

**TWO-YEAR (4 SEMESTR) B.Ed.PROGRAMME
(AS PER NCTE ACT - 2014)**

**Developed during Two days Workshop of
Curriculum Development for Two-Year B.Ed. Course
organized during 24 - 25 April, 2015**

at

Kotturwamy College of Teacher Education

Y.Nageshshastry Nagar, Kappagal Road

Bellary

Vijayanagara Sri Krishnadevaraya University,

Gnanasagara Campus, Vinayakanagara,

Contonment,

Bellary - 583 105.

**REGULATIONS OF TWO-YEAR BACHELOR OF EDUCATION (B.
Ed.) PROGRAMME OFFERED BY SRI KRISHNADEVARAYA
UNIVERSITY, BALLARI AS PER NCTE ACT, 2014**

PREAMBLE

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (Classes VI to VIII), secondary level (Classes IX- X) and senior secondary level Classes (IX- XII). The programme shall be offered through the affiliated B. Ed. colleges which are recognized by the NCTE.

2.DURATION AND WORKING DAYS

2.1 DURATION: The programme shall be of a duration of two academic years (4 semesters) which can be completed in a maximum period of 3 years from the date of admission to the course.

2.2 WORKING DAYS

A. There shall be at least two hundred working days in each academic year, exclusive of the period of examinations and admission.

B. The institution shall work for a minimum of 36 hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for interaction, advice, guidance, dialogue and consultation as and when needed.

C. The minimum attendance of student teachers shall have to be 80 % for all course work and practicum, and 90% for school internship.

3. INTAKE, ELIGIBILITY, ADMISSION PROCEDURE AND FEES

3.1 There shall be a basic unit of 50 students, with a maximum of two units.

3.2 ELIGIBILITY: Any UG or PG degree holder of the affiliating university or any other university recognized by UGC and/ a degree from foreign university which has equivalence to Indian Universities are eligible.

A. Candidates with at least 50% of marks either in bachelors degree and / or the Masters degree or any other qualifications equivalent thereto, are eligible for admission to the programme.

B. The minimum marks to be secured in the last qualifying examination in the case of SC/ST/CAT-1/PH candidates shall be of 45%.

C. The reservation of seats for reserved categories shall be as per the university notification and / the notification issued by the State Government in the matter of reservation policy notified from time to time.

3.3 ADMISSION PROCEDURE

Admission shall be made on merit, on the basis of marks obtained in the qualifying examination or any other selection process as per the policy of the State Government and the University.

4.SPECIFIC OBJECTIVES OF THE COURSE

i. To develop among teachers a clear understanding of the psychology of their students.

ii. To enable them to understand the process of socialization.

- iii. To develop in them an understanding of the principles of pedagogy, curriculum development, its transaction and evaluation.
- iv. To enable them to make pedagogical analysis of subjects they are to teach at the secondary stage.
- v. To develop the skills for guidance and counseling.
- vi. To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- vii. To acquaint them with the factors and forces (within the school and outside) affecting educational system and class room situation.
- viii. To acquaint them with educational leads of special groups of pupils.
- ix. To enable them to utilize community resources as educational inputs.
- x. To develop communication skills and to use the modern information technology.
- xi. To enable them to undertake action research and use innovative practices.
- xiii. To foster in them a desire for lifelong learning.

5. COURSE DESIGN

The syllabus of this course comprises of the following –

(a) Perspectives in Education –

1. Course -1 Childhood and Growing Up
2. Course -2 Contemporary India and Education
3. Course -3 Learning and Teaching
4. Course -6 Gender, School and Society
5. Course -8 Knowledge and Curriculum
6. Course -10 Creating an Inclusive School

(b) Curriculum and Pedagogic Studies –

7. Course -4 Language across the Curriculum.
8. Course -5 Understanding Disciplines & Subjects
9. Course -7(a & b) Pedagogy of a School Subject
10. Course - 9 Assessment for Learning
11. Course -11 Optional Course*

*Optional courses will be offered in areas such as given below or an additional pedagogy course (In another subject at the secondary level or the same subject at the high secondary level) :-

- Distance Education
- Guidance & Counselling
- Health & Physical Education

- Value Education
- Gandhian thoughts of Education
- Environmental Education

(c) Engagement with the Field – the Self, the Child, Community and School

* Task and assignment 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 EPC1 : Reading and Reflecting on Texts (1/2)

Course EPC2 : Drama and Art in Education (1/2)

Course EPC3 : Critical Understanding of ICT (1/2)

Course EPC4 : Understanding the Self (1/2)

Courses of Study and Scheme of Evaluation

Semester -I

PAPER NO.	PAPER NAME	Paper Code	Max. Marks				Allocation of hours	Credit
			Ext.	Int.	Prac.	Total		
Course – 1	Childhood and Growing up		70	30	-	100		4
Course – 2	Contemporary India and Education		70	30	-	100		4
Course – 4	Language across the Curriculum (1/2)		35	15	-	50		2
Course – 5	Understanding the Disciplines & Subjects (1/2)		35	15	-	50		2
Course–EPC 1	Reading & Reflecting on Texts (1/2)			50	-	50		3

Note: Engagement with the field: Tasks and Assignments of Courses 1,2,4& 5.

