

**NETAJI SUBHAS UNIVERSITY
JAMSHEDPUR**



**Department of Education, Pokhari,
Jamshedpur**

Two Year Bachelor of Education (B. Ed) Syllabus

Effective from Academic Session 2019-2021

Prepared by Curriculum Committee

Regulation for two year B. Ed Syllabus

The details of the Curriculum framework along with the aim of the course is prepared based on the NCTE regulation 2014. These regulations shall be called “Regulation for B. Ed syllabus “with effect from 2019. This will apply to every candidates seeking for admission, registration, conduct and conferment of the B. Ed degree.

TWO YEAR B.Ed. COURSES OF STUDY

CONTEXT

In pursuance of the NCTE Regulations 2014, norms and standard 2014, Netaji Subhas University (NSU), a Private University as per Jharkhand State Government Ordinance 2018, decided to continue the existing B.Ed. programme with effect from academic session 2019-21. The syllabus of 2 year B.Ed. programme is based on the following considerations.

- Stipulation of the National council for 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 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.

-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 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 can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop, how they differ approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors, and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development 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 experiences. This programme intends to provide him/her with the specific 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/dairy and analyze with an intention to revisit their own understandings or develop new insights.
- **Projects:**
- **Group Presentation:**

- **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 the 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 practicum 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 sequences 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.

1. INTRODUCTION

In these regulation unless the context otherwise requires – “UNIVERSITY” means Netaji Subhas University.

“Bachelor of education course” means Bachelor of education degree courses in the Department of Education.

“Student” means student admitted to B. Ed programme under these regulations.

“Degree’ means B.Ed. Degree

“Board of studies” means Board of studies of the university in the discipline/subjects concerned.

‘Academic Council” means the fee under self finance scheme prescribed by the University for the Programme from time to time.

2. Context

In pursuance of the NCTE Regulations 2014, Norms and Standards vide their notification No. F. 51-1/2014- NCTE (N & S)/Dt. 28.11.2014, the duration of B. Ed programme was enhanced from one year to two years with effect from the academic session 2015-16. The present syllabus for two-year B. Ed programme is based on the following considerations.

- Stipulation of the NCTE 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.

The following principles have guided to develop 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 contents, 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

2. ACADEMIC SESSION

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

3. ADMISSION CRITERIA

(a) Intake:

There shall be a basic unit of 50 students with a maximum of 2 units.

(b) Eligibility:

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

(c) Admission:

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

4. MEDIUM OF INSTRUCTION

The medium of instruction shall be English and Hindi or both.

5. ATTENDANCE

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

6. REGISTRATION

- i) Every Student of the B.Ed. Course to be enroll / Register in the beginning of the 1st semester of the 1st year of the corresponding academic session.
- ii) Late Registration is allowed within next three working days on payment of a prevalent additional late fine as prescribed by the university.
- iii) In order to Pass a candidate shall required to obtain 40% (Forty per cent) of marks in theory and 50% (fifty per cent) of marks in practical examination /projects/records/internal assessment. Provided that he/she had obtained at least 32/16 marks in each theory paper out of full marks of 80/40 respectively. Minimum pass marks must be obtained separately both in theory as well as internal / practical portion.

7. Rules for Tabulation of Result (One mark deficiency Rules)

The candidate who have failed in one or more subjects with one mark only or missed to obtain First Class in aggregate at the grand total of all semesters with deficiency of one mark, he/she be given one mark grace and be allowed to pass in the particular failed subject or be placed in the

foreside status. One mark should be added by + **Sign** in the fail subject or in the aggregate in the tabulation sheet only. In the mark sheet totalized marks should be shown.

8. EXAMINATION

- 1) The examination section of the university will conduct the odd and even semester examinations in respect of the theory component of the subjects.
- 2) A student-teacher will be issued an admit card for appearing in the examination, only if he/she has:
 - i) Successfully completed the practical classes, submitted assignments and attended internal tests.
 - ii) Paid all dues of the semester.
 - iii) Attended classes as per the requirement of the courses.
 - iv) Class test, mid-term examinations, assignments etc, are the constituent assessment process and all the students must fulfill these entire requirement.

9. Re-examination

If any candidate is failed to obtain required percentage of marks maximum up to two papers in a particular semester, he/she shall have to re-appear in the fail subject(s) in ensuing coming examination. The result of such candidate will be declared as “ **Promoted** “ and he/she will be allowed to continue in the next semester.

The candidate should have to clear all back papers within three years to declare his/her final result. In such situation the internal semester marks should be carried over.

10. Rules and Procedures for providing the Photocopies of answer book(s)

- i) The facilities of showing photocopies of answered book(s) to the examinee is extended with a view to bring transparency in the examination system and to ensure its credibility.
- ii) This facility shall be applicable for theory papers only.
- iii) The prescribed application form for showing photocopy (ies) of answer book shall have to be filled and signed by the applicant examinee only.
- iv) Collection and submission of application form along with requisite fees should be within seven working days from the declaration of the result.

11. Grading System

- i) The overall Grading and Division will be computed as follows.

Sl. No	Marks	Grading	Division
1	75 percent and above	Grade A	First Class with Distinction
2	60 percent to 74 percent	Grade B	First Class
3	45 percent to 59 percent	Grade C	Second Class
4	40 percent to 44 percent	Grade D	Pass
5	Less than 40 percent	Grade E	Fail

Syllabus for Two Year Bachelor of Education (Secondary) Programme

SEMESTER WISE DISTRIBUTION OF THE COURSES

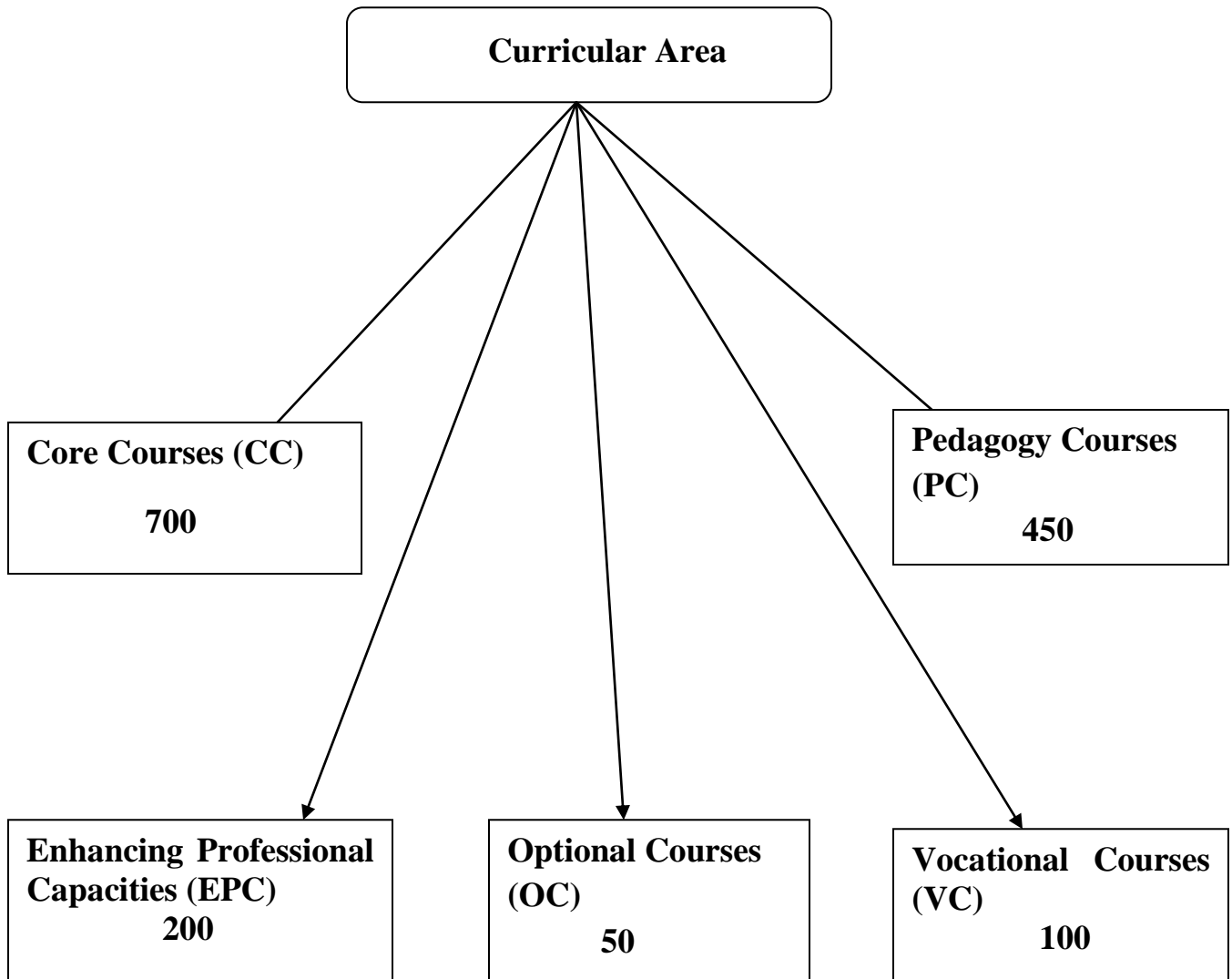
Semester- I				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External Marks
Paper-I	Childhood and Growing Up	100	20	80
Paper- II	Contemporary India and Education	100	20	80
Paper- IV	Language Across the Curriculum	50	10	40
Paper- PC- I	School Internship – Teaching skills (Micro teaching)	50	50	
Paper- EPC- I	Critical Understanding of ICT	50	50	
Total		350	150	200
Engage with the Field: Tasks and Assignments for courses I, II,IV, PC-I & EPC-I				

