

KOLHAN UNIVERSITY CHAIBASA

REVISED COMPREHENSIVE SYLLABUS FOR TWO YEARS

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

WITH EFFECT FROM SESSION 2023-25 ONWARDS

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OFFERED BY DEPARTMENT OF EDUCATION

KOLHAN UNIVERSITY, CHAIBASA

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 course in the department .
- 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 B.Ed. Programme shall be of a minimum duration of 2 academic years consisting of four semesters carrying each of six month duration. Followed by odd semester (July-December) and Even semester (January-June). The programme will include an internship of a minimum of 20 working weeks in which 04 working weeks shall be in the first year of the course of study and 16 working weeks shall be in the second year of the course of the course 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 date of registration, Mid –Semester & End Semester Examinations: Inter Semester breaks etc. shall be laid down in the Academic Calendar for the academic year. 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:

- Intake: There shall be a basic unit of 50 students with a maximum of 2 units.
- Eligibility: Candidates with at least 50% marks either in the Bachelor’s degree and/or in the Special Masters degree in Science, Social Science, Humanity, Commerce, Bachelor’s in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the programme.
- The reservation for SC/ST/OBC/EBC/EWS and other shall be as per the rules of the State Government.

Admission:

- I. Admission shall be made on merit base and 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 & at the beginning of each subsequent semester prevalent tuition & other fees as prescribed by the institute till they are on roll.
- IV. The institution reserving 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 or Hindi or Both.

5. General

- Following revised regulations shall be entitled as :
Regulations for two years B.Ed. Programme (Semester System) under the Department of Education, Kolhan University Chaibasa, effective from the session 2023-25 onward.

6. Programme of Study

- The University Shall offer Bachelor of Education degree under the Department of Education Kolhan University, Chaibasa in the different Govt./Constituent, Self-Finance, Private & Minority Teacher Education College of the University and Department of Education of a Composite Institution/College offering Graduate or Post-Graduate Programme. The Bachelor of Education degree shall be abbreviated as B.Ed.
- The duration of B.Ed. course (Semester System) shall be of two Academic Session/Year (Four Semester).
- The Examination for Bachelor of Education (B.Ed.) degree shall be of two years consisting each of two semester of six month each.
- Each academic session shall consist of two semester I-&III: July/August to December and II & IV: from January/February to June/July and each semester shall be of 18 to 20 weeks of actual course of study.
- The B.Ed. Course shall consist of different weightage i.e. 3 and 5 credits and a total of 88 credits in all four semester, with Five Papers in semester I& Six Papers in semester II, Six papers in Semester III and Seven papers in Semester IV, carrying 50 Marks each having 3 credit and, 100 marks each having 5 credit. The entire curriculum shall be of 1600 marks taken together.

- The term Credit refers to weightage given to course in relation to the instructional hours assigned to it each credit in a taught course which is equated to one hour of teaching or two hours of seminars/group work/laboratory work/field work/workshop per week for 18 to 20 weeks in each semester.
- The distribution of papers has been categorized is theory, practicum, field project, internship etc. The number of credits and marks allocated is specified in the course structure of B.Ed. Programme.
- Admission to B.Ed. course is subject based. At the time of admission, each candidate shall opt for two Teaching/Pedagogical subjects, which has been studied at Graduation/Post-Graduation level. The candidate must have studied the Major subject of the Pedagogy combination for at least 3 years at graduation level or two years at Masters level. The minor subject should have been studied for at least for one year/two semester.
- The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied at least for one year/two semester.
- The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- B.Com./B.B.A. Graduates, M.Com./M.B.A. Post Graduates may opt for two teaching subjects- one is Pedagogy of Commerce and the other shall be Pedagogy of Economics/Mathematics/ anyone language.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)
- BCA. Graduates/MCA. Post Graduates may opt for Pedagogy of Computer science as one subject. The other subject shall be Pedagogy of Mathematics.
- B.E./B.Tech. Graduates shall opt for any two subject combination out of Pedagogy of Mathematics, Computer Science or Science.
- B.Sc. (Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level.
- Arts Graduates may opt for any two pedagogical subjects one each from the following **(a) (b) and (c)**

(a) Pedagogy of Social Studies/Economics/History/Geography/Political Science (Civics)/Home Science.

(b) Pedagogy of any one language provided that the candidate has studied the subject at the Graduation/Post-Graduation level.

(c) Pedagogy of any one Social Studies/Economics/History/Geography/Political Science (Civics)

- Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political Science/Sociology/Psychology/ Education/Philosophy.
- B.Sc. graduates shall opt for two Pedagogical / Teaching subject out of the following-
 - Pedagogy of Biological Science / Physical Science
 - Pedagogy of Mathematics / Physical Science

Note:

The candidates shall be given the required subject combination depending upon their availability in the College/Department of Education.

Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a Language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/two semester at Graduation/Post-Graduation level.

Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.

- Pedagogy subjects selected at semester-IInd will remain the same in all the semesters.
- Internal assessment will be based on the performance of the candidate in term paper, class assignments, attendance, and participation in Group Discussions/Seminars/Tutorials/related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and Viva -voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the Principal.
- Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field and related activities, such as practical, project work,

community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning center, education resource center etc.

- However, if a candidate passes in at- least three out of five papers in his/her First, Second and Third End Semester Examination, he/she shall be promoted to next higher semester.
- Candidates shall have to clear their backlog paper in the next End Semester Examination of that semester whenever it is available. There shall be no supplementary examination in any of the semester courses (I, II, III, and IV)
- Even if a Student is promoted to Fourth Semester, his/her Final result will only be declared when he/she has cleared all their backlog papers.
- Final result of B.Ed. Course shall be published on the basis of candidate performance in all the papers of all four semesters.
- The Final result will be published only after he has cleared all the papers securing minimum qualifying marks as mentioned
 - A Student has to score minimum 50% marks in his/her Continuous Internal Assessment (CIA). Failing to secure minimum marks he/she will have to repeat the CIA along with the students of the same semester of the next academic session.
 - If a student fails to secure minimum 50% marks in Continuous Internal Assessment (CIA) of any paper his/her result will be declared as fail in that paper. Such students shall have to reappear in that paper in the same semester of next academic session. The name of the promoted candidate/ candidates will not be included in the merit list of B.Ed.
 - A promoted candidate, if he/she has passed in CIA but fails in theory paper/papers, he/she shall retain his/her CIA award and will reappear in the theory paper only of the semester whenever available. However, if a candidate is declared fail in any End Semester Examination, shall retain nothing and will have to redo the course work of failed semester again he/she has to appear again in CIA as-well-as theory paper.
- As per the provision content under the section 2.1 of —NCTE Recognition norms and standards of Bachelor of Education programme leading to Bachelor of Education (B.Ed.) Degree-2014 students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme. The maximum limit of three years will not change for any reason.

Evaluation of Performance under Semester System:

- The performance of a students in each paper will be assessed on the basis of a Continuous Internal Assessment (CIA) of 20 marks and the End Semester Examination (ESE) Consisting of 80 marks in a 5 Credit paper, CIA 10 marks and End Semester Examination (ESE) Consisting of 40 in a 3 credit paper.

➤ The components of CIA in a 5 Credit paper shall be:

- a) Mid-Semester internal written assessment -10 marks
 - b) Seminar Presentation /Quiz/Class Test/Term Paper - 05 marks
 - c) Individual/Group Assignments/Projects/Regularity & Behavior/Students Portfolio -05 marks
- (Total Marks 20 marks)**

➤ The components of CIA in a 3 Credit paper shall be:

- a) Mid-Semester internal written assessment -05 marks
 - b) Individual/Group Assignments/Projects/Regularity & Behavior/Students Portfolio/Seminar Presentation/Quiz/Class Test/Term Paper-05 marks
- (Total Marks 10 marks)**

- The concerned teacher of the course/paper shall be responsible for conducting the one/two mid-semester tests (as the case may be) and other components of the CIA and shall also be responsible to evaluate and mark them. In addition to CIA the ESE, which will be written examination of 3-hour's duration in case of 5 credit course, and 1.30 hours duration in case of 3 credit course, would also form an integral component of evaluation.

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

Total Marks 100

- (a) Involvement & Performance in the school activities
 - (b) Quality of in Internship report
 - (c) Regularity & Behaviour, Examination and Assessment of Practice Teaching.
- Quality of internship will consist of teaching skills and Viva Voce Examination 50% and of Internship Report and class room teaching will consist of 50%.

- The End Semester Examination of internship Paper (B.Ed. P .XII,A & B, B.Ed. P. XIV,A& B: Assessment of Practice Teaching) shall be of 100 marks which will be awarded on the basis of observation and assessment of performance in the Teaching of a Final Lesson (in pedagogy of both school subjects) in a classroom of secondary school for period of at least 45 minutes.
- There will be one/two external examiner of the school internship, who must have minimum 08 Years of teaching experience as a teacher educator.
- Viva-Voce of the candidate for evaluating his/her internship work, school internship report shall be done jointly by the external examiners who have evaluated the internship report.
- There will be one/two internal examiner of every assessment of practice teaching subject, who must have minimum 03 years of teaching experience as a teacher educator with pedagogy.
- The external examiner of any language pedagogy subject can be the examiner of any language pedagogical subjects similarly, Social Science external examiner, Mathematics external examiner and Science external examiner can be the examiner of any of its group of pedagogical subjects.
- The theory and practicum examination schedule will be proposed by the Examination Department of Kolhan University.
- Principal/Director/HOD of the college/institution/Department shall assign a Supervisor to each student for internship work which shall be carried out in a upper primary, secondary or senior secondary government/recognized private school for minimum duration of 20 weeks. The candidate shall carry out internship work including Practice Teaching and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her understanding of the school in totally, its Philosophy and aims, organization and management, the life of a teachers; needs of the Physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching-learning in two types copies, within the time specified by the college/department, which shall in no case be later than the first date announced for start of the Third Semester Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/her personal supervision and that it is not a copy of an earlier work of the same nature. The candidate shall also submit

separately the records of the lessons taught at school (Lesson Plan) and the records of the observation of Peer interns lesson.

❖ **Internship – Ist in Semester IInd**

- The B.Ed. Trainee will be assigned to Secondary higher Sec. School for 4 weeks internship.

- In the internship for second semester of 4 weeks following activities/assignments will have to be undertaken as under:

- Maintenance of registers/records.
- Addressing the assembly.
- Sociometric technique.
- Availability of Rescores in School.
- Preparation of Cumulative record.
- Preparation of Time Table.
- Conducting of Co-curricular activities.
- Record of Mid Day Meal .
- Action Research.
- Library & Laboratory Records.

❖ **Internship – IInd in Semester IIIrd**

In the Internship for Third Semester & fourth Semester of 16 weeks (8 weeks each Semester) following activities/ assignments will have to be undertaken.

(a) The B.Ed. trainee will be assigned to primary / upper primary level schools for (Eight Weeks) and secondary level/ higher secondary schools for (Eight Weeks) for internship.

(b)The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.

(c) The activities undertaken during this programme of school attachment will comprise of :

- Observing teaching sessions of school teachers.
- Teaching 40 lessons, in Semester IIIrd (6 lessons each method) total 12 lessons & in Semester IV (14 lessons each method) total 28 lessons will be taken by the students in school internship .

- Participation in school chorus such as prayers, assembly, organization of co-curricular activities.
- Library and lab management (in cases of trainees having to work with laboratories).
- Excursion, study tours etc. as part of the school programme.
- Community interactions including Teacher-Parent meetings and visits to specific community centres.

➤ **Examinations**

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

Year-1	Year-2
(a)B.Ed.	(b)B.Ed.
Ist End- Semester Examination	III rd End-Semester Examination
IInd End- Semester Examination	IV th End-Semester Examination

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

Part-A

Ten Multiple Choice Questions (No Choice) 10x1= 10 marks
(Two question from each unit)

Part-B

Six Short Answer Questions (Four to be answered) 4x5=20 marks
(One questions from each unit)

Part-C

Six long Answer Questions (Four to be answered) 4x12.5=50 marks
(One questions from each unit)

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

Part- A

Ten Multiple Choice Questions (No Choice) 10x1=10 marks
(Not more than two question from each unit)

Part-B

Four Short Answer Questions (Two to be answered) 2x5=10 marks
(One questions from each unit)

Part-C

Four Long Answer Questions (Two to be answered) 2x10=20 marks
(One questions from each unit)

- The examination of Ist & IIIrd semester, shall be generally held in the month of November-December and that of IInd & IVth Semester, shall be held in the month May-June.
- For ESE, external examiners of relevant subject shall be appointed by the University as per the Provisions of the Examination Board.
- There will be a provision of setting question papers of all pedagogical subjects (Pedagogy of School subjects I & II).

➤ **Passing of Examinations and Promotion Rules**

- The admitted students can appear in the University examination only when they are registered with the Kolhan University, Chaibasa.
- The Candidates who have been admitted to the First Semester of a 2 Year B.Ed. Programme in a session can be placed in the following categories on the basis of their attendance in the semester.
 - i. Those who have been appeared at the CIA and attended the required minimum percentage (80%) of attendance of lectures/practical classes and 90% of field Attachment/ Internship separately as per the provision content under the section **2.2(c) of —NCTE Recognition Norms and Standards of Bachelor of Education Programme leading to Bachelor of Education (B.Ed.) Degree- 2014** “shall be permitted to appear in the ends semester examination.
 - ii. Those who have not attended the required minimum percentage of attendance (80%) in the theory and Practical and 90% of Field Attachment/ Internship separately shall no case be permitted to appear in the End Semester Examination. However, Director/

Principal/Head of the Department/ Institution may condone 10% and Vice-Chancellor 20 percent attendance on the basis of medical certificate after having satisfaction on the medical report, submitted by the student.

A Candidate can appear at the examination, provided that:

- The application to appear the examination will be submitted on the prescribe form on or before the date fixed to the Controller of Examinations/ University.
- The candidate's application form has been duly recommended and certified by the Principal/Head of the Dept., College/ Institution.
- The examination fee has been deposited in a manner prescribed by the Controller of Examinations/University.
- An admit card stating candidate's name and roll number, issued by the Controller of Examinations, Kolhan University, Chaibasa to the candidate. The candidate should bring the admit card to the examination Hall.
- After appearing at the Semester Examination, the candidate will be placed in the following categories in the context of declaration of the results of the Semester Examination.
- To be declared passed in the End Semester Examination, a candidate must have secured at least 40% marks in each theory paper where as in Continuous Internal Assessment a candidate must have secured at least 50% marks in each paper.

Credits, Grade Letter, Grade Points, Credit Points

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

Grade: A grade will be awarded to the students 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, Grade will be Assigned & associated point value will be as follows.

Percentage marks obtained	Performance	Letter Grade	Point Value Per Credit
≥ 90	Excellent	Ex	10
$80 \leq < 90$	Very Good	A	9
$70 \leq < 80$	Good	B	8
$60 \leq < 70$	Fair	C	7
$50 \leq < 60$	Average	D	6
$40 \leq < 50$	Pass	P	5
< 40	Fail	F	0

Grade Letter: 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 Example- A,B,C,D,P,F There is a range of marks for each grade letter.

Grade Point: Grade point is weightage allotted to each grade letter depending on the marks

CGPA= $\frac{\text{Total CPTs of Semester-I} + \text{Semester II} + \text{Semester III} + \text{Semester IV}}{\text{Total credits of Semester I} + \text{Semester-II} + \text{Semester III} + \text{Semester IV}}$
(CPT means Credit Points)

OR

$\frac{(\text{SGPA of Semester I} \times \text{Total Credits of Semester I}) + (\text{SGPA of Semester II} \times \text{Total Credits of Semester II}) + (\text{SGPA of Semester III} \times \text{Total Credits of Semester III}) + (\text{SGPA of Semester IV} \times \text{Total Credits of Semester IV})}{\text{Total credits of Semester I} + \text{II} + \text{III} + \text{IV}}$

Total credits of Semester I+ II + III+ IV

The result of 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
IV	Second division	CGPA from 6.00 to 6.99
V	Pass	CGPA from 5.00 to 5.99
VI	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	5X7= 35
Paper-II	5	50	D	6	5X6= 30
Paper-IV	3	70	B	8	3X8 =24
Paper-V	3	60	C	7	3X7=21
Paper-EPC-I	3	70	B	8	3X8=24

Total Credit Points:134

Total credits : 19

SGPA= Total Credit Points of Semester-I

Total Credits in Semester-I = 134/ 19=7.0 SGPA For Semester-I=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	5X7=35
Paper-VII-A1	3	50	D	6	3X6=18
Paper-VII-A2	3	50	D	6	3X6=18
Paper VIIIA	3	70	B	8	3X8=24
Paper EPC I	3	60	C	7	3X7=21
Paper-XII	3	70	B	8	3X8=24

Total Credit Points:140

Total Credits : 20

SGPA= Total Credit Points of Semester-II

Total Credits in Semester-II =140/20= 7 SGPA For Semester-II=7

Semester-III

Subject Code	Credits	% Of marks	Letter grade	Grade point	Credit Points= Credit x Grade Points
Paper VII-B1	3	60	C	7	3X7=21
Paper VII-B2	3	60	C	7	3X7=21
Paper IX	5	50	D	6	5X6=30
Paper EPC-III	3	70	B	8	3X8=24
Paper XII-A	5	60	C	7	5X7=35
Paper XII-B	5	60	C	7	5X7=35

Total Credit Points:166

Total Credits : 24

SGPA= Total Credit Points of semester-III

Total Credits in Semester-III =166/24= 6.91 SGPA For Semester-III=6.91

Semester-IV

Subject Code	Credits	%Of marks	Letter Grade	Grade Point	Credit Points= Credit x Grade Points
Paper-VI	3	60	C	7	3X7=21
Paper-VII-B	3	50	D	6	3X6=18
Paper-X	3	70	B	8	3X8=24
Paper-XI	3	60	C	7	3X7=21
Paper-EPC-IV	3	80	A	9	3X9=27
Paper-XIV.A	5	70	B	8	5X8=40
Paper-XIV.B	5	70	B	8	5X8=40

Total Credit Points:191

Total Credits : 25

$$\text{SGPA} = \frac{\text{Total Credit Points of Semester-IV}}{\text{Total Credits in Semester-IV}} = 191/25 = 7.64 \text{ SGPA For Semester-IV} = 7.64$$

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

$$\text{CGPA} = \frac{134+140+166+191}{19+20+24+25} = 631/88 = 7.2$$

Or

$$\text{CGPA} = \frac{7.0 \times 134 + 7.0 \times 140 + 6.91 \times 166 + 7.6 \times 191}{134+140+166+191}$$

$$= \frac{938+980+1147.06+1459.24}{631}$$

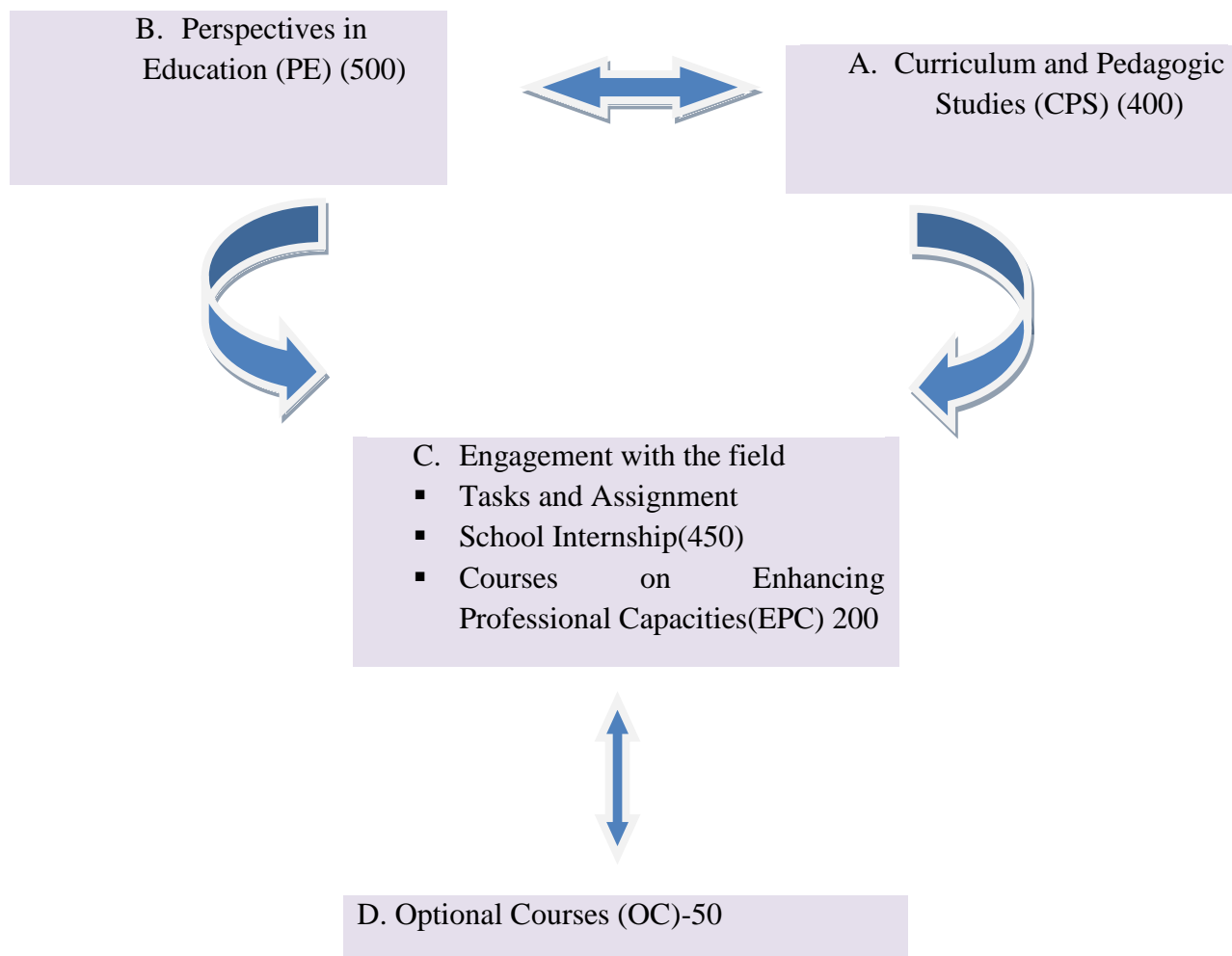
$$= \frac{4524.3}{631}$$

$$= 7.2$$

- To be promote in the second year and continue his/her study in the institution at the end of the first year a student must obtain at least 29 credits out of 39 credits.
- Only those students will be allowed to appear in the second semester exam who have secured at least 11 credits out of 19 credits.
- 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 29 credits.
- Before appearing in the final end semester examination a candidate must clear all the back semester paper and obtain 63 credits.
- Final result will be declared on the basis of 88 credits (Including credits of all four semester and CGPA).
- Note:-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 s/he had obtain at least 32/16 marks in each theory paper out of full mars of 80/40 respectively. Minimum pass marks must be obtained separately both in theory as well as Internal/ Practical Portion.

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

**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 A & B	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- VII-A1	Pedagogy of a School Subject Part-A-1
Paper -VII-A2	Pedagogy of a School Subject. Part-A-2
Paper- VII B-1	Pedagogy of a School Subject Part-B-1
Paper- VII-B2	Pedagogy of a School Subject Part-B-2.
Paper –IX	Assessment for Learning

Note: Pedagogy of a school subject PartA-1/2 and PartB-1/2

Language-

- English
- Hindi
- Sanskrit
- Bangla
- Odia
- Urdu
- Kurmali
- Santhali
- Ho
- Mundari
- Kudukh

Social Science-

- History
- Political Science(Civics)
- Economics
- Geography
- Home Science

Science-

- Physical Science
- Biological Science

Mathematics

Commerce

Computer Science

Engagement with the Field

Paper XII	School Internship (SBA) (One Month)
Paper XIII A& XIII B	School Internship (Two Months)
Paper XIV A& XIV B	School Internship (Two Months)

Activities and Assignments that run through all the courses as indicated against each course Courses of Enhancing Professional Capacities (EPC)

Paper EPC-I	Critical Understanding of ICT
Paper EPC-II	Drama and Art Education
Paper EPC-III	Understanding the Self
Paper EPC-IV	Physical Education and Yoga

Optional Courses (OC)

Paper XI	Option Courses
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Note: Optional courses can be from among the following –

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 Counseling

SEMESTER-I

Subject Code	Paper Title	Credit	Hours	Marks	
				Ext.	Int.
Paper- I	Childhood and Growing Up	5	100	80	20
Paper- II	Contemporary India and Education	5	100	80	20
Paper –IV	Language Across the Curriculum	3	50	40	10
Paper – V	Understanding Disciplines and Subjects	3	50	40	10
Paper -EPC - I	Critical Understanding of ICT	3	50	-	50
Total		19	350	350 F.M.	
Engagement with the field: Tasks and Assignments for Courses I,II,IV & V					

SEMESTER-II

Subject Code	Paper Title	Credit	Hours	Marks	
				Ext.	Int.
Paper- III	Learning and Teaching	5	100	80	20
Paper- VII-A1	Pedagogy of a School subject Part-A-1	3	50	40	10
Paper -VII-A2	Pedagogy of a School subject. Part-A-2	3	50	40	10
Paper – VIII-A	Knowledge and Curriculum..Part-I	3	50	40	10
Paper- EPC - II	Drama and Art in Education	3	50	20	30
Paper-XII	School Internship (SBA) One Month	3	50		50
Total		20	350	350 F.M.	
Engagement with the field: Tasks and Assignments for Courses III,VII-A1, VII-A2,VIII-A & XII					

SEMESTER-III

Subject Code	Paper Title		Credit	Hours	Marks	
					Ext.	Int.
Paper- VII -B1	Pedagogy of a School subject Part-B-1		3	50	40	10
Paper- VII-B2	Pedagogy of a School subject Part-B-2		3	50	40	10
Paper –IX	Assessment for Learning		5	100	80	20
Paper- EPC – III	Understanding the Self		3	50	-	50
Paper-XIII-A	School Internship	Method-1	5	100	100	-
Paper-XIII-B	Two Months	Method-2	5	100	100	-
Total			24	450	450 F.M.	
Engagement with the field: Tasks and Assignments for Courses VII-B1,VII-B2,IX, XIII-A & XIII-B						

SEMESTER-IV

Subject Code	Paper Title		Credit	Hours	Marks	
					Ext.	Int.
Paper- VI	Gender, School and Society		3	50	40	10
Paper- VIII. B	Knowledge and Curriculum Part-II		3	50	40	10
Paper – X	Creating an Inclusive School		3	50	40	10
Paper- XI	Optional Course		3	50	40	10
Paper- EPC - IV	Physical Education and Yoga		3	50	-	50
Paper-XIV. A	School Internship Two Months	Method-1	5	100	100	-
Paper-XIV. B		Method-2	5	100	100	-
Total			25	450	450 F.M.	
Engagement with the field: Tasks and Assignments for Courses VI,VIII.B,X,XI,XIV.A & XIV.B						

➤ Declaration of Result:

- In the 4th Semester a candidate need to have cleared all the papers for the award of the 2 Years B.Ed. degree.
- The Students passed or promoted to the next Semester shall be entitled to get admitted in the next higher semester to which he/she has been declared passed/ promoted.
- A Student shall be declared to have failed the programme when he/she fails to qualify for promotion to the next semester after two successive attempts.
- There shall be provision of Re-evaluation by the order of the Competent Authority.

Context :

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 13 Syllabus for Two Year Bachelor Of Education (B.Ed.) Programme w.e.f 2015 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.

SEMESTER-I

Subject Code	Paper Title	Credit	Hours	Marks	
				Ext.	Int.
Paper- I	Childhood and Growing Up	5	100	80	20
Paper- II	Contemporary India and Education	5	100	80	20
Paper –IV	Language Across the Curriculum	3	50	40	10
Paper – V	Understanding Disciplines and Subjects	3	50	40	10
Paper -EPC - I	Critical Understanding of ICT	3	50	-	50
Total		19	350	350 F.M.	
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 interrelationship 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.

Detailed course content

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 Marginalized 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. Kuppaswamy, 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) , Grass root 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

Detailed course content

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 Dispatch, 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) , Grassroots 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.

Detailed course content:

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 flowchart, 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* (2nd 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. Noland 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

Internal assessment: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 JersyMcGraw – 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

Subject Code	Paper Title	Credit	Hours	Marks	
				Ext.	Int.
Paper- III	Learning and Teaching	5	100	80	20
Paper- VII-A1	Pedagogy of a School subject Part-A-1	3	50	40	10
Paper -VII-A2	Pedagogy of a School subject. Part-A-2	3	50	40	10
Paper – VIII-A	Knowledge and Curriculum. Part-I	3	50	40	10
Paper- EPC - II	Drama and Art in Education	3	50	20	30
Paper-XII	School Internship (SBA)	3	50		50
Total		20	350	350 F.M.	
Engagement with the field: Tasks and Assignments for Courses III,VII-A1, VII-A2,VIII-A & XII					

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 views 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 (4th 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.