Semester -II

Course –3	Learning and Teaching		70	30	-	100		4
Course – 7a	Pedagogy of a School Subjects-Part-I(1/2)		35	15	-	50		2
Course -8a	Knowledge & Curriculum-Part-I (1/2)		70	30	-	100		4

Course -9	Assessment for Learning		70	30	-	100		4
Course <i>EPC2</i>	Drama and Art in Education(1/2)		35	15		50		2

Note: Engagement with the field: Tasks and Assignments of Courses 3, 7a, 8a & 9

Semester -III

Course - 7b	Pedagogy of school subjectPart-II(1/2)		35	15	-	50		2
	School Internship of 12 weeks duration.					250		10

Semester -IV

Course - 6	Gender, School and Society(1/2)		35	15	-	50		2
Course 8 B	Knowledge and Curriculum-Part-II(1/2)		35	15	-	50		2
Course 10	Creating an Inclusive School (1/2)		35	15	-	50		2
Course -11	Optional Courses (1/2) (Any one from the following)		35	15	-	50		2
	Vocational / Work Education							
	Guidance & Counseling (1/2)							
	Health & Physical Education (1/2)							
	Peace Education(1/2)							
Course <i>EPC3</i>	Critical Understanding of ICT (1/2)		30	15		50		2
Course <i>EPC4</i>	Understanding the Self		30	15		50		2

Engagement with the field: Tasks and Assignments of Courses 6, 8b,10& 11.

Note:

- a) ½ 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.

- b) Optional Courses can be from among the following – Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, etc. and can also be an Additional Pedagogy Course** (for a school subject other than that chosen for Course 7(a&b) at the secondary level, or the same school subject at the higher secondary level).
- c) Teacher education institutes / University departments can make arrangements to offer an additional pedagogy course for (i) a second school subject at the secondary level for interested student-teachers who have undertaken adequate number of courses in that subject during their graduation or (ii) the same school subject in Course 7 but at the higher secondary level for student-teachers with a post-graduate degree in that subject.

School Internship

As the title suggests, in this component of the programme, the student-teachers are actually placed in a specific school for a duration of four and sixteen weeks, in two time slots. Initially, they will be attached to particular School for four weeks as 'school attachment'. This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching-Learning. A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalize them. After about four weeks, they will go for 'school placement' of sixteen weeks. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty. They will be engaged in the school functioning in all its aspects.

Note: A 16-week internship programme for the practice of teaching and related school experiences will be offered in the second year. Internship will be covered at the rate of 5 days per week and students will come to college of teacher education one day per week for consultation and guidance with teacher education.

Main objective

Internship; reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning; involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and learn to reflect upon, consolidate and share their school experiences; and to recognize one's own development as a teacher.

To provide multiple components of field learning getting to know the school, observing children, observing teaching and learning in real classroom contexts, practising teaching, developing capacities to think with educational theories, and applying concept in concrete teaching-learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice are drawn upon to provide appropriate learning experiences for the student teacher that is critical to the education of teachers.

To undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school.

Student teacher with supervision of their teacher education must actively engaged in all the school activities at least their internship, (from school management, PTM (MNC) to classroom management)

Total marks of internship = 250 marks

*Pre-internship of first semester = 25 marks

*Pre-internship of second semester = 25 marks

*Internship of third semester = 150 marks

*Pre-internship of fourth semester = 50 marks

Semester - I :Pre-Internship for TwoWeeks

Assessment is based on the following activities –	
* Micro Teaching (5 Skills) (Both Teaching Subjects) (Each Skill of 1 Mark)	
* Lesson plan, Unit Plan and year plan format & Demonstration lessons	
* One week, regular observation of regular teacher (at the beginning of practice teaching.)	5
* Content Analysis and mode of transaction (Assignment in each teaching subject)	2x5=10
* Creating and maintaining teaching learning material for the school (which can become valuable resource for the regular teachers of the school. a) TLM in each teaching subject	2x5=10
Total Marks	25

* Undertaking an activity is mandatory.

Semester- II :Pre-Internship for TwoWeeks

*Make lesson plan at least 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.	5
*Delivery of Four lessons in each teaching subject in school (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices it must be seconded.)	2×2=4
*Peer group teaching in each subject (Two lesson plans)	2×2=4
*Draft a report based on: - continuously and comprehensively evaluating students' learning for feedback into curriculum and pedagogic practice.	8
*Observation of day-to-day * school activities and report of an in- depth study of two activities.	2×2=4
Total Marks	25

* Note: Any of the above activity may be replaced as per the need of the course

SUGGESTED SCHOOL ACTIVITIES

- Organisation of cultural activities, organization of literary activities organization of games/reports
- Framing of time table
- Attending and organizing morning assembly
- Maintenance of School discipline
- