



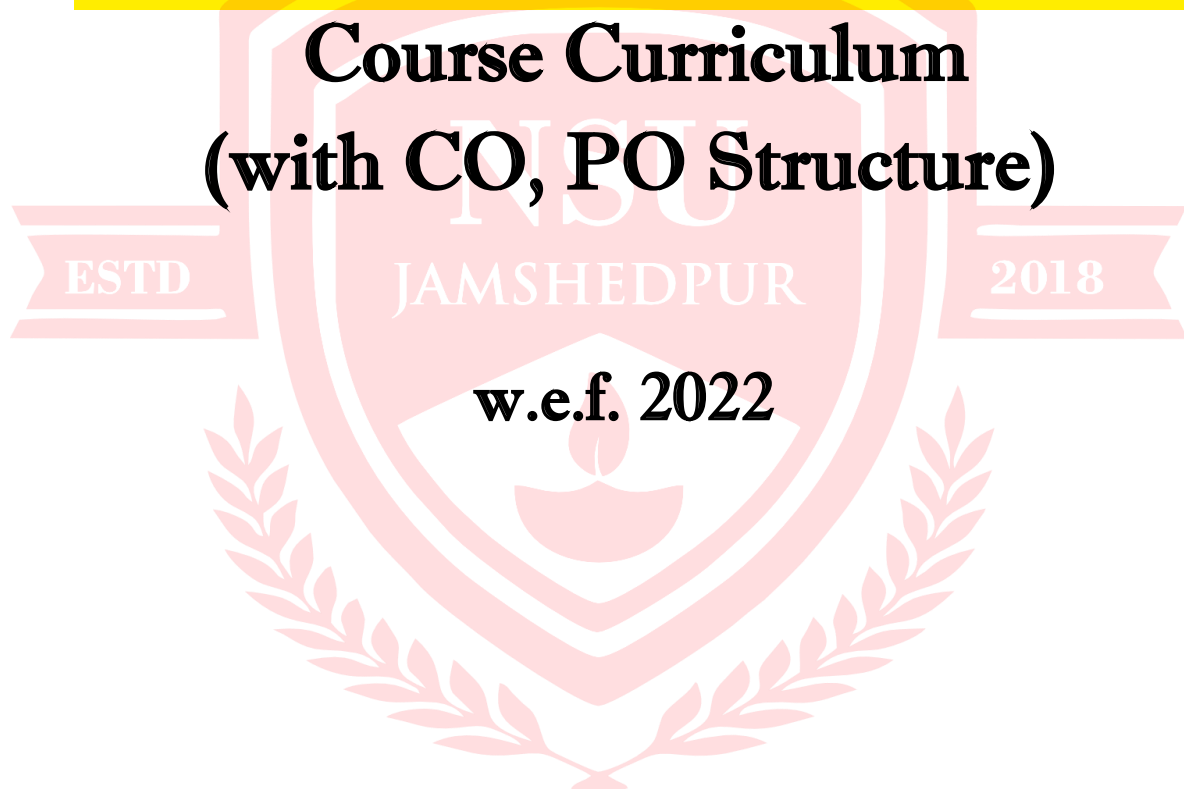
NETAJI SUBHAS UNIVERSITY

Estd. Under Jharkhand State Private University Act, 2018

Department of Education

Bachelor of Education (B. Ed.)

Course Curriculum (with CO, PO Structure)



w.e.f. 2022



NETAJI SUBHAS UNIVERSITY

JAMSHEDPUR, JHARKHAND

Draft Regulation and Syllabus for
Two Years Bachelor of Education
Secondary Teacher Training (B.Ed.) Programme

(Based on NCTE Curriculum Framework: Two– Year B.Ed. Programme, 2014)

[Signature]
Head Dept of Education
Netaji Subhas University
Gulbati, Jamshedpur



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Dean Academics
Netaji Subhas University
Jamshedpur, Jharkhand

PROGRAMME OUTCOMES

PO-1-Develop pupil-teachers' ability to recognize, formulate, and solve issues and problems in the areas of content knowledge and pedagogy.

PO-2-Provide the pupil-teachers with a meaningful experience in research and development that are relevant to the field of the teaching profession.

-PO-3-Provide pupil-teachers the highest quality training in content, pedagogy and practice,

PO-4-Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

PROGRAMME SPECIFIC OUTCOMES

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

PSO-1- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.

PSO-2- Understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.

PSO-3-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.

- PSO-4Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

-PSO-5 Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical developments of the learner.

SEMESTER 1

Name of the Course: Education, School and Society

Course Objectives

The student-teacher shall:

-State the narrow and broad meaning of education and form own concept on education

-Identify various modes and processes of education

-Explain the foundations of education and the aims of education as recommended by different commissions education policies and educational thinkers

-State the relationship between school and education, school and community and among education society and culture

-Elaborate the linkage between education and national development

Syllabus of the Course

1. Understanding Education

- Meaning : derivational, narrow and wide; Eastern and Western viewpoints
- Process: Bi-polar, tri-polar, multi-polar; Life-long process
- Mode: formal/institutional, Informal/Incidental, Non-formal,
- Aims: Individual and social
- Aims of education according to Secondary Education Commission (1952-1953), Education Commission (1964-1966), National Policy on Education (1986/92), and National Curriculum Framework (2005)

2. Foundations of Education

- Philosophy and Education: Meaning and relationship; Influence of philosophy in determining aims, curriculum and methods of Education with reference to major schools of Western and Indian Educational Philosophy – Idealism, Naturalism and Pragmatism, Samkhya Philosophy, Vedanta Philosophy, Jainism and Buddhistic Philosophy.
- Sociology and Education: Meaning and relationship; Implications of Sociology for aims, curriculum and methods of Education
- Psychology and Education: Meaning and relationship; Implications of psychology for Education in organizing contents and understanding the teaching-learning process (understanding learner, teacher characteristics and pedagogy)
- Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Rousseau, Dewey and Freire with reference to aims, curriculum and methods

3. Education and School

- School as a formal agency of Education: Purpose (Socio-cultural), Location, infrastructure and time, stakeholders (primary and secondary stakeholders) and programmes
- School Activities: Curricular and other curricular activities-Components, mode of transaction and organization
- School Environment: Learner and Learning-friendly-Characteristics and components; strategies for ensuring learning-friendly environment
- Resource Requirements: Knowledge, Human, Material, Infrastructural, Technological; Their sources and utilization
- School-Community Interface: Importance, Aspects of

interface, strategies for strengthening their inter-relationships, and their roles in building learning communities

4. Education, Society and Culture

- Society as a system; Education and culture as sub-systems; Their interrelationships
- Education as an instrument of social change: Meaning, dimensions and types of social change; Role of education effecting social change and control; Social change influencing education
- Education and Modernization: Meaning of modernization; Characteristics of modernized society; Adaptive demands of modernization and role of education
- Education and culture: Meaning and elements of culture; Role of education for preservation, transmission and enrichment of culture; influence of culture on education, in general, and promotion of meaningful learning, in particular

5. Education and National Development

- National development – Dimensions and Indicators
- Education as an investment for Human Resource and Socio-economic Development
- Education for sustainable development (including sustainable environment)
- Education for inclusive development- Dimensions (social, economic, cultural, technological, spatial), Strategies for promoting inclusion, Role of education
- Education to meet the situations arising out of conflicts, insurgencies, national calamities and disasters

Tasks and Activities

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

- Preparation of a paper on the aims of education as recommended by the commissions, education policies and educational thinkers for comparative analysis.
- Appraisal of aims of education and curriculum proposed by one of the educational thinkers in the present socio-cultural context of India.
- Survey of a community and working out strategies for mobilization of resources available in the community for improvement of school practices.
- Preparation of a paper on how school has been responsible for modernization of the community within which the school

is situated.

- Preparation of a blueprint on the different areas of possible school community interface.

Suggested Readings

1. Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indiansociety*, NewDelhi: NCERT.
2. Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. NewDelhi: SagePublication.
3. Dewey, John (1916/1977). *Democracy and education*. New York:MacMillan.
4. Dewey, John (1956). *The Child and the curriculum, school and society*.Chicago,Illinois: University of Chicago Press.
5. Dewey, John (1997). *Experience and education*. New York: Touchstone.
6. Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
7. Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD. Krishnamurthy, J. (1947) *On education*. New Delhi: Orient Longman,.
8. Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I.Publications
9. Kumar Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman. Margaret, K.T.(1999). *The open classroom*. New Delhi: Orient Longman.
10. Ministry of Education (1966). *Education and national development*. New Delhi:Ministry of Education, Government of India.
11. Ministry of Human Resource Development (2004).*Learning without Burden:Report of the National Advisory Committee*. New Delhi: Min. of HRD.
12. Mukherji, S.M., (1966). *History of education in India*. Vadodara: Acharya Book Depot. Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. New Delhi: MacMillan.
13. NCERT (2005). *National curriculum framework 2005*. New Delhi: National Council of Educational Research and Training.
14. Ornstein, Allan C. & Levine, Daniel U. (1989).*Foundations of education* (4th Edn.).Boston: Houghton Mifflin Co.
15. Pathak, Avijit (2002). *Social implications of schooling*. NewDelhi:Rainbow Publishers.
16. Peters, R.S. (1967). *The Concept of education*. London: Routledge

Kegan &Paul.

17. Salamatullah, (1979). *Education in social context*. New Delhi:NCERT.
18. Saraswati, T.S. (Ed.) (1999). *Culture, socialization and human development. Theory, research and applications in India*. New Delhi: Sage Publication.
19. Srinivas, M.N., (1986). *Social changes in modern India*. Bombay: Allied Publishers.

Course Outcomes

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

CO-1State the narrow and broad meaning of education and form own concept on education

CO-2-Identify various modes and processes of education

CO3-Explain the foundations of education and the aims of education as recommended by different commissions education policies and educational thinkers

CO-4-State the relationship between school and education, school and community and among education society and culture

CO-5-Elaborate the linkage between education and national development

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	2	3	2
CO2	1	2	3	3	3	2	3	2	3
CO3	3	1	2	2	3	2	3	3	2
CO4	2	2	1	3	3	2	2	3	3
CO5	1	3	2	1	2	3	3	2	3
TOTAL	9	11	11	11	13	12	13	13	13
AVERAGE	1.8	2.2	2.2	2.2	2.6	2.4	2.6	2.6	2.6

Name of the Course: Childhood and Growing up

Course Objectives

The student-teacher shall

-Explain the concepts of growth and development of human child and the underlined general principles of growth and development.

-Describe briefly the periods and the typical characteristics of growth and development during each period.

-Specify the contexts and factors influencing development.

-Explain the theories of socio-emotional, cognitive and language development and their educational implications.

- Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.
- Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

Syllabus of the Course

1. Understanding learner development

- Growth and development – Concept and General Principles of Development; Stages of development - concept (sequential, structural identity, critical periods, processes-reversible and irreversible), different stages of human growth and development- infancy, childhood, adolescence, adulthood and old age
- Contexts of development: socio- economic, cross-cultural-psychological, and anthropological
- Factors influencing development: heredity, environment, nutrition, child-rearing practices, socio economic status, siblings and peers

2. Theories of Child and Adolescent Development

- Socio-Emotional Development: Erickson's theory of psychosocial development; Theory of development of social play- Jean Piaget
- Cognitive and Language Development: Cognitive developmental stages of Piaget; Conceptual and Language development theories of Vygotsky; Language development theory of Noam Chomsky; Brief theoretical framework and its educational implications
- Developmental characteristics during childhood: Physical, social, cognitive and emotional; Role of school and teachers

3. Developmental characteristics and needs during adolescence

- Growth and development during adolescence: Characteristics during early and late adolescence – Physical, Social, Cognitive and Language, Emotional and Moral; Challenges of adolescence
- Context-specific developmental tasks based on specific

needs and problems during adolescence; Problems of adjustment

- Role of school and teacher in addressing the challenges of developmental needs of adolescents in various contexts

4. Understanding Individual Differences among Learners

- Individual differences due to cognitive, social and emotional attributes; Individual differences in learning in terms of mental ability, rate of learning, motivation to learn, learning style, attitude etc.; recognizing the uniqueness of the learner
- Learners with different mental abilities: intelligence, emotional intelligence and creativity- their concept, nature and assessment; categorization of learners based on mental abilities
- Managing individual differences in learning – learning needs of different types of learners (gifted and backward learners; fast and slow learners)

5. Addressing learning needs

- Identification of learning needs of children in different stages and contexts of development (socio-economic, cultural, geographical, political, CWSN etc)
- Strategies to meet the learning needs of children in and out of school: organizing learning in heterogeneous classroom – ability grouping, heterogeneous grouping, grouping by interest and grouping by choice; addressing individual differences in classroom – individual guided learning, peer learning, co-operative and collaborative learning etc.
- Culture-responsive teaching-learning approaches to meet the learning needs of children in different contexts of development - learning issues of marginalization, diversity, gender inequality

Tasks and Assignments

Each student-teacher is required to submit any two assignments from the following:

- Case Study of a problem child / a slow learner/ a disadvantaged child
- Administration of a group intelligence test and reporting the result.
- Rating of student-teachers' classroom performance (of any 5 student-teachers' performance)
- Analysis of the common behavioural problems observed in the classroom suggesting the ways to address them.
- Preparation of five activities for promoting creativity among the school students.

Suggested Readings

1. Arnett, Jeffrey(2007). *Adolescence and emerging adulthood: A culturalapproach*.(3rd Edn.). Upper Saddle River, N.J.: Pearson
2. Berk, Laura E. (2011). *Child development* (9th Edn.). New Delhi: PrenticeHall ofIndia.
3. Chauhan,S.S. (1978). *Advancededucational psychology*. New Delhi: VikasPublishing House Pvt. Ltd.
4. Dash, M. and Dash, N.(2006). *Fundamentals of educational psychology*. NewDelhi:Atlantic.
5. Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York:VanNostrand
6. Hurlock, E. B. (1980). *Developmental psychology: All span approach*. NewYork:McGraw Hill Book.
7. Hurlock, E.B. (1980). *Child development* (6th Edn.). Tokyo:McGraw-Hill, K
8. Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.
9. Kail, Robert V (2011). *Children and their development* (6th Edition). Englewood Cliffs, N.J: Prentice Hall
10. Nolen-Hoeksema, Susan, Fredrickson, Barbara L., Loftus, Geoff R., & Wagenaar, Willem,A.(2014). *Atkinson & Hilgard's Introduction to Psychology*. Belmont,California: Wadsworth
11. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sagepublications.
12. Stephens, J. M.; Evans, E. D.(1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston.

Course Outcomes

On completion of this course, the student-teacher shall

CO-1 Explain the concepts of growth and development of human child and the underlined general principles of growth and development.

CO-2 Describe briefly the periods and the typical characteristics of growth and development during each period.

CO-3 Specify the contexts and factors influencing development.

CO-4 Explain the theories of socio-emotional, cognitive and language development and their educational implications.

CO-5 Describe the developmental characteristics of childhood development and their bearing on school and classroom practices.

CO-6 Elaborate the developmental characteristics, contextual needs and tasks during adolescence and the role of school and teachers in addressing the challenges during this period of development.

CO-7 State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.

CO-8 Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	3	2	3
CO2	2	1	2	3	1	1	2	1	2
CO3	2	1	2	3	1	3	1	2	3
CO4	3	2	3	2	2	2	3	3	2
CO5	3	2	2	2	3	2	3	3	3
CO6	3	3	3	2	3	2	2	2	2
CO7	2	1	2	3	1	3	1	2	3
CO8	3	2	3	2	2	2	3	3	2
TOTAL	21	14	20	20	15	18	18	18	20
AVERAGE	2.63	1.75	2.50	2.50	1.88	2.25	2.25	2.25	2.50

Name of the Course: Language across the Curriculum

Course Objectives

The student-teacher shall

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

Syllabus of the Course

1. Language background of Learners

- Varied language contexts of the learners – dialect, regional

varieties and standard language; significance of first language in learning

- Home language vs School Language – Transmission and movement: challenges and strategies
- Understanding multilingual context -Challenges and strategies

2. 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

3. 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.). London: 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:OxfordUniversity Press.

Course Outcomes

On completion of this course, the student-teacher shall

CO-1 Identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.

CO-2 Analyze the nature of classroom discourse and devise strategies to improve communication skills of students.

CO-3 Develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.

CO-4 Envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	3	3	2
CO2	2	1	3	3	2	2	2	2	2
CO3	3	2	2	2	3	3	2	2	2
CO4	3	2	1	2	2	3	2	3	3
TOTAL	11	8	9	9	9	11	9	10	9
AVERAGE	2.75	2	2.25	2.25	2.25	2.75	2.25	2.5	2.25

Name of the Course: Learning Assessment

Course Objectives

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*.

Syllabus of the Course

1. 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

2. Assessment for Learning

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

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

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

3. Construction of Test and Its Use

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

4. Issues in Assessment and Policy Provisions

- Current practices: Over-emphasis on Summative Assessment (Periodic and common/high-end examinations) and marking; competitive examination- its adverse effects on learners, education system and society
- Issues and Problems : Marking vs. Grading, objectivity vs. subjectivity, Close-ended vs. Open-ended test items, relative neglect of non-cognitive aspects, non-use of diverse methods and tools for assessing diverse learners
- Policy perspectives: Recommendations of NPE 1986/92, NCF – 2005, RCFCE Act 2009; Non-detention policy and its implications for assessment and quality of learning
- Emerging practices in assessment – online assessment, participatory assessment

5. 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, Feffer & Simon.
6. Gronlund, N.E. & Linn, R.L. (2009). *Measurement and assessment in teaching* (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
7. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
8. Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
9. Popham, W.J. (1993). *Modern educational measurement*. Englewood Cliffs, N.J.: Prentice Hall.
10. Popham, W.J. (2010). *Classroom assessment: What teachers need to know* (6th ed.). New York: Prentice Hall.
11. Shepard, L.A. (2000). The role of assessment in learning culture.

Educational Researcher, 4-14.

12. Stiggins, R. (2005). *Student-involved classroom assessment*. (4th ed). Columbus, Ohio: Merrill.

Course Outcomes

On completion of this course, the student- teacher shall

CO-1 State the nature, purpose and types of educational assessment and evaluation.

CO-2 Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.

CO-3 Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching

CO-4 Analyze the trends and issues in learning and learner assessment.

CO-5 Analyze and interpret results of the assessment using rudimentary statistical methods.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	2	3	3
CO2	1	3	3	2	2	2	2	2	2
CO3	2	2	2	2	3	3	2	2	3
CO4	2	1	2	2	3	2	3	3	3
CO5	2	2	3	3	2	3	3	2	1
TOTAL	10	11	12	12	13	12	12	12	12
AVERAGE	2	2.2	2.4	2.4	2.6	2.4	2.4	2.4	2.4

Name of the Course: Critical Understanding of ICT

Course Objectives

The student-teacher shall

- describe a computer system
- describe the working of a computer
- operate the windows operating system
- 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

Syllabus of the Course

1. 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.

2. 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.

3. 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 -visualprogramme.
- Developing a power point presentation on any one topic to be transacted at thesecondarylevel
- Watching any five UGC Sponsored Educational programmes telecast byAVRC / EMRCand preparing a report

Suggested Readings

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

Course Outcomes

On completion of this course, the student-teacher shall

CO-1describe a computer system

CO-2describe the working of a computer

CO-3operate the windows operating system

CO-4use internet for educational purpose

CO-5use the word processing package in education

CO-6appreciate the use of ICT in teaching and learning

CO-7acquire the skill of trouble-shooting whenever there are problems in the working of computer

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	3	3	2

CO2	3	2	3	3	2	3	3	2	1
CO3	2	1	3	2	2	3	2	3	3
CO4	3	2	2	3	2	3	1	3	2
CO5	3	3	3	1	3	2	2	2	1
CO6	3	1	3	3	3	2	3	1	3
CO7	3	3	3	1	3	2	2	2	1
TOTAL	19	15	19	15	18	17	16	16	13
AVERAGE	2.71	2.14	2.71	2.14	2.57	2.43	2.29	2.29	1.86

Name of the Course: Fruit and Vegetable Preservation

Course Objectives

The student-teachers shall

- Develop economic values through fruit and vegetable preservation
- Gain knowledge about fruit preservation industry
- Gain knowledge about different type of preservatives for different type of preservation
- Have appropriate use of fruits and vegetables by avoiding wastage and spoilage

Syllabus of the Course

1. Need and importance

- The need for fruit preservation industry-its relationship with horticultural development, developing and modernizing.
- Fruit preservation as a home scale industry and as an educative craft, causes of wastage and spoilage and remedies.

2. Raw materials

- Raw materials for fruits and vegetables preservation- Kinds, varieties and types of useful raw materials, Geographical and seasonal distribution, quantity produced.
- Medicinal value, suitability for processing and preservation,
- Effects of processing on the food value of preserved fruits and vegetables and possible industrial applications

3. Principles and Methods of Preservation

- Various types of tin and glass containers and packing materials, general principles of preservation-selecting, grading, washing, bunching, peeling and pitting of fruits and vegetables-pasteurization and sterilization.
- Methods of preservation: Heating, drying, salting freezing, use of oil and vinegars, use of sugar, use of chemicals by fermentation

and by the production of vinegar.

Practical (To be conducted along with the theoretical discussions of the above subject units)

- i. Acquaintance with learning and the operation of various equipments improvising cheap equipments for purpose of processing.
- ii. Selecting, grading, washing, peeling and pitting of fruits for processing and preservation.
- iii. Preparation of sugar syrups and brine testing syrups strength.
- iv. Bottling of fruits, Preparation and preservation of fruit juices, squash, cordials and syrups of locally available fruits.
- v. Canning - canning of fruits in syrups, vegetables in brine and curried vegetables.
- vi. Preparation of jams, jellies, marmalades and cordials.
- vii. Preparation of oil and vinegar pickles, chutneys, ketchups and sources.
- viii. Preparation of fruit vinegars.
- ix. Drying and dehydration - sun drying and dehydration by the home made drier.