PAPER - VII (A 1/2) PEDAGOGY COURSES

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 multilingual 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, Bilingual 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 Modern 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 multilingual 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, Bilingual 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, Allahaba

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 multilingual 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, Bilingual 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.

PEDAGOGY OF LANGUAGE (BANGLA)

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

Detailed Course Content

Unit I: Bangla in School Curriculum

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

Unit II: Acquisition of Bangla Language : Methods, Approaches and Strategies

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

Unit III: Transaction of Contents and Learning Assessment in Bangla

- 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 Bangla : Word formation skill and spelling
- Teaching-learning materials in Bangla: Types and Uses: Preparation of low cost no cost teaching-learning materials in Bangla
- Assessment in Bangla :Assessing skills in Bangla; Framing different types of Objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Bangla, Continuous Assessment of Learners performance in Bangla within and beyond classroom situations.
- Key Learning Resources in Bangla: 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) *Bangla Shikshan*, Vinod Pustak Mandir, Agra.
2. Singh, Niranjana Kumar (1983) *Madhyamik Vidyalayon Mein Bangla. Shikshan*, Rajasthan Bangla Granth Academy, Jaipur.
3. Singh, Savitri (1992) *Bangla Shikshan*, R. Lall Book Depot, Meerut
4. Shukla, Bhagwati Charan (1974) *Bangla Ucharan Aur Vartani*, Aryan Book Depot, New Delhi.
5. Sukhia, K.K. (1988) : *Bangla Dhwaniyan Aur Unka Shikshan*, Rannaryan Lal, Allahabad

PEDAGOGY OF ODIA

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

Detailed Course Content

Unit I: Odia in School Curriculum

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

Unit II: Acquisition of Odia Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning.
- Acquisition of Odia language : Problems and issues with reference to multi-lingual context.
- Importance of language context and input-rich classroom environment for acquisition of Odia language.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bilingual Method, Communicative Approach including Silent

Approach, Suggestopaedia, Skill-based activity, Group Learning.

Unit III: Transaction of Contents and Learning Assessment in Odia

- 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 Odia : Word formation skill and spelling.
- Teaching-learning materials in Odia: Types and Uses: Preparation of low cost no-cost teaching-learning materials in Odia.
- Assessment in Odia :Assessing skills in Odia; Framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Odia, Continuous Assessment of Learners performance in Odia within and beyond classroom situations.
- Key Learning Resources in Odia: 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. Dhal, G.B. (1972). *English uchharana siksha Cuttack: Friends Publisher.*
2. Dhal, G.B. (1974). *Dhwani bijanana. Bhubaneswar: Odisha Rajya Pathya Pustaka Pranayana Sanstha.*
3. Mohanty, B. (1970). *Odia bhasara utpati O 65 arma bikasha. Cuttack: FriendsPublishers.*
4. Mohanty, J. Barik, N. & Khandai, U. (1983). *Odia sikshadana paddhati. Cuttack:*
5. Mohapatra, N. & Das, S. (1943). *Sarbasara vyakarana. Cuttack : New Student's Store.*

6. *Dr. Chinu Pradhan. Methods of Teaching mother tongue.*
7. *Bijay Kumar Mishra. Pedagogy of Language. (Odia).*
8. *Dr. Subrat Kuamr Prusty. Shastriya Bhasa Odia.*
9. *Pattnaik D.P. Mothertongnl and desting.*
10. *Pattnaik D.P. Odiya Bhasa O Bhasa Bigyan.*
11. *.Mohapatra B.P. Matribhasa Odia.*

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 multilingual 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, Bilingual 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 KURMALI

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

Detailed Course Content

Unit I: Kurmali in School Curriculum

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

Unit II: Acquisition of Kurmali Language: Methods, Approaches and Strategies

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

Unit III: Transaction of Contents and Learning Assessment in Kurmali.

- 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 Kurmali: Word formation skill and spelling.
- Teaching-learning materials in Kurmali: Types and Uses: preparation of low cost no cost teaching-learning materials in Kurmali.
- Assessment in Kurmali :Assessing skills in Kurmali, framing different types of Objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Kurmali, Continuous Assessment of Learners performance in Kurmali within and beyond classroom situations.
- Key Learning Resources in Kurmali: 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. *Kurmali Sahitya Vivid Sandharv* – Dr. H.N. Singh.
2. *Kurmali Bhawarn* – Shashibhushan Mahto.
3. *Kurmali Gadh Padh Hala-* Dr. Brindaban Mahto, Dr. Parmeshwari Prasad Mahto, Dr. Sashi Bhushan Mahto.
4. *Kurmali Chari* – Basant Kumar Mehta.
5. *Sustidhar Ke Geet* – Dr. H. N. Singh.
6. *Hindi Sikshan* – Dr. Shikha Chaturvedi.

PEDAGOGY OF SANTHALI

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

Detailed Course Content

Unit I: Santhali in School Curriculum

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

Unit II: Acquisition of Santhali Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning.
- Acquisition of Santhali language : problems and issues with reference to multi-lingual context.
- Importance of language context and input-rich classroom environment for acquisition of Santhali language.
- Understanding of different methods and strategies: Translation Method, Direct Method, Bilingual Method, Communicative Approach including Silent

Approach, Suggestopaedia, skill-based activity, Group Learning.

Unit III: Transaction of Contents and Learning Assessment in Santhali.

- 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 Santhali: Word formation skill and spelling.
- Teaching-learning materials in Santhali: Types and Uses: Preparation of low cost no-cost teaching-learning materials in Santhali.
- Assessment in Santhali :Assessing skills in Santhali, framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Santhali, Continuous Assessment of Learners performance in Santhali within and beyond classroom situations.
- Key Learning Resources in Santhali: 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. *Santali Vyakran – Sanatan Hansda.*
2. *Sathali Bhasa Ka Vaigyanic Adhyayan – Dr. K.C. Tudu.*
3. *Hindi Aur Santali Tulnatmak Adhyayan – Dr. Doman Sahu ‘Samir’*
4. *Santali Kathni Aur Sathni- Dr. Doman Sahu ‘Samir & others’.*

PEDAGOGY OF HO

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

Detailed Course Content

Unit I: Ho in School Curriculum

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

Unit II: Acquisition of Ho Language: Methods, Approaches and Strategies

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

Unit III: Transaction of Contents and Learning Assessment in Ho.

- 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 Ho: word formation skill and spelling.
- Teaching-learning materials in Ho: Types and Uses: preparation of low cost no-cost teaching-learning materials in Ho.
- Assessment in Ho :Assessing skills in Ho; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Ho, Continuous Assessment of Learners performance in Ho within and beyond classroom situations
- Key Learning Resources in Ho: 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. *Pompo (Bhasa Vigyan) – Lako Bodra.*
2. *HO Bakna – Lako Bodra & Jon Deni.*
3. *HO Hayam Paham Puti – Lako Bodra.*
4. *Baha Buru Wonga Buru – Part 1 & 2 – Lako Bodra.*
5. *Shahar HO ra – Part1 1,2,3 & 5 – Lako Bodra.*
6. *Hindi Sikshan – Dr. shikha Chaturvedi*
7. *HO Bhasa aur Sahitya Ka Itihas – Dr. Aditya Prasad Sinha.*
8. *Ho Bakna-Dr. Das ram Barda.*
9. *Ho Dishum Ho honoko- ShriDhanur Singh Purty.*
10. *Birburu- Bonga Buru – Kamal Lochan Koda*

PEDAGOGY OF MUNDARI

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

Detailed Course Content

Unit I: Mundari in School Curriculum

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

Unit II: Acquisition of Mundari Language: Methods, Approaches and Strategies

- Psychology of language acquisition and language learning.
- Acquisition of Mundari language : Problems and issues with reference to multi-lingual context.
- Importance of language context and input-rich classroom environment for acquisition of Mundari language
- Understanding of different methods and strategies : Translation Method, Direct Method, Bilingual Method, Communicative Approach including Silent

Approach, Suggestopaedia, skill-based activity, Group Learning.

Unit III: Transaction of Contents and Learning Assessment in Mundari

- 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 Mundari : Word formation skill and spelling.
- Teaching-learning materials in Mundari: Types and Uses: preparation of low cost no cost teaching-learning materials in Mundari.
- Assessment in Mundari :Assessing skills in Mundari; framing different types of Objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Mundari, Continuous Assessment of Learners performance in Mundari within and beyond classroom situations.
- Key Learning Resources in Mundari: Assessing progress and performances,Monitoringandgivingfeedback,Localandcommunityresources,Usingpair 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)*MundariShikshan*, VinodPustakMandir, Agra
2. Singh, Niranjan Kumar (1983)*Madhyamik Vidyalayon Mein Mundari Shikshan*, Rajasthan Mundari Granth Academy, Jaipur.
3. Singh, Savitri(1992)*MundariShikshan*, R.LallBookDepot, Meerut
4. Shukla, Bhagwati Charan (1974)*Mundari Ucharan Aur Vartani*, Aryan Book Depot, New Delhi.
5. Sukhia, K.K. (1988) :*Mundari Dhwani Aur Unka Shikshan* , Rannaryan Lal, Allahabad

PEDAGOGY OF KURUKH

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

Detailed Course Content

Unit I:Kurukh in School Curriculum

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

Unit II: Acquisition of Kurukh Language: Methods, Approaches and Strategies

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

Unit III: Transaction of Contents and Learning Assessment in Kurukh

- 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 Kurukh : Word formation skill and spelling.
- Teaching-learning materials in Kurukh: Types and Uses: preparation of low cost no-cost teaching-learning materials in Kurukh.
- Assessment in Kurukh :Assessing skills in Kurukh; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in Kurukh, Continuous Assessment of Learners performance in Kurukh within and beyond classroom situations.
- Key Learning Resources in Kurukh: 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)*MundariShikshan*, VinodPustakMandir,Agra
2. Singh, Niranjan Kumar (1983)*Madhyamik Vidyalayon Mein Mundari Shikshan*, Rajasthan Mundari Granth Academy, Jaipur.
3. Singh,Savitri(1992)*MundariShikshan*,R.LallBookDepot,Meerut
4. Shukla, Bhagwati Charan (1974)*Mundari Ucharan Aur Vartani*, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) :*Mundari Dhwanian Aur Unka Shikshan* , Rannaryan Lal, Allahaba

PEDAGOGY OF HISTORY

Objectives

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

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

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching History

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

Unit II: Methods and Approaches to Teaching-Learning History 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. Groom 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 POLITICAL SCIENCE (CIVICS)

Objectives

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

- State the meaning, scope and importance of Political Science.
- Specify the skills and competencies to formulate specific learning outcomes for different Political Science lessons.
- Identify the different methods and skills of teaching Political Science for transacting the contents effectively.
- Explain the importance of civic responsibilities and utilize this for effecting teaching of Political Science.