Semester- II				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External
Paper-III	Learning and Teaching	100	20	80
Paper- V	Understanding Disciplines and Subjects	50	10	40
Paper- VII A	Pedagogy of a School Subject Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50	10	40
Paper- VII B	Pedagogy of a School Subject Method- II (Physical Science/ Social Science/ Economics/ Commerce)	50	10	40
Paper- VIII A	Knowledge and Curriculum- Part- I	50	10	40
Paper- EPC- II	Drama and Art in Education	50	50	
Total		350	110	240
Engage with the Field: Tasks and Assignments for courses III, V, VII A, VIIB, VIIIA & EPC-II				

Semester- III				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External
Paper-IX	Assessment for Learning	100	20	80
Paper- XI	Optional Course (Any one): Guidance and Counselling, Issues of Conservation and Environmental Regeneration	50	10	40
Paper- EPC- III	Understanding the Self	50	50	
Paper- PC- II A	School Internship Method- I	100	50	50
Paper- PC- II B	School Internship Method- II	100	50	50
Total		400	180	220
Engage with the Field: Tasks and Assignments for courses IX, XI , EPC- III, PC- II A & PC- II B				
Semester- IV				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External
Paper-VI	Gender, School and Society	50	10	40
Paper- VIII B	Knowledge and Curriculum- Part- II	50	10	40
Paper- X	Creating an Inclusive School	50	10	40
Paper- XII	Vocational Courses (Any one): Tailoring, Toys Making, Gardening, Wood Work)	100	50	50
Paper- EPC- IV	Physical Education and Yoga	50	50	
Paper- PC- III A	Practicum- Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50	50	
Paper- PC- III B	Practicum- Method- II (Physical Science/ Social Science/ Economics/Commerce)	50	50	
Total		400	230	170
Engage with the Field: Tasks and Assignments for courses VI, VII B , X, XII, EPC- IV, PC- III A & PC- III B				

Semester	Total Marks	Internal	External
Semester- I	350	150	200
Semester- II	350	110	240
Semester- III	400	180	220
Semester- IV	400	230	170
Grand Total	1500	670	830

COURSE COMPONENT



Core Courses (CC)

Paper-I	Childhood and Growing Up	100
Paper- II	Contemporary India and Education	100
Paper-III	Learning and Teaching	100
Paper- IV	Language Across the Curriculum	50
Paper- V	Understanding Disciplines and Subjects	50
Paper-VI	Gender, School and Society	50
Paper- VIII A	Knowledge and Curriculum- Part- I	50
Paper- VIII B	Knowledge and Curriculum- Part- I	50
Paper-IX	Assessment for Learning	100
Paper- X	Creating an Inclusive School	50
	Total	700

Pedagogy Courses (PC)

Paper- VII A	Pedagogy of a School Subject Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50
Paper- VII B	Pedagogy of a School Subject Method- II (Physical Science/ Social Science/ Economics/Commerce)	50
Paper- PC- I	School Internship – Teaching skills (Micro teaching)	50
Paper- PC- II A	School Internship Method- I	100
Paper- PC- II B	School Internship Method- II	100
Paper- PC- III A	Practicum- Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50
Paper- PC- III B	Practicum- Method- II (Physical Science/ Social Science/ Economics/Commerce)	50
	Total	450

Enhancing Professional Capacities (EPC)

Paper-EPC- I	Critical Understanding of ICT	50
Paper-EPC- II	Drama and Art in Education	50
Paper-EPC- III	Understanding the Self	50
Paper-EPC- IV	Physical Education and Yoga	50
	Total	200

Optional Courses (OC)

Paper-XI	Optional Course (Any one): Guidance and Counselling, Issues of Conservation and Environmental Regeneration	50
	Total	50

Vocational Courses (VC)

Paper-XII	Vocational Courses (Any one): Tailoring, Toys Making, Gardening, Wood Work	100
	Total	100

Distribution of Marks

SL.NO.	PAPER CODE	MARKS
A	Core Courses (CC)	700
B	Pedagogy Courses (PC)	450
C	Enhancing Professional Capacities (EPC)	200
D	Optional Courses (OC)	50
E	Vocational Courses (VC)	100
	GRAND TOTAL	1500

Type of Question and Time allocation

Full Marks: 80

Time: 3 Hours

Instruction:

Question 1 and 2 will be compulsory

- | | | |
|--|---------|----|
| 1. Objective Multiple choice 10 questions | 10 X 1= | 10 |
| 2. Short answer type 5 questions one question from each unit | 5 X 4= | 20 |
| 3. Long answer type 5 questions with internal choice | 5 X 10= | 50 |

Full Marks: 40

Time: 1 ½ Hours

Instruction:

Question 1 and 2 will be compulsory

- | | | |
|--|---------|----|
| 1. Objective Multiple choice questions | 10 X 1= | 10 |
| 2. Long answer type 3 questions with internal choice | 3 X 10= | 30 |

SEMESTER-I

Semester I				
Subject Code	Paper Title	Total	Internal Marks	External Marks
Paper I	Childhood and Growing Up	100	20	80
Paper II	Contemporary India and Education	100	20	80
Paper IV	Language across the Curriculum	50	10	40
Paper-PC- I	School Internship – Teaching skills	50	50	
Paper EPC I	Critical Understanding of ICT	50	50	
Total		350	150	200
Engagement with the Field: Tasks and Assignments for Courses I,II,IV, PC-I & EPC-I				

PAPER I: CHILDHOOD AND GROWING UP

Total Marks:100

Internal Assessment: 20

External Assessment: 80

Objectives:

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

- To understand Educational Psychology and Child Psychology.
- To be familiar with the different stages of Growth and Development.
- To understand the factors affecting the process of socialization as well as the factors that is responsible for it.
- To understand the various ways of growing-up a child considering the Social and Political realities with special reference to family, school, neighborhood and society.
- To understand the principles of child development with reference to the inter-relationship among cross-cultural, Psychology, Sociology and Anthropology.
- To understand the Adolescence with reference to different social, economical and Cultural conditions.
- To understand intelligence and its usefulness.

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
- System of Psychology: Behaviorism and Gestalt school of psychology.

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: Understanding Intelligence

- Nature, types, growth & development of intelligence. Theories of intelligence – two factor, multiple factor and group factor theory.

Practicum / Assignments:

- 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. Agarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN : 978 - 81259-1056-5.
2. Agarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas Publishing House Pvt Ltd., New Delhi.
3. Agarwal, 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. Chauhan S.S (2007). Advance Educational Psychology. Vikas Publishing house pvt. Ltd. Noida.
6. Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
7. Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling publishers Private Limited, New Delhi.
8. Kuppuswamy, B. (2010) Advanced Educational Psychology. Sterling Publishers Private Limited, New Delhi.
9. 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) , Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

Unit I: Aims of education:

•Aims of education: Historicity of aims of education, Changing aims of Education in the context of globalization

- Sources of Aims of Education: Educational aims as derived from the Constitution of India, Influence of aims of education on the curriculum and transactional strategies
- Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Swami Vivek Anand, Dewey, Krishnamurthy, Rousseau and Froebel.

Unit II: Quality Concerns in Education

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

Unit III: Educational status in India till 1947

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

UNIT - IV- Educational status in India after 1947.

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

Unit V: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive, Democracy, Party system and Electoral Politics, Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) , 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)

PAPER IV: LANGUAGE ACROSS THE CURRICULUM

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

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

Unit I: Language background of Learner

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

Unit II: Language in Classroom

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

Unit III: Reading-writing connection

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

Tasks and Assignments

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

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

Suggested Readings

1. Daniel, Larsen–Freeman (2010). Techniques and principles of language teaching (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.

School Internship (1 Month)

(Teaching Skill)

Contact Hours: 6 Hours per week
Maximum Marks: 50 (Internal)

Objectives

On completion of the course the student teacher will be able to

- Acquire the competence and skills required for multi level teaching
- Class management, evaluation of learning outcome, organization of co-curricular activities
- Develop professionalism and positive attitude to teaching
- Understand the facilitating role of a teacher

Period of Internship in Teaching

- Four weeks (04) in first year

Organization

In order to facilitate staged entry of student-teachers in teaching, internship in teaching will be organized in three phase viz. pre-internship, internship and post internship. The duration of pre-internship (development of teaching skills or micro-teaching) will be of 4 weeks in the first year.

The theoretical input and practice of following classroom teaching skills will take place in a simulated situation in the specified hours through discussion, demonstration and micro teaching session. At the closure of the practice of individual skills a lesson are to be delivered.

- Skill of writing instructional objectives
- Skill of Introducing a lesson or topic: The importance of motivation in teaching, techniques of introducing a lesson to provide motivation and meeting the motivational needs
- Skill of Questioning: Its various forms- thought proving, interpretative questions, questions to measure analytical ability, application ability, rephrasing, question to test judgment ability, synthesis ability and probing questions.
- Skill of Explaining: clarity, continuity, relevance to the content, using beginning and concluding statement, covering essential points, illustrating with examples.
- Skill of Illustration with examples: Meaning, types of examples
- Skill of Reinforcement: principles of reinforcement, varieties of reinforces and their uses- positive and negative, verbal and non-verbal- guidelines for use of reinforcement
- Skill of Stimulus Variation: meaning, components- movement, gesture, change in voice, stress, focusing change in interaction pattern, pause, pupil participation and aural and visual aids
- Skill of using audio-visual aids
- Skill of achieving closure

- Skill of promoting and increasing pupil participation
- Skill of recognizing attending behavior
- Skill of using body language
- Skill of managing classroom
- Skill of using Blackboard, white board, smart board, LCD: techniques of using different types of boards.
- Skill of understanding learning difficulties of children and taking remedial measures
- Skill of evaluating pupils' progress
- Skill of giving assignment

Evaluation- The performance in all the skills will be observed and will be evaluated internally out of 50 marks. At least two teachers will evaluate and submit internal marks based on the performance of teaching skills.

PAPER: EPC I: CRITICAL UNDERSTANDING OF ICT

Total Marks: 50

Internal Assessment : 10

External Assessment : 40

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 JerseyMcGraw – Hill Book Company.
9. Peter Norton. (1999). DOS guide. New Delhi: Prentice-Hall of India.
10. Rajaraman, V. (1998). Fundamentals of computers. New Delhi: Prentice-Hall of India.
11. Ralph, W. Gerard. (1967). Computers and education. New Jersey: McGraw-Hill Book Company.
12. Sharma, Lalit (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
13. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB Publications.
14. Singh, Tarsem (2009). Basic Computer Education. Ludhiana: Tandon Brothers.
15. Singh, Tarsem (2009).ICT Skill Development. Ludhiana: Tandon Brothers.

SEMESTER-II

Semester- II				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External
Paper-III	Learning and Teaching	100	20	80
Paper V	Understanding Disciplines and Subjects	50	10	40
Paper-VII A	Pedagogy of a School Subject Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50	10	40
Paper-VII B	Pedagogy of a School Subject Method- II (Physical Science/ Social Science/ Economics/ Commerce)	50	10	40
Paper-VIII A	Knowledge and Curriculum- Part- I	50	10	40
Paper-EPC- II	Drama and Art in Education	50	50	
Total		350	150	200
Engage with the Field: Tasks and Assignments for courses III, V, VII A, VIIB, VIIIA & EPC-II				

PAPER III: LEARNING AND TEACHING

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

Objectives

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

Detailed Course Content

Unit I: Understanding learning process

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

Unit II: Theoretical perspectives of learning

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

Unit III: Factors influencing learning

- Concept, nature and types of motivation – intrinsic, extrinsic and achievement.
- Role of teacher in addressing various factors influencing learning – a few strategies – cooperative learning, peer tutoring, collaborative learning.
- Characteristics of learner as meaning maker
- 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 NCF 2005; 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.

PAPER V: UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives:

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

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

Unit I: Classroom - Managements

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

Unit II: Classroom Management - Role of Motivation

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

Unit III: Classroom Management Personality and Leadership.

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

Tasks and Assignments

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

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

Suggested Readings:

1. Chandrashekar Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
2. Dash B.N., School Organization, Administration and management, Neel kamal Publication Pvt. Ltd. New Delhi, (2004)
3. Franklin G Stephen & Terry R. George: Principles of Management AITBS Pub., New Delhi
4. Jagannath Mohanthy, Educational Administration supervision and school management, Deep & deep publishers (2004)
5. Khana, S.D. Saxena V.K. Lamba, T.P. Murthy. V; Educational Administration Planning, Supervision and financing: Doaba House, Delhi 2000
6. Kochhar S.K., Secondary School Administration, Sterling Publishers (1996)
7. Kochhar S.K., Secondary School Admin., University Pub. Jullundur (1971)
8. Kochhar S.K., Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971)
9. Lemiech, Johanna Kasin: Class-room management: Harpel and Row, Newyork, 1979.
10. Mathur .S.S: Educational Administration and Management, the associated publishers, New Delhi 1990.
11. Myageri C.V: Textbook of Educational Management, Vidyanidi Prakashana, Gadag 1993.
12. N.P.Rao: Education and Human Resource Management, APH Pub. Corp., New Delhi 1996.
13. Nolander Christopher: Managing Human Resources, T.R. Publications Winterton Jonathana (Pvt.), Ltd. Madras
14. Panda. U.N.: School Management, D.K. Publishers (P) Ltd., New Delhi 1989.

COURSE VII (A) PEDAGOGY COURSES

PEDAGOGY OF MATHEMATICS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student- teacher shall

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics for effective classroom transactions.
- Develop ability to use mathematics concepts for life skills.
- Develop competencies for teaching, learning of mathematics through different measures
- 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: Understanding the Discipline of Mathematics Education

- Nature , Scope, need and objectives of teaching learning Mathematics
- Importance of Mathematics at elementary and secondary level,
- History of Mathematics with special reference to Indian Mathematics.
- Method of teaching learning Mathematics.
- Recommendations of NCF 2005 in teaching of Mathematics.

Unit II: Teaching-learning of Mathematics

- Preparation of Lesson Plan : Traditional , Activity & Constructivist approach.
- Assessment of mathematics learning : Designing blue print, Projects, assignments & portfolios in mathematics.
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, seminar, workshop , Mathematics Olympiad.

Unit III: Pedagogical Treatment of content & Professional Development programmes of mathematics teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to mathematics subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : In service programme, role of Mathematics teacher's association, journal & other resource material (text book, model, TLM) in mathematics education.

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.
- Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

Suggested Readings

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

COURSE VII (A)

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.
- Prepare the unit and lesson plans in biological science using the traditional and constructivist approaches for effective classrooms transaction.
- 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,
- Recommendations of NCF 2005 in teaching of biological sciences.
- Recent curricular reforms at the National and State levels (NCF 2005).

Unit II: Teaching-learning of Biological science

- Different method of teaching Biological science.
- Preparation of Lesson Plan : Traditional , Activity & Constructivist approach.
- Assessment in Biology learning : Designing blue print, Projects, assignments & port folios, observation of activities.
- Teaching learning material in science: Charts, Graph, Bulletin Board, models, ICT materials like filmstrip, slides , T.V, audio and video, computer & internet, transparencies
- Activities in physical science: Science laboratory activities, observing flora and fauna in their natural setting, science seminar, science club, science exhibition, field trip, biological science museum.

Unit III: Pedagogical Treatment of content & Professional Development programmes of Biological Science teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to biology subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development: In service programme, role of Biological teachers' association, journal & other resource material (text book, model, TLM) in biological science education.

Tasks & Assignments

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

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

Suggested Readings:

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

COURSE VII (A)

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 .
- 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
- Develop competencies for teaching learning of Hindi through different measures.
- Hindi language skills – their components independence and interdependence.

Detailed Course Content

Unit I: Hindi in School Curriculum

- Place of Hindi as a compulsory subject in school curriculum (both at elementary and secondary levels), Importance of Hindi language in India in historical perspectives.
- Hindi language skills – their components, independence and interdependence.
- Psychology of language acquisition and language learning; characteristics of language ; Analysis of Hindi language with reference to its substance, form and context, sound and articulation of sounds in Hindi.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, skill-based activity, group Learning

Unit II: Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan

- Transaction of Prose , poetry, grammar and composition lessons – Approaches, Methods and Strategies
- 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
- Key Learning Resources in Hindi: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pairing work, group work, and Using questioning to promote thinking, Talk for learning and Involving all

Unit III: Pedagogical Treatment of content & Professional Development programmes of Hindi teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to Hindi subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : Types of in-service programme for Hindi teacher; role of Hindi teacher association
- Journals and other resource material in Hindi language; professional participation in conferences, seminar, workshop.

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 (at least two plans)
- 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 Dhwanian Aur Unka Shikshan , Rannaryan Lal, Allahabad

COURSE VII (A)

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 .
- 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
- Develop competencies for teaching learning of English through different measures.
- English language skills – their components independence and interdependence.

Detailed Course Content

Unit I: English in School Curriculum

- Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels), Importance of English language in India in historical perspectives.
- English language skills – their components, independence and interdependence.
- Psychology of language acquisition and language learning; characteristics of language ; Analysis of English language with reference to its substance, form and context, sound and articulation of sounds in English.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, skill-based activity, group Learning

Unit II: Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan

- Transaction of Prose , poetry, grammar and composition lessons – Approaches, Methods and Strategies
- 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
- Key Learning Resources in English: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pairing work, group work, and Using questioning to promote thinking, Talk for learning and Involving all

Unit III Pedagogical Treatment of content & Professional Development programmes of English teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to English subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : Types of in-service programme for English teacher; role of English teachers' association
- Journals and other resource material in English language; professional participation in conferences, seminar, workshop.

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 (at least two plans)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

Suggested Readings:

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

COURSE VII (A)

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
- Develop competencies for teaching learning of Sanskrit through different measures.
- Sanskrit language skills – their components independence and interdependence.

Detailed Course Content

Unit I: Sanskrit in School Curriculum

- Place of Sanskrit as a compulsory subject in school curriculum (both at elementary and secondary levels), Importance of Sanskrit language in India in historical perspectives.
- Sanskrit language skills – their components, independence and interdependence.
- Psychology of language acquisition and language learning; characteristics of language ; Analysis of Sanskrit language with reference to its substance, form and context, sound and articulation of sounds in Sanskrit.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, skill-based activity, group Learning

Unit II: Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan

- Transaction of Prose , poetry, grammar and composition lessons – Approaches, Methods and Strategies
- 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
- Key Learning Resources in Sanskrit: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pairing work, group work, and Using questioning to promote thinking, Talk for learning and Involving all

Unit III: Pedagogical Treatment of content & Professional Development programmes of Urdu teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to Sanskrit subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : Types of in-service programme for Sanskrit teacher; role of Sanskrit teacher association
- Journals and other resource material in Sanskrit language; professional participation in conferences, seminar, workshop.

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(at least two plans)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print

Suggested Readings:

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

COURSE VII (A)

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
- Develop competencies for teaching learning of Urdu through different measures.
- Urdu language skills – their components independence and interdependence.

Detailed Course Content

Unit I: Urdu in School Curriculum

- Place of Urdu as a compulsory subject in school curriculum (both at elementary and secondary levels), Importance of Urdu language in India in historical perspectives.
- Urdu language skills – their components, independence and interdependence.
- Psychology of language acquisition and language learning; characteristics of language ; Analysis of Urdu language with reference to its substance, form and context, sound and articulation of sounds in Urdu.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, skill-based activity, group Learning

Unit II: Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan

- Transaction of Prose , poetry, grammar and composition lessons – Approaches, Methods and Strategies
- 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
- Key Learning Resources in Urdu : Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pairing work, group work, and Using questioning to promote thinking, Talk for learning and Involving all

Unit III: Pedagogical Treatment of content & Professional Development programmes of Urdu teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to Urdu subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : Types of in-service programme for Urdu teacher; role of Urdu teacher association
- Journals and other resource material in Urdu language; professional participation in conferences, seminar, workshop.

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 (at least two plan)
- 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. 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) Traders-e-Urdu, Karachi, Maktaba Jamia
13. Moinuddin (1988) Urdu Zaban Ki Tadres, New Delhi Taraqqi Urdu Bureau.

COURSE VII (A)

PEDAGOGY OF LANGUAGE (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
- Develop competencies for teaching learning of Santhali through different measures.
- Santhali language skills – their components independence and interdependence.

Detailed Course Content

Unit I: Santhali in School Curriculum

- Place of Santhali as a compulsory subject in school curriculum (both at elementary and secondary levels), Importance of Santhali language in India in historical perspectives.
- Santhali language skills – their components, independence and interdependence.
- Psychology of language acquisition and language learning; characteristics of language ; Analysis of Santhali language with reference to its substance, form and context, sound and articulation of sounds in Santhali.
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Communicative Approach including Silent Approach, skill-based activity, group Learning

Unit II: Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan

- Transaction of Prose , poetry, grammar and composition lessons – Approaches, Methods and Strategies
- 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.
- Key Learning Resources in Santhali: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pairing work, group work, and Using questioning to promote thinking, Talk for learning and Involving all

Unit III: Pedagogical Treatment of content & Professional Development programmes of Urdu teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to santhali subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : Types of in-service programme for Santhali teacher; role of Santhali teacher association
- Journals and other resource material in Santhali language; professional participation in conferences, seminar, workshop.

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 (at least two plans in such 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. RONOD –Pandit Raghunath Murmu
2. Santhali Sikshan -Dr. Shikha Chaturvedi
3. Janam Parsi Sikhoo – Dr. Ratan Hembrom
4. Santhali Parsi Sanwhel – Sachet – L.Baske & Ratan Hembrom

COURSE VII (B)

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.
- Preparation of Unit and lesson plan in Physical science using traditional and constructivist approach for effective classroom transaction.
- 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,
- Place of Physical Science in school curriculum , importance of Physical Science in daily life.
- Objectives of teaching-learning Physical Science at the secondary school level
- Recommendation of NCF 2005 on teaching of physical science, recent curricular reforms at the National and State levels (NCF 2005).

Unit II: Teaching-learning of Physical science

- Different method of teaching Physical science.
- Preparation of Lesson Plan: Traditional, Activity & Constructivist approach.
- Assessment in Physical learning: Designing blue print, Projects, assignments & portfolios, observation of activities.
- Teaching learning material in science: Charts, Graph, Bulletin Board, models, ICT materials like filmstrip, slides , T.V, audio and video, computer & internet, transparencies
- Activities in physical science: Science laboratory activities, science seminar, science club, science exhibition, field trip, physical science museum.

Unit III: Pedagogical Treatment of content & Professional Development programmes of Physical Science teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to Physical method subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : In service programme, role of Physical teacher's association, journal & other resource material (text book, model, TLM) in physical science education.

Tasks & Assignments

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

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

Suggested Readings:

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

COURSE VII (B)

PEDAGOGY OF SOCIAL SCIENCE

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 social Science
- Develop competencies for teaching learning of social Science through different methods.
- Develop abilities to prepare unit plans and lesson plans in social Science
- Identify the different methods and skills of teaching social Science for transacting the contents effectively.

Detailed Course Content

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

- Meaning, Nature and Scope of social Science
- Correlation of social Science with other school subjects.
- Recommendations of NCF – 2005 on teaching of social Science
- Objectives of teaching social Science at elementary and secondary levels
- Different methods teaching learning in social Science – problem solving method, project method, field trip/ discovery method, Narration-cum-discussion, Story-telling

Unit II: Learning Resources material and transactional strategies.

- Different teaching learning resources materials use in social science as – slides, charts models, atlas, journals, magazines and news paper etc.
- Preparation of unit plan and lesson plan both on traditional and constructivist approaches.
- Development and use of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer

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

Unit III: Pedagogical Treatment of content & Professional Development programmes of social science teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to social science subject.

- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
 - Professional Development programmes of social science teachers- participation in seminars, conferences, online sharing materials
 - Recommendations of NCF 2005 on teaching learning social science.

Tasks & Assignments

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

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

Suggested Readings

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

COURSE VII (B)

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
- Identify the different methods and skills of teaching Economics for transacting the contents effectively.
- Prepare Unit plan and lesson plan in Economics
- Develop diagnostic achievement test, administer and analyze the results for providing feed back.

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
- Method of teaching learning Economics.

Unit II: Teaching-learning of Economics

- Preparation of Lesson Plan : Traditional , Activity & Constructivist approach.
- Assessment: Evaluation device – written, oral, practice , assignment, project work, port folio.
- Activities in Economics: Group discussion and Debate, seminar and conferences, online sharing.

Unit III: Pedagogical Treatment of content & Professional Development programmes of Economics teachers

- Pedagogical analysis of contents select any two or three topic of prescribed text for secondary class relating to Economics subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : In service programme, & resource material (text book, model, TLM) in Economics education.

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 (at least two plans)
- 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. Binning and Binning: Teaching the Social Studies in Secondary Schools, Mc Graw Hill Book Con., New York.
2. Hemming : The Teaching of Social Studies in Secondary Schools: Longmans's Green & con., London
3. Hemming : The Art of Teaching : Mathuen & Co. Ltd. London, 1951
4. Moffat , M.P., Social Instruction , Prentice Hall Inc. New York

Kieth, G. Leamsden New Developments in the Teaching of Economics; Prentice Hall Inc., Englewood cliffs, New Jersey, 1967

COURSE VII (B)
PEDAGOGY OF COMMERCE

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 commerce and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning commerce.
- Plan lessons in commerce for effective classroom transactions.
- Develop ability to use commerce concepts for life skills.
- Develop competencies for teaching, learning of commerce through different measures
- Develop and collect activities and resource materials for their use in enhancing the quality of learning commerce.

Detailed Course Content

Unit I: Understanding the Discipline of Commerce Education

- Nature , Scope, need and objectives of teaching learning commerce
- Importance of commerce at secondary & high secondary level,
- Method of teaching – Lecture, Demonstration, interaction, project, discussion, case study, role play
- Curriculum development – Principles , process , understanding commerce curriculum (different national and different state boards)

Unit II: Teaching-learning of commerce

- Preparation of Lesson Plan : Traditional , Activity & Constructivist approach.
- Assessment of commerce learning : Designing blue print, Projects, assignments, formative and summative assessment. characteristics of a good question paper and role of teacher in evaluation process.
- Activities in commerce: Exhibition, seminar, workshop
- Qualities and competencies of a commerce teacher in secondary school.

Unit III: Pedagogical Treatment of content & Professional Development programmes of commerce teachers

- Pedagogical analysis of contents - select any two or three topic of prescribed text relating to commerce subject.
- Identification of content, expected learning outcomes, method of teaching learning, expected teacher student activities and evaluation / assessment strategies.
- Professional Development : In service programme, role of commerce teachers' association, Magazines, journal, reports, policy documents, & other resource material (text book, model, TLM, newspaper, internet) in commerce education.

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 commerce texts following the 5E.
- 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. Singh,R.P.& P.:Vanijya Shikshan, Agra: Vinod Pustak Mandir.
2. Tripathi,S.:Teaching Methods, New Delhi : Radha Publications.
3. Rao, S.:Teaching of commerce, New Delhi : Anmol Publications.
4. Bhatia,S.K.(2012_). Teaching OF bUsinesss Studies and Accountancy. New Delhi : Arya Book Depot.
5. Holtzblatt, M. and Tshakert, N.(2011). Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29,100-121.
6. Chauhan, S.S.:Innovations in Teaching Learning Process, New Delhi: Vikas Publication House.

Course VIII (A) Knowledge And Curriculum

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

Unit II: Construction of knowledge

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

Unit III: 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 London.
2. Denial Tanner, Lawel N.Tannor (1975): Curriculum Development Theory into Practice, Milan publishing Co.Inc. New York.
3. Lawell Keith, Paul Blare, Sidney Tied (1968): Contemporary curriculum in the elementary School.
4. Ornstein Allen C and Hunkins Francis (1993): Curriculum Foundations, Principles and Issues, Allyn & Bacon, Boston

COURSE EPC 2: DRAMA AND ART IN EDUCATION

Total Marks: 50

Internal Assessment: 50

Aim of the Course

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

UNIT I: Visual Arts And Crafts (Practical)

10 marks

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.

Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modelling, paper cutting and folding, etc.

Paper framing and display of Art works.

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

20 marks

Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.

Viewing/listening to live and recorded performances of Classical and Regional Art forms

Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT III: Appreciation Of Arts (Theory)

10 Marks (Viva Voce)

Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education

What is the difference between Education in Arts and Arts in Education

Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

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

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

Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

10

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/ Math / 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-centered. 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 course is of 50 marks. It is recommended that evaluation of this course should be done by both viva-voce and practicum.

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 Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.
9. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
10. Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.

SEMESTER-III

Semester- III				
Paper Code	Paper Title	Total Marks	Internal/ Sessional	External
Paper- IX	Assessment for Learning	100	20	80
Paper- XI	Optional Course (Any one): Guidance and Counselling, Issues of Conservation and Environmental Regeneration	50	10	40
Paper- EPC- III	Understanding the Self	50	50	
Paper- PC- II A	School Internship Method- I	100	50	50
Paper- PC- II B	School Internship Method- II	100	50	50
Total		400	180	220
Engage with the Field: Tasks and Assignments for courses IX, XI , EPC- III, PC- II A & PC- II B				

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(Focus Group Discussion)

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.
- Self and Peer-assessment techniques, Observation, Portfolio, interview, focused group discussion, rubrics

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

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

Unit III: Construction of test and Its Use

- Steps: Planning , Preparing, Trying-out and Evaluation;
- Planning the test: Development of table of specifications (blue print)
- Types of the test: (a) objective based items-Alternate response (labeling, identification, fill in the blanks, completion) (b) Selection type – (Multiple choice, matching type) (c) short answer type (d) easy type/long type.
- 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, 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.
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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.

COURSE XI: OPTIONAL COURSES

GUIDANCE AND COUNSELLING

Total Marks- 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

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

Detailed Course Content

Unit I Understanding School Guidance Programme

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

Unit II: Understanding School Counseling Programme

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

Unit III: Tools and techniques of Guidance and Counseling

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

Task and Assignment

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

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

Suggested Readings

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

COURSE XI: OPTIONAL COURSES

Issues of Conservation and Environmental Regeneration

Total Marks- 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

- Able to integrate the national concerned and related issues at appropriate places while transacting the curricular area.
- Develop knowledge on environment concerns and issues.
- Analyze and understand environment concerns through the process of inquiry, critical analysis, intellectual discourse and essential projects.

Unit I Environmental Conservation and Related Issues

- Meaning, scope and nature of environment, natural and man-made environment
- Importance need and scope of environmental conservation and Regeneration.
- Structure and functions of different ecosystems.
- India as a mega biodiversity nation.
- Role of individual in conservation of natural resources : water, energy and food.
- Role of individual is preservation of pollution : air and water.
- Role of information technology and media in environment

Unit II Conservation of Environment and Sustainable Development

- Natural resource management – water, forests ,mineral, food and energy.
- Deforestation –cause and effect
- Role of media in creating environmental awareness.
- Shifting cultivation and its impact on environment
- Environmental degradation and its impact of the health of the people.
- Economic growth and sustainable consumption.
- Agriculture waste : their impact and management.
- Rain water harvesting and water resource management.
- Biomedical waste management.
- Changing patterns of energy and water consumption.

Unit III Environmental Management

- Environmental conservation in the globalised world.
- Alternative source of energy
- Impact of natural disaster /man-made disaster on environment.
- Biological control for sustainable agriculture.
- Global warming and green house emission.
- Impact of industry/mining/transport on environment.
- Sustainable use of forest produces.
- Salient features of environmental awareness through education,
- Environmental ethics and values
- Role of school in environmental conservation and sustainable development

Task Assignment :

From the wide range of topics suggested Unit II and Unit III the student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

References

Heywood, V.H; Watson, R.T(1995). Global Bio-Diversity Assessment, Cambridge University Press
Jadhav, H. and Bhosle , V.M (1995). Environmental Protection and Laws. Himalaya Publishing House, Delhi

Sharma.B.K(2001). Environmental Chemistry. Goel Publication.Meerut

COURSE EPC 3: 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.

School Internship Method- I & II

PC –II (A) and PC – II (B)

Objectives

- On completion of the course the student teacher will be able to
- Acquire the competence and skills required for multi level teaching
 - Class management, evaluation of learning outcome, organization of co-curricular activities
 - Develop professionalism and positive attitude to teaching
 - Understand the facilitating role of a teacher

School Internship Method- I

Any one method from Subjects of - (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)

School Internship Method- II

Any one method from Subjects of - (Physical Science/ Social Science/ Economics/Commerce)

Period of Internship in Teaching

- Sixteen weeks (16) weeks in the second year.

Level of Internship in Teaching

- Elementary from class VI to VIII and
- Secondary and Higher secondary from class IX to class XII

Organization

The internship, post internship and project work of internship will be of 16 weeks in the different schools in the second year.

Internship in Teaching Activities

- Planning and preparation for teaching in two school subjects and maintenance of records. The student-teachers are to deliver minimum of 40 lessons (30 with detailed lesson plans and 10 with lesson notes) in each method subjects. Out of 40 lessons in a subject, about 12 lessons shall be delivered in upper primary classes i.e. from class VI to class VIII. And remaining in the secondary classes.
- Peer-observation- At least 5 lessons in each method are to be observed by peers and recording of the performance of peer with authentication by concerned supervisors.
- Development of scheme of lessons and activities in schools
- Administration of achievement tests and analysis of results

- Preparation of instructional materials or teaching aids and exhibition of the aids/material
- Participation in school activities.
- Taking arrangement classes when required
- Organization and participation in literary and recreational activities of the school
- Organization of blood donation camps
- Participation of report on Annual sports and celebration of important occasions and events.
- Preparation of report on maintenance of registers and records by the school
- Conduct case study/ action research
- Liaison with parents community and authorities
- Sharing learners, teachers and parents perceptions
- Dialoguing with SMC members and preparation of reports on their meetings in the school

Post-Internship Activities

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

Evaluation of Internship in teaching performance

Evaluation of performance, during internship will be done on the basis of assessment of institute supervisors, cooperating teachers, head of schools and student-teacher activities/ assignments. The scheme of evaluation will be as follows.

Sl. No	Area	Subject	Internal Mark	External Mark
1	Final Teaching	Method- I		50
		Method- II		50
2	Lesson planning & record maintenance	Method- I	20	
	Lesson planning & record maintenance	Method- II	20	
3	Development of Scheme of lesson and Recording on observation of Peer teaching.	Method- I	10	
	Development of Scheme of lesson and Recording on observation of Peer teaching.	Method- II	10	
4	Conducting Case Study		10	
5	Record on school process and participation of school activities		10	
6	Preparation of Instructional materials and teaching aids exhibition		10	
	Assessment by Head of Schools		10	
	Total		100	100

SEMESTER-IV

Semester- IV				
Paper Code	Paper Title	Total Marks	Internal / Sessional	External
Paper-VI	Gender, School and Society	50	10	40
Paper-VII B	Knowledge and Curriculum-Part- II	50	10	40
Paper-X	Creating an Inclusive School	50	10	40
Paper-XII	Vocational Courses (Any one): Tailoring, Toys Making, Gardening, Wood Work)	100	50	50
Paper-EPC-IV	Physical Education and Yoga	50	50	
Paper-PC- III A	Practicum- Method- I (Mathematics/ Biological Science/ Language- Hindi, English, Sanskrit, Urdu, Santhali)	50	50	
Paper-PC- III B	Practicum- Method- II (Physical Science/ Social Science/ Economics/ Commerce)	50	50	
Total		400	230	170
Engage with the Field: Tasks and Assignments for courses VI, VII B , X, XII, EPC- IV, PC- III A & PC- III B				

COURSE VI: GENDER SCHOOL AND SOCIETY

Total Marks:50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student-teacher shall

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

Detailed Course Content

Unit I. Gender Related Concepts

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

Unit II: Forms of Gender Inequality and Issues

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

Unit III. Addressing Gender Issues: Intervention and strategies

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

Tasks and Assignments

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

- Surveys of five families on role distribution among family members and preparation report

- Preparation of a report on gender-based roles and practices of the students and staff
Analysis of a secondary level textbook from gender perspective

Suggested Readings

1. Chakravarti, Uma. (2003). Gendering cast through a feminist lens. Calcutta, Bhatkal and Sen.
2. Govt. of India (1992). National policy on education 1986/92. New Delhi: MHRD, Govt. of India,
3. Govt. of India (1992). Programme of action. New Delhi: MHRD, Govt. of India.
4. Jone, Mary E. (Ed.) (2008). Women's studies in India: A reader. New Delhi : Penguin Books.
5. Nayar, U. & Duggal, J. (1997). Women's equality and empowerment through curriculum: A hand book for teachers at primary stage. New Delhi: NCERT
6. NCERT (2005). National curriculum framework 2005. New Delhi: NCERT.
7. Srivastava, Gouri (1997). Women who created history: Exemplar materials for textbook writes and teachers. New Delhi : NCERT

COURSE VIII (B) KNOWLEDGE AND CURRICULUM

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Objectives

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

- Explain the nature of Curriculum planning and development
- Describe the process of curriculum, transaction
- Describe the mode of transaction
- Explain the principles of curriculum planning development
- Elaborate the transaction, evaluation and renewal processes of curriculum

Unit IV: Curriculum planning and development

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

Unit V: Curriculum transaction

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

Unit VI: Evaluation and Renewal

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

Tasks and Assignments:

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

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

Suggested Readings

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

COURSE X: CREATING AN INCLUSIVE SCHOOL

Total Marks:50

Internal Assessment: 10

External Assessment: 40

Objectives

On completion of this course, the student – teacher shall

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

Detailed Course Content

Unit I Inclusive Education

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

Unit II Children With Special Needs

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

Unit III: Inclusive School

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

Tasks and Assignments

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

- Observation of an inclusive classroom set up and reporting.

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

Suggested Readings

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

COURSE XII: VOCATIONAL COURSES

(Any one from the following- Tailoring, Toy Making, Gardening, Wood Work)

TAILORING

Total Marks: 100

Internal Assessment: 50

External Assessment: 50

Objectives

On completion of course, the student-teachers will be able to

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

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

Detailed Course Content

1. Machine Parts and Their Maintenance

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

2. Different kinds of stitches

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

3. Cutting and Finishing

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

4. Mending of clothes

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

5. Measurement for various garments

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

Procedure of Evaluation

Internal Assessment

Each student will have to submit a project on part of a tailoring machine and function on different parts of a tailoring machine. In the project it has to be mentioned the Measurement for various garments and calculation of the quantity of materials of different width.

External Assessment (Viva-voce)

Each student will have to submit at least three items from the following garments: Kurtas, shirts, half pants, blouses, frocks, different stitches/embroidery on table cloth, petticoat. The external examiners may put questions based on their work or may ask on function and problems/solution of tailoring machine.

Toy Making

Total Marks: 100

Internal Assessment: 50

External Assessment: 50

Objectives:

On completion of course, the student-teachers shall:

- Know different types of toys
- Understand the technique for preparation of different types of toys.

Detailed Course Content

Internal Assessment

Each student will have to submit a project on

1. Introduction to traditional toys
2. Traditional puppets
3. Cloth cutting for preparation of toys
4. Preparation of simple toys- clay toys, plastic toys, paper Mache cardboard, toys
5. Plywood cut toys, soft-wire toys
6. Stuffed puppets, simple puppets
7. Simple Mechanization of toys

External Assessment (Viva-voce)

Each student will have to submit at least three items from the following

1. Preparation of simple toys and puppets
2. Handling of plaster-vesting
3. Decoration of toys- painting, dressing of toys

References

1. Making Soft Toys for Children- Rohan Book Company (2000), New Delhi
2. Rahul Soft Toys- Rahul Prakeshan (2002), New Delhi

Gardening

Total Marks: 100

Internal Assessment: 50

External Assessment: 50

Objectives:

On completion of course, the student-teachers shall:

- Know the history of gardening
- Understand the importance of gardening
- Use different types of pesticides, fertilizers, and insecticides in gardening

Internal Assessment

Each student will have to submit a project on

1. History and meaning of garden and gardening, purpose of establishing garden, steps of establishing garden
2. Nature, specialties and propagation of Ornamental plants.
3. Importance of gardening implements, manures, fertilizers and pesticides, insecticides in gardening.
4. Role of gardening in environment protection.

External Assessment (Viva-voce)

Each student will have to submit at least three items from the following

1. Selection and cultivation of two ornamental plants
2. Participation in at least two activities related to gardening and environmental protection, like plant exhibition, making nursery, preparation of cartoon participation in quizzes etc.
3. Selection of a land belt, of size 6' x 8' and its preparation for showing plants.
4. Maintenance the sown plants and the departmental garden.

References

1. Bhargav, Prabha: Udhyan Kala, Pustak Mahal , 2005
2. Bhargav, Prabha: Pustak Vatika, Pustak Mahal , 2004
3. Bhargav, Prabha: Bagwani Kala, Pustak Mahal , 2004
4. George, A.: Horticulture, Principles and Practices. Delhi. Pearson Education Publishing, 2002
5. Naik, Dada Bhai: Grih Vatika. Varanasi: Service Seva Sanbgh Prakashan, 1981.

WOODWORK (For Boys)

Total Marks: 100

Internal Assessment: 50

External Assessment: 50

Objectives:

On completion of course, the student-teachers shall:

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

Detailed Course Content

1. Concept of woodwork

Need, importance and scope of woodwork.

2. Workshop Activities

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

3. Tools for Woodwork

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

4. Timber and its protection

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

5. Quantifying timber and wood finishes

Calculation of measures of timber, Preparing, cutting . Wood finishing: Polish, varnish and paints. In course of discussion of the above theoretical aspects and related practical work, the following articles (at least three by each student-teacher) need to be prepared as a part of

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

Internal Assessment

Each student will have to submit a project on Need, importance and scope of woodwork, Types of timber and its structure, Timbers- their sources and uses, Calculation of measures of timber

External Assessment (Viva-voce)

Each student will have to submit at least three items from the following- 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, able lamp and other ornamental designs.

COURSE EPC 4 : 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

References

1. Butcher ,C.A (1968) . Foundations of physical Education,(5th Edition), St. Loius , The C.V.Mosby & Co Ltd
2. First Aid Manuual : The St. John Ambulance and Brigade, The British Red cross society.
3. NCERT (2005). National Curriculum Framework – 2005, New Delhi.
4. Thirunarayanan,C& Sharma, HH(1959). Methods in Physical Education,Karaikudi, South Indian Press.
5. WHO (1991) . Comprehensive School Health Curriculum , Regional office for South East Asia, New Delhi
6. Williams,J.H (1964). The Principles of physical education, Philadelphia and London, W.B. Saunders Co.

Semester- IV (PC-III A)

Practicum

Mathematics

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- Preparation of concept centered teaching aids in mathematics
- Preparing design of linking mathematical concepts to daily life, demonstration of concept based teaching
- Action research on any problem related to mathematics teaching in a secondary class
- Preparing a formula note book of mathematics from text books of class IX & X.
- Critical evaluation of mathematics curriculum of CBSE or state board
- Construction of mathematical models (including paper folding and curve stitching)
- Mathematical activity puzzles, such as public cube, fifteen square puzzles, brain vita, map colouring activities, Tessellations.
- Preparation and administration of diagnostic test and formulation of appropriate remedial measures
- Preparation of a blue print on any five topic from the prescribed text and development of test items in conformity with the blue print.
- Preparation of 50 objective based items at least 5 from each type of test items of Mathematics from text book of secondary school.

Practicum (PC-III A)

Biological Science

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- Preparation of a unit test on any topic by developing the blue print and the test items confirming to the blue print.
- Develop and collect activities and resources materials for their use in enhancing quality of learning of biological science at the secondary level.
- Diagnosis of learner difficulty in teaching learning of biological science and preparation of the remedial exercise.
- Preparation of poster and charts to point out vitamin deficiency diseases, first aid, good posture habits, safety measures to prevent the accident at home and school, good health habits etc.
- Preparation of tables and charts to indicate calorific values of vegetarian and non-vegetarian food stuffs
- Preparation of ideal laboratory/herbarium/aquarium.
- A field trip to fish hatchery, bird sanctuary, a nearby forest area on experimental farm or some other area of conservation.
- A case study of local industries, their raw materials, products and pollutants.
- Preparation of a list of competencies required for an effective biology science teacher.
- Project on studies of plant and animal species in different eco-system like ponds, grass land, forests and gardens.

Evaluation Procedure - Each student teacher will have to visit the site if needed and will submit at least two projects/models in each method paper as per the requirements of the courses. The student teacher will have to present the project with power point for evaluation. At least two faculty members will evaluate based on structure, process of writing, content coverage and style of presentation.

Practicum (PC-III A)

Hindi

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- A critical review of a recently published book/ article/ poem of literature or language
- Framing suitable exercises on a given topic
- Preparing teaching aids for development of concepts
- Analyzing errors committed by secondary students in Hindi and finding measures to remove them
- Action research on different problems of teaching Hindi
- Identification of competencies skills to be developed in students unit/ sub-unit wise of Hindi text book of classes IX, and Class X and evolving methodology of developing the competencies
- Critical analysis of language curriculum of CBSE or state board at secondary level.
- Development of language games.
- Use of teaching aids / chart/models by students for teaching Hindi.
- Preparing a small dictionary of the different words using in text books.

Practicum (PC-III A)

English

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- A critical review of a recently published book/ article/ poem of literature or language
- Projects undertaken for the improvement of language abilities of the slow learners
- A case study of vocal mal-adjustment resulting in faulty speech and the remedial measures
- Use of proverbs in teaching communication skills
- Spoken English in India- preparation of a report
- Language survey in locality
- Teaching English in difficult circumstances- preparation of report
- Survey or study of the structure/vocabulary of a particular language community in the neighbourhood.
- Identification of English language learning difficulties of Secondary school students.
- Prepare a report on challenges of teaching English to monolingual or mother tongue speakers.
- Effective use of language L1 & L2 language in classroom.
- Effective use of blackboard in teaching English.

Practicum (PC-III A)

Sanskrit

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- A critical review of a recently published book/ article/ poem of literature or language
- Preparing a dictionary of Sanskrit words from text books of class IX & X
- Preparing teaching aids for development of concepts
- Analyzing errors committed by secondary students in Sanskrit and finding measures to remove them
- Action research on different problems of teaching Sanskrit
- Identification of teacher competencies to be required to transact content of Sanskrit in classes IX & X.
- Critical analysis of language curriculum of CBSE or state board at secondary level.
- Development of language games.
- Framing suitable exercises on a given topic
- Identification of competencies skills to be developed in students unit/ sub-unit wise of Hindi text book of classes IX, and Class X and evolving methodology of developing the competencies
- Critical analysis of language curriculum of CBSE or state board at secondary level

Practicum (PC-III A)

Urdu

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- A critical review of a recently published book/ article/ poem of literature or language
- Preparing teaching aids for development of concepts
- Analyzing errors committed by secondary students in Urdu and finding measures to remove them
- Development of language games
- Action research on different problems of teaching Urdu
- Preparing a small dictionary of the difficult words using in text-books
- Identification of teacher competencies to be required to transact content of Urdu in classes IX & X.
- Language survey in locality.

Practicum (PC-III A)

Santhali

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- A critical review of a recently published book/ article/ poem of literature or language
- Preparing teaching aids for development of concepts
- Analyzing errors committed by secondary students in Santhali and finding measures to remove them
- Development of language games
- Action research on different problems of teaching Santhali
- Preparing a small dictionary of the difficult words using in text-books
- Identification of teacher competencies to be required to transact content of Santhali in classes IX & X.
- Preparing teaching aids/charts/models and other projects.
- Preparing a dictionary of Santhali words/ concepts from text books of secondary classes.

Practicum (PC-III B)

Physical Science

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

1. Make saturated solution of salt, sugar and urea in given quantity of water. To find solubility in grams per liter of the substance from the solution.
2. Study the rate of flow of different liquids
3. Preparation of a unit test on any topic by developing the blue print and the test items confirming to the blue print.
4. Developing & collect activities and resource material for their use in enhancing quality of learning of physical science at the secondary level.
5. Preparation of a model/tool/device based on any principle of physical science included in the course preferably using locally available materials.
6. Developing five activities /experiments in physical science and prepare a brief report.
7. Use of first aid and awareness of safety rules for laboratory work.
8. Organization of science exhibition
9. Preparation of a list of competencies required for an effective physical science teacher.
10. Image formation by convex and concave lens.

Practicum (PC-III B)

Social Science

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

Suggested Activities

- Visit to a village/local town/ an industrial site and prepare a report on its geographical personality, development problems and measures for solution.
- Visit to a museum and prepare a critical report on the material/object displayed there.
- Visit to historical site/monuments. A critical and analytical report on the visit.
- Visit neighbourhood and conduct a socio-economic survey.
- Visit to Vidhan Sabha/ Municipal Council/ Village Panchayat and submit a analytical report on the functioning of the elected bodies.
- Visit to National Archive/State Archives and write a report on the historical information on the particular topic
- Identifies hotpots in any topics & prepare remedial programme.
- Preparation of no cost & low cost teaching learning materials on any topic related to Social Science.
- Preparation of a blue print and test items of an achievement test in Social Science for any secondary class.
- Identification the learning difficulties in any topic and prepare remedial programme.

Practicum (PC-III B)

Economics

Contact Hours: 3 Hours per week

Maximum Marks: 50 (Internal)

- Visit to local market to find out and list the manners in which consumers are cheated and measures to protect the consumers.
- Conduct a survey of a locality to find out the co-relation between income and size of family.
- The survey of a locality to find out the working and non-working women population ratio and the extent of women unemployment.
- Conduct a survey of a locality to find out the co-relation between income and size of family
- Conduct a survey of the working and non-working educated and uneducated women in the locality and their impact on the socio-economic conditions of the family.
- Conduct a survey of child labour in the locality
- Conduct a survey of educational status of children in a nearby slum area.
- Preparation of a blue print and test items of an achievement test in Economics for any Secondary classes.

Practicum (PC-III B)

Commerce

Contact Hours: 3 Hours per week
Maximum Marks: 50 (Internal)

1. Conduct a survey of a locality to find out between income and expenditure at least ten families with their family size.
2. Conduct a survey of demand and supply to increase and decrease value price in any topic.
3. Visit a field trip on industrial area & write a comprehensive report.
4. Visit to local market and list the sale of day to day use materials in order merit. Visit atleast 10 grossery shops and prepare a comprehensive report.
5. Preparation of income tax report of the current year with example. Impact of GST in the Indian economy.
6. Field visit and collection of data about functioning of any business institution.
7. Preparation of 5 unit plan and five teaching aid from prescribed text.
8. Comparative Analysis of Commerce curriculum of different state boards & central board.
9. Prepare of an Action Research Project.
10. Developing tests and analyzing blue print of question papers.

Syllabus Development, Revision and Approval Committee Members

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