

**SYLLABUS FOR TWO-YEAR
Bachelor of Education
B.Ed COURSE
As per N.C.T.E. Regulation 2014**

**DEPARTMENT OF EDUCATION
VINOBA BHAVE UNIVERSITY, HAZARIBAG
STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES
SEMESTER 1**

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
1.	1	Childhood and growing up	B.Ed TC-101	06	06	02	20	80	100
2.	2	Contemporary India and Education	B.Ed TC-102	06	06	02	20	80	100
3.	3	Language across the curriculum(1/2)	B.Ed TC-103	03	03	01	10	40	50
4.	4	Understanding Discipline and subjects(1/2)	B.Ed TC-104	03	03	01	10	40	50
PRACTICUM									
5.	EPC 1	EPC 1 Reading and Reflecting on Texts(1/2)	B.Ed P-105	03	03	01	50		50
	TOTAL			21	21	07	110	240	350

NOTE- EPC-ENHANCING PROFESSIONAL CAPACITIES

DEPARTMENT OF EDUCATION

VINOBA BHAVE UNIVERSITY, HAZARIBAG

STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 2

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
6.	5	Learning and Teaching	B.Ed TC-201	06	06	02	20	80	100
7.	6	Knowledge and Curriculum-part 1(1/2)	B.Ed TC-202	03	03	01	10	40	50
8.	7	Pedagogy of a school subject-part1(1/2)	B.Ed TC-203	03	03	01	10	40	50
9.	8	Assessment for Learning	B.Ed TC-204	06	06	02	20	80	100
	PRACTICUM								
10.	EPC 2	Drama and Art in Education(1/2)	B.Ed P-205	03	03	01	50		50
	TOTAL			21	21	07	110	240	350

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

Language-English B.Ed TC 203-1,

Hindi B.Ed TC 203-2,

Urdu B.Ed TC 203-3,

Sanskrit B.Ed TC 203-4,

Bangla B.Ed. TC 203-5,

Social studies-

Social Science B.Ed TC 203-6,

History B.Ed TC 203-7,

Civics B.Ed TC 203-8,

Geography B.Ed TC 203-9,

Economics B.Ed TC 203-10,

Commerce B.Ed TC 203-11,

Mathematics-B.Ed TC 203-12,

Science-Physical science – B. Ed. TC 203-13,

Biological Science – B. Ed. TC 203-14,

DEPARTMENT OF EDUCATION

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STRUCTURE OF THE TWO YEAR B.Ed PROGRAMME-SEMESTER WISE DISTRIBUTION OF THE COURSES

SEMESTER 3

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
							Internal	External Term-End Examination	
THEORY COURSES									
11.	9	Pedagogy of s school subjects-part II(1/2)	B.Ed TC 301	03	03	01	10	40	50
	PRACTICUM								
		School Internship Report	B.Ed P 302	18	18	10	150		150
		Assessment of Practice Teaching in selected subject	B.Ed P 303					100	100
	TOTAL			21	21	11	160	140	300

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

Language-English B.Ed TC 301-1,

Hindi B.Ed TC 301-2,

Urdu B.Ed TC 301-3,

Sanskrit B.Ed TC 301-4,

Bangla B.Ed. TC 301-5,

Social studies-

Social Science B.Ed TC 301-6,

History B.Ed TC 301-7,

Civics B.Ed TC 301-8,

Geography B.Ed TC 301-9,

Economics B.Ed TC 301-10,

Commerce B.Ed TC 301-11,

Mathematics-B.Ed TC 301-12,

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

Biological Science – B. Ed. TC 301-14,

SEMESTER 4

SL. NO.	Courses	Names of the courses	Course code	Instructional hours	Credit hours	Tutorial	Maximum marks		TOTAL
THEORY COURSES							Internal	External Term-End Examination	
12.	10	Gender, School and society(1/2)	B.Ed TC-401	03	03	01	10	40	50
	11	Knowledge and Curriculum part II (1/2)	B.Ed TC-402	03	03	01	10	40	50
	12	Creating an Inclusive school(1/2)	B.Ed TC-403	03	03	01	10	40	50
	13 Optional courses	a)Vocational/work education b) Health and Physical education c)Peace Education d)Guidance and Counseling e)Issues of Conservation and Environmental Regeneration f)Yoga Education g) Value Education and Human Rights	B.Ed TC-404a B.Ed TC-404b B.Ed TC-404c B.Ed TC-404d B.Ed TC-404e B.Ed TC-404f B.Ed TC-404g	03	03	01	10	40	50
	PRACTICUM								
	EPC 3	Critical understanding of ICT	B.Ed P-405	03	03	01	50		50
	EPC4	Understanding the self	B.Ed P-406	03	03	01	50		50
	TOTAL			18	18	06	140	160	300

CURRICULAR AREAS

The programme shall comprise three broad curricular areas – Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses under each of these areas are as follows:

THEORY COURSES

Perspectives in Education

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

Curriculum and Pedagogic Studies

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

ENGAGEMENT WITH FIELD/ PRACTICUM

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

This curricular area would have three components –

Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus

School Internship

Courses on Enhancing Professional Capacities (EPC)

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

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

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

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

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

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

Note:

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

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

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

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

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VINOBA BHAVE UNIVERSITY
HAZARIBAG

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

Types of questions

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

Total = 80

Time : 1and1/2hours***Maximum marks :40***

Types of questions

- | | | |
|----------------------------|--------------------------|----|
| 4. Objective type question | 5 Questions x 2 marks = | 10 |
| 1. Short answer type | 2 Questions x 5 marks = | 10 |
| 2. Essay type answer | 2 Questions x 10 marks = | 20 |

Total =40

SEMESTER 1

CHILD HOOD AND GROWING UP

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

After completion of course the students will be able to

- to study childhood, child development and adolescence

to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds

to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: Family, schools, neighbourhoods and community.

Unit I

GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS

Concept of Growth and development

General principles of Growth and Development

Stages of Growth and Development

General and Environmental aspects of development, physical and motor, cognitive (Piaget, Kohlberg etc.) Social and Emotional (Erikson), moral (Piaget, Kohlberg)

Unit 2

HEREDITY AND ENVIRONMENT

Concept of heredity

Mechanism of heredity

Concept of environment, type

Relative importance of heredity in learners development

Inter relationship between heredity and environment

Stages and aspects of development with special reference to the Indian context

Unit 3**CHILDHOOD**

Childhood as a modern concept and construct

Childhood in this context a poverty, globalization

Commonalities and diversities with in the motion of childhood reference to the Indian context

Role of parents and teachers in physical and moral development of children.

Unit 4

Childhood and context of socialization

Concept of socialization : family and adult-child relationship, parenting, baurnid, child rearing practices

Dealing with children : separation from parents, children in crèches, children in orphanages

Schooling : peer influences, school culture, relationships with teacher expectations and school achievement, being out of school over age learner

Social, economic and culture difference in socialization : learning and behavioral difficulties, implications for inclusion

Unit 5: Adolescent

Meaning, concept and characteristics, stages of development-physical social, emotional and intelligence

Recent issues related to adolescent development

Development of adolescent –loneliness and peer pressure

Changing family structure

Information overload

Sexual abuse

Substance abuse

Impact of media-internet/mobile

Depression and suicide.

Juvenile Delinquency, guidance and counseling for adolescence

Unit 6: Self concept and Adolescent

A sense of self: self-description, self-recognition, self-concept, self-esteem; social comparison; internalization and self-control

Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning

CONTEMPORARY INDIA AND EDUCATION

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the course

After completion of course the students will be able to
To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.

To include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc

Unit 1

Diversity, Inequality, Marginalization in society, implication for education

Educational goal Indian society

Ancient Indian goals: purusharthas

Indian constitution and status of education with reference to following :

Universal station primary education, universalization secondary education directive principles article, 41, 45 and 46

Equality of opportunities in Education, article – 28,29,350 and 351

Education and fundamental rights and duties : article - 14, 15, 16, 30 and 51 A (a to h), and Right to Information (RTE)

Unit 2

Education, society and social justice

Relationship between education society

Social equity and education

- Within county : Between region, social class, caste, gender and religious groups
- Among this nations, rich, poor, developed and developing

Equality of educational of opportunity and National Integration

UN declaration of woman rights to education
Role of education in Empowerment of women and weaker sections including SC,
ST, OBC and minorities

Unit 3

POLICY FRAME WORKS FOR PUBLIC – EDUCATION IN INDIA

Education in ancient India
Education Pre-Independence period in India
Education post Independence period in India
Vocationalisation of education and training for tomorrow
Integration between education and new technology
Role of education on technological empowerment, empowerment of social
– economic weaker sections empowerment of social and economic changes

Unit 4

NATIONAL KNOWLEDGE COMMISSION

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

Unit 5

GLOBALIZATION AND MODERNISATION

Concept
Advantages and disadvantages
Competition
Collaboration and partnership

Unit 6

DELOR'S COMMISSION REPORT

Learning to know
Learning to do
Learning to be
Learning to live together
Challenges of pluralistic education in the context of conflict

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

Language Across The Curriculum

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able to understand

The nature of language

Interplay of language and society

The developmental process of language acquisition

Function of language and how children use them as a tool at different developmental stages

Significance and acquisition of early literacy in the larger context of school curriculum

Ways of handling aspects of grammar not in isolation but by creatively integrating in with text

Unit 1

Nature of language

Tule governed system and language

Relationship of language and society : identity, power and discrimination

Nature of multilingualism : differential status of Indian language classroom

Critiquing state polices on language and education

Language acquisition and development

Language acquisition and language learning

Development of the four language skills : the synergistic relationship

Developing reading and writing skills in children

Emergent literacy : readiness for learning

Early literacy : process of transition

Early language education : focus on learning in primary and grades

Children's background and school experience preparing schools for children the social diversity paradigm

Unit 2

Language across the curriculum

Function of language : In the classroom , Outside the classroom

Language in education and curriculum

Learning language and learning through language

The classroom practice and possibilities

Perspectives on recording and writing

Prevalent language teaching practices and approaches and their critique

Connection between classroom instruction and theories

Role of literature in language learning

Unit 3:

Language Teaching Skills

Aspects of linguistic system: Language as a rule governed behaviour and linguistic variability.

Linguistic System: The organisation of sounds; The structure of sentences; the concept of universal grammar; nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and Writing; Discourse.

Grammar in Context: Vocabulary in context:

Acquisition of Language Skills: Listening, speaking, reading and writing.

Listening and speaking: sub skills of listening and speaking: Tasks: skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multimedia resources.

Reading: sub skill of reading: importance of development of reading reading: study skills, including using thesauruses, dictionary, encyclopaedia, etc.

Writing: sub skills of writing; process of writing; formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; study skills; Higher order skills.

Understanding of Skills

Application of skills

Understanding Discipline and School Subject

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

After completion of course the students will be able

To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.

To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process

To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children

To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to promote classroom learning

Unit 1:

Concept of discipline

Nature and role of discipline knowledge in the school curriculum

Paradigm shift in the nature of discipline

History of the subject areas teaching of subject areas in schools

School education revolves around certain disciplinary areas

Schema of curriculum by philosopher John Dewey

Unit 2

Quality in Classroom Learning and Its Understanding

Indicator of quality learning

Teaching and learning as interactive process

Major issues in classroom learning

Teaching for quality learning – characteristic and process of teaching issues there of

Teacher as facilitator of learnings

Understanding Approaches to Learning and Teaching

General maxims of teaching

Teacher – centered, learner - centered and learning – center approaches and major issues

Activity based approach, project, cooperative learning
 Varieties of activity (curricular and other – curricular)

Unit 3

Teaching – Learning Materials

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

School the Site of Curriculum Engagement

Understanding the meaning and nature of curriculum : need for curriculum in sc1 differentiating curriculum framework, curriculum and syllabus; their significance education facets of curriculum : core curriculum – significance in Indian context

Meaning and concerns of ‘hidden’ curriculum, available infrastructure, curricular sites and resources (library, laboratory, school neighborhood etc.)

Construction of curriculum vis a vis teachers role and supports in transacting curriculum”, ‘developing curriculum”, ‘researching curriculum’ contribution of socialists like Giju bhai and Raja Ram Mohan Roy.

EPC-1 reading and reflecting on text

Total Marks 50

contact hours per week-3

Internal assessment 50

Aim of the course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one’s facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to reach. This course is visualized as a range of primarily text-based language activities, which will aid in

strengthening the ability to ‘read’, ‘think’ ‘discuss and communicate’ as well as to ‘write’ in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different context. Overall , areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals

Unit I

Engaging with narrative and descriptive accounts

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

Suggested activities

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

Engaging with popular subject-based expository writing

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

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

Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc.

(guided working in pairs) explaining the gist of the text/topic to others (in the larger subject group) attending the writing style, subject-specific vocabulary and ‘perspective’ or ‘reference frame’ in which different topics are presented – this will vary across subjects and texts. And requires some interpretative skills for ‘placing’ the context of each text (group discussion and sharing) writing a review or a summary of the text, with comments and opinions (individual task)

Unit 2

Engaging with journalistic writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this unit.

Appropriate for initial reading of articles (guided individual task)

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

Engaging with subject related reference books

For this unit, the student-teachers should work in groups divided according to their subjects, within these groups, Paris of student-teachers would make a choice of a specific topic in their subject area which they could research form a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentations, as the actual reading of the reference books themselves
 Selecting the topic for research and articulating some guiding questions. Searching and locating relevant reference books (could be from a school library or the institute library) scanning, skimming and extracting relevant information form the books by making notes collating notes and organizing information under various sub-headings
 Planning a presentation – with display and oral components making presentations to whole subject group, fielding questions.

Unit 3

Engaging with education writing

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

Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs) analyzing the structure of the argument – identifying main ideas, understanding topic sentence of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) discussion of the theme, sharing Responses and points(s) of view (small group discussion) writing a response paper (individually or in pairs) presentations of selected papers, questions and answers (large group)

SEMESTER 2

Learning and teaching

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

After completion of course the students will be able to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them understand theories of learning as conceptualized currently within psychology and cognitive science I engage critically with theories that reduce learning to behavioural and testable components,

engage theoretically and through observation with the notion of learning as construction of knowledge

investigate the differences and connections between learning in school and learning outside school

Unit I

Education psychology and the teaching – learning process

Education psychology, concept and scope

Concepts of teaching and learning

Variables in the teaching process. The learning task (instructional objectives), learner behavior (entry behaviors and teacher behavior) (competence, expectation, personality and teaching style etc.)

Role of educational psychology in no teaching learning process

Approaches to learning

Introduction to learning – concept and importance

Behavioral : trial and error, conditioning (classical and operant) and social learning

Cognitive (insightful and information processing model)

Constructivism : concept, planning and development of learning experiences (vygostky, bruner, etc.)

Unit 2

Nature of learner

Intelligence meaning nature and theories of intelligence (two factor theory and Thurston's group factor theory) ,Emotional intelligence, measurement of intelligence and application of intelligence tests

Creativity : concepts, relationship with intelligence, techniques for fostering creativity

Interest and attitude and their assessment

Personality : meaning, nature and assessment

Unit 3:**Teaching as a professional**

Concept of teaching – meaning definition nature and characteristics

Analytically concept of teaching

Variables involved in teaching task

Phases and operation of teaching task

Types of effective teaching

Inclusive teaching

Teaching accountability and professional competencies

Role of teacher in Indian context.

Unit 4

Factors affecting teaching and learning

Maturation – concept and educational implications

Attention – concept, types and educational implications

Fatigue – concept, types and educational implications

Motivation – concept and theories (Maslow's theory of self actualization achievement motivation by David me (Leland)

Unit 5

Mental process of learning

Thinking process – concept and tools

Types of thinking – divergent, convergent, critical, reflective and lateral thinking

Mental process

Memory – concepts, types and strategies' to develop memory

Forgetting – nature, causes, factors and strategies to minimize

forgetting ○ Imagination – meaning, types and education implication

Unit 6

Group dynamics / group learning strategies

Meaning and characteristics of a social group

Group dynamics – process and its importance on learning

Importance of developing group mind (group cohesiveness)

Sociometry – uses and importance

Co-operative learning and constructivist learning

Teaching as a profession

Teaching : concept, meaning characteristics

Inclusive teaching

Teaching account siting professional competency

Role teacher in Indian context

Knowledge and Curriculum –part 1

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

The courses intends to inform student-teachers that how knowledge and curriculum – making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings, and values. This negates the ideals that they are expected to actualise. Therefore, the courses aims at enthusing student-teachers to infuse dynamism in selection of knowledge, symbols and values and child-friendly in pedagogy, student teachers understand the evolving meanings of ‘curriculum’. When seen as a dynamic process within this board field, conceptual linkages (and distinctions) between educational aims, curriculum framework, role of school organization and culture, as well as of the teacher, in operationalizing and developing a contextually responsive ‘curriculum’ and ‘critical pedagogy’

are explored. The scope for teachers to make curricular decision, based on field realities is highlighted.

Unit 1

Epistemological contribution of educational thinkers

What is education, concept meaning relationship with philosophy

Epistemological analysis of following educational thinkers

Western Educators-Plato, Rousseau, R S Peter

Indian Thinkers-Swami Vivekanand, M K Gandhi, R N Tagore, Aurobindo

Ghosh, Vinoba Bhave

Unit 2

Evolving knowledge base in education

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

Concepts of curriculum

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

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

Nation of the textbook

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

Unit 3

Curriculum determinants and considerations

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

Social political cultural geographical economic diversity

Social political aspirations, including ideologies and educational vision

Economic necessities

Technological possibilities

National priorities

System of governance and power relations and

International context

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

Forms of knowledge and its characterization in different school subjects
 Relevance and specificity of educational objectives for concerned level
 Social-cultural context of students – multi-cultural, multilingual aspects
 Learner characteristics
 Teachers experiences and concerns
 Critical issues: environmental concerns, gender difference, inclusiveness,
 value concerns and issues social

Pedagogy Course

Part I

Pedagogy of Language (English)

Total Marks: 50
 Internal Assessment: 10
 External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching B a n g l a at different levels; • develop an insight into the symbiotic relationship between curriculum syllabus and

- textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- SYLLABUS FOR TWO-YEAR BACHELOR OF EDUCATION understand the process of language assessment; familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation; understand need and function of language lab; and sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

LANGUAGE AND SOCIETY : Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

LANGUAGE IN SCHOOL: Centrality of language in learning; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.

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

Activities

Discussion on

Position paper on 'Teaching of English'
Multilingualism as a Resource

Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Teaching Practice

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.

2: POSITION OF ENGLISH IN INDIA

ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a language of knowledge; Position of English as second language in India; English as a link language in global context; challenges of teaching and learning English.

Activities

Discuss in groups how the role of English language has changed in the twenty-first century.

Topic for Debate: Globalisation and English

Project

Do a survey of five schools in your neighbourhood to find out Level of Introduction of English

UNIT 2

3: AN OVERVIEW OF LANGUAGE TEACHING

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL) Constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Thematic Approach (inter - disciplinary).

Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'

Project

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

Teaching Practice

Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

UNIT 3

4: NATURE OF LANGUAGE

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

LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

- Have a discussion on the topic 'Difference between Spoken and Written Language'.

5: ACQUISITION OF LANGUAGE SKILLS

1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

2. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

Listening and Speaking: Sub skills of listening: Tasks; Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and Informal writing, Reference skills; Study skills; higher order skills.

Activities

Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

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

Project

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

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ewY;kadu % 40

mís'; & izLrqr ikB;Øe ds ek;/e ls fgUnh f'k{k.k lEcU/kh fof/k;ksa] ;qfDr;ksa] iz;ksxksa ,oa iz.kkfy;ksa dk laKku fodflr dj fgUnh f'k{kdkksa esa Hkk"kk;h n{krk ,oa Hkk"kk&f'k{k.k dh uohure jpuk dkS'kyksa esa ikjaxfr ykuk izeq[k mís'; gSA Hkk"kk dh izd`fr] Hkk"kk lh[kus dh izfØ;k] Hkk"kk ds fofo/k i{kksa ,oa fgUnh Hkkf"kd rRoksa ds f'k{k.k dh n`f"V ls mPpkj.k] orZuh] 'kCn] okD; jpuk ,oa O;kdj.k f'k{k.k ds lkFk lkfgfR;d fo/kkvksa dh n`f"V ls x] nzqrikB] dgkuh] jpuk] ukVd] dfork vkfn dh f'k{k.k fof/k;ksa esa izoh.krk ykuk Hkh bl ikB;Øe dk izeq[k iz;ksu gS ftlls dq'ky] izHkkoh ,oa vk/kqfud izfof/k;ksa esa lgtrk j[kus okys fgUnh&f'k{k.k rS;kj gksa ldsaA

izLrqr ikB;Øe ds ek;/e ls mPp ek;/fed Lrj $\frac{1}{4}$ Lrj $\frac{1}{2}$ ij fgUnh O;k[;krkvksa dks fgUnh f'k{k.k ds dkS'kyksa ,oa izoh.krkvksa ls lfTtr djuk eq[; /;s; gSA blds varxZr fgUnh O;kdj.k] jpuk ,oa lkfgfR;d fo/kkvksa ;Fkk% x] dfork] dgkuh ,oa ukVd vkfn ds f'k{k.k gsrq mi;qDr j.kuhfr;ksa rFkk izfof/k;ksa esa n{krk fodflr djuk fo'ks"krkSj ij js[kkafdr fd;k x;k gS ftlls fgUnh ds f'k{k.k uohu fof/k;ksa ,oa 'kSf{k.k izkS|ksfxdh ds v|ru izfrekuksa ds vuqiz;ksx esa fu".kk r gks ldsaA ikB~;Øe ds rgr LofunsZf'kr vf/kru ,oa v/;u ;qfDr;ksa ds fodkl dh i)fr;ksa ij Hkh cy fn;k x;k gSA

vfUofr 1

Hkk"kk dh izd`fr] Hkk"kk lh[kus dh izfØ;k] Hkk"kk ds O;kogkfjd :i] Hkk"kk ds vk/kkj] fgUnh dk ekr`Hkk"kk ds :i esa egRo] ikB;Øe esa mldk LFkku ,oa ekr`Hkk"kk f'k{k.k ds mís';] fgUnh Hkk"kk f'k{k.k ds lkekU; flíkUr ds lkekU; flíkUr

fgUnh Hkkf"kd rRoksa dk f'k{k.k} mPpkj.k f'k{k.k} orZuh
f'k{k.k} 'kCn f'k{k.k} okd~; jpuk f'k{k.k} ekSf[kd jpuk f'k{k.k}
fyf[kr jpuk f'k{k.k} ,oa iBu f'k{k.k} mís'; ,oa fof/k;kj

vfUofr 2

Hkk"kk dh izd`fr ,oa Hkk"kk dk ekuoh; ewY;ksa ds fodkl dh n`f"V ls
egRo] ekr`Hkk"kk ,oa vU; Hkk"kk dh vf/kxe izfØ;k% nksuksa esa varj
rFkk Hkk"kk f'k{k.k} dh izHkkoh O;oLFkk ds i`tu gsrq mudk fufgrkFkZA
Hkk"kk f'k{k.k} ds fl)kar vk/kqfud 'kks/kksa esa ifjizs{; esaA

vfUofr 3

fgUnh Hkkf"kd rRoksa dk f'k{k.k} % fgUnh Hkk"kk
esa /ofu foKku] :i foKku ,oa okD; foU;kl] fgUnh ds 'kCn &
i;kZ;okph] rRle ,oa rn~Hko] buds f'k{k.k} gsrq visf{kr
;qfDr;kj] orZuh f'k{k.k} okD; jpuk f'k{k.k} ekSf[kd ,oa fyf[kr
jpuk f'k{k.k} i`tu'khy jpuk gsrq f'k{k.k} dh fof/k;kj] iBu
f'k{k.k}&lLoj ,oa ekSu iBu & mís'; ,oa f'k{k.k} dh fof/k;kjA

l=h; dk;Z

1- fgUnh ds /ofu foKku ,oa :i foKku esa
O;kogkfjd izf'k{k.k} $\frac{1}{4}$ nl l=ksa esa $\frac{1}{2}$

2- fgUnh dh lkfgfR;d fo/kkvksa ij vk/kkfjr
vkn'kZ ikB&;kstukvksa ,oa fØ;kRed vuqla/kku dh
;kstukvksa dk fuekZ.k ,oa mudk fØ;kUo;uA

izR;sd izf'k{kq dks nl ,slh ;kstukvksa dk fuekZ.k ,oa
mudk fØ;kUo;u l=h; dk;Z ds :i esa lqfuf'pr djuk gksxkA

Pedagogy of Language (Urdu)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation; • develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching B a n g l a at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and

sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1.ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society).

LANGUAGE IN SCHOOL : Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching

CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION : Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India.

Activities

Discussion on

Position paper on the Teaching of Indian Languages with special reference to Urdu 'Multilingualism as a Resource'

Now write an analysis based on the above issues.

Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE- 1986 and POA-1992

Teaching Practice

Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.

Write a report on their reflection in the textbooks.

UNIT 2:

POSITION OF URDU LANGUAGE IN INDIA

ROLE OF URDU LANGUAGE IN INDIA: Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu

Activities

- Discuss in group on the role of Urdu language and its importance in free India. •
- Interview ten people and write a report on 'Position of Urdu language in India'

Project

Do a survey of five schools in your neighbourhood to find out:

Level of introduction of Urdu

Prepare a report on the challenges of teaching-learning process.

UNIT 3:**1. AN OVERVIEW OF LANGUAGE TEACHING**

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES :

Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter -disciplinary).

Activities

Discussion on the topic ‘Mother Tongue and Other Tongue’

Project

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

Teaching Practice

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

UNIT 3**4: NATURE OF LANGUAGE**

ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

Have a discussion on the topic ‘difference between spoken and written language’.

ACQUISITION OF LANGUAGE SKILLS

GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion.

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

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

Pedagogy of Language (Sanskrit)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;

- develop an understanding of the nature of language system; • understand about the teaching of poetry, prose and drama;
 - identify methods, approaches and materials for teaching B a n g l a at different levels;
 - develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
 - develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
understand need and function of language lab; and
sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

UNIT 1:

1 ROLE OF LANGUAGE

LANGUAGE AND SOCIETY

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

LANGUAGE IN S CHOOOL

Centrality of language in learning; Difference between language as a school subject and language as a means of learning and communication; Multilingual classrooms.

3. POSITION OF LANGUAGES IN INDIA

Constitutional provisions and policies of language education (Articles 343-351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education); Position of Sanskrit.

Activities

Discussion on Multilingualism as a Resource

Project

Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992

Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Teaching Practice

Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom

2 IMPORTANCE OF SANSKRIT LANGUAGE: Sanskrit language and literature; Sanskrit language and Indian languages; Socio-cultural importance of Sanskrit language; Sanskrit as a modern Indian language; Importance of

teaching Sanskrit in India;
Problems related to Sanskrit teaching at school level.

Activities

Discussion on

Position of Indian languages and Sanskrit
Development of Sanskrit language
Problems of teaching Sanskrit.

Project

Do a survey of five schools in your neighbourhood to find out:

Level of introduction of Sanskrit

Textbooks used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Unit 2

AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING

Aims and objectives of Sanskrit teaching at different levels

(Primary, Secondary and Higher Secondary levels)

Quality of Sanskrit teaching: Pre-class, in-class and after -class

CURRICULUM AND SANSKRIT LANGUAGE

Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)

Place of Sanskrit in three language formula and its objectives

Place of Sanskrit at Sanskrit *pathshalas*

Sanskrit Commission and Curriculum

Sanskrit Curriculum and textbooks at school level.

Activities

Discussion on

Improvement of quality teaching at different levels
Status of Sanskrit teaching at school level

Project

Prepare a brief report on Sanskrit Commission

Prepare a report on textbooks in Sanskrit at school level

LANGUAGE TEACHING

1. DIFFERENT PROCESS OF LANGUAGE LEARNING: Inductive and deductive approach; Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

2. APPROACHES OF SANSKRIT LANGUAGE LEARNING: Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter -

disciplinary).

ASPECTS OF LINGUISTIC BEHAVIOUR: Pronunciation-linguistic diversity, its impact on Sanskrit pedagogical implication; Speech and writing.

LINGUISTIC SYSTEM: The organisation of sounds; structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse

Activities

Have a discussion on the topic 'difference between spoken and written language'.

UNIT 3

5: ACQUISITION OF LANGUAGE SKILLS

GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.

ACQUISITION OF LANGUAGE SKILLS:

Listening, speaking, reading and writing

Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Activities

Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.

Teaching Practice

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

Project

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

Pedagogy of Language (Bangla)

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10
External Assessment: 40

Aims of the Course

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Bangla at different levels;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);
- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

SYLLABUS FOR TWO-YEAR BACHELOR OF EDUCATION

UNIT 1:

LANGUAGE AND SOCIETY: Language and gender; Language and identity; Language and power; Language and class (society).

2. LANGUAGE IN SCHOOL : Home language and the school language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching; Position of Bangla as first, second and third languages in India.

3. ROLE OF BANGLA LANGUAGE IN INDIA: Pre-and post-partition; Bangla as a language of knowledge; B a n g l a at International level; Challenges of teaching and learning Bangla.

Activities

Discussion on

‘Multilingualism as a Resource’

Analysis of advertisements aired on Radio/Television on the basis of language and gender.

Discuss in group on the role of B a n g l a language and its importance in free India.

Project

Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Prepare a report on the challenges of teaching-learning process.

Teaching Practice

Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Bangla classroom.

On the basis of the B a n g l a textbooks (VI to XII), prepare a list of topics and activities given on

Language and Gender

Language and Peace

Write a report on their reflection in the textbooks.

UNIT 2:

NATURE OF LANGUAGE

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

LINGUISTIC SYSTEM: The organisation of sounds; the structure of sentences; the concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Activities

Have a discussion on the topic ‘difference between spoken and written language’.

UNIT 3:

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL): Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.)

A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES Grammar translation method; Direct method; Structural-

Situational method; Audio-lingual method, Natural method; Communicative approach.

3. ACQUISITION OF LANGUAGE SKILLS: Listening, speaking, reading and writing.

Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.

Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.; Reference skills; Higher order skills.

Activities

Discussion on the topic ‘Mother Tongue and Other Tongue’

Collect ten examples of Grammar in context from Bangla textbooks of Classes VI to VIII and have a group discussion.

Project

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

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

Teaching Practice

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

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

Prepare three activities to develop the reading skills of Class VI students.

Pedagogy of Social science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

Aims of the Course

To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;

to acquire a conceptual understanding of the processes of teaching and learning Social Sciences

to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;

to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching- learning strategies in order to make it enjoyable and relevant for life;

to sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

UNIT 1:

SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS

Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.

What is 'social' about various Social Sciences?

Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.

TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES

People as resource: The significance of oral data. Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.

Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.

Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.

Audio-visual aids, CD - Rom, multimedia, internet.

UNIT 2 :

SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA

Curriculum development process: National and State levels.

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

TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.

HUMAN-ENVIRONMENT-INTERACTIONS :

Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.

Developing Skills in Geography

Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

Teaching Strategies in Geography

Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decision-making.

METHODS : Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator;

TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

UNIT 3

5: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT

Meaning, Nature and Scope of Economics: Current Trends

Key Concepts in Economics

Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.

Classification of Economic System

Capitalism, Socialism, mixed economy (case study: India)

Developmental Issues in Economics

Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary;

Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

Teaching-Learning Methods in economics

In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).

Teaching-Learning materials

Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

To acquaint the student teachers with the nature of history as a discipline and the objectives of teaching History.

To develop among the student teachers an understanding of the alternative approach, methods and media for teaching History.

To develop among the student teachers critical awareness of the features of existing History curricula and textbooks.

- 4.. To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.

To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.

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

Unit 1 Nature and scope of History

Define History, Explain Historiography and its role. The Modern concept of History.
Nature and scope of History

History as an Inter disciplinary subject with particular reference to its relationship with other school subjects

Aims of teaching History – values of teaching History- disciplinary, informative, educational, ethical, cultural, political, moral, national, inter national.

The role of teaching History for national integration and international understanding.

Objectives of teaching History- general and specific objectives in cognitive , affective and psycho motor domains.

Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

Unit 2. Curriculum design in History

Curriculum design and syllabus framing in History at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.

Critical appraisal of text books in history from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.

Guidelines to teachers in transacting the curriculum and syllabus.

Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Trend analysis in History.

Unit 3

Teaching Learning of history

Continuity and Change over time and Historical Construction

The concepts of social change in Indian and World History; c o nstructivist pedagogy in History and the general competencies

Historical Methods

Evidence, facts, arguments, categories and perspective;

Evidence-based History teaching; Primary sources and the construction of History

Thinking in terms of problems for analysis in History.

Social Formations in History

Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies

Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)

The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)

Select Issues of Social Change in Indian

History

Culture, social stratification and social change in India;

Shared religious cultures and conflicts between religious communities in India

Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)

Pedagogical Concerns Regarding School

History

Interactive, constructivist and critical pedagogies in

History

The Lateral Development of Different Skills

Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

Teaching of Civics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

objectives

To acquaint the student teachers with the nature of civics/political science as a discipline and the objectives of teaching civics.

To develop among the student teachers an understanding of the alternative approach, methods and media for teaching civics.

To develop among the student teachers critical awareness of the features of existing civics curricula and textbooks.

To develop among the student teachers an understanding of the organizing capacity of co-curricular activities.

To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.

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

Unit 1 Nature and scope of Civics Teaching

Nature and scope of Civics Teaching

Relationship of civics with other Social science subject.

Salient features of the Indian constitution.

Fundamentals Rights, Directive Principles of state policy and Fundamental Duties.

Social development and concerned issues..

U nit2. Curriculum design in Civics

Curriculum design and syllabus framing in Civics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.

Critical appraisal of text books in civics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.

Guidelines to teachers in transacting the curriculum and syllabus.

Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Unit 3

. Methods of teaching Civics

Lecture cum Discussion Method

Problem Solving Method and Project Method

. Use of teaching aids

Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

Selecting and using teaching aids

Need and importance of A.V Aids

Types of A.V Aids

Role of the civics teachers for use and development of these teaching aids

Computer based Instruction in civics-concepts, use and application.

Downloading of instructional materials from websites through Internet, power point presentation.

Teaching of Geography

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

To acquaint the student teachers with the nature of geography as a discipline and the objectives of teaching History.

To develop among the student teachers an understanding of the alternative approach, methods and media for teaching geography.

To develop among the student teachers critical awareness of the features of existing geography curricula and textbooks.

- 4.. To develop among the student teachers an understanding of the organizing capacity of co curricular activities.

To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids.

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

Unit 1 Nature and scope of Geography

.Nature and scope of Geography with special reference to-regional geography of India-climate, agriculture, resources, and population growth

Geography as an Inter disciplinary subject with particular reference to its relationship with other school subjects.

Faces of the land. Air around us-air pollution, global warming, green house effect, depletion of the Ozone layer.

Water resources- Water cycle, role of rivers in the economy, problems of water pollution.

Human impact on the environment , pollution and sustainable development;
Environmental degradation- its protection and conservation. .

Objectives of teaching geography- general and specific objectives in cognitive , affective and psycho motor domains.

Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

U nit2. Curriculum design in Geography

Curriculum design and syllabus framing in Geography at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.

Critical appraisal of text books in geography from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.

Guidelines to teachers in transacting the curriculum and syllabus.

Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Trend analysis in geography in relation to quality human life and sustainable development of society and conservation of environment.

Meaning, Nature and Scope of Geography: Current Trends in Teaching and Learning, Major Themes and Key Concepts in Geography

LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface.

HUMAN-ENVIRONMENT-INTERACTIONS :

Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities; Environmental degradation and its preservation; disasters and preparedness.

Developing Skills in Geography

Map reading and interpreting using scale (distance), direction, symbols, point, line and area. Taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

Teaching Strategies in Geography

Questioning; Collaborative strategies; Games, and role plays; Problem-solving and decision-making.

METHODS : Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator;

TECHNIQUES: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

To acquaint the student teachers with the nature of Economics as a discipline and the objectives of teaching Economics..

To develop among the student teachers an understanding of the alternative approach, methods and media for teaching Economic.

To develop among the student teachers critical awareness of the features of existing economics curricula and textbooks

To develop among the student teachers an understanding of the organizing capacity of co curricular activities.

To acquaint the student teacher with different Audio-Visual aids and develop in them the skills for the proper use and maintenance of teaching aids and computer based instruction..

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

Unit I:Introduction

Concept of economics and non-economic activities.

Some features of Indian Economy

Major challenges before the Indian Economy.

Concept of sustainable economic development and its relation with economic growth and the quality of human life.

Basic parameters of human development

Nature and scope of economics

Economics as an Inter disciplinary subject with particular reference to its relationship with other school subjects

Significance of teaching Economics in contexts of emerging concerns and needs of Indian Society-current past status.

Objectives of teaching Economics- general and specific objectives in cognitive , affective and psycho motor domains.

Instructional objectives of a particular topic or lesson, major ideas and minor ideas, concept, terms facts in developing a lesson plan, unit plan.

U nit2. Curriculum design in economics

Curriculum design and syllabus framing in Economics at the secondary stage or at the senior secondary stage. Approaches to curriculum design-topical, co relational, integrated discipline ,problem solving, conceptual design curriculum.

Critical appraisal of text books in Economics from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.

Guidelines to teachers in transacting the curriculum and syllabus.

Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

UNIT 3 : Teaching-Learning of Economics: State, Market, And Development

documents *Meaning, Nature and Scope of Economics: Current Trends* ○
Key Concepts in Economics

- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- *Classification of Economic System*
- Capitalism, Socialism, mixed economy (case study: India) ○

Developmental Issues in Economics

Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; budget; Classification of Production Activities— primary, secondary and tertiary;

Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

Teaching-Learning Methods in economics

In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, project and activities like field visits, collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs).

Teaching-Learning materials

Using textbook, analysis of news (Newspaper, TV, and Radio);

- (e.g. Economics Survey, Five Year Plan), Journals and

News Magazines.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Objectives:

To enable the teacher trainees to understand the basic concepts of Commerce and their wide applicability.

To enable the teacher trainees to understand the importance of Commerce, its scope and relationship with other school subjects.

To enable the teacher trainees to understand the objectives of Commerce, at higher secondary stage.

To enable the teacher trainees to select appropriate methods, audio-visual aids and techniques for teaching Commerce at higher secondary stage.

To acquaint the teacher trainees with evaluation process in Commerce and prepare a model question paper along with a Blue Print.

To enable the teacher trainees to critically analyse the syllabus and textbooks of Commerce at higher secondary stage.

To enable the student teacher to perform his role effectively as Commerce teacher.

To enable the teacher trainees to use Commercial Activities in teaching of Commerce.

To enable the teacher trainees to use Community Resources in teaching of Commerce.

Unit I: Commerce Subject & its Correlation with other subjects

Meaning, Nature and Scope of Commerce in School curriculum

Importance of Commerce subject in School Curriculum

Aims of teaching Commerce at higher secondary stage.

Objectives of Teaching Commerce at Higher secondary stage

Objectives related to Knowledge and Understanding

Objectives related to skill

Objectives related to Application

Correlation - Concept, Importance & Types

Correlation of Commerce subject with other school subjects.

Unit 2. Curriculum design in Commerce

Curriculum design and syllabus framing in Commerce at the senior secondary stage.
Approaches to curriculum design-topical, co relational, integrated discipline
,problem solving, conceptual design curriculum.

Critical appraisal of text books in commerce from the standpoint of curriculum design and syllabus framing , treatment and organization of subject matter.

Guidelines to teachers in transacting the curriculum and syllabus.

Adequacy of exercises, assignments activities, illustrations, data and conceptual clarity in the treatment of the subject matter, language etc.

Trend analysis in commerce in relation to quality human life and sustainable development of society and conservation of environment.

Unit 3: Organization of co curricular activities and lesson planing

Importance of conducting Co-curricular Activities

Types of Co-curricular Activities

Principles of organizing Co-curricular Activities

Need & Importance of Co-curricular Activities

Role of Teacher in organizing Co-curricular Activities

- Field Trip : Importance , procedure & Role of Teacher .

Planning of teaching: need and importance

Types of Planning : Day plan, Lesson Plan, Unit Plan

Pedagogical analysis of a Unit

Preparation of an achievement Test

Development of test items ,essay types, short answer types and objective types

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Pedagogy of Mathematics

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per week

Aims of the course

After completion of course the students will be able to develop insight into the meaning, nature, scope and objective of mathematics education;

appreciate mathematics as a tool to engage the mind of every student;

appreciate mathematics to strengthen the student's resource;

appreciate the role of mathematics in day-to-day life;

learn importance of mathematics: mathematics is more than formulas and mechanical procedures;

channelise, evaluate, explain and reconstruct their thinking;

pose and solve meaningful problems;

appreciate the importance of mathematics laboratory in learning mathematics;

construct appropriate assessment tools for evaluating mathematics learning;

develop ability to use the concepts for life skills;

develop competencies for teaching-learning mathematics through various measures

focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes

UNIT 1:

1 . NATURE AND SCOPE OF MATHEMATICS

Meaning of mathematics, the nature of mathematical propositions, Truth sets; Venn diagram; A mathematical theorem and its variants—converse, inverse and contra positive, proofs and types of proofs, Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Scope of mathematics

2 . AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

General objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

UNIT 2:

3.EXPLORING LEARNERS

Encouraging learner for probing, raising queries, appreciating dialogue among peer - group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

4 . SCHOOL MATHEMATICS CURRICULUM

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like main goal of mathematics education, core areas of concern in school mathematics, Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc

UNIT 3:

5. APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concepts. Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Problem posing and solving, discovering or exploring various options for solving the problems formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

Pedagogy of Physical Science

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

After Completion of Course the Students will be able to

gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;

appreciate that science is a dynamic and expanding body of knowledge;

appreciate the fact that every child possesses curiosity about his/her natural surroundings;

identify and relate everyday experiences with learning physical science;

appreciate various approaches of teaching-learning of physical science;

understand the process of science and role of laboratory in teaching-learning situations;

use effectively different activities/demonstrations/laboratory

experiences for teaching-learning of physical science;

integrate in physical science knowledge with other school subjects;
analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;

develop process-oriented objectives based on the content themes/units;

identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;

explore different ways of creating learning situations in learning different concepts of physical science

formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry

facilitate development of scientific attitudes in learners;

examine different pedagogical issues in learning physical science; and

construct appropriate assessment tools for evaluating learning of physical science.

UNIT 1

NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Relate Science/Physics and Chemistry education to the environment (natural environment, artefacts and people) and appreciate the issues at the interface of science technology and society; Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive

development of learners, Specific objective of different content areas in science/physics and chemistry.

UNIT 2

3: EXPLORING LEARNERS

Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner - centred curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT T and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non- print materials used in various states in the area of physical science.

UNIT 3

5: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalisation; Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher -learner will design learning experiences using each of these approaches), facilitating learners for self-study.

Pedagogy of Biological Science

Total Marks: 50
Internal Assessment: 10
External Assessment: 40

Contact Hours: 3 Hours per Week

Aims of the Course

After Completion of Course the Students will be able to develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;

- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching– learning;
- elaboratory experiences for teaching–learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations for different concepts of biological science;
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages;
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning biological science;
- construct appropriate assessment tools for evaluating learning of biological science;
- stimulate curiosity, inventiveness and creativity in biological science;
- develop ability to use biological science concepts for life skills; and
- develop competencies for teaching, learning of biological science through different measures.

UNIT 1:

1 NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, and creativity in biology; Imbibe the values of honesty, integrity, cooperation, concern for life preservation of environment; Solving problems of everyday life; its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT 2

3: EXPLORING LEARNERS

Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology

4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner -centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT 3

5: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalisation; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher -learner will design learning experiences using each of these approaches); Facilitating learners for self- study.

Assessment for learning

Total Marks 100

contact hours per week-6

Internal assessment 20

External assessment 80

Aims of the Course

The course will enable student-teachers to

gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);

- become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

Unit1

Evaluation assessment and measurement

Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference

Types of scale :- Normal, ordinal interval and ratio scale

Characteristics of measuring instruments, concept reliability and validity, their procedure of estimation.

Unit 2

Measurement procedures in respect of cognitive and non-cognitive testes

Ability testing procedures

Disability testing procedures

Uses of cognitive and non-cognitive tests

3.norm referenced and criterion referenced testing

Concept of norm-referenced and criterion referenced testing

Difference between norm-referenced and criterion reference testing

Developing tests under norm-referenced and criterion referenced testing approaches

Assessing the differently and discriminating indices of test items

Estimation of reliability and validity for norm-referenced and criterion referenced testing

Unit 3

Evaluation concept and approaches

Definition need and importance

Characteristics of evaluation

Formative placement, diagnostic and summative evaluation

External and internal evaluation advantages and dis-advantage

Unit 4

Techniques and tools of evaluation

Testing concept and purpose

Observation techniques

Projective techniques

Type of evaluation tools rating scale, intelligence tests, aptitude tests, attitude scales interest inventories the anecdotal record

Unit 5

Continuous and comprehensive evaluation and credit based evaluation

Continuous evaluation concept purpose and use in teaching learning process

Comprehensive evaluation concept, purpose and use in teaching learning process

Credit based evaluation

Function strength and limitation

Unit 6

Basic statistics in educational evaluation

Measures of central tendencies (mean, median, mode) concept, uses & disadvantages

Measures of dispersion (range, quartile deviation & standard deviation concept and use)

Normal probability curve meaning, application education purpose

Correlation rank difference product moment

EPC 2 Drama and Art in Education

Total Marks 50

contact hours per week-3

Internal assessment 50

Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts an understanding of the arts will give our youth the ability to

appreciate the richness and variety of artistic traditions as well as make them liberal creative thinkers and good citizens of the nation. Keeping in view some of these ideas, the National curriculum framework – 2005 introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to class X) and facilities for the same may be provided in every school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this not only art teachers but every teacher in the school system should be sensitized to understand and experience the use of arts for holistic development of the learner, as a teacher as well as an individual

Aim of the course

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

Visual arts and crafts (Practical)

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

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

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

Appreciation of arts (theory)

Meaning and concepts of arts and aesthetic and its significance at secondary level of school education what is the difference between education in arts and arts in education identification of identification of different performing art forms and artists; dance, music and musical and instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose) knowledge of Indian craft Traditions and its relevance in education (based on a set of slides, selected for the purpose) knowledge of Indian contemporary arts and artist, visual arts (based on a set of slides, selected for the purpose) Indian festivals and its artistic significance

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts and craft forms; textbook analysis to find scope to integrate art forms either in the text or activities or exercises; documentation of the processes of any one art or craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (science / math / social science / languages etc.) while integrating different art forms

Workshop: two workshop of half a day each, of one week duration for working with artistic/artisans to learn basics of arts and crafts and understand its pedagogical significance. The arts forms learn during the course should be relevant to the student-teachers in their profession. Activities such as drawing, and the painting, rangoli, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centered. The focus of the workshops should be on how art forms can be used as tool / method of teaching learning of languages, social science, mathematics and sciences.

Suggested approach for teaching learning process

Every student teacher must participate and practice different art forms. They need to be encouraged to visit places of arts / see performances / exhibitions . art and craft fairs / local craft bazaars, etc. artists and artisans may be invited for demonstrations and interactions from the community. Student teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area student teachers can also be motivated to interpret art works/ commercials/ event etc. to enhance their aesthetics sensibility. A resource center for arts and crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, artworks of regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation

Application of arts and aesthetics in day to day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organize and participate in the celebrations of festivals, functions, special days, etc.

SEMESTER 3

PEDAGOGY COURSES

Part II

Pedagogy of Language (English)

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS –I

Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

Activities

Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation

Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself

Teaching Practice

Take any topic of your choice and write about it in any form of creative writing.

UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS–II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children’s literature in English; Developing

tasks and materials for study skills in English literary forms; Lessons planning in prose, poetry and drama at various school levels.

Activities

- Review any two stories of your choice
- Collect Indian folktales in English (translated) for your portfolio

Teaching Practice

Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: same pieces for different stages; teaching the same piece to children with special needs.

Action Research

- Identify and list language (English) related errors common among students.
- Prepare a list of idioms, proverb in English
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to constructivism; Teacher as a researcher (Develop meaningful strategies keeping in view the needs of the learners)

Activities

- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states

Project

- Prepare a collection of poems and stories of your choice.

UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS:

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

Activities

- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Organise a workshop/seminar/conference on the topic ‘Language of Children’ or any other related topic.

Project

Prepare an outline for a school magazine
Review contemporary children's literature
Review any two magazines for women.

UNIT 7

ASSESSMENT, ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.

Activities and tasks reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Feedback to students, parents and teachers.

Activities

Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning
Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner.

Note

Project Work, Students-Teacher's Portfolio, Activities, presentations, Workshops and Educational tours to be carried out during both the years

हिन्दी शिक्षण

कुल अंक : 50 आंतरिक

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मूल्यांकन : 10 बाह्य मूल्यांकन

: 40

अन्विति 4

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

अन्विति 5

हिन्दी भाषा शिक्षण एवं प्रौद्योगिकी : हिन्दी शिक्षण की प्रभाविता को अभिवृद्ध करने हेतु प्रयुक्त शैक्षिक उपकरण, पाठ्यपुस्तकें, भाषा-कक्ष एवं भाषा प्रयोगशाला। अभिक्रमित एवं स्वनिर्देशित अनुदेशनात्मक सामग्री की रचना— विविध प्रकार के प्रतिमान: रेखीय, शाखीय एवं श्रृंखलित, हिन्दी के भाषिक तत्वों के अधिगम को दृष्टिगत रखकर अभिक्रमित अनुदेश की सामग्रियों का निर्माण, उनका इन्द्रियानुभविक—व्यक्तिगत, लघुसमूह एवं क्षेत्रीय रूप में परीक्षण।

अन्विति 6

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

सत्रीय कार्य

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

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

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

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

Pedagogy of Language (Urdu)

Part II

Total Marks: 50

Contact Hours: 3 Hours per

Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: LANGUAGE, LITERATURE AND AESTHETICS-I

Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Urdu from different Indian languages.

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations
Take any creative writing related to History, e.g. *Tahzeeb Kya Hai* and prepare a flow chart on the main events
Review any story and have a discussion in groups

Take any topic of your choice and write about it in any form of creative writing.

LANGUAGE, LITERATURE AND AESTHETICS-II

Introduction of various literary forms of Urdu language

Planning lessons in prose

Planning lessons in poetry

Drama at various school levels

Activities

Review any two stories of your choice

Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice

Take any creative writing, e.g. poem or story and develop teaching strategy to teach: same pieces for different stages; teaching the same piece to children with special needs.

Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to

constructivism; Teacher as a researcher.

Activities

Prepare an outline for the development of the textbook for the same class for your state.

Project

Prepare a collection of poems and stories of your choice.

TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner chosen texts, magazines, news-papers, class libraries, etc., ICT, audio-visual aids, Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Activities

Identify and prepare different types of teaching aids for children with special needs (speech impaired)
Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

Develop the material for school magazine based on your experiences during school experience a n d t e a c h i n g practice
Review any two magazines for women.

UNIT 6

ASSESSMENT–ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
Problem solving, creative and critical -thinking; Enhancing imagination and environmental awareness.
Feedback to students, parents and teachers.

Activities

Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
Devise a strategy to incorporate the suggestions given in the Ist term report for the progress of the learner.

Note

Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours

Total Marks: 50
Week

Contact Hours: 3 Hours per

Internal Assessment: 10
External Assessment: 40

UNIT 4

1. TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE

- Teaching of prose
- Teaching of poetry
- Teaching of pronunciation
- Teaching of grammar
- Teaching of fables
- Teaching of drama

Activities

Discussion on the different presentations of teaching
Collect interesting folktales in Sanskrit
Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.

Action Research

Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme
Prepare the list of common errors in Sanskrit among students

IMPORTANCE OF LESSON PLAN

Lesson plan – Nature, objectives and needs
Lesson plan of prose, poetry, drama, story, and grammar
Types of lesson plans

Activities

Discussion on the different types of lesson plans
Prepare a lesson plan on one lesson and have a discussion on that.

UNIT 5:

8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Development of activities and tasks; connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher.

Activities

Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states

Project

Prepare a collection of poems and stories in Sanskrit of your choice.

9: TEACHING-LEARNING MATERIALS AND AIDS

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audio-visual aids, films, language labs etc; Psychological perspectives of audio-visual aids

Activities

Identify and prepare different types of teaching aids for children with special needs (speech impaired)

Organise a workshop/seminar/conference on the topic— 'Improvement of Sanskrit Teaching at School Level' or any other related topic.

Project

Review contemporary children's literature in Sanskrit

Review any two Sanskrit magazines for women.

UNIT 6**ASSESSMENT – ITS ROLE AND IMPORTANCE**

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation— oral, written, portfolio; Cloze test, self-evaluation; Peer evaluation; Group evaluation.

Feedback to students, parents and teachers.

Activities

Analyse the question papers of Sanskrit language (previous 3 years) – Classes X and XII (CBSE/STATE BOARD) in the light of new approach of assessment

Devise a strategy to incorporate the suggestions given in the Ist Term

Pedagogy of Language (Bangla)
Course Outline: Part II (Second Year)

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 10

External Assessment: 50

UNIT 4:**LANGUAGE, LITERATURE AND AESTHETICS**

Different Creative Forms of Bangla Language: Understanding different forms of literature; Literature in the school curriculum: Needs objectives and relevance; Translation: Importance and need; Translation as a creative activity: Through examples of translated texts into Bangla from different Indian languages.

- Teaching of Different Forms of Bangla Literature—Poetry, Prose, Drama -

Introduction of various literary forms of Bangla language

Planning lessons in prose

Planning lessons in poetry

Drama at various school levels

Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations
Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
Review any story and have a discussion in groups
Prepare a newsletter on the basis of your school experience programme (hand written).

Teaching Practice

- Take any topic of your choice and write about it in any form of creative writing.

Action Research

Identify and list language (Bangla) related errors common among students.
Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

UNIT 5:**1. DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Moving away from rote-learning to constructivism; Teacher as a researcher (Keeping in view the needs of the learners to develop meaningful strategies)

ASSESSMENT: ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation- oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks; Problem solving, creative and critical-thinking; Enhancing imagination and environmental awareness.

Feedback to students, parents and teachers.

Activities

Write a report on current practices of assessment and evaluation at the Upper Primary Stage.

Analyse the question papers of B a n g l a language (Previous 3 Years) Classes X and XII (any board) in the light of new approach of assessment.

Devise a strategy to incorporate the suggestions given in the 1st term report for the progress of the learner.

Prepare an outline for the development of the textbook for the same class for your state.

Project

Prepare a collection of poems and stories of your choice.

UNIT 6:

TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

Prepare a list of audio-visual aids related to teaching of B a n g l a and use them wherever necessary

Identify and prepare different types of teaching aids for children with special needs (speech impaired)

Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.

Project

Prepare an outline of a school magazine

Develop the material for school magazine based on your experiences during school experience practice

Note

Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours (Some activities have been given in each unit as an example. Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects work are compulsory for each year.)

Pedagogy of Social Sciences

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction

The concepts of social change in Indian and World History; c o nstructivist pedagogy in History and the general competencies

Historical Methods

Evidence, facts, arguments, categories and perspective;
Evidence-based History teaching; Primary sources and the construction of History

Thinking in terms of problems for analysis in History.

Social Formations in History

Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies

Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)

The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)

Select Issues of Social Change in Indian History

Culture, social stratification and social change in India;

Shared religious cultures and conflicts between religious communities in India

Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)

Pedagogical Concerns Regarding School History

Interactive, constructivist and critical pedagogies in History

The Lateral Development of Different Skills

Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal

UNIT 5

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

Political Science: Nature and scope, key concepts, current trends Forms of Government: Democratic (Liberal and Social), non-democratic Constitutional Vision for a Democratic India

Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism

Secularism (Relationship between State and Religion): Western and Indian Versions

Tribes, minorities [Religious/Linguistic], Women and Child en, the Disabled)

Democratic decentralisation, citizen participation.

Society and Political Processes

Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI

Teaching-learning Strategies

The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in

the classroom.

Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES

Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions.

Open-book tests: Strengths and limitations

Evaluating answers: What to look for? Assessing projects: What to look for?

Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

UNIT 6

9: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)

INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

Geography and Economics: Transport and communication in a region –assessing current position with reference to development needs

History and Political Science: Socio-political systems; Women's rights in society

Economics and History: Agrarian change in India; Industrialisation in India

History and Geography: Migration of people in a particular region—nature of migration, past and present trends

Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)

Economics and Political Science: Family budget and impact of change in prices of essential commodities.

Teaching of History

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

The role of History teacher as a preserver and propagator of cultural traditions and heritage

. Methods of teaching History ,story-telling method , patch method, source method, biographical method, lecture method, conversational or discussion method, assignment method, project method, supervised study, socialized recitation method.

. Use of teaching aids

Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

Selecting and using teaching aids

Need and importance of A.V Aids

Types of A.V Aids

Role of the history teachers for use and development of these teaching aids

Computer based Instruction in history-concepts, use and application.

Downloading of instructional materials from websites through Internet, power point presentation.

The History room ;its importance; its equipment ,furniture and arrangement; history library resource.

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Unit 5

Techniques frequently used in teaching of History; uses and application.

Description and application of teaching learning devices such as; textbooks, supplementary reading material, workbooks, programme learning material, general reference material and other instructional material for teaching of History.

Importance of chronology in history, time concepts, making people chronology conscious and guidelines for teaching chronology.

Controversial issues as a part of history; teachers role in teaching controversial issues.

Classification of instructional objectives of teaching history in operational terms.

Developing items of different formats to assess behavioural changes brought about by teaching history. Principles for setting a summative evaluation question paper in history .
Techniques of using and reporting test results.

Unit 6

. Orgnization of co curricular activities

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

. Lesson Planning and evaluation

Planning of teaching: need and importance
Types of Planning : Day plan, Lesson Plan, Unit Plan

Pedagogical analysis of a Unit

Preparation of an achievement Test

Development of test items ,essay types, short answer types and objective types

Teaching of political science

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

Political Science its meaning, scope and relationship with social sciences.

Concept of state and its elements.

Challenges and responses to Indian Democracy

Trend analysis in Political Science.

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Unit 5

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

Political Science: Nature and scope, key concepts, current trends Forms of

Government: Democratic (Liberal and Social), non-democratic

Constitutional Vision for a Democratic India

Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism

Secularism (Relationship between State and Religion): Western and Indian Versions

Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)

Democratic decentralisation, citizen participation.

Society and Political Processes

Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI

Teaching-learning Strategies

The teaching-learning process needs to take into account the lived experiences of student-teachers. The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.

Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

Unit 6

Organization of co-curricular activities

Importance of conducting Co-curricular Activities

Types of Co-curricular Activities

Principles of organizing Co-curricular Activities

Need & Importance of Co-curricular Activities

Role of Teacher in organizing Co-curricular Activities

Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

Planning of teaching: need and importance

Types of Planning : Day plan, Lesson Plan, Unit Plan

Pedagogical analysis of a Unit

Preparation of an achievement Test

Development of test items ,essay types, short answer types and objective types

Teaching of geography

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

Conceptual learning in geography; special conceptualization-use of cognitive and mental map.

Approaches to geography teaching; Expository approach-regional method.

Discovery approach-problem solving method, project method

Methods of teaching geography, discussion method, observation method ,computer assisted instruction.

4. Use of teaching aids

Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

Selecting and using teaching aids
 Need and importance of A.V Aids
 Types of A.V Aids
 Role of the Economics teachers for use and development of these teaching aids
 Computer based Instruction in geography-concepts, use and application.
 Downloading of instructional materials from websites through Internet, power point presentation.
 The Geography room ;its importance; its equipment ,furniture and arrangement; history library resource.

Unit 5

. Organization of co curricular activities

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

. Lesson Planning and evaluation

Planning of teaching: need and importance
 Types of Planning : Day plan, Lesson Plan, Unit Plan

Pedagogical analysis of a Unit

Preparation of an achievement Test

Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

- Identification of a problem
- Developing reasonable objectives/probing questions
- Listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation

- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

Teaching of Economics

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4

.Methods of teaching Economics

Lecture cum Discussion Method

Use of Sample Surveys in Economics

Inductive and Deductive Approach

Problem Solving Method and Project Method

Debates on controversial themes

Dramatization and role playing

Brainstorming

Organization of quiz competition, essay competition and postermaking competition.

. Use of teaching aids

Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

Selecting and using teaching aids

Need and importance of A.V Aids

Types of A.V Aids

Role of the Economics teachers for use and development of these teaching aids

Computer based Instruction in Economics-concepts, use and application.

Downloading of instructional materials from websites through Internet, power point presentation.

Unit 5

. Organization of co curricular activities

Importance of conducting Co-curricular Activities

Types of Co-curricular Activities

Principles of organizing Co-curricular Activities

Need & Importance of Co-curricular Activities

Role of Teacher in organizing Co-curricular Activities

Field Trip : Importance , procedure & Role of Teacher

. Lesson Planning and evaluation

Planning of teaching: need and importance

Types of Planning : Day plan, Lesson Plan, Unit Plan

Pedagogical analysis of a Unit

Preparation of an achievement Test

Development of test items ,essay types, short answer types and objective types

Unit 6. Project/ Action research

Identification of a problem

Developing reasonable objectives/probing questions

- listing hypotheses
- Developing tools for project /Action research
- Designing sample and methodology
- Collection of data and tabulation
- Analysis of data, reporting of findings, validation of hypotheses etc
- Discussion in the class.

Teaching of Commerce

Total Marks: 50

Contact Hours: 3 Hours per week

Internal Assessment: 10

External Assessment: 40

Unit 4: Teaching Methods and Teaching Aids

Methods of teaching commerce, discussion method, Lecture method, Team Teaching, Project Method, Discussion Method

Inductive and Deductive Approach

Computer assisted instruction.

. Use of teaching aids

Text books, ,supplementary materials, workshops, teacher hand books, teaching learning materials, reference materials- news paper, periodicals.

Selecting and using teaching aids

Need and importance of A.V Aids

Types of A.V Aids

Role of the Economics teachers for use and development of these teaching aids

Computer based Instruction in commerce-concepts, use and application.

Downloading of instructional materials from websites through Internet, power point presentation.

Unit 5: Evaluation in Commerce Teaching

Meaning, Need and Importance of Evaluation; Characteristics of Good Evaluation; Types of Test; Achievement Test, Diagnostic test Evaluation Devices: Oral tests, Essay type test, Objective type tests,

Records (Anecdotal, Cumulative records)

Preparation of Unit Test along with Blue print

Unit 6: Community Resources and Commercial Activities

- Meaning of Community Resources

Types of Community Resources
 Uses of Community Resources in the teaching and learning of Commerce
 Importance of Community Resources in the teaching and learning of Commerce
 Field Trips for teaching of Commerce : Importance , procedure & Role of Teacher

Commercial Activities

Meaning of Commercial Activities
 Types of Commercial Activities in teaching of Commerce
 Importance of Commercial Activities in teaching of Commerce

Pedagogy of Mathematics

Total Marks: 50
 Internal Assessment: 10
 External Assessment: 40

Contact Hours: 3 Hours per Week

UNIT 4

6: PLANNING FOR TEACHING-LEARNING MATHEMATICS

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry; Statistics and Probability, etc.); Organisation of concepts for teaching-learning of mathematics; Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials

7: LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources

UNIT 5

8: ASSESSMENT AND EVALUATION

Informal Creative Evaluation

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

Formal Ways of Evaluation

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

UNIT 6**9: MATHEMATICS FOR ALL**

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

10: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

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

Pedagogy of Physical Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4**6: LEARNING RESOURCES IN PHYSICAL SCIENCE**

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Inter-conversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia–selection and designing;

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, learners' records of observations, field diary; Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and

administration of tests; Assessment of experimental work in science/physics and chemistry; Encouraging teacher -learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation.

UNIT 5

8: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Concepts for teaching-learning of science/ physics and chemistry; Instructional materials required for planning teaching- learning of science/physics and chemistry and learners' participation in developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

9: PHYSICAL SCIENCE–LIFELONG LEARNING

Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in science/physical science education; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science—action research in physical science.

Pedagogy of Biological Science

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 10

External Assessment: 40

UNIT 4

6: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organisation of concepts for teaching-learning of biology; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

7: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/ district level; Handling hurdles in utilisation of resources.

UNIT 5

TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Assessment of experimental work in biological science; Encouraging teacher -learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

9: BIOLOGICAL SCIENCE – LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition;

UNIT 6

10: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in

biology education; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

School internship

As the title suggests, in this component of the programme, the student teachers are actually placed in a specific school, in two time slots.

Student teachers shall be equipped to cater to diverse needs of learners in schools during second year. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship

programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period

Modes of learning engagement

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor – when available – will guide

and debrief the student teacher on a periodic basis. Adequate classroom contract hours for subject-based teaching-learning

Will be undertaken in the consultation with the school mentor. Student teacher in whom he/she records one's experiences, observations, and reflections should maintain a journal. The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resource used, assessment tools, student, observations and records. Student teachers functions in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning. The institute, in liaison with the schools, should prepare details of the school placement program

Modes of assessment

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributes across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250 ,Internal assessment 150 External assessment 100.

School Internship

First year – One week of School engagement

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

Second Year – 15 week

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

Suggested school activities:-

- Organisation of culture activities.
- Organisation of literary activities.
- Organisation of games
- Framing of Time-Table
- Attending and organizing morning assembly.

Maintain of school records
Maintain of library & labs
Gardening
Organizing Science Club & Echo Club
Voluntary services
Mass awareness of social evils and taboos.

SEMESTER 4

GENDER SCHOOL AND SOCIETY

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

This course will enable the students to

develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;

understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;

learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

COURSE CONTENT

Unit 1

Sex and gender

Psychology and sociological perspectives

Radical feminism, patriarchy, reproductive technology and mother hood

Socialize class, gender, and division

Indian women – family, caste, class, culture, religion and social system

Social construction of gender

socialization

Gender identity : the media, gender roles, and stereotypes, class, caste community and gender relation

Women education and law

Women access to and participation in formal education

Women and in formal education

Non-formal (media)

Unit 2

Gender inequalities in schooling

Organization of schooling

Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture)

Gender schooling – education for gender equality

Case studies of intervention in school education

The lok jumbish experiences (movement for women equality)

Unit 3

Education and empowered of women

Concept and importance

Women an sustainable development

Special role of women as protector of environment

Waste management and women worker

Knowledge and curriculum part II

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the course

The course intends to inform student-teachers that how curriculum – making plays a critical role in a heterogeneous and plural society like Indian. However, without a clear vision

and understanding of curricular aims. Schools tend to become rigid in their curricular practices, and uniformly imposed processes, meanings and values. This negates the ideals that they are expected to actualize. Therefore, the course aims at enthusing student – teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and the schools, so that it becomes culturally sensitive in selection in of knowledge, symbols and values and child-friendly in pedagogy, student teachers understand the evolving meanings of curriculum when seen as a dynamic process. Within this broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching – learning materials, pedagogy as well as evaluation processes are recognized. The role of school organization school organization and culture as well as of the teacher, in operationalizing and developing a contextually responsive ‘curriculum’ and ‘critical pedagogy’ are explored. The scope for teachers to make curricular decisions, based on field realists is highlighted

Unit 4

Curriculum development (at school level)

Understanding different approaches to curriculums development: subject centered environmentalist (incorporating local concerns); behaviorist; competency-based (including ‘minimum levels of learning’); learner – centered and constructivist

Process of curriculum making

Formulation aims and objective (based on overall curricular aims and syllabus)

Criteria for selecting knowledge and representing knowledge in the forms of thematic questions in different subjects

Organizing fundamental concepts and themes vertically across levels and integrating themes within and across different subjects

Unit 5

School: the site of curriculum engagement

Role of school philosophy, administration (and organization) in creating a context for development of curriculum

Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighborhood, etc.)

Role of external agencies in providing curriculum and pedagogic supports to teachers within schools-local, regional, national

Unit 6

Curriculum implementation and renewal

Operationalizing curriculum into learning situations

Teachers role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims, and (ii) varied learning experience.

Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)

Appropriate reviewing and renewal of aims and processes

Process of curriculum evaluation and revision (i) need for a model of continual evaluation (ii) feedback form learners, teachers, community, and administrators (iii) observable incongruences and correspondence between expectations and actual achievements

Creating an inclusive school

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Aims of the Course

The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner -friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and

implement laws pertaining to education of children with special needs.

Unit I

Introduction to inclusive education / school

Concept, meaning and need

Transition from segregation to inclusion

Principles models

National policy for person with disabilities 2006 with reference to inclusive education

Sarva shiksha abhiyan – 2002 with reference to inclusive school

Unit II

Special education needs (SEN) of learners in inclusive school

Identification of diverse needs of SEN learners and referrals

Disabilities in children and their SEN : Hearing impairment, visual impairment, hearing low vision, orthopedic impairment, intellectual impairment cerebral palsy, learning disabilities and multiple disabilities

Types and use of assistive devices for learners with SEN

Education concessions and facilities

Special needs in terms of Murielle in the context of different disabilities and their learning styles

Unit III

Planning and managing inclusive curriculum in schools

School readiness and school transition

Individualized education plan (IEP) : development and implementation

Practices and classroom management in inclusive education : seating arrangement, whole class teaching, collaborating teaching, activity – based learning , peer – tutoring and co-operative learning

Curricular and instructional accommodation

Facilitators for inclusive education

Need for multidisciplinary approach

Role and responsibilities : general, special and resource teacher

Role and responsibilities : family and community

- Prepare at professional partnership : need and relevance

Optional Course

Vocational / work education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Group – A pedagogical analysis of the content:

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

Identification of unit & subunits

Specification & instructional objectives

Selection of teaching strategies

Selection of teaching aids with notes on their preparation & mode of use

Group – B Methodology work education

Unit I

Work education

Meaning and concepts

Nature of work

Scope or areas viz.

Socially useful productive work

Occupational exploration and innovative practices

Occupational exploration an innovative practices

Amis and objectives of teaching work education as a subject of general education.

Behavioral changes expected out of the program of work education, development of attitude. Acquisition of skills and gaining of knowledge

Unit II

Basic of work education : historical, philosophical , psychological, sociological and economic

Development of the concept of work education in general education suitable for India as envisaged by the education commission 1964-66

Concept of socially useful productive work (SUPW) as designed by I.V. patel committee.

Work education curriculum and organization of subject matter

A general idea of the syllabus in work education prescribed for Jharkhand with a good ground in the projects included in the syllabus at

The exposure stage and

The involvement stage

Relationship with other subjects in the school curriculum. Place of work education in the school curriculum

Different methods of teaching work education : project method. Discussion method.

Demonstrations methods, works – study method, exposure and observation method.

Qualities and functions of a good teacher or work education – his interaction with the teachers of the other subjects for developing work projects in their respective subjects

Consideration for selecting work – projects in

Urban schools and

Moffusil school (rural)

Difference of work education with work experience, SLPW. Basic education and vocational educations.

Utilization of community resources for audio-visual materials for teaching work education.

Evaluation in work education : design of work education and work book, practical work and attainment. Developing certain tools, e.g. rating scale, check list. Teacher's record.

Observation schedule, quality and quality of the product, etc.

Utility of social service project – removal of social distance, importance of literary drive, first-aid, floor relief, etc.

Preparation of plan activity of work project

Work education room (practical demonstrations) f&submission of note book containing three pedagogical analysis (one from each group)

Optional course

Health and physical education

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Course Contents

Unit I

Heath education

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

Physical education

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

Nutrition and balanced diet
 Components of balanced diet, functions, major sources, malnutrition
 Postures
 Concept and values, postural deformities and their management
 Personal hygiene, a dental hygiene environmental hygiene, pollution and global warming
 Communicable disease
 Communicable diseases mode, control, and prevention
 Physical fitness and first aid
 Physical fitness : meaning, elements and importance First – aid in the following
 Hammaeroge, laceration, contortion, dislocation, fracture, cuts, wounds, bites of insects, sprained strain
 Suggested readings

Optional course

Education for Peace

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

UNIT 1: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

Awareness of relevance of peace

Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life

Peace contexts; underlying assumptions, processes and imperatives

Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfilment. Negative peace is repression of these, while fulfilment builds peace within individuals as well as, in the society

Peace values vis-à-vis constitutional values: Importance of the attitudes beliefs and values of peace viz., compassion, cooperation, love, etc. freedom, respect for difference, and ecological resources that ensure peace in society

Foundations of peace: pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideas based on non-violence, respect for differences,

e.g. socio-economic, gender, etc. life style in harmony with sustainable development

Approaches to peace education

Highlights of various philosophies of peace, Ghandi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhail Badheka, The Dalai lama, initiatives at National and International levels.

Unit 2: Understanding Conflicts, Underlying Personal-social Processes and Mediation, and Transformation of Conflict

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

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

Developing capabilities for mediation and conflict transformation I.

Skills and Strategies needed for conflict transformation II.

Listening to the conflicting parties

III. Awareness of own identity, cultural underpinning, and communication skills

Communication to mediate

VI. Looking for alternative strategies and creative solutions to overcome / transform conflicts

Empowerment of Self through Critical Self Reflection

Awareness of the influence of social milieu on self

Understanding adequate self as a product of positive experience of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence

Negative experience generate stress, anger aggression

Yoga, meditation, anger / stress management, as practise that restore positive physical health and attitudes

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

Increasing awareness of role of self in

Discipline, self management

Reducing prejudices, biases and stereotypes and building multicultural orientations

Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and

Habitual self reflection by using daily journal on experiences.

Unit 3: Orienting Education for Peace Building

Critical reflection on the curricular processes

Awareness of opportunities inherent in curriculum for introducing

Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights / human rights, and ameliorative approach to discipline rather than punitive.

Symbols, activities and other structures in the school that reflect a multi-cultural ambience; and

Experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues etc.

Critical pedagogy of peace education

Challenging the traditional models of learning to constructivist approaches in teaching

Rethinking authority relations from democratic perspective : promoting dialoguing, and developing capabilities for decision- making

Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

IV. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal social and culture matters. Non-evaluative orientations empathetic founding academic and discipline problems

VI. Becoming peace teacher-acquisitioning of relevant knowledge, attitudes, values and skills.

Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; skills of questioning paraphrasing and providing feedback that is, non-judgemental, sensitivity to socio-economic, cultural, gender, caste difference; skills of giving emotional support for encouraging, genuine appreciation and cooperation; understanding importance of confidentiality of students personal issues and problems that invite embarrassment or ridicule

Pedagogical skills for orientation of subject content and teaching – learning experience in classroom for promoting peace

Awareness of the epistemic connection of subject content with peace values, e.g. language (effective communication), Science constitutional values, and multi-culturalism, conflicts, violence, and warlinks with challenges to regional and local conflicts, maths (precision)

Using textbook contents for highlighting values of peace, particularly anti-peace message indirect or hidden

Humanistic approach to evaluation

Belief in worth of all pupils irrespective of academic talents

Adopt broad-based assessment talking in multiple, talents, emphasise success rather than failure, enable enemy pupil to experience success in some area

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

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

Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school

Awareness and orientations of students attitudes towards balanced media exposure.

Optional course

Guidance and counseling

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

Introduction to guidance

Meaning, nature scope and functions of guidance, principles of guidance
Need of guidance at various stages of life, types of guidance : educational, vocational personal guidance (their meaning, objectives, needs and importance)

Procedure of guidance

Individual and group procedures of guidance, their nature and advantage
Group guidance techniques – class tasks, career – task, career – conference – group discussion field – visits, career – exhibition, audio – visual techniques
Role of various community agencies in school guidance program

Counseling

Concept of counseling: theories of counseling; theory of self (rogers)
Types of counseling: directive, non-directive and eclectic
Process of counseling (initial disclosure in depth exploration and commitment to action)
Skills in counseling (listening, questioning, responding and communicating)
Role of teacher as a counselor and professional ethics associated with it

Unit II

Understanding the individual

Studying and appraising and individual –its need and importance in EVG

Testing and non – testing devices for the study of an individual

Testing: intelligence, aptitude, attitude , interest, achievement and personality

Techniques used in guidance: questionnaire, anecdotal records, interview schedule, case study diary and autobiography cumulative – record cards

Unit III

Job analysis : occupation at information instructional

Job analysis: concept and need

Job satisfaction: concept an factor affecting job satisfaction

Concept of occupational information and sources of collection

Career counseling and discrimination of occupational information

Guidance services and the organization in schools

Types of guidance services

role of school personnel's in organizing guidance services

Optional course**Issues of Conservation and Environmental Regeneration**

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit 1

Importance of need and scope of environmental conservation and regeneration

Structure and functions of different ecosystems

India as a mega biodiversity Nation

Role of individual in conservation of natural resources: water energy and food

Role of individual in prevention of pollution: air and water

Equitable uses of resources for sustainable livelihoods

Environmental legislation: awareness and issues involved in enforcement

Role of information technology and media in environment and human health.

Suggested Practicum

The students on completion of each topic of unit 1 will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club. The activity has to be one some local specific issue pertaining to the place of residence of the student

2

- Community participation in natural resource management – water, forests, etc.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment
- Change in forest cover over time.

Unit 2

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

Unit 3

4

- Environmental conservation in the globalised world
- Alternative sources of energy
- Impact of natural-disaster / man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry / mining / transport on environment
- Sustainable use of forest produces.

5

Role of women in conservation
 Female foeticide / infanticide and skewed sex ratio
 Development of slum area and their inhabitants
 Child mortality and material health
 HIV / AIDS, malaria-status, measures undertaken for their control eradications.

Optional course
Yoga education
Course contents

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

Yoga Education

Philosophy of yoga, goals of life and yoga, fundamental concepts common to all ; Physiology of yoga : Chitta (mind) and the method of chitta vritti (chitta control), vritti patyahaar, dharna, samndhi; Physiology of socio – moral bases – kinds of dhyana : sthula, a shukshma and jyotimaya, nirmal chita nand the final goal; Socio – moral base of yoaga. The five ymas and five niyamas, the universal code of social- roal restraints and personal observances leading to ides adjustment in social and personal life; Classification of yoga

Some important asanas : Shavasana, Sarvingasan, Halsana Paschimottanasana, Bhujangasana, Shalbhasana, Dharnurasans, Chakrasana, Vajrasana, Gomukhasana, Matsyasana, Janusirasana, Ardhamststyasana, Padmasana, Ans, Sirasana, Neti, Kapalbhati and Trastak, Anulom-vilom, Bhramari, Shitali, Ujjai, Pranayams

Participating in any five asanas following : Shavasana, Sarvingasan, Halsana
 Paschimottanasana, Bhujangasana, Shalabhasana, Dharnurasans, Chakrasana,
 Vajrasana, Gomukhasana, Matsyasana, Janusirasana, Ardhamststyasana,
 Padmasana, Ans, Sirasana

Participation in Neti, Kapalbhati and Trastak

Participation in Anulom-vilom, Bhramari, Shitali, Ujjai, Pranayams

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

Optional course

Value education and human rights in education

Course contents

Total Marks 50

contact hours per week-3

Internal assessment 10

External assessment 40

Unit I

Value education

Concept, meaning sources, types and methods of teaching, value educations human rights in
 education role of UNESCO, role of school, education up to 14 years as fundamental rights
 fundamental duties, media, it's role constitutional and institutional safeguards to human rights,
 national human rights commission (NHRC) and associated human rights commissions vital
 domain of human right- information, poverty an environment united nations and human right

Unit 2

judicial activism and human rights in education

human tights and violation and police

problems refugees and internationally displaced persons

role of education for the problems

Unit 3

custodial justice

guidelines to suptd. Of police and epatem commission

standard rules for treatment of prisoners

UN principles for protection of principles

Juvenile delinquency and role of education form the point of view human rights

Course EPC 3**Enriching Learning through Information and Communication Technology**

Total Marks 50

contact hours per week-3

Internal assessment 50

Aims of the Course

This set of experiences is visualised with an assumption that many student- teachers will have a basic familiarity with computers, even if they do not have much hands-on- experience. It is intended to enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Unit 1:

1 Relevance of ICT in Education (Radio, Television, Computers)

Role of information technology in ‘construction of knowledge’

Possible uses of audio-visual media and computers

Visualising Learning Situations using Audio-Visual and Other media

Use of radio and audio Medias: script writing, storytelling, songs, etc.

Use of television and video in education

Use of newspaper in education

Unit 2

Use of Computers in Schools

Functional knowledge of operating computers-on / off, word processing, use of power point, excel

Computer as a learning tool
 Effective browsing of the internet for discerning and selecting relevant information
 Survey of educational sites based in India
 Downloading relevant material
 Cross collating knowledge from varied sources
 Competencies in developing original software.

Unit 3

Visualising technology-supported learning situations

Preparation of learning schemes
 Interactive use of audio-visual programme
 Developing PPT slide show for classroom use
 Use of available software or CDs with LCD projection for subject learning interactions
 Generating subject-related demonstrations using computer software
 Enabling students to plan and execute projects (using computer based research)
 Engaging in professional self-development
 Collaborative learning tasks
 Interactive use of ICT: Participation in Yahoo groups, Creation of 'blogs' etc.

Unit 4

Indian and International Experience in ICT Aided Learning

Innovative usage of technology: some case studies
 Use of technology integration in resource-plenty as well as resource-scarce situations
 Critical issues in 'internet usage' – authenticity of information, addiction, plagiarism, downsides of social networking group.

EPC 4: Understanding the self

Total Marks 50

contact hours per week-3

Internal assessment 50

Unit 1:

1 Exploring the Aim of Life

Objectivise

To enable students to develop a vision of life for themselves

To encourage students to give conscious direction to their lives to take responsibility for their actions

To develop a holistic and integrated understanding of the human self and personality

Workshop Themes

Vision as a person: aspiration and purpose of life

Giving a conscious direction to life

Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formations, values and direction of life

Discovering one's True Potential

Objectives

To facilitate the personal growth of the students by helping them to identify their own potential

To develop the power of positive attitude

To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

Understanding one's strengths and weaknesses through self observation exercises.

Taking responsibility for one's own actions.

Developing positivity, self-esteem and emotional integration.

Exploring fear and trust; competition and cooperation

Developing skills of inner self organization and self reflection

Writing a self-reflective journal

Unit 2

3: Developing Sensitivity

Objectivities

To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.

To encourage students to develop the capacity for perspective taking and appreciating different points of view

To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop themes

Understand and challenge the unconscious, conditioned attitudes that are stereotyped and

prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).

Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness

Developing the capacity for empathic listening and communications skills.

Understanding one's own childhood and adult-child gaps in society

Unit 3

4: Peace, Progress and Harmony

Objectives

To develop the capacity to establish peace within oneself

To develop the capacity to establish harmony within a group and methods of conflict resolution

To understand the meaning of leadership and develop attitudes and skills of a catalyst

To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop themes

Establishing peace within oneself: exercises of concentration and meditation

Understanding group dynamics and communication

Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution

Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 4

5: Facilitating Personal Growth: Applications in Teaching

Objectives

To explore attitudes and methods needed for facilitating personal growth in student

To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop themes

Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.

Observing children: appreciating social, economic, cultural and individual differences in children and relating with them

Exploring and practicing ways to facilitate personal growth the develop social skills in students while teaching

The end