Detailed Course Content

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

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

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

- Story-telling.
- Narration-cum-discussion.
- Dramatization.
- Source Method.
- Project Method.
- Problem Solving Method.
- 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 Political Science–Bio-graphical, Chronological and Concentric.
- Development of teaching-learning materials–Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer.
- Role of Political Science teachers for use and development audio-visual teaching aids .

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. Groom 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 ECONOMICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

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

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching Economics.

- Meaning, Nature and Scope of Economics.
 - Values of teaching Economics .
- Correlation of Economics with other school subjects.
 - Objectives of teaching Economics at elementary and secondary levels.
 - Formulation of specific learning outcomes in Economics Lessons.

Unit II: Methods and Approaches to Teaching-Learning Economics

- Story-telling.
- Narration-cum-discussion.
- Dramatization.
- Source Method.
- Project Method.
- Teaching Economics 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 Economics–Bio-graphical, Chronological and Concentric.
- Teaching-Learning Materials: Using text-book, analysis of news (News Paper, TV & Radio); documents (e.g. Economics Survey, Five Years Plan), Journals and News Magazines).

- Evaluation and Assessment Modes: Formative-Summative Evaluation, Continuous and Comprehensive Evaluation Programme, Self-Assessment, Peer Assessment, Group Assessment, Learners' Profile, Open-books exams, Learners' portfolio.

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. *Text Book of Teaching of Economics* by Dr. Adity Sharma
2. *Methods Of Teaching Economics* by Shalini Tiwari,
3. Aderson, L.W., & Krathwohl, D.R., et al. (eds.) (2001), *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston: Allyn & Bacon.
4. Aggarwal, J.C. (1996). *Principles, methods and techniques of teaching*. New Delhi; Vikas Publishing House Pvt. Ltd.
5. Bloom, B.S. & Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain*. NY: Longmans, Green.
6. Babu Muthuja et al. (2009). *Teaching of Economics - II*. New Delhi: Centrum Press.
7. Mujibul Hasan Siddiqui. (2004). *Teaching of Economics*. New Delhi: Ashish Publishing House.
8. *Pedagogy of Physical Science Textbook for B.Ed. Part II*. National Council of Education Research and Training, New Delhi: Publication Division, NCERT
8. Sivarajan, K & Faziluddin, A. (2003). *Methodology of Teaching and Pedagogic Analysis*. Calicut University, Calicut.

PEDAGOGY OF 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.

Unit II: 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)

UnitIII: 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.

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 nocost and lowcost teaching-learning materials on any two topics.

Suggested Readings:

1. *Asirbatham:PoliticalTheory,UpperIndianPublishingHouseLtd.,Lucknow.*
2. *Balkrishna:PrinciplesofCivicsKitabMahal,Allahabad.*
3. *GeneralGeography:NCERT,NewDelhi*
4. *O.P.Verma:TeachingofGeography*
5. *B.D.Shaida:TeachingofSocialStudis.*

PEDAGOGY OF HOME SCIENCE

Total Mark:50

Internal Assessment:10

External Assessment: 40

Objectives:

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

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

UNIT-I: Foundations of Home Science

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

UNIT-II: Organizing Teaching –Learning Home Science

- Contextual Issues – Learning Home Science without burden, food security, GM food, Home management , Environment protection, Developing scientific attitude.
- A Home Science teacher.
- Understanding of classroom communication.

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

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

Tasks & Assignments

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

- Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures.
- Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book).
- Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school.
- Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school.

Suggested Readings:

1. Begum, Fahmeeda (2006) *Modern Teaching of Home Science* Anmol Publications, New Delhi
2. Bhargava, Priya (2004) *Teaching of Home Science*. Commonwealth Publishers, New Delhi
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma 1995) *Fundamentals of Teaching of Home*
4. *Science*. Sterling Publisher, New Delhi.
5. Das, R.R. and Ray, Bunta (1985) *Teaching of Home Science* Sterling Publishers, New Delhi.
6. Grover, Meenu (2012) *Teaching of Home Science*, Saurabh Publishing House, New
- Kapoor, Ritu (1994) *Teaching of Home Science*. Parkash Book Depot, Ludhiana
7. Mago, Neelam *Teaching of Home Science*. Tandon Publications, Ludhiana.
8. Seshaiyah, Ponnana Rama (2004) *Methods of Teaching Home Science*. Discovery Publishing House, New Delhi
9. Sharma, Shaloo (2002) *Modern Methods of Teaching Home Science*. Sarup & Sons,

- New Delhi.*
10. Sharma, B.I. and Saxena, B.M (2012) *Teaching of Home Science*. R.Lall Book Depot, Meerut.
 11. Siddiqui, Mujibul Hasan (2007) *Teaching of Home Science* .A. P. H. Publishing Corporation, New Delhi.
 12. Yadav, Seema (1994) *Teaching of Home Science*. Anmol Publications, New Delhi

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

Unit I: 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).

Unit II: 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.

Unit III: 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 Boards.
- 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, sUsing 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*
4. *Cognitive Domain, Harcourt Brace & World Inc, New York*
5. *Clark Julia V.(1996):Redirecting Science Education. Corwin Press Inc. California.*
6. *Ediger, Marlow and D.B.Rao (2000): Teaching Science Successfully, Discovery Publishing House, New Delhi*
7. *Krathwohl, David R., Ed. (1964): Taxonomy of Educational Objectives, Handbook- Affective Domain, David Mckay, New York*
8. *Mohan, Radha (1995): Innovative Science Teaching, Prentice Hall of India, New Delhi*
9. *New Unesco Source Book for Science Teaching(1978), Oxford & IBH, New Delhi*
10. *Sharma, R.C. & Shukla C.S. (2002): Modern Science Teaching,*

Dhanpat Rai Publishing Company (P) Ltd, Delhi

11. Sood, J.K. (1989): *New Directions in Science Teaching*, Kohli Publishers, Chandigarh

12. Vaidya, N. (1996): *Science Teaching for the 21st Century*: Deep & Deep Publications, New Delhi

1. <http://www.history.mcs.strandrew.ac.uk/mathematicians/heisenberg.html>
2. <http://www.encyclopedia.com>
3. <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: *Scienceprocess 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 Raiand Sons,1995.
- 12 Sood J.K.: *Science Teaching*, Agra:Vinod Pustak Mandir, 2003.

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).

Unit II: 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 – Text book, 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 SM: *The teaching of Mathematics*
2. Mangal SK: *Teaching of Mathematics*
3. Sidhu Kulbir Singh: *The Teaching of Mathematics*
4. Kumar Sudhir; Ratnalikar DN: *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 COMPUTER SCIENCE

Total Marks: 50

Internal

Assessment:10

External Assessment: 40

Objectives:

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

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

Detailed Course Content

UNIT I: The Techniques and Technology of Computer

- Meaning, Characteristics and importance of Computer.
- Principles of Computing, Techniques of computing.
- Hardware and Software.

UNIT-II: Nature and Scope of Computer Science

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

Unit-III: Aims and Objectives of Teaching Computer Science

- Aims and Objectives of teaching Computer Science at different levels
- Blooms taxonomy of Educational objectives.
- Instructional objectives with specifications.

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

Suggested Readings:

1. Agarwal J.C. (2006). *Essential of educational technology, Teaching and Learning* New Delhi.
2. Vikas Publishing House Pvt. Ltd.
3. Goel HK (2005) *Teaching of Computer Science* New Delhi RI. Lall Book
4. Haseen Taj,(2008), *Current challenge sin Education*. Neel kamal publications pvt. ltd. Hyd.
5. Singh, Y. K.(2009).*Teaching Practice*. New Delhi: APH Publishing Corporation. Intel(2003):*Intel Innovation in Education, Intel, Teach to the Future-Students Work Book*.
6. Kochhar, S.K. (1992).*Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt.Ltd.
7. Krishnamurthy, R.C.(2003).*Educational Technology: Expanding our vision*. Delhi: Authors Press.
8. Kumar Hemant, R. Lal Publisher, Meerut.

PEDAGOGY OF COMMERCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I: Concept, Objectives and Values of Teaching Commerce.

- Meaning, Nature and Scope of Commerce.
 - Values of teaching Commerce .
 - Correlation of Commerce with other school subjects.
 - Objectives of teaching Commerce at elementary and secondary levels.
 - Formulation of specific learning outcomes in Commerce Lessons.

