Physical Education
- Practice Yoga for peaceful and harmonious living
- Enumerate the relationship between Yoga and goals of life

## Detailed Course Contents

### Unit I: Understanding Physical Education

- Concept, need, scope, objectives
- Organization of various Physical Education Activities
- Role of Physical Education Teacher
- Preliminary idea of some common Games.

### Unit II: Programmes of Physical Education

- Preliminary idea of some common programmes of physical education
- Recreation and work-values of play
- Need for recreation, different types recreational activities and their organization
- Provisional play and recreation in school time table
- Physical education in the context of NCF 2005

### Unit III: Yoga and Life goals

- Concept, need and objectives of Yoga
- Asthanga Yoga
- Benefits of Yogic practices
- Different postures / asanas
- Relation between Yogic practices and life goals

## Tasks and Assignments

Each student-teacher is required to submit assignment on *any one* of the following

- Preparation of a report on different Physical Education programmes organized in school.
- Preparing a report on different Yogic practices
- Developing a set of recreation activities for secondary school students

# SCHOOL INTERNSHIP

## Objectives

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.
- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools
- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning
- Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses

- Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counselor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.

#### Duration

- Four (04) weeks in first year
- Sixteen (16) weeks in the 2<sup>nd</sup> / final year

#### Levels

- Upper Primary Level (Classes VI – VIII)
- Secondary Level (Classes IX – X) or Higher Secondary Level (Classes XI – XII)

#### Organization

##### a. Pre-internship Activities

- Orientation of the student-teachers
- Observation of school site and activities by the student-teachers (timetable, work allocation among teaching and non-teaching staff, regular classroom with regular teacher, day-to-day other school activities etc.)
- Sharing meeting with the teachers and Headmasters of the cooperating schools in the institution and working out the programme details for the internship
- Demonstration lessons by the faculty members followed by post-demonstration discussion
- Criticism lessons by the student-teachers one lesson by each student-teacher under the supervisory support of the method teachers, attended by all student-teachers of the method concerned.
- Placement of student-teachers in cooperating schools for internship activities.

##### b. During Internship Activities

- Preparation of lesson plans by the student-teachers in their concerned method subjects
- Delivery of practice lessons with supervisory support and feedback from faculty members. Each student-teacher shall deliver 40 lessons excluding the criticism lesson. Out of the 40 lessons, 30% (12nos.) shall be delivered in the upper primary classes (Classes VI to VIII) and the remaining 70 % (28 nos.) lessons in the secondary classes (Classes IX and X).
- Observation of five peer-lessons and recording of the performance of the peer student-teachers with authentication by concerned supervisors.
- Feedback session in the Teacher Education Institution after each spell of ten-day practice teaching to be attended by all student-teachers for sharing their experiences.

- Administration of diagnostic tests on the students and identifying their learning difficulties by the student-teachers
- Attendance in school assembly
- Participation in campus cleaning and beautification activities
- Taking arrangement classes when required
- Organization and participation in literary and recreational activities of the school
- Participation in school games and sports activities
- Organization and participation of science exhibition, science fair, science club/nature study club/eco club activities
- Organization of awareness campaign on HIV/AIDS, blood donation, conservation and protection of environment etc.
- Organization of blood donation camps
- Preparation of report on Annual sports and celebration of important occasions and events
- Preparation of report on maintenance of registers and records by the school
- Preparation of scheme of lessons in any subject for any class
- Dialoguing with SMC / SMDC members and preparation of reports on their meetings in the school
- Conducting case studies / action research
- Liaison with parents community and authorities
- Sharing learner perceptions, teacher perceptions and parental / community perceptions

#### c. Post-Internship Activities

- Overall sharing of student-teachers' internship experiences in the institution.
- Suggestions and feedback from the teachers and Heads of the practicing schools for further improvement of the internship activities
- Exhibition / demonstration of innovative and creative work done by the student-teachers during internship.
- Student-teachers' feedback on overall organization of internship programme by the institution for future action.

#### Assessment of Internship Performance

- Assessment by supervisors, cooperating teachers and headmasters, and peer assessment on the basis of observation and records

#### Attendance

- The minimum attendance of student-teachers for school internship programme shall be 90%

### Assessment of Internship Performance

- Internal assessment of internship activities and records : 250 marks (50 marks in first year, 200 marks in second year)

Each Teacher Education Institution has to prepare a detailed plan on school internship programme for each academic year in consideration of the activities indicated above under pre-internship, during internship and post internship activities.