Course Outcomes

On completion of course, the student-teachers shall

CO-1 Develop economic values through fruit and vegetable preservation

CO-2 Gain knowledge about fruit preservation industry

CO-3 Gain knowledge about different type of preservatives for different type of preservation

CO-4 Have appropriate use of fruits and vegetables by avoiding wastage and spoilage

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	3	2	2	3
CO2	2	1	2	3	2	1	1	1	2
CO3	3	1	1	3	2	3	1	2	2
CO4	2	2	3	2	3	2	2	3	3
TOTAL	10	6	9	11	10	9	6	8	10
AVERAGE	2.5	1.5	2.25	2.75	2.5	2.25	1.5	2	2.5

Name of the Course: Wood Work

Course Objectives

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

Syllabus of the Course

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. Matrice 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.

Course Outcomes

On completion of course, the student-teachers shall:

CO-1 Know different types of tools and their safe uses

CO-2 Develop skills in preparing wooden products like pointer, duster, blackboard, chair, table stool etc.

CO-3 Know different types of timbers for preparing various finished products and process of protecting wooden materials

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	3	3	3	2
CO2	1	2	3	2	2	2	2	3	2
CO3	2	3	2	2	3	2	2	2	3
TOTAL	6	8	7	6	8	7	7	8	7
AVERAGE	2	2.67	2.33	2.00	2.67	2.33	2.33	2.67	2.33

SEMESTER II

Name of the Course: Learning and Teaching

Course Objectives

The student- teacher shall

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

Syllabus of the Course

1. 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 or Categories of Learning: Gagne's categories of learning.

2. Theoretical perspectives of learning

- Behavioristic 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

3. Meaningful learning

- Meaning and attributes - active or manipulative, constructive, reflective, intentional, complex, contextual, collaborative, and conversational;
- Learning as meaning making: Concept and process of meaning making; Learner as meaning maker- Characteristics of learner as meaning maker – curiosity, interest, active engagement: Role of inquiry in meaning making
- Meaningful Learning as Experiencing: Observing, Perceiving and internalizing, and Deriving meaning from experiences
- Facilitating Meaningful Learning in and out of school: strategies and role of teacher

4. 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

5. Teaching as a profession

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

Tasks and Assignment

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

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

Suggested Readings

1. DeCecco, J.P., & Crawford, W.R. (1974). *Psychology of learning and instruction: Educational psychology*. Englewood Cliffs, N.J.: Prentice Hall.
2. Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th edition). New York: Holt, Rinehart and Winston.
3. Klausmeir, H.J., & Ripple, R.E. (1971). *Learning and human abilities: Educational Psychology*. New York: Harper & Row.

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

Course Outcomes

On completion of this course, the student- teacher shall

- CO-1 State the meaning, nature, dimensions and basic conditions of learning.
- CO-2 Discuss the broad perspectives of behavioristic, social cognitive and constructivist views of learning and their educational implications.
- CO-3 Explain the process of learning as meaning making and the ways of facilitating meaningful learning in and out of the school.
- CO-4 Employ the processes of teaching and managing classroom situations for meaningful learning.
- CO-5 Elaborate the processes of preparation and continuing development of professional teacher in the context of a professional ethics of teaching profession.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	3	2
CO2	2	3	2	3	2	2	2	3	2
CO3	3	3	2	3	3	3	3	3	3
CO4	2	2	3	3	2	3	3	2	3
CO5	3	3	2	2	2	3	3	2	3
TOTAL	13	14	12	13	12	14	13	13	13
AVERAGE	2.6	2.8	2.4	2.6	2.4	2.8	2.6	2.6	2.6

Name of the Course: Contemporary Concerns in Education

Course Objectives

The student- teacher shall:

- Describe the prevailing social inequities, diversities and marginalization in India and their implication for education.
- State the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to school education.
- Explain the various concerns and issues of school education
- State the roles of teachers in addressing the concerns and issues
- Develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices

Syllabus of the Course

1. Diversity, Inequality and Marginalization in Society

- Understanding Indian Society with reference to diversities in Language, Culture, Religion, Socio-economic class, Ethnic group
- Issues of Inequality in Society and their Socio-cultural and Educational Implications
- Discrimination and marginalization as barriers for Universalization of Education
- Role of Education, School and Teacher in addressing issues related to Diversity, Inequality and Marginalization

2. Constitutional provisions, Policies and Acts in Education

- Constitutional provisions and values for resolving the issues of Diversity, Inequality and Marginalization in education
- Policies and programmes for addressing these issues – NPE

(1968, 1986)POA (1992); SSA and RMSA.

- Problems in implementation of the policies with reference to access, enrollment, retention and quality in education

3. Child rights and Human rights

- Human Rights- concept and covenants of human rights (Universal Declaration of Human Rights); constitutional provisions for safeguarding human rights
- Child Right- concept and rights of child; constitutional provisions for safeguarding child rights; UN Convention of Child Rights, 1989
- Initiatives for protection of Child's Right to Education: RCFCE Act, 2009(RTE Act) – objectives and provisions

4. Global concerns for Education

- Environmental Education- context and concept, objectives, scope and strategies
- Life skill education – concept and importance; core life skills (WHO identified); role of school, teacher and community for developing life skills of the learners; National Skill Development Framework
- Privatization and globalization of education– meaning and their impact on the contemporary education scenario with reference to curriculum, pedagogy and management
- Peace education – concept, need, scope and strategies

5. 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

Tasks and Assignments

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

- Conducting social survey in respect of inequality and marginalization and preparing a report
- Preparation of Case Studies of Violations of Child Rights / Human Rights
- Field study for identification of environmental hazards and preparing a report

plan for environmental education

- Preparation of a term paper on Constitutional values with reference to the issues of equality
- Debate / discussion / seminar on quality issues in education and preparation of a report
- Projects on school-based activities for Peace education / life skill education

Suggested Readings

1. Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Perennial Library.
2. Govt. of India (1992). *Report of core group on value orientation to education*. New Delhi: Planning Commission, Govt. of India.
3. Kaur, B. (2006). *Teaching peace, conflict and pride*. New Delhi: Penguin Books. Kumar, Arvind (2003). *Environmental challenges of the 21st century*. New Delhi: APH Publishing Corporation.
4. Kumar, Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman. MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha*
5. *Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
6. MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
7. Ministry of Law and Justice (2009). *Right to education*. New Delhi: Govt of India.
8. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT. Panneerselvam, A. & Ramkrishnan, M. (1996). *Environmental science education*. New Delhi : Sterling Publishers
9. Puri, M. & Abraham. (Eds.) (2004). *Handbook of inclusive education for educators, administrators and planners*. New Delhi: Sage Publications.
10. Sharma, R.A. (1998). *Environmental education*. Meerut : Surya Publication UNESCO (1990). *Source Book on environmental education for secondary teachers*. Bangkok : UNESCO Principal Regional Office for Asia Pacific
11. UNESCO (1994). *Source Book on environmental education for elementary teacher educators*. Bangkok : UNESCO Principal Regional Office for Asia Pacific
12. UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
13. UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
14. UNESCO (2001). *Learning the way to peace: A teacher's guide to*

- peace education*. Paris: UNESCO.
15. UNESCO (2004). *Education for all: The quality imperative*. EFA Global Monitoring Report. Paris: UNESCO.
 16. UNESCO (2012). *Shaping the education of tomorrow: 2012 Report on the UNdecade of education for sustainable development*. Paris: UNESCO.
 17. Unicef (2000). *Defining quality in education*. New York: Programme Division(Education), Unicef.
 18. WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
 19. WHO (1997). *Life skills education for children and adolescents in schools: Introduction and guidelines to facilitate the development and implementation of life skills programmes*. Geneva: Division of Mental Health and Prevention of Substance Abuse, World Health Organization.
 20. WHO (1999). *Partners in Life Skills Training: Conclusions from a United Nations Inter-Agency Meeting*. Geneva: World Health Organization.
 21. WHO (2004). *Skills for health: An important entry-point for health promoting/child-friendly schools*. Geneva: World Health Organization.

Course Outcomes

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

CO-1 Describe the prevailing social inequities, diversities and marginalization in India and their implication for education.

CO-2 State the relevant Constitutional provisions, policy recommendations and the provisions in different acts relating to education specifically to school education.

CO-3 Explain the various concerns and issues of school education

CO-4 State the roles of teachers in addressing the concerns and issues

CO-5 Develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	3
CO2	2	3	2	3	2	2	2	3	2
CO3	2	3	3	3	3	3	3	3	3
CO4	3	2	2	3	3	3	3	2	2
CO5	2	3	3	2	3	3	3	2	2
TOTAL	12	14	13	13	13	14	13	13	12
AVERAGE	2.4	2.8	2.6	2.6	2.6	2.8	2.6	2.6	2.4

Name of the Course: Pedagogy of English

Course Objectives

The student-teacher shall:

- *Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005*
- *Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches*
- *Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials*
- *Use the understanding of phonetics for facilitating students' speaking in English*
- *Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction*

Syllabus of the Course

1. English in School Curriculum

- Importance of English language in India in historical perspectives
- Place of English as a compulsory subject in school curriculum (both elementary and secondary levels)
- Objectives of learning English at elementary and secondary levels
- English language skills – their components

2. Acquisition of Second Language (English): Methods, Approaches and Strategies

- English language: problems and issues with reference to multi-lingual context
- Understanding of different methods and strategies : Translation Method, Direct Method, Bi-lingual Method, Skill-based activity, Group Learning

3. Transaction of Contents and Learning Assessment in English

- Micro Teaching: Concept, Meaning Preparing and Presenting Micro Teaching lesson Plan
- Transaction of Prose (detailed), poetry, grammar and composition lessons – Approaches, Methods and Strategies
- Preparation of Unit Plan; Preparation of Lesson Plan following communicative approach and constructivist approach (5E and ICON Models)
- Teaching-learning materials in English: Types and Uses :

preparation of low cost no-cost teaching-learning materials in English

- Assessment in English: assessing skills in English; framing different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), Portfolio assessment in English, Continuous Assessment of Learners performance in English within and beyond classroom situations

4. English Language and its Articulation

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

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
• Any six topics (3 prose pieces and 3 poems) from the prescribed text for Classes IX and X by Jharkhand Board • Parts of Speech • Time and Tense • Change of Voice • Direct and Indirect speech • Sentence Pattern • Translation and Composition (Writing letter and essay, noting, reporting)	• Identification of language items (new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning of language skills • Specification of learning objectives • Selection of methods and approaches / strategies • Preparation of teaching-learning materials • Designing of learning activities • Planning teacher and student activities for effective interaction • Assessment strategies (focusing formative)

Tasks & Assignments

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

- Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Model (at least two plans in each

model)

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

Suggested Readings

1. Bansal, R.K. (1971). *An outline of general phonetics*. Bombay : Oxford University Press
2. Bansal, R.K. and Harrison, J.B. (1972). *Spoken English for India*. Madras : Orient Longman
3. Baruah, T.C. (1984). *The English teachers handbook*. New Delhi : Sterling Publishers
4. Billows, F.N. (1961). *The techniques of language teaching*. London : William Heffer and Sons.
5. Carrol, J.B. (1972). *Systems and structures of english*. London: Oxford University Press.
6. Das, B.K. et al. (2009). *An introduction to professional english and soft skills*. New Delhi : Cambridge University Press
7. Dodson, C.J. (1963). *The bilingual method*. London : Pitman Publishing. Frisby, A.W. (1970). *Teaching english: notes and comments*. London: ELBS.
8. Gokak, V.K. (1963). *English in India: Its present and future*. New Delhi: Asia Publishing House.
9. Harish David, P. (1969). *Testing english as second language*. New Jersey : McGraw Hill
10. Hornby, A.S. (1962). *The teaching of structural words and sentence patterns*. London: Oxford University Press.
11. Jones, Daniel (1967). *An outline of english phonetics*. London : William Heffer and Son
12. Kohli, A.L. (1970). *Techniques of teaching english*. Jalandhar : Dhanpat Rai and Sons.
13. Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.
14. Palmer, H.E. (1980). *Grammar of spoken english*. Cambridge: Heffer.
15. Prabhu, N.S. (1989). *Second language pedagogy*. New Delhi : Oxford University Press
16. Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers

17. Saraswati, V. (2004). *English language teaching*. New Delhi : Orient Longman
- Sharma, A.K. (1985). *Aspects of english language teaching in India*. New Delhi : Bharat Book Depot.
18. Sinha, S.P. (1978). *English in India*. New Delhi : Janaki Prakashan
19. TESS India (2015). *Key resources*. The Open University U.K. (<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

Course Outcomes

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

CO-1 Analyze the issues relating to importance and place of English in school curriculum, acquisition of skills in English, realization of aims and objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005

CO-2 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

CO-3 Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials

CO-4 Use the understanding of phonetics for facilitating students' speaking in English

CO-5 Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
TOTAL	13	12	14	12	14	13	13	13	11
AVERAGE	2.6	2.4	2.8	2.4	2.8	2.6	2.6	2.6	2.2

Name of the Course: Pedagogy of Hindi

Course Objectives

The student-teacher shall:

-Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and

objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF – 2005

- Use various methods, approaches and strategies for teaching-learning Hindi and transact various types of lesson plans covering all aspects of Hindi language following different approaches*
- Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials*
- Develop competencies for teaching learning of Hindi through different measures.*
- Hindi language skills – their components independence and interdependence.*

Syllabus of the Course

1. 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

2. Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach, Preparation of Unit Plan
- Micro Teaching: Concept, Meaning, Preparation and presentation of MicroTeaching lesson
- Transaction of Prose, Poetry, non- details study, grammar and composition lessons – Approaches, Methods and Strategies

3. Teaching Learning Materials and Assessment

- 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

4. Pedagogical Treatment of content & Professional Development Programmes of Hindi teachers

- Pedagogical analysis of contents selects 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.

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
• Poems – Any Three Prose • Prose Pieces – Any Three Pieces Poems Hindi Book Katha • Grammar – Karaka, Bibhakti, Samasa (Pieces to be selected from Class X Text as indicated)	• Identification of language items (new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning language skills • Formulation of learning objectives • Selection of methods and approaches / strategies • Preparation of teaching-learning materials • Designing of learning activities • Planning teacher and student activities for effective interaction • Assessment strategies (focusing formative)

Tasks & Assignments

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

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

- Diagnosis of spelling problems among the learners and development of remedial materials
- Preparation of a Rubric for developing an essay in Hindi

Suggested Readings

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

Course Outcomes

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

CO-1 Analyze the issues relating to importance and place of Hindi in school curriculum, acquisition of skills in Hindi, realization of aims and objectives of learning Hindi and language policy as conceived in NPE, 1986 and NCF – 2005

CO-2 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

CO-3 Develop test items to assess learning in Hindi and provide feedback as well as prepare enrichment materials

CO-4 Develop competencies for teaching learning of Hindi through different measures.

CO-5 Hindi language skills – their components independence and inter dependence.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
TOTAL	13	12	14	12	14	13	13	13	11
AVERAGE	2.6	2.4	2.8	2.4	2.8	2.6	2.6	2.6	2.2

Name of the Course: Pedagogy of Sanskrit

Course Objectives

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.

Syllabus of the Course

1. 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

2. Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach , Preparation of Unit Plan
- Micro Teaching Concept, Meaning, Preparation and presentation of MicroTeaching lesson
- Transaction of Prose, Poetry, grammar and composition lessons –Approaches, Methods and Strategies

3. Teaching Learning Materials and Assessment

- 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

4. Pedagogical Treatment of content & Professional Development Programmes of Sanskrit 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.

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
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- Poems – Any Three Prose - Prose Pieces – Any Three Pieces Poems Sanskrit Book Katha - Grammar – Karaka, Bibhakti, Samasa (Pieces to be selected from Class X Textas indicated)	- Identification of language items (new vocabulary, expression and grammar components) - Identification of scope in the content to be presented for facilitating learning language skills - Formulation of learning objectives - Selection of methods and approaches / strategies - Preparation of teaching-learning materials - Designing of learning activities - Planning teacher and student activities for effective interaction Assessment strategies (focusing formative)
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Tasks & Assignments

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

- Preparation of Five Lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of spelling problems among the learners and development of remedial materials
- Preparation of a Rubric for developing an essay in Sanskrit

Suggested Readings

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

Course Outcomes

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

CO-1 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

CO-2 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

CO-3 Develop test items to assess learning in Sanskrit and provide feedback as well as prepare enrichment materials

CO-4 Develop competencies for teaching learning of Sanskrit through different measures.

CO-5 Sanskrit language skills – their components independence and interdependence.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
TOTAL	13	12	14	12	14	13	13	13	11
AVERAGE	2.6	2.4	2.8	2.4	2.8	2.6	2.6	2.6	2.2

Name of the Course: Pedagogy of Santhali

Course Objectives

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.

Syllabus of the Course

1. 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

2. Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach, Preparation of Unit Plan
- Micro Teaching: Concept, Meaning, Preparation and presentation of MicroTeaching lesson
- Transaction of Prose, poetry, grammar and composition lessons – Approaches, Methods and Strategies

3. Teaching and Learning Materials and Assessment

- 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

4. Pedagogical Treatment of content & Professional Development programmes of Sanskrit 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.

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
• Poems – Any Three Prose • Prose Pieces – Any Three • Pieces Poems Santhali • Book Katha • Grammar – Karaka, Bibhakti, Samasa (Pieces to be selected from Class X Texts indicated)	• Identification of language items (new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning language skills • Formulation of learning objectives • Selection of methods and approaches / strategies • Preparation of teaching-learning materials • Designing of learning activities • Planning teacher and student activities for effective interaction • Assessment strategies (focusing formative)

Tasks & Assignments

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

- Preparation of Five Lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of spelling problems among the learners and development of remedial materials
- Preparation of a Rubric for developing an essay in Santhali

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 Outcomes

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

CO-1 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

CO-2 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

CO-3 Develop test items to assess learning in Santhali and provide feedback as well as prepare enrichment materials

CO-4 Develop competencies for teaching learning of Santhali through different measures.

CO-5 Santhali language skills – their components independence and interdependence.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
TOTAL	13	12	14	12	14	13	13	13	11
AVERAGE	2.6	2.4	2.8	2.4	2.8	2.6	2.6	2.6	2.2

Name of the Course: Pedagogy of Urdu

Course Objectives

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.

Syllabus of the Course

1. 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

2. Transaction of Contents

- Preparation of Lesson Plan following communicative approach and constructivist approach, Preparation of Unit Plan
- Micro Teaching Concept, Meaning, Preparation and presentation of MicroTeaching lesson
- Transaction of Prose, poetry, grammar and composition lessons – Approaches, Methods and Strategies

3. Teaching Learning Materials and Assessment

- 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

4. Pedagogical Treatment of content & Professional Development Programmes of Sanskrit 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.

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
• Poems – Any Three Prose • Prose Pieces – Any Three Pieces • Grammar – (Pieces to be selected from Class X Text as indicated)	• Identification of language items (new vocabulary, expression and grammar components) • Identification of scope in the content to be presented for facilitating learning language skills • Formulation of learning objectives • Selection of methods and approaches / strategies • Preparation of teaching-learning materials • Designing of learning activities • Planning teacher and student activities for effective interaction • Assessment strategies (focusing formative)

Tasks & Assignments

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

- Preparation of Five Lesson Plans on the topics from the prescribed text following 5E and ICON Models (at least two plans in each model)
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Diagnosis of spelling problems among the learners and development of remedial materials
- Preparation of a Rubric for developing an essay in Urdu

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) Sanskrit Zaban Aur Uski Taleem, Lahore, PakistanBook Store.
5. Gray, C.W(1965) Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London, Longmans.
6. Husain, Aijaz (1975) Mukhtasar Tareekh-e-Urdu, Sanskrit Kitab Ghar.
7. Husain, Sajid (1993) Sanskrit Aur Uske Tadreesi Tariqe, Karachi, Rabbar Publishers.
8. Khan, R.H (1974) Sanskrit 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) Sanskrit Zaban Ki Tadrees, New Delhi Taraqqi Sanskrit Bureau.

Course Outcomes

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

CO-1 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

CO-2 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

CO-3 Develop test items to assess learning in Urdu and provide feedback as well as prepare enrichment materials

CO-4 Develop competencies for teaching learning of Urdu through different measures.

CO-5 Urdu language skills – their components independence and interdependence.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2

TOTAL	13	12	14	12	14	13	13	13	11
AVERAGE	2.6	2.4	2.8	2.4	2.8	2.6	2.6	2.6	2.2

Name of the Course: Pedagogy of Biological Science

Course Objectives

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 Sciencesuitable for the secondary school classes.*
- *Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.*
- *Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.*
- *State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts*

Syllabus of the Course

1. Biological Science in School Curriculum

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

2. Approaches and Methods of Teaching-learning Biological Science

- *Observation – Types, importance in Bio-Science, process, recording ofobservation*
- *Experimentation: Experimentation under controlled conditions withinlaboratory and beyond laboratory situation; Process and limitations.*

- Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Use of ICT for self-learning, collaborative learning Concept Mapping.

3. Curricular Activities

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

4. Assessment in Science learning

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

5. Pedagogical treatment of Contents

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

Content	Aspects of pedagogical treatment
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• Improvement of Food production, • Cell and its Organization, • Nutrition, Respiration, Excretion and Reproduction • Biodiversities, • Natural Resources and its Pollution, • Our Environment; Ecosystem, Ecological system flow of energy, Bio-geochemical cycles in nature, Environmental degradation.	• Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods/ approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities, and • Assessment strategies.
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The scope of discussion of the above concepts should be limited to the prescribed Science curriculum for the secondary school level of the state.

Tasks & Assignments

Each student-teacher is required to submit assignments on **any two** 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.
- Developing five activities/experiments in Biological Science and prepare a brief report,
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

Suggested Readings

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

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8. Vaidya, Narendra (1992). Science teaching for 21st century. New Delhi: Deep and Deep.
 9. Zaidi, S.M. (2004). Modern teaching of life sciences. New Delhi: Anmol Publications.

Course Outcomes

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

CO-1 State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.

CO-2 Use various methods and approaches to teaching-learning Biological Sciences suitable for the secondary school classes.

CO-3 Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.

CO-4 Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.

CO-5 Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Biological Science.

CO-6 State the concepts in Biological Science included in the secondary school curriculum and make pedagogical analysis of those concepts

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
CO6	3	3	2	2	3	2	3	3	3
TOTAL	16	15	16	14	17	15	16	16	14
AVERAGE	2.67	2.50	2.67	2.33	2.83	2.50	2.67	2.67	2.33

Name of the Course: Pedagogy of Mathematics

Course Objectives

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 specially suitable for the secondary school classes.*
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.*
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.*
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.*
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts*

Syllabus of the Course

1. Foundations of Mathematics Education

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

2. Methods of Teaching-learning Mathematics

- Inductive method, Deductive method.
- Analytic method, Synthetic method.
- Laboratory method, Demonstration method.
- Heuristic method, Problem Solving method, Project method.
- Lecture method, Discussion method.