Unit II: Methods and Approaches to Teaching-Learning Commerce

- Story-telling.
- Narration-cum-discussion.
- Dramatization.
- Source Method.
- Project Method.
- Teaching Commerce 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 Commerce –Bio-graphical, Chronological and Concentric.
- Teaching-Learning Materials: Using test-book, analysis of news (News

Paper, TV & Radio); documents (e.g. Commerce Survey, Five Years Plan), Journals and News Magazines).

- Evaluation and Assessment Modes: Formative-Summative Evaluation, Continuous and Comprehensive Evaluation Programme, Self-Assessment, Peer Assessment, Group Assessment, Learners' Profile, Open-books exams, Learners' portfolio.

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. Jain, S.P. and Narang, K.L. (2022): *Financial Accounting*, Kalyani Publishers, New Delhi.
2. Aggarwal, J.C. (2005): *Teaching of Commerce: A Practical Approach*, New Delhi: Vikas Publication.
3. Bhatia, S.P. (2012): *Commerce Education*, Arya Book Depot.
4. Kaur, Kulwinder (2018): *Pedagogy of Commerce: Teaching of Commerce*, Twenty First Century Publications.
5. Sain, Mangal (2013): *Professional Development of Teachers*, APH Publishing.
6. *Pedagogy of Commerce*" by Vidya Prakashan Mandir Pvt. Ltd.
7. *Pedagogy Of Commerce*" by S.M. ACHARYA.
8. *Pedagogy of Commerce and Pedagogy of Economics Exam Notes for B.Ed. 1st Year*" by Laxmi Experts.
9. *Pedagogy Of School Subject Commerce*" by R.P. Singh and Imtiyaj Mansoori.
10. *PEDAGOGY OF COMMERCE*" by Dr. Muhammedali Palassery Ithikkal.
11. *Pedagogy of Commerce & Accountancy - II*" by K.Aslam.
12. *Pedagogy of Commerce in Hindi Medium*" by MAHENDER KUMAR GARG.
13. *Commerce Teaching book for B.Ed 3rd Semester (MGKVP)* by Surya Prakash Pathak and Krishna Mohan Singh.
14. *Pedagogy of Commerce*" by S.M. Acharya.
15. *Commerce Teaching book* by Surya Prakash Pathak and Krishna Mohan Singh.

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) . 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*

PAPER EPC II: DRAMA AND ART IN EDUCATION

Total Marks: 50

Internal Assessment: 30

External Assessment: 20

Objectives

- 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 modeling, 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.
- 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 Marks

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/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, 5th Edition.*
6. *Narayan, S. (1997). Gandhi views on Education: Buniyadi 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 YugDharam 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)

Total Marks: 50

Internal Assessment: 50

In the Internship for Second Semester of 4 Weeks following activities/assignments will have to be undertaken as under

- Maintenance of register/record.
- Addressing the assembly.
- Sociometric technique.
- Availability of Rescores in School.
- Preparation of Cumulative record.
- Preparation of Time Table.
- Conducting of Co-curricular activities .
- Record of Mid – Day Meal.
- Action Research.
- Library & Laboratory Record.

SEMESTER - III

Subject Code	Paper Title		Credit	Hours	Marks	
					Ext.	Int.
Paper- VII -B1	Pedagogy of a School subject Part-B-1		3	50	40	10
Paper- VII-B2	Pedagogy of a School subject Part-B-2		3	50	40	10
Paper –IX	Assessment for Learning		5	100	80	20
Paper- EPC – III	Understanding the Self		3	50	-	50
Paper-XIII-A	School Internship	Method-1	5	100	100	-
Paper-XIII-B	Two Months	Method-2	5	100	100	-
Total			24	450	450 F.M.	
Engagement with the field: Tasks and Assignments for Courses VII-B1,VII-B2,IX, XIII-A & XIII-B						

PAPER –VII (B 1/2) PEDAGOGY COURSES

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

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

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

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 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

PEDAGOGY OF BANGLA

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 Bangla.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
- Develop ability to use Bangla concepts for life skills; and
- Develop competencies for teaching, learning of Bangla through different measures.

Detailed Course Content

Unit IV: Bangla Language and its Articulation

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

Unit V: Professional Development of Bangla Teachers

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

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Bangla 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) Bangla Shikshan, Vinod Pustak Mandir,Agra
2. Singh, Niranjan Kumar (1983)Madhyamik Vidyalayon Mein Bangla Shikshan, Rajasthan Bangla Granth Academy, Jaipur.
3. Singh,Savitri(1992)BanglaShikshan,R.LallBookDepot,Meerut
4. Shukla, Bhagwati Charan (1974)Bangla Ucharan Aur Vartani, Aryan Book Depot, New Delhi
5. Sukhia, K.K. (1988) :Bangla Dhwani Aur Unka Shikshan , Rannaryan Lal, Allahabad

6. Mishras . Matrubhasa sikhyan Prasanga. Prabhee Prakashan, Calcutta.
7. Dr. Susata Rajan and Baishali Boss Pedagogy of Language teaching (Bangla)
8. Dr. S. Mishra Bangla Sikshan Padhti Rita Publication.
9. Modak. Jagabandhu Bangla Byakaran. Rita Publication Calcutta
- 10 . Dr. Biman Mitra and Dr Arun Maity, Bangla Bhasha Shikshan, Gungun publication.

PEDAGOGY OF ODIA

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 Odia.
- Plan appropriate pedagogical treatment of the prescribed contents for effective class room transaction.
- Develop ability to use Odia concepts for life skills; and
- Develop competencies for teaching, learning of Odia through different measures.

Detailed Course Content

Unit IV: Odia Language and its Articulation

- Characteristics of language.
- Analysis of Odia language with reference to its substance, form and context.
- Sounds of Odia language: Consonants and Vowels (Pure and Diphthongs).
- Articulation of sounds in Odia appropriate use of organs of speech.
- Patterns of stress and intonation in Odia language.
- Elements of Language- Sound, Vocabulary and structure.
- Odia Dhvani (Sound) – Types and manner of articulation.
- Odia Vocabulary – Types (Tatsama, Tadbhava, Deshaja, Baidishika), Word formation process and principles (Use of Upasarga, Anusarga, Pratyaya, Samasa and Sandhi), Semantics (Lexical and Contextual).
- Odia Syntax – Processes and Principles.
- Use of linguistics in effective teaching-learning of Odia language.

Unit V: Professional Development of Odia Teachers

- Types of in service programme for Odia teachers.
- Role of Odia Teacher's Association.
- Journals and other resource materials in Odia 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"> Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand Parts of Speech Time and Tense Change of Voice Direct and Indirect speech Sentence Pattern Translation and Composition(Writing letter and essay, noting, reporting) 	<ul style="list-style-type: none"> Identification of language items (New vocabulary, Expression and Grammar Components) Identification of scope in the content to be presented for facilitating learning of language skills Specification of learning objectives Selection of methods and approaches /strategies Preparation of teaching-learning materials Designing of learning activities Planning teacher and student activities for effective interaction Assessment strategies (Focusing Formative)

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Odia 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. Dhal, G.B. (1972). *English uchharana siksha Cuttack: Friends Publisher.*
2. Dhal, G.B. (1974). *Dhwani bijanana. Bhubaneswar: Odisha Rajya Pathya Pustaka Pranayana Sanstha.*
3. Mohanty, B. (1970). *Odia bhasara utpati O 65 arma bikasha. Cuttack: Friends Publishers.*
4. Mohanty, J. Barik, N. & Khandai, U. (1983). *Odia siks hadana paddhati. Cuttack:*

5. *Mohapatra, N. & Das, S. (1943). Sarbasara vyakarana. Cuttack : New Student's Store*
6. *Dr. Chinu Pradhan. Methods of Teaching mother tongue*
7. *Bijay Kumar Mishra. Pedagogy of Language. (Odia)*
8. *Dr. Subrat Kuamr Prusty. Shastriya Bhasa Odia.*
9. *Pattnaik D.P. Mothertongnl and desting.*
10. *Pattnaik D.P. Odiya Bhasa O Bhasa Bigyan.*
11. *Mohapatra B.P. Matribhasa Odiya.*

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

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 Tadrees*, New Delhi Taraqqi Urdu Bureau.

PEDAGOGY OF KURMALI

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 Kurmali.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
- Develop ability to use Kurmali concepts for life skills.
- Develop competencies for teaching, learning of Kurmali through different measures.

Detailed Course Content

Unit IV: Kurmali Language and its Articulation.

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

Unit V: Professional Development of Kurmali Teachers

- Types of in service programme for the teachers.
- Role of Kurmali Teacher's Association.
- Journals and other resource materials in Kurmali/ 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"> Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, Jharkhand Parts of Speech Time and Tense Change of Voice Direct and Indirect speech Sentence Pattern Translation and Composition (Writing letter and essay, noting, reporting) 	<ul style="list-style-type: none"> Identification of language items (New Vocabulary, Expression and grammar components) Identification of scope in the content to be presented for facilitating learning of language skills Specification of learning objectives. Selection of methods and approaches / strategies. Preparation of teaching-learning materials Designing of learning activities. Planning teacher and student activities for effective interaction. Assessment strategies (Focusing Formative)

Tasks & Assignments

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

- Diagnosis of learner's difficulty in speaking Kurmali 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. *Kurmali Sahitya Vivid Sandharv* – Dr. H.N. Singh.
2. *Kurmali Bhawarn* – Shashibhushan Mahto.
3. *Kurmali Gadh Padh Hala*- Dr. Brindaban Mahto, Dr. Parmeshwari Prasad Mahto, Dr. Sashi Bhushan Mahto.
4. *Kurmali Chari* – Basant Kumar Mehta.
5. *Sustidhar Ke Geet* – Dr. H. N. Singh.
6. *Hindi Sikshan* – Dr. Shikha Chaturvedi.

PEDAGOGY OF SANTHALI

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 Santhali.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
- Develop ability to use Santhali concepts for life skills; and
- Develop competencies for teaching, learning of Santhali through different measures.

Detailed Course Content

Unit IV: Santhali Language and its Articulation.

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

Unit V: Professional Development of Santhali Teachers

- Types of in service programme for the teachers.
- Role of Santhali Teacher's Association.
- Journals and other resource materials in Santhali/ 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">Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, JharkhandParts of SpeechTime and TenseChange of VoiceDirect and Indirect speechSentence PatternTranslation and Composition(Writing letter and essay, noting, reporting)	<ul style="list-style-type: none">Identification of language items(new vocabulary, expression and grammar components).Identification of scope in the content to be presented for facilitating learning of language skillsSpecification of learning objectives.Selection of methods and approaches / strategies.Preparation of teaching-learning materialsDesigning of learning activities.Planning teacher and student activities for effective interaction.Assessment strategies (Focusing Formative)

Tasks & Assignments

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

- Diagnosis of learner's difficulty in speaking Santhali 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

- Santali Vyakran – Sanatan Hansda.*
- Sathali Bhasa Ka Vaigyanic Adhyayan – Dr. K.C. Tudu.*
- Hindi Aur Santali Tulnatmak Adhyayan – Dr. Doman Sahu 'Samir'*
- Santali Kathni Aur Sathni- Dr. Doman Sahu 'Samir & others'.*

PEDAGOGY OF HO

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 Ho.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
- Develop ability to use Ho concepts for life skills; and
- Develop competencies for teaching, learning of Ho through different measures.

Detailed Course Content

Unit IV: Ho Language and its Articulation.

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

Unit V: Professional Development of Ho Teachers

- Types of In-service programme for the teachers.
- Role of Ho Teacher's Association.
- Journals and other resource materials in Ho 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">Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, JharkhandParts of SpeechTime and TenseChange of VoiceDirect and Indirect speechSentence PatternTranslation and Composition(Writing letter and essay, noting, reporting)	<ul style="list-style-type: none">Identification of language items(new vocabulary, expression and grammar components).Identification of scope in the content to be presented for facilitating learning of language skills.Specification of learning objectives.Selection of methods and approaches / strategies.Preparation of teaching-learning materials.Designing of learning activities.Planning teacher and student activities for effective interaction.Assessment strategies (focusing formative).

Tasks & Assignments

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

- Diagnosis of learner's difficulty in speaking Ho 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

- Pompo (Bhasa Vigyan) – Lako Bodra.*
- Ho Bakna – Lako Bodra & Jon Deni.*
- Ho Hayam Paham Puti – Lako Bodra.*
- Baha Buru Wonga Buru – Part 1 & 2 – Lako Bodra.*
- Shahar Hora – Part1 1,2,3 & 5 – Lako Bodra.*
- Hindi Sikshan – Dr. shikha Chaturvedi*
- Ho Bhasa aur Sahitya Ka Itihas – Dr. Aditya Prasad Sinha.*

PEDAGOGY OF MUNDARI

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 Mundari.
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.
- Develop ability to use Mundari concepts for life skills; and
- Develop competencies for teaching, learning of Mundari through different measures.

Detailed Course Content

Unit IV: Mundari Language and its Articulation

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

Unit V: Professional Development of English Teachers

- Types of in service programme for Mundari teachers.
- Role of Mundari teachers' association.
- Journals and other resource materials in Mundari 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">Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by JSEB, JharkhandParts of SpeechTime and TenseChange of VoiceDirect and Indirect speechSentence PatternTranslation and Composition (Writing letter and essay, noting, reporting)	<ul style="list-style-type: none">Identification of language items (New vocabulary, Expression and Grammar components).Identification of scope in the content to be presented for facilitating learning of language skills.Specification of learning objectivesSelection of methods and approaches / strategies.Preparation of teaching-learning materials.Designing of learning activities.Planning teacher and student activities for effective interaction.Assessment strategies (Focusing Formative).

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Mundari 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. *Pompo (Bhasa Vigyan) – Lako Bodra.*
2. *Ho Bakna – Lako Bodra & Jon Deni.*
3. *Hindi Aur Santali Tulnatmak Adhyayan – Dr. Doman Sahu ‘Samir’*
4. *Santali Kathni Aur Sathni- Dr. Doman Sahu ‘Samir & others’.*
5. *Singh, Savitri (1992) Hindi Shikshan, R. Lall Book Depot, Meerut*
6. *4. Shukla, Bhagwati Charan (1974) Hindi Ucharan Aur Vartani, Aryan Book Depot, New Delhi*

PEDAGOGY OF KURUKH

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 Kurukh
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction
- Develop ability to use Kurukh concepts for life skills and
- Develop competencies for teaching, learning of Kurukh through different measures

Detailed Course Content

Unit IV: Kurukh Language and its Articulation

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

Unit V: Professional Development of Kurukh Teachers

- Types of In-service programme for Kurukh teachers.
- Role of Kurukh Teacher's Association.
- Journals and other resource materials in Kurukh language.
- Professional growth—participation in Conferences/Seminars/Workshop

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

Tasks & Assignments

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

- Diagnosis of learner difficulty in speaking Kurukh 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. *Pompo (Bhasa Vigyan)* – Lako Bodra.
2. *Ho Bakna* – Lako Bodra & Jon Deni.
3. *Hindi Aur Santali Tulnatmak Adhyayan* – Dr. Doman Sahu ‘Samir’
4. *Santali Kathni Aur Sathni*- Dr. Doman Sahu ‘Samir & others’.
5. Singh, Savitri (1992) *Hindi Shikshan*, R. Lall Book Depot, Meerut
6. Shukla, Bhagwati Charan (1974) *Hindi Ucharan Aur Vartani*, Aryan Book Depot, New Delhi

PEDAGOGY OF HISTORY

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.
- Prepare Unit Plans and Lesson Plans in History.
- Develop diagnostic achievement test, administer them and analyze the results for providing feedback.
- Develop ability to use History.
- 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
 - 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.
 - Remedial Teaching in History.

Unit V: Professional Development of History Teachers

- Professional development programmes for History teachers; Participation in seminar, conferences, online sharing, membership of professional organizations.
- Journals and other resource materials in History.
Field Visit To Industries, Mines, Refineries, National Laboratories, Etc.

Unit VI. Pedagogical Analysis 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">• Rise of the British power in India• The Great Indian Revolt of 1857• Socio-religious movements in 19th Century• India's struggle for freedom, American War of Independence• French Revolution• First World War and Second World War	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none">- Identification of concepts and sub-concepts- Expected specific Learning outcomes- Methods/approaches of teaching-learning- Teaching-learning materials to be used- Expected teacher and students activities- Assessment strategies (Formative)

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 for any secondary class.
- Identifying the learning difficulties in any topic and prepare remedial programme.

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. Hill sdale: 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 POLITICAL SCIENCE (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 Political Science .
- Prepare Unit Plans and Lesson Plans in Political Science.
- Develop diagnostic achievement test, administer them and analyze the results for providing feedback.
- Develop ability to use Political Science concepts for life skills and develop competencies for teaching-learning of Political Science through different measures.

Detailed Course Content

Unit IV: Transactional Strategies

- Preparation of unit plan.
- Preparation of lesson plans (Traditional and Activity approach).
- Activities in Political Science
 - Field Visit.
 - 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 Political science.
 - Remedial Teaching in Political science.

Unit V: Professional Development of Political Science teachers.

- Professional development programmes for Political Science teachers; Participation in Seminar, Conferences, Online Sharing, Membership of professional organizations.
- Journals and other resource materials in Political Science.
- Field Visit To Industries, Mines, Refineries, National Laboratories, etc

Unit VI: Pedagogical Analysis 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">• Salient features of Indian Constitution• Fundamental Rights• Legislative Assembly and its functions• Powers of Prime Minister• Governor and President• Functions of Parliament : High Court and Supreme Court – Structure and Functions• Role of National Human Rights Commission	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none">– Identification of concepts and sub-concepts– Expected specific Learning outcomes– Methods/approaches of teaching-learning– Teaching-learning materials to be used– Expected teacher and students activities– Assessment strategies (Formative)

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 Political Science for any secondary class.
- Identifying the learning difficulties in any topic and prepare remedial programme.

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 Publisher*

PEDAGOGY OF ECONOMICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit –IV Transactional Strategies

- Preparation of Unit Plan.
- Preparation of Lesson Plan (Traditional and Activity Approach).
- Activities in Economics
 - Group Discussion
 - Debate
 - Maintenance of Portfolio
- Assessment/ Evaluation
 - Evaluation Devices- Written, Oral, Practical, Assignment
 - Project work, Portfolio
 - Planning for Continuous Assessment of Classroom Learning in Economics
- Remedial Teaching in Economics.

Unit- V Professional development of Economics Teacher

- Professional development programme for Economics Teacher, Participation in Seminar, Conferences, Online Sharing, Membership of Professional Organization.
- Journals and Other Resource Materials in Economics.
- Field Visit to Industries, Mines, Refineries, National Laboratories.

Unit-VI Pedagogical Analysis 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">• Market Structure• Consumer Behavior• Demand• Supply• Agents of Production• National Income• Money and Banking• Budget• Balance of Payment	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none">– Identification of concepts and sub-concepts– Expected specific Learning outcomes– Methods/approaches of teaching-learning– Teaching- learning materials to be used– Expected teacher and students activities– Assessment strategies (Formative)

Task and 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 Political Science for any secondary class.
- Identifying the learning difficulties in any topic and prepare remedial programme.