3. Curricular Activities in Mathematics

- Preparation of Lesson Plans (Traditional, Activity and Constructivist Approaches),
- Micro Teaching: Concept, Meaning Preparing and Presenting Micro Teaching lesson Plan
- Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities.

- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Charts, Models, Calculator and Computer.
- Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and involving all

4. Assessment in Mathematics Learning

- Construction of Classroom tests and Unit tests: Designing blue-print, preparation of test items.
- Assessment devices: Assignments, projects work, Observation of activities.
- Diagnosis of learning difficulties, Remediation of difficulties, Enrichment Programmes.
- Planning for continuous assessment of classroom learning

5. Pedagogical Treatment of Content

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

Content	Aspects of Pedagogical treatment
• Number System, Ratio and Proportion • Set, Relations, and Functions • Algebraic equations: Linear, Simultaneous and Quadratic Equations and their graphical solutions, Polynomials • Theory of Indices, Logarithm and Anti-logarithm • Lines and Angles, Axioms, Triangles, Polygons and Circles, Coordinate Geometry • Trigonometric Ratios and Identities Problems on Height and Distance	• Identification of concepts and sub-concepts • Expected specific learning outcomes • Methods/approaches of teaching-learning • Teaching-learning materials to be used • Expected teacher and students activities • Assessment strategies

Tasks & Assignments

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

- Preparation of five lesson plans on any topic from the Mathematicstextbooks of the secondary schools.
- Preparation of a unit test on any unit by developing the Blue Print and thetest items conforming to the blue print.
- Develop five activities in Mathematics to be used for enrichment programme.
- Diagnosis of learner difficulty in Mathematics and preparation of remedialexercise.
- Designing pedagogical treatment for any topic of Mathematics and designinglearning activities.

Suggested Readings

1. Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary SchoolMathematics*. Boston: Houghton Mifflin.
2. Driscoll,M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
3. Driscoll,M.(1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
4. Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
5. Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teachingand learning mathematics*. Perth: Curtin University of Technology. Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge UniversityPress.
6. Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondaryschool*. London: Routledge.
7. NCERT (1998). *A textbook of content-cum-methodology of teachingmatheriatics*.
8. NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
9. NCERT (2006). *Position paper: National focus group on teaching mathematics*.New Delhi: NCERT.
10. TESS India (2015). *Key resources*. The Open University U.K.(<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

Course Outcomes

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

CO-1 Narrate the evolution and nature of Mathematics and its

importance in the school curriculum in the context of the recent curricular reforms.

CO-2 Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.

CO-3 Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.

CO-4 Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.

CO-5 Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.

CO-6 Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	2	3	2
CO2	2	2	2	2	3	3	3	3	2
CO3	3	3	3	2	2	2	2	3	3
CO4	2	3	3	3	3	2	3	2	2
CO5	3	2	3	3	3	3	3	2	2
CO6	3	3	2	2	3	2	3	3	3
TOTAL	16	15	16	14	17	15	16	16	14
AVERAGE	2.67	2.50	2.67	2.33	2.83	2.50	2.67	2.67	2.33

Name of the Course: Pedagogy of Physical Science

Course Objectives

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

- Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts

Syllabus of the Course

1. Physical Science in School Curriculum

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

2. Methods of Teaching-learning Physical Science

- Inductive method, Deductive method.
- Analytic method, Synthetic method.
- Laboratory method, Demonstration method.
- Heuristic method, Problem Solving method, Project method.
- Lecture method, Discussion method.

3. Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach)
- Micro-Teaching: Concept, Meaning Preparing and Presenting Micro-Teaching lesson Plan
- Teaching-Learning Materials: Preparation, collection and use of teaching- learning materials in Physical Science like Charts, Graph, Models; ICT materials like Audio and Video, Computer and Internet;
- Learning Activities: Science Laboratory Activities; Science Club, Science Seminar, Science Exhibition
- Key Learning Resources in Physical Science: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using peer work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and involving all.

4. Assessment in Physical Science Learning

- Construction of Classroom tests and Unit tests: Designing blue-print, preparation of test items.
- Assessment devices: Assignments, projects work, Observation of activities.
- Diagnosis of learning difficulties, Remediation of difficulties, Enrichment Programmes.

- Planning for continuous assessment of classroom learning.

5. Pedagogical treatment of Contents

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

Content	Aspects of Pedagogical treatment
• Atomic Structure: Atoms and Molecules, Classification of elements, • Motion, Laws of Motion, Concepts of Work, Energy, Pressure and their measurement, • Energy: Sources and forms of energy, Renewable and non-renewable energy • Electricity and Magnetism: Electric Circuit, Potential Difference, Magnetic Field, Lines of Force, Electromagnetic induction. • Chemical Reactions and Equation • Heat, Light and Sound	• Identification of concepts and sub-concepts, • Expected specific learning outcomes, • Methods/ approaches of teaching-learning, • Teaching-learning materials to be used, • Expected teacher and students activities, • Assessment strategies.

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

Tasks & Assignments

Each student-teacher is required to submit assignments on **any two** 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 unit by developing the Blue Print and the test items conforming to the blue print.
- Developing five activities/experiments in Physical Science and prepare a brief report.
- Preparation of a model/tool/device based on any principle of Physical Science included in the course preferably using locally available materials.
- Designing pedagogical treatment for any topic of Physical Science and designing learning activities

Suggested Readings

1. Das, R.C. (2005). *Science teaching in schools*. New Delhi: Sterling Publishers.
2. Herr, Norman & Cunningham, James (1999). *Hands-on chemistry activities with real-life applications*. San Francisco, CA: Jossey-Bass.
3. Herr, Norman & Cunningham, James (1994). *Hands-on physics activities with real-life applications*. San Francisco, CA: Jossey-Bass.

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

Course Outcomes

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

- CO-1 State the nature and importance of physical science and its relevance in secondary school curriculum.
- CO-2 Use various methods and approaches to teaching-learning Physical Sciences suitable for the secondary school classes.
- CO-3 Plan lessons in physical science for effective classroom transactions.
- CO-4 Develop and collect activities and resource materials for their use in enhancing quality of learning of Physical Science at the secondary level.
- CO-5 Use appropriate tools and techniques for continuous and comprehensive assessment of learning in Physical Science.
- CO-6 State the concepts in Physical Science included in the secondary school curriculum and make pedagogical analysis of those concepts

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	2	3	2
CO2	3	2	2	3	2	3	2	2	3
CO3	3	2	3	2	3	2	3	3	2
CO4	2	3	2	3	3	2	2	3	3
CO5	2	3	3	3	2	3	2	3	3

CO6	3	2	3	3	3	2	3	2	3
TOTAL	16	14	16	17	15	15	14	16	16
AVERAGE	2.67	2.33	2.67	2.83	2.50	2.50	2.33	2.67	2.67

Name of the Course: Pedagogy of Social Science

Course Objectives

The student-teacher shall:

- *State the meaning, scope and importance of Social Science*
- *Specify the skills and competencies to formulate specific learning outcomes for different Social Science*
- *Identify the different methods and skills of teaching Social Science for transacting the contents effectively.*
- *Explain the importance of time sense and prepare / utilize timelines for effecting teaching of Social Science*
- *Prepare Unit Plans and Lesson Plans in Social Science*
- *Develop diagnostic achievement test, administer them and analyse the results for providing feedback*

Syllabus of the Course

1. Concept, Objectives and Values of Teaching Social Science

- Meaning, Nature and Scope of Social Science
- Values of teaching Social Science
- Recommendations of NCF – 2005 on teaching of Social Science
- Correlation of Social Science with other school subjects
- Objectives of teaching Social Science at elementary and secondary levels

2. Methods and Approaches to Teaching-Learning Social Science

- Story-telling
- Narration-cum-discussion
- Lecture-cum-Demonstration
- Dramatization
- Source Method
- Project method
- Excursion method

3. Development of Resource Materials

- Approaches to curriculum in Social Science – Bio-graphical, Chronological and Concentric
- Development of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
- Timeline – Concept, Aspects, Type and Use

4. Transactional Strategies

- Preparation of unit plans
- Micro Teaching: Concept, Meaning Preparing and Presenting Micro Teaching lesson Plan
- Preparation of lesson plans (Traditional and Constructivist approach & 5E Model)
- Activities in social science - Visit to Historical Places, Group Discussion and Debate, Maintenance of Portfolio

5. Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
History • Rise of the British power in India • The Great Indian Revolt of 1857 • Socio-religious movements in 19th Century • India's struggle for freedom, American War of Independence • French Revolution • First World War and Second World War Political Science • Salient features of Indian Constitution • Fundamental Rights, • Legislative Assembly and its functions • Powers of Prime Minister • Governor and President • Functions of Parliament; High Court and Supreme Court – Structure and Functions • Role of National Human Rights Geography • Latitudes & Longitudes • Rotation & Revolution • Agents of denudation • Physical division of India • Climate and vegetation • Natural resources • Social and economic resources • Conservation of Forests and wildlife	Pedagogical analysis of the units with reference to: – Identification of concepts and sub concepts – Expected specific Learning outcomes – Methods/ approaches of teaching-learning – Teaching- learning materials to be used – Expected teacher and students activities – Assessment strategies (Formative)

Tasks & Assignments

Each student-teacher is required to submit assignments on **any two** 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.
- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in Social Science for any secondary class.

Suggested Readings

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

Course Outcomes

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

- CO-1 State the meaning, scope and importance of Social Science
- CO-2 Specify the skills and competencies to formulate specific learningoutcomesfor different Social Science
- CO-3 Identify the different methods and skills of teaching Social Science fortransacting the contents effectively.
- CO-4 Explain the importance of time sense and prepare / utilize timelines foreffecting teaching of Social Science
- CO-5 Prepare Unit Plans and Lesson Plans in Social Science
- CO-6 Develop diagnostic achievement test, administer them and analyse theresults for providing feedback

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	2	3	2
CO2	3	2	2	3	2	3	2	2	3
CO3	3	2	3	2	3	2	3	3	2
CO4	2	3	2	3	3	2	2	3	3
CO5	2	3	3	3	2	3	2	3	3
CO6	3	2	3	3	3	2	3	2	3
TOTAL	16	14	16	17	15	15	14	16	16
AVERAGE	2.67	2.33	2.67	2.83	2.50	2.50	2.33	2.67	2.67

Name of the Course: Pedagogy of Commerce

Course Objectives

The student-teacher shall:

- State the meaning, scope and importance of Commerce
- Specify the skills and competencies to formulate specific learning outcomes for different
- Identify the different methods and skills of teaching commerce for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effecting Commerce
- Prepare Unit Plans and Lesson Plans in Commerce
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback

Syllabus of the Course

1. Concept, Objectives and Values of Teaching commerce

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

2. Methods and Approaches to Teaching-Learning Commerce

- Text book -method
- Demonstration-as lectures-cum Demonstration method

- Discussion method
- Supervised study Method
- Project method
- Problem solving method
- Inductive and deductive method
- Project method

3. Development of Resource Materials

- Curriculum as resource material
- Approaches to curriculum in Commerce – child centred, integration and Correlation.
- Development of teaching-learning materials – Maps, pictures, Display boards, Charts, Graphs, Models, Film slides, strips, T.V. Video, OHP, and Computer
- Timeline – Concept, Aspects, Type and Use

4. Transactional Strategies

- Preparation of unit plans
- Micro Teaching: Concept, Meaning Preparing and Presenting Micro-Teaching Lesson Plan
- Preparation of lesson plans (Traditional and Activity approach)
- Activities in Commerce: Discussion and Debate, Maintenance of Portfolio, Exhibition, Seminar and Workshop
- Assessment
 - Evaluation devices-written, oral, practice Assignment, projectwork, Portfolio
 - Planning for continuous assessment of classroom learning in Commerce
 - Remedial Teaching in Commerce

5. Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
Business studies – I • Economic activities and business • Structure of business • Corporate organization • Service sector and business	Pedagogical analysis of the units with reference to: • Identification of concepts and sub-concepts • Expected specific Learning outcomes • Methods/approaches of teaching-learning • Teaching- learning materials to be used • Expected teacher and students activities - Assessment strategies
Business studies - II • Formation of a company • Stock Exchange • Internal Trade	

• External trade Functional Management Financial Management Factory Organiz ation	(Formative)
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Tasks & Assignments

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

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.
- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in commerce for any secondary class.

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 business 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 Outcomes

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

CO-1 State the meaning, scope and importance of Commerce

CO-2 Specify the skills and competencies to formulate specific learning outcomes for different

CO-3 Identify the different methods and skills of teaching commerce for transacting the contents effectively.

CO-4 Explain the importance of time sense and prepare / utilize timelines for effecting Commerce

CO-5 Prepare Unit Plans and Lesson Plans in Commerce

CO-6 Develop diagnostic achievement test, administer them and analyse the results for providing feedback

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	2	3	2
CO2	3	2	2	3	2	3	2	2	3
CO3	3	2	3	2	3	2	3	3	2
CO4	2	3	2	3	3	2	2	3	3
CO5	2	3	3	3	2	3	2	3	3
CO6	3	2	3	3	3	2	3	2	3
TOTAL	16	14	16	17	15	15	14	16	16
AVERAGE	2.67	2.33	2.67	2.83	2.50	2.50	2.33	2.67	2.67

Name of the Course: Pedagogy of Economics

Course Objectives

The student-teacher shall:

- State the meaning, scope and importance of Economics
- Specify the skills and competencies to formulate specific learning outcomes for different econ6 lessons
- Identify the different methods and skills of teaching Economics for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of Economics
- Prepare Unit Plans and Lesson Plans in Economics
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback

Syllabus of the Course

1. Concept, Objectives and Value of teaching economics

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

2. Methods and Approaches to Teaching-Learning Economics

- Story-telling
- Narration-cum-discussion
- Dramatization

- Source Method
- Project methods
- Field Trips – visit to industries, mines , refineries , national laboratory

3. Development of Resource Materials

- Curriculum as resource material
 - Approaches to curriculum in economics – Bio-graphical, Chronological and Concentric
 - Development of teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Film strips, T.V. Video, OHP, and Computer
 - Timeline – Concept, Aspects, Type and Use

4. Transactional Strategies

- Preparation of Unit Plans
- Micro Teaching: Concept, Meaning Preparing and Presenting Micro-Teaching Lesson Plan
- Preparation of Lesson plans (Traditional and Activity approach)
- Activities in Economics: Visit to Places, Group Discussion and Debate, Maintenance of Portfolio
- Assessment
 - Evaluation devices - written, oral, practice Assignment, projectwork, Portfolio
 - Planning for continuous assessment of classroom learning in Economics
 - Remedial Teaching in Economics

5. Pedagogical Analysis of Contents

Content	Aspects of Pedagogical treatment
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• Market structure • Consumer Behaviour • Demand • Supply • Agents of production • National income • Money and banking • Budget • Balance of payments	Pedagogical analysis of the units with reference to: • Identification of concepts and sub-concepts • Expected specific Learning outcomes • Methods/ approaches of teaching-learning • Teaching- learning materials to be used • Expected teacher and students activities • Assessment strategies (Formative)
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Tasks & Assignments

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

- Identifying the learning difficulties in any topic and prepare remedial programme
- Preparation of no cost and low cost teaching aids on any two topics.
- Content analysis of a selected topic
- Preparation of a blue print and test items of an achievement test in Economics for any secondary class.

Suggested Readings

1. Binning and Binning: Teaching the Social Studies in Secondary Schools, Mc GrawHill 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
5. Kieth, G. Leamsden New Developments in the Teaching of Economics; Prentice Hall Inc., Englewood cliffs, New Jersey, 1967.

Course Outcomes

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

CO-1 State the meaning, scope and importance of Economics

CO-2 Specify the skills and competencies to formulate specific learning outcomes for different economic lessons

CO-3 Identify the different methods and skills of teaching Economics for transacting the contents effectively.

CO-4 Explain the importance of time sense and prepare / utilize timelines for effecting teaching of Economics

CO-5 Prepare Unit Plans and Lesson Plans in Economics

CO-6 Develop diagnostic achievement test, administer them and analyse the results for providing feedback

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	2	3	2
CO2	3	2	2	3	2	3	2	2	3
CO3	3	2	3	2	3	2	3	3	2
CO4	2	3	2	3	3	2	2	3	3
CO5	2	3	3	3	2	3	2	3	3
CO6	3	2	3	3	3	2	3	2	3
TOTAL	16	14	16	17	15	15	14	16	16
AVERAGE	2.67	2.33	2.67	2.83	2.50	2.50	2.33	2.67	2.67

Name of the Course: Fine Art

Course Objectives

The student-teacher shall:

-Explain different Art forms

CO-2 Prepare two dimensional and three dimensional teaching aids

-Collect materials from the locality and prepare low cost and no cost teaching aids

-Organize exhibitions of different Art forms

Syllabus of the Course

1. Visual Art

Visual art: Importance, Scope, Characteristics of child art, folk art and fine art; Developing skills in visual art.

2. Survey of the Natural Resources

Survey of the natural resources in the immediate environment; collection of specimens for preparation of artistic materials; preparation of report on the collected materials and their use.

3. Reproduction of Art

Reproduction of child art, tribal art, handicrafts, landscape, flowers, vegetables, trees, birds, animals, book illustrations comprising of human figures book covers, newspapers advertisements, invitation and greeting cards- collection of at least six of each kind and preparation of an album with proper captions.

Drawing of pictures of vegetables, fruits, flowers, animals, birds, human figures and houses in simple form on the black board.

4. Finished Drawing

Outlines of flowers, birds, animals and human figures; Multicolored design with geometrical forms and floral motif suitable for textile designs, book cover, invitation and greeting cards; Technique of preparing designs for line block and halftone printing.

5. Pencil and Colored Layouts

Preparation of pencil and colored layouts for book cover designs, invitation and greeting card designs and poster designs; Practice of simple and decorative lettering

suitable for block designs and signboards; Mounting pictures and organizing exhibitions.

Tasks and Assignments

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

- Collection of any three forms of folk art and preparation of a detailed report.
- Preparation of a report on specimens of visual art available in the neighbourhood.
- Preparation of an album of greeting cards of children's concern with appropriate caption.

Course Outcomes

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

CO-1 Explain different Art forms

CO-2 Prepare two dimensional and three dimensional teaching aids

CO-3 Collect materials from the locality and prepare low cost and no cost teaching aids

CO-4 Organize exhibitions of different Art forms

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	2	3
CO2	2	2	2	2	3	2	2	3	1
CO3	3	3	2	2	2	2	3	2	2
CO4	3	3	3	3	1	2	2	2	2
TOTAL	11	11	10	9	9	9	9	9	8
AVERAGE	2.75	2.75	2.5	2.25	2.25	2.25	2.25	2.25	2

Name of the Course: Performing Art (Drama)

Course Objectives

The student-teacher shall:

- *Study the function of drama as a tool of instruction to move beyond the classroom and to invoke collective consciousness.*
- *Develop awareness regarding the rich heritage of drama and contributions of artists.*
- *Recognize the role of drama as education in the secondary school*
- *Learn to identify areas that are best suited for drama exploration*
- *Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.*
- *Learn the use of drama in teaching-learning.*
- *Explore the role of the teacher as creative guide in learning that is drama driven.*

Syllabus of the Course

1. Introduction to Drama

- Meaning and relevance of drama to life today
- Elements of Drama: Literary elements, Technical elements, Performance elements; Character, Plot, Theme, Dialogue, Convention, Genre, Audience.
- Forms and Styles of Theatre - Comedy and Tragedy; Solo performance, Mime, Melodrama, Musical theatre, Realism, Symbolism, Ballet and Dance, Street theatre, Folk theatre, etc.
 - Activity: Acting exercises for body and movement.
 - Activity: Acting exercises for voice and speech
 - Activity: Viewing films or videos to identify and discuss dramatic styles
 - Activity: Creating a performance of a story based on student's own experiences

2. Indian Folk and Street Drama

- Regional folk theatre – Jatra, Nabaranga, Swang
- Influence of Folk Theatre on Street Play
- Street Play as social education
- Role of Street Drama as teaching-learning tool
 - Activity: Viewing Street Drama live or on video
 - Activity: Student Journals and video record of activities

3. Drama production

- Play production: Choosing a play: considering language, style,

characters, Casting a play; Designing a play: sets, costumes, lighting, sound design,

- Rehearsals and Staging a play
- Use of dramatics in curriculum
 - transaction Activity: Choosing /writing a Street PlayActivity: Casting for the chosen play
 - Activity: Designing the costumes, music for the chosen playActivity: Directing the chosen play
 - Activity: Staging the chosen play
 - Activity: Student Journals and video record of activities

Tasks and Assignments

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

- Observation of performance of a folk form in the immediate cultural region and preparation of a report.
- Developing a script on any social issue for a street play.
- Dramatize any topic for classroom presentation

Course Outcomes

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

CO-1 Study the function of drama as a tool of instruction to move beyond the classroom and to invoke collective consciousness.

CO-2 Develop awareness regarding the rich heritage of drama and contributions of artists.

CO-3 Recognize the role of drama as education in the secondary school

CO-4 Learn to identify areas that are best suited for drama exploration

CO-5 Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.

CO-6 Learn the use of drama in teaching- learning.

CO-7 Explore the role of the teacher as creative guide in learning that is drama driven.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	2	3
CO2	2	2	2	2	3	2	2	3	1
CO3	3	3	2	2	2	2	3	2	2
CO4	3	3	3	3	1	2	2	2	2

CO5	2	1	2	3	2	3	3	3	2
CO6	1	3	2	3	2	1	2	3	3
CO7	2	1	2	3	2	3	3	3	2
TOTAL	16	16	16	18	15	16	17	18	15
AVERAGE	2.29	2.29	2.29	2.57	2.14	2.29	2.43	2.57	2.14

Name of the Course: Performing Art (Indian Music)

Course Objectives

The student-teachers shall:

- State the basic structure of music and appreciate the values of music in life.
- Practice different Ragas, Alankaras and Talas
- Sing Bhajans and Patriotic songs on any Raga
- Explain different terminologies of music such as Nadas, Swar etc.
- Organize musical programmes

Syllabus of the Course

1. Study of following Alankars:

- Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa
- Saga, Rema, Gapa, Madha
- Sarega, Regama, Gamapa, Mapadha
- Saregama, Regamapa

2. Prescribed Ragas

- Bhupali, Kaphi, ,Khamaj, Desh, Aroha, Abroha, Pakad and one ChhotaKhayal,Bandeeje in each Raga and Alap, Boltan and Tan in any two Ragas.