Suggested Readings

1. *Text Book of Teaching of Economics" by Dr. Adity Sharma*
2. *Methods Of Teaching Economics" by Shalini Tiwari,*
3. *Aderson, L.W., & Krathwohl, D.R.,et al. (eds.) (2001), Taxonomy for Learning,*
4. *Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.*
5. *Boston: Allyn & Bacon.*
6. *Aggarwal, J.C. (1996). Principles, methods and techniques of teaching. New Delhi;*
7. *Vikas Publishing House Pvt. Ltd.*
8. *Bloom, B.S. & Krathwohl, D. R. (1956). Taxonomy of Educational Objectives: The*

9. *Classification of Educational Goals, Handbook I: Cognitive Domain*. NY: Longmans,
10. Green.
11. Babu Muthuja et al. (2009). *Teaching of Economics - II*. New Delhi: Centrum Press.
12. Mujibul Hasan Siddiqui. (2004). *Teaching of Economics*. New Delhi: Ashish Publishing
13. House.
14. *Pedagogy of Physical Science Textbook for B.Ed. Part II*. National Council of Education
15. *Research and Training*, New Delhi: Publication Division, NCERT
16. Sivarajan, K & Faziluddin, A. (2003). *Methodology of Teaching and Pedagogic*
17. *Analysis*. Calicut University, Calicut.
18. Srinivasan, M, V. *Teaching Economics in India*. New Delhi: NCERT

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

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 HOME SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives:

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

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

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

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

UNIT-V: Classroom and New Trends

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

Unit-VI Pedagogical Analysis 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"> • Food and Nutrition • Advance Textile • Meal Planning • Human Development • Early childhood • Management of Resources • Human System • Health and Hygiene 	Pedagogical analysis of the units with reference to: <ul style="list-style-type: none"> – Identification of concepts and sub-concepts – Expected specific Learning outcomes – Methods/approaches of teaching-learning – Teaching- learning materials to be used – Expected teacher and students activities – Assessment strategies (Focusing Formative)

Tasks & Assignments

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

- Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
- Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
- Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
- Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
- Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school

Suggested Readings:

1. Begum, Fahmeeda (2006) *Modern Teaching of Home Science* Anmol Publications, New Delhi
2. Bhargava, Priya (2004) *Teaching of Home Science*. Commonwealth Publishers, New Delhi
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma 1995) *Fundamentals of Teaching of Home*

4. *Science. Sterling Publisher, New Delhi.*
5. *Das, R. R. and Ray, Bunta (1985) Teaching of Home Science Sterling Publishers, New Delhi.*
6. *Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.*
7. *Mago, Neelam Teaching of Home Science. Tandon Publications, Ludhiana.*
8. *Seshaiah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi*
9. *Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.*
10. *Sharma, B.I. and Saxena, B.M(2012)Teaching of Home Science. R. Lall Book Depot, Meerut.*
11. *Siddiqui, Mujibul Hasan(2007)Teaching of Home Science. A.P.H.Publishing Corporation, New Delhi.*
12. *Yadav, Seema (1994) Teaching of Home Science. Anmol Publications,New Delhi.*

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

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 (3rd 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/licences/> and <http://www.tess-india.edu.in/>)
11. UNESCO (1979). *Source book for science teaching*. Paris: UNESCO.
12. Vaidya, Narendra (1992). *Science teaching for 21st 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.

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

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 pre-servable 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 21st century*. New Delhi: Deep and Deep.
9. Zaidi, S.M. (2004). *Modern teaching of life sciences*. New Delhi: Anmol Publication.

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

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

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 COMPUTER SCIENCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Unit IV: Instructional Methods, Techniques and Planning For Teaching

- Strategies team teaching, Lecture cum Demonstration, Inductive-Deductive, Analytic-Synthetic.
- Computer Assisted Learning (CAL) and Computer Managed Learning (CML).
- Techniques: Brainstorming, Buzz session, Simulation, Symposium.
- Team teaching: Meaning, organization and importance.

Unit V: structure of Computer and history of Computer Science

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

Unit-VI Pedagogical Analysis of Content

Content	Aspects of Pedagogical treatment
<ul style="list-style-type: none">• Computer System and Organization• Data protection• Cybercrime• Artificial Intelligence• Cloud Computing• Internet of Thing(IoT)• Control Flow• Number System	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none">– Identification of concepts and sub-concepts– Expected specific Learning outcomes– Methods/approaches of teaching-learning– Teaching- learning materials to be used– Expected teacher and students activities <p>-Assessment strategies (Formative)</p>

Tasks & Assignments

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

1. Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
2. Preparing a spread sheet of students performance in any teaching subject.
3. Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book).
4. Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school.
5. Identification of learning difficulties experienced by students in a lesson and

evaluation of the diagnostic and remedial strategies adopted by the teacher in nearby school.

PEDAGOGY OF COMMERCE

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit –IV Transactional Strategies

- Preparation of Unit Plan.
- Preparation of Lesson Plan (Traditional and Activity Approach)
 - Activities in Commerce
 - Group Discussion
 - Debate
 - Maintenance of Portfolio
- Assessment/ Evaluation.
 - Evaluation Devices- Written, Oral, Practical, Assignment
 - Project work, Portfolio
- Planning for Continuous Assessment of Classroom Learning in Commerce.
- Remedial Teaching in Commerce.

Unit- V Professional development of Commerce Teacher

- Professional development programme for Commerce Teacher, Participation in Seminar,

Conferences, Online Sharing, Membership of Professional Organization.

- Journals and Other Resource Materials in Commerce.
- Field Visit to Industries, Mines, Refineries, National Laboratories.

Unit-VI Pedagogical Analysis 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">• Theoretical framework of Accountancy• Financial Statements Preparation• Business Fundamental• Sources of Business Finance• Introduction to economics and statistics• Non-trading Organization• National Income• Finance and Trade• Introduction to Partnership	<p>Pedagogical analysis of the units with reference to:</p> <ul style="list-style-type: none">– Identification of concepts and sub-concepts– Expected specific Learning outcomes– Methods/approaches of teaching-learning– Teaching- learning materials to be used– Expected teacher and students activities– Assessment strategies (Formative)

Task and 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 Commerce for any secondary class.
- Identifying the learning difficulties in any topic and prepare remedial programme.

Suggested Readings

1. Jain, S.P. and Narang, K.L. (2022): *Financial Accounting*, Kalyani Publishers, New Delhi.

2. Aggarwal, J.C. (2005): *Teaching of Commerce: A Practical Approach*, New Delhi: Vikas Publication.
3. Bhatia, S.P. (2012): *Commerce Education*, Arya Book Depot.
4. Kaur, Kulwinder (2018): *Pedagogy of Commerce: Teaching of Commerce*, Twenty First Century Publications.
5. Sain, Mangal (2013): *Professional Development of Teachers*, APH Publishing.
6. *Pedagogy of Commerce*" by Vidya Prakashan Mandir Pvt. Ltd.
7. *Pedagogy of Commerce*" by S.M. ACHARYA.
8. *Pedagogy of Commerce and Pedagogy of Economics Exam Notes for B.Ed. 1st Year*" by Laxmi Experts.
9. *Pedagogy of School Subject Commerce*" by R.P. Singh and Imtiyaj Mansoori.
10. *PEDAGOGY OF COMMERCE*" by Dr. Muhammed ali Palassery Ithikkal.
11. *Pedagogy of Commerce & Accountancy - II*" by K.Aslam.
12. *Pedagogy of Commerce in Hindi Medium*" by MAHENDER KUMAR GARG.
13. *Commerce Teaching book for B.Ed 3rd Semester (MGKVP)* by Surya Prakash Pathak and Krishna Mohan Singh.
14. *Pedagogy of Commerce*" by S.M. Acharya.
15. *Commerce Teaching book* by Surya Prakash Pathak and Krishna Mohan Singh.

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 (fortimely 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 (6th ed.)*. Bombay: Vakils, Feffers & Simon.
6. Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching (10th 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 (3rd 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 (6th 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. (4th ed.)*. Columbus, Ohio: Merrill.

PAPER EPC III: UNDERSTANDING THE SELF

Total Marks: 50

Internal Assessment: 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

Subject Code	Paper Title		Credit	Hours	Marks	
					Ext.	Int.
Paper- VI	Gender, School and Society		3	50	40	10
Paper- VIII. B	Knowledge and Curriculum Part-II		3	50	40	10
Paper – X	Creating an Inclusive School		3	50	40	10
Paper- XI	Optional Course		3	50	40	10
Paper- EPC - IV	Physical Education and Yoga		3	50	-	50
Paper-XIV. A	School Internship	Method-1	5	100	100	-
Paper-XIV. B	Two Months	Method-2	5	100	100	-
Total			25	450	450 F.M.	
Engagement with the field: Tasks and Assignments for Courses VI,VIII.B,X,XI,XIV.A & XIV.B						

PAPER 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, Nasality 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*

PAPER VIII (B) 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

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.*

PAPER 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.

PAPER XI : OPTIONAL COURSES

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, buttonhole 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.

WOOD WORK (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. Matrices 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

Objectives

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 socialization. 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 modeled 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 fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society, Peace values vies-a-vies 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, organizational, interstate and global Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, 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, neighborhood, 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-judgmental feedback, empathizing, 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 behavior, positivity, nonviolence, 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 neighborhood, 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 war links 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, emphasizes success rather than failure, enable every pupil to experience success in some area

Becoming agency for peace in the school organization and surrounding local community(i) Awareness of cultural characteristics of the local community around school and quality of its

linkages—parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.

- (ii) Inspiring 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 organizations, individuals, and ambience, Identification of visible indicators inherent in the cultural ethos of the organization 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 – Counseling, 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.

PAPER EPC IV: PHYSICAL EDUCATION AND YOGA

Total Marks: 50

Internal Assessment: 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 (IInd Sem)
- Sixteen (16) weeks in the 2nd / final year Levels (IIIrd & IVth Semester)
- 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 (time table, 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% in Sem III(6 lessons from each method) total 12nos. shall be delivered in the upper primary classes (Classes VI to VIII) and the remaining 70 % (14 lessons from each method) total 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 : 450 marks (50 marks in first year, 400 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.