3. Bhajan and Patriotic Song

- Bhajan and Patriotic Song based on any Raga with Hindustani style of singing.

4. Talas

- Tritala, Jhamptal, Ektal, Rupak, Dadara and Kaharba. Knowledge of Thekas of the prescribed Talas.

5. Basic Terminologies of Music:

- Dhwani, Nada, Swar, Sruti, Saptak, Sangit, Raga, Thaata, Vadi, Samvadi, Anuvadi, Barjit, Khayal, Dhrupad, Dhamar, Purbang, Uttarang, Alap, Boltan, Tan, Chorus, Bhajan, Classical Music, Light Music, Light Classical Music, Odishi Music

Tasks and Assignments

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

- Preparation of a write-up on any five Ragas in terms of their evolution, features and variations
- Preparation of a write-up on Santhali Bhajan based on any three Ragas with Hindutani style of singing
- Documentation of the efforts of the student-teachers in grooming the musical talents of the children.

Course Outcomes

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

CO-1 State the basic structure of music and appreciate the values of music in life.

CO-2 Practice different Ragas, Alankaras and Talas

CO-3 Sing Bhajans and Patriotic songs on any Raga

CO-4 Explain different terminologies of music such as Nadas, Swar etc.

CO-5 Organize musical programmes

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	2	3
CO2	2	2	2	2	3	2	2	3	1
CO3	3	3	2	2	2	2	3	2	2
CO4	3	3	3	3	1	2	2	2	2
CO5	2	1	2	3	2	3	3	3	2
TOTAL	13	12	12	12	11	12	12	12	10
AVERAGE	2.6	2.4	2.4	2.4	2.2	2.4	2.4	2.4	2

Name of the Course: School Internship (School Observation)

Course Objectives

The student-teachers will be able to

- Acquire sufficient basic information regarding various kinds of schools
- Understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail
- Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school

To help the prospective teachers to:

- understand different types of interaction going on in an actual classroom
- be able to reflect various skills in an integrated fashion
- have a critical reflection on how to be an effective teacher

-get acquainted with various types of school activities and their role in education process

Syllabus of the Course

1. To prepare a check list of important points to observe on the basis of NCF 2005, RTE Act. and other relevant recommendations
2. To observe and record in detail the following aspects in approx
 - The physical environment
 - The socio-cultural ethos of the school
 - The infrastructure. Basic and academic
 - The nature of administration and governance
 - Teachers and learners
 - General methodologies of teaching-learning in different subjects
 - Examination
 - Tune table, discipline. CCA and physical exercises
 - Scope of interaction with the society
 - Welfare services (Health, financial, academic, etc.)
 - Local resources around the school
 - Other critical observations characteristic of a particular school
3. And to evaluate and reflect on the observations

They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student-teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student Interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related to the subject chosen

This phase also gives scope to the students to visit various schools that are different in nature than the normal schools, for example, innovative schools, vocational schools, schools for orphans and marginalised sections, adult schools, special schools, etc. This is expected to widen their view of education, understand various requirements in educational sector, appreciate the leadership of educationists working in such different sectors and look into themselves to be prepared for such services.

Course Outcomes

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

CO-1 Acquire sufficient basic information regarding various kinds of schools
 CO-2 Understand the various processes, scholastic, co-scholastic and official, undergoing in a school in detail
 CO-3 Ability to reflect upon the total environment of the school to plan for appropriate teaching practices and to prepare her/himself to play her/his role as a teacher in school
 CO-4 understand different types of interaction going on in an actual classroom
 CO-5 be able to reflect various skills in an integrated fashion
 CO-6 have a critical reflection on how to be an effective teacher
 CO-7 get acquainted with various types of school activities and their role in education process.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	2	2	3
CO2	2	2	2	2	3	2	2	3	1
CO3	3	3	2	2	2	2	3	2	2
CO4	3	3	3	3	1	2	2	2	2
CO5	2	1	2	3	2	3	3	3	2
CO6	1	3	2	3	2	1	2	3	3
CO7	2	1	2	3	2	3	3	3	2
TOTAL	16	16	16	18	15	16	17	18	15
AVERAGE	2.29	2.29	2.29	2.57	2.14	2.29	2.43	2.57	2.14

SEMESTER III

Name of the Course: Creating an Inclusive School

Course Objectives

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.

Syllabus of the Course

1. Introduction to Diversity and Inclusion

- 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

2. Introduction to Disabilities

- 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

3. Inclusive School

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

Tasks and Assignments

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

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

Suggested Readings

1. Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer.
2. Ainscow, M., Dyson, A. and Weiner, S. (2013). *From exclusion to inclusion: Ways of responding in schools to students with special educational needs*. Berkshire, London: CIBT Education Trust.
3. Booth, Tony and Ainscow, Mel (2002). *Index for inclusion: Developing learning and participation in schools*. London: Center for

Studies on Inclusive Education.

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

Course Outcomes

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

- CO-1 Explain the changing concepts related to inclusive education.
- CO-2 Elaborate the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational

problems.

CO-3 State the barriers of inclusion in the existing schools.

CO-4 State the characteristics and dimensions of an inclusive school

CO-5 Describe the process of developing an inclusive school.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	2	3	3	2
CO2	2	2	2	2	2	2	3	3	3
CO3	3	3	2	3	3	3	3	3	3
CO4	2	3	3	3	2	3	2	2	3
CO5	3	3	2	3	2	3	3	2	2
TOTAL	13	14	12	13	12	13	14	13	13
AVERAGE	2.6	2.8	2.4	2.6	2.4	2.6	2.8	2.6	2.6

Name of the Course: Gender, School and Society

Course Objectives

The student-teacher shall:

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

Syllabus of the Course

1. 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

2. 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

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

Course Outcomes

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

CO-1 State the key concepts related to the gender issues.

CO-2 Identifies key gender issues in school, curriculum, text-books and pedagogical process.

CO-3 Understands the ways to address gender issues in and out of school context.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	3	3	2
CO2	2	1	2	3	1	1	2	2	1
CO3	3	2	1	3	1	3	2	2	1

TOTAL	8	5	6	9	4	7	7	7	4
AVERAGE	2.67	1.67	2.00	3.00	1.33	2.33	2.33	2.33	1.33

Name of the Course: Action Research

Course Objectives

The student-teacher shall:

- *Understand the concept, need and importance of action research and its differences with the pure and applied researches in Education.*
- *Conduct action research selecting and using the appropriate methods*
- *Follow the approved format and style in reporting the action research*
- *Evaluate an action research project in terms of its objectives, processes and implications.*

Syllabus of the Course

1. Understanding Action Research

- Need research in improving educational practices
- Importance, Characteristics and objectives of action research
- Comparison among Pure, Applied and Action Research;

2. Conducting Action Research

- Designing Action Research Project
- Procedure and steps in conducting Action Research;
- Tools and techniques used in conducting action research

3. Reporting Action Research

- Format and style;
- Evaluating an Action Research Project;
- Sharing and reflecting on the process of research and implications of the outcome

Tasks and Assignments

Each student-teacher is required to conduct an action research on any school / classroom

- Problem he/she encounters and prepares a report.

Suggested Readings

1. Atkins, L & Wallace, S. (2012). *Qualitative research in education*. London: Sage Publications.
2. Best, J.W., & Kahn, J.V. (1998). *Research in education* (8th ed.).

- Needham Heights, MA: Allyn and Bacon.
3. Borg, W. (1981). *Applying educational research: A practical guide for teachers*. New York: Longman.
 4. Ferrance, Eileen (2000). *Action research*. Providence, RI: Laboratory at Brown University (LAB).
 5. Johnson, A.P. (2005). *A short guide to action research* (2nd ed.). Boston: Allyn & Bacon.
 6. Mertler, C.A. (2006). *Action research: Teachers as researchers in the classroom*. 1
 7. Oja, S.N. & Smulyan, L. (1989). *Collaborative action research: A developmental approach*. New York: Falmer Press.
 8. Schmuck, R.A. (1997). *Practical action research for change*. Arlington Heights, Illinois: SkyLight Professional Development.
 9. Stringer, E.T. (1999). *Action research*. Thousand Oaks, CA: Sage Publications.

Course Outcomes

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

CO-1 Understand the concept, need and importance of action research and its differences with the pure and applied researches in Education.

CO-2 Conduct action research selecting and using the appropriate methods

CO-3 Follow the approved format and style in reporting the action research

CO-4 Evaluate an action research project in terms of its objectives, processes and implications.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	3	2	3
CO2	2	1	2	1	1	3	2	1	2
CO3	1	1	2	3	1	3	3	2	2
CO4	3	2	3	2	2	2	2	3	3
TOTAL	9	6	10	9	6	11	10	8	10
AVERAGE	2.25	1.5	2.5	2.25	1.5	2.75	2.5	2	2.5

Name of the Course: Guidance and Counseling

Course Objectives

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

Syllabus of the Course

1. 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

2. 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

3. 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 needs 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. Gazda George R.M. (1989). *Group counseling: A development approach*. London: Allyn and Bacon.
4. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
5. Nugent, Frank A. (1990). *An Introduction to the profession of counseling*. Columbus: Merrill publishing Co.
6. Pietrofesa, J.J., Bernstein, B., and Stanford, S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.
7. Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
8. Saraswat, R.K. & Gaur, J.S. (1994). *Manual for guidance counselors*. New Delhi: NCERT.

Course Outcomes

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

CO-1 State the concept, need and principles of guidance.

CO-2 Explain the role of school in organizing different guidance programmes.

CO-3 Use various tools and techniques of guidance in appropriate contexts.

CO-4 Narrate the process, tools and techniques of counseling.

CO-5 Explain the qualities and role of a school counselor

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	2	3	3	2
CO2	3	2	3	3	3	1	2	2	3
CO3	3	2	2	2	3	3	1	3	2
CO4	3	2	1	3	2	2	2	3	3
CO5	2	3	2	1	3	1	3	2	3
TOTAL	13	12	11	11	13	9	11	13	13
AVERAGE	2.6	2.4	2.2	2.2	2.6	1.8	2.2	2.6	2.6

Name of the Course: School Internship

Course Objectives

- Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners

and schools.

- Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools*
- Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning*
- Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses*
- Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of othercurricular activities, mentor and counselor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.*

Syllabus of the Course

a. Pre-internship Activities

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

b. During Internship Activities

- Preparation of lesson plans by the student-teachers in their concerned method subjects
- Delivery of practice lessons with supervisory support and feedback from faculty members. Each student-teacher shall deliver 40 lessons (20 lessons in each method subject) excluding the criticism lesson. Out of the 40 lessons, 30% (12 nos.) shall be

delivered in the upper primary classes (Classes VI to VIII) and the remaining 70% (28 nos.) lessons in the secondary classes (Classes IX and X).

- Observation of 10 peer-lessons and recording of the performance of the peer student-teachers with authentication by concerned supervisors.
- Feedback session in the Teacher Education Institution after each spell of ten-day practice teaching to be attended by all student-teachers for sharing their experiences.
- Administration of diagnostic tests on the students and identifying their learning difficulties by the student-teachers.
- Attendance in school assembly.
- Participation in beautification activities.
- Taking arrangement classes when required.
- Organization and participation in literary and recreational activities of the school.
- Participation in school games and sports activities
- Organization and participation of science exhibition, science fair, science club/ nature study club/ eco club activities
- Preparation of report on Annual sports and celebration of important occasions and events
- Preparation of report on maintenance of registers and records by the school
- Dialoguing with SMC / SMDC members and preparation of reports on their meetings in the school
- Liaison with parents community and authorities
- Sharing learner perceptions, teacher perceptions and parental/ community perceptions

c. Post-Internship Activities

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

Course Outcomes

CO-1 Developing professional capacities, teacher sensibilities and sustained engagement of student-teachers (prospective teachers) with learners and schools.

CO-2 Equipping the student-teachers with required skills and competencies to cater to diverse needs of the learners in schools

CO-3 Exposing the student-teachers to multicultural contexts of the society which influence the school environment and its functioning

CO-4 Validating the theoretical understanding of the student-teachers developed through various perspective and pedagogic courses

CO-5 Enabling the student-teachers internalize the role of a teacher – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counselor for children, service provider for the community and parents, developer and evaluator of curriculum text books and other TLMs etc.

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	3
CO2	2	3	2	3	2	2	2	3	2
CO3	3	3	3	3	3	3	3	3	2
CO4	2	2	3	3	3	2	3	2	3
CO5	3	3	3	2	3	2	3	2	2
TOTAL	13	14	14	13	13	12	13	13	12
AVERAGE	2.6	2.8	2.8	2.6	2.6	2.4	2.6	2.6	2.4

Name of the Course: Understanding the Self

Course Objectives

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 humannature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Syllabus of the Course

1. 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)

2. 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)

3. 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 interpersonal 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.

Course Outcomes

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

- CO-1 Explain that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor.
- CO-2 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.
- CO-3 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.
- CO-4 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.

CO-5 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..

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	3	2	3	3
CO2	1	2	2	3	2	2	2	2	3
CO3	2	3	2	2	3	3	2	2	2
CO4	2	3	3	2	2	3	3	2	1
CO5	2	1	2	3	3	2	3	3	2
TOTAL	10	12	12	12	12	13	12	12	11
AVERAGE	2	2.4	2.4	2.4	2.4	2.6	2.4	2.4	2.2

Semester IV

Name of the Course: Knowledge and Curriculum

Course Objectives

The student- teachers shall:

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

Syllabus of the Course

1. Understanding the Nature of Knowledge

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

2. Construction of Knowledge

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

implications for curriculum

3. Understanding Curriculum

- Concept (difference between curriculum and syllabus), types (subject- centered, teacher-centered, learner-centered, learning- centered, experience-centered, activity-centered, hidden–manifest) and components (core-elective)
- Mandates for formulation of curriculum policy (Constitutional, socio-cultural, political, economic, global concerns, environmental, etc.)
- Curriculum framework – Concept, principles and coverage; NCF 2005, SCF 2009 and NCFTE 2009 –objectives, aspects and recommendations.

4. Curriculum Planning and Development

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

5. Curriculum transaction, evaluation and renewal

- 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
- 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 two** 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.
- 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. Thornton (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 Outcomes

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

CO-1 State and explain the nature of knowledge

CO-2 Describe the process of constructing knowledge

CO-3 Differentiate different types of curriculum

CO-4 Explain the processes and principles of curriculum planning development

CO-5 Elaborate the transaction, evaluation and renewal processes of curriculum

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	3	3	2	2	3	3
CO2	2	2	2	2	2	2	3	3	3
CO3	3	3	2	3	3	3	3	3	3
CO4	3	3	3	2	2	3	3	2	2
CO5	3	3	2	3	2	3	2	2	3
TOTAL	13	14	12	13	12	13	13	13	14
AVERAGE	2.6	2.8	2.4	2.6	2.4	2.6	2.6	2.6	2.8

Name of the Course: Educational Management

Course Objectives

The student-teacher shall:

- Spell out the structure of educational management at different levels - from national to institution level*
- Explain the implications of various policies and provisions in respect of educational management*
- Identify and utilize various resources for effective school functioning*
- Actively participate in the preparation of school development plan*
- Explain the role of monitoring and feedback mechanism for effective school functioning*

Syllabus of the Course

1. Educational Management

- Concept, Scope and Types- centralized and decentralized, democratic and authoritarian, participatory and non- participatory
- Structure at national, state, district, sub-district and institution levels and their roles

2. School-based Management

- Concept, importance, scope and processes
- School Management Committee (SMC) and School Management Development Committee (SMDC)
- State policies on school management (RCFCE ACT, 2009 and State Rules 2010)

3. Resource Management: Sources, Utilization and Mobilization

- Infrastructural resources – physical space (building, open space, furniture, water and sanitation facilities, etc.), barrier free environment.
- Material resources – equipment and TLMs
- Financial resources – Grants, Donations, Fees, Funds Generation, other sources
- Human resources – Students, Teachers, Parents, Community and local resource persons – their interrelationship
- Role of School and Community in resource mobilization: Local resources and other resources through Corporate Social Responsibility and Public Private Partnership; resource management in school

4. School Development Plan (SDP)

- Meaning, Importance and Process
- State Policies in School Development Plan
- Actors and their roles in the Preparation of SDP
- Addressing Issues in the implementation of SDP

5. Review, Monitoring and Feedback Mechanisms

- Monitoring – Meaning, importance, scope and objectives
- Monitoring Mechanisms – Structure, personnel and functions, existing monitoring practices and related issues
- Feedback Mechanism – Structured vs. Unstructured; Use of feedback for effective school functioning

Tasks and Assignments

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

- Case study on school-community collaboration in school improvement
- Observation of SMC/SMDC meeting and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Appraisal of a School Development Plan.
- Assessment of the existing monitoring mechanism at the

secondary level in the state and suggestions for improvement.

Suggested Readings

1. Buch, T. et al. (1980). *Approaches to school management*. London: Harper and Row.
2. Chalam K.S. (2003): *Introduction to Educational Planning and Management*: New Delhi, Anmol Publications Pvt. Ltd.
3. Chandrasekharan P. (1997): *New Delhi, Educational Planning and Management*, Sterling Publishers Pvt. Ltd.
4. Glasser, William (1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
5. Glasser, William (1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
6. Government of India (1986/92). *National policy on education*. New Delhi: MHRD.
7. Government of India (1992). *Programme of action*. New Delhi: MHRD.
8. Gupta, S.K. & Gupta, S. (1991). *Educational administration and management*. Indore: Manorama Prakashan.
9. Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developing world*. Paris: UNESCO.
10. Kalra, Alka (1977). *Efficient school management and role of principals*: New Delhi: APH Publishing Corporation.
11. Lockheed, M.E. & Verspoor, A.M. et al. (1991). *Improving primary education in developing countries: A review of policy options*. New York: Oxford University Press.
12. Shaeffer, S. (1991). *Collaborating for educational change: The role of parents and the community in school improvement*. Paris: UNESCO.
13. Tyagi R.S. and Mahapatra P.C. (2000), *Educational Administration in Orissa* : New Delhi, National Institute of Educational Planning and Administration (NIEPA)
14. Vashist, Savita (ed.) (1998). *Encyclopedia of school education and management*. New Delhi: Kamal Publishing House.

Course Outcomes

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

CO-1 Spell out the structure of educational management at different levels - from national to institution level

CO-2 Explain the implications of various policies and provisions in respect of educational management

CO-3 Identify and utilize various resources for effective school

functioning

CO-4 Actively participate in the preparation of school development plan

CO-5 Explain the role of monitoring and feedback mechanism for effective school functioning

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	3	2	3	2	3
CO2	3	3	3	3	2	1	2	3	2
CO3	3	3	2	2	3	3	1	2	2
CO4	2	3	1	3	3	2	2	3	2
CO5	3	2	2	3	2	1	3	1	3
TOTAL	13	13	11	13	13	9	11	11	12
AVERAGE	2.6	2.6	2.2	2.6	2.6	1.8	2.2	2.2	2.4

Name of the Course: Physical Education and Yoga

Course Objectives

The student-teacher shall:

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

Syllabus of the Course

Detailed Course Contents

1. Understanding Physical Education

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

2. 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

3. 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

Course Outcomes

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

CO-1 Understand the importance of Physical Education in Human life

CO-2 List the different programs of Physical Education

CO-3 Practice Yoga for peaceful and harmonious living

CO-4 Enumerate the relationship between Yoga and goals of life

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3	2	3	3	2
CO2	2	2	2	2	3	2	2	1	3
CO3	3	2	2	2	2	3	3	2	2
CO4	3	3	2	3	1	2	3	2	2
TOTAL	11	9	9	10	9	9	11	8	9
AVERAGE	2.75	2.25	2.25	2.5	2.25	2.25	2.75	2	2.25

Name of the Course: Spinning and Weaving

Course Objectives

The student-teacher shall:

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

-Organize exhibitions of different spinning and weaving materials

Syllabus of the Course

1. Khadi

Preparation of Khadi and weave Khadi

2. Picking and Processing of cotton

Knowledge and practice in picking cotton and its processing: - such as ~~kn~~ginning, processing, carding and silver making.

3. Spinning yarn of counts

Proficiency in spinning yarn of counts.

4. Twisting preparing 'Toni'

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

5. Estimating yarn and price

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

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

Course Outcomes

On completion of course, the student-teacher shall:

CO-1 Develop a sense of appreciation towards Khadi

CO-2 Know the processing of cotton for Khadi

CO-3 Master the skill of spinning and weaving

CO-3 Develop proficiency in spinning yarn of counts (10-25)

CO-4 Organize exhibitions of different spinning and weaving materials

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	2	2	3	3
CO2	3	2	2	3	2	3	2	3	2
CO3	2	2	3	2	3	2	3	3	3
CO4	3	3	2	2	3	3	2	2	3
CO5	3	3	3	3	2	3	2	2	3
TOTAL	14	12	13	13	12	13	11	13	14
AVERAGE	2.8	2.4	2.6	2.6	2.4	2.6	2.2	2.6	2.8

Name of the Course: Tailoring

Course Objectives

The student-teacher shall:

- 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*

Syllabus of the Course

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

Course Outcomes

On completion of course, the student-teacher shall:

- CO-1 Know different parts of the sewing machine and its maintenance*
- CO-2 Develop skills in stitching, mending and cutting the garments*
- CO-3 Develop aesthetic and creative abilities through tailoring*
- CO-4 Design different garments*
- CO-5 Organize exhibition in various type of designed garments*

CO-PO Mapping

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	2	3	2
CO2	2	2	3	2	2	2	3	3	2
CO3	2	3	3	3	3	3	3	3	3
CO4	3	3	2	2	2	3	3	2	3
CO5	2	3	3	3	2	3	2	2	3
TOTAL	12	14	14	13	12	13	13	13	13
AVERAGE	2.4	2.8	2.8	2.6	2.4	2.6	2.6	2.6	2.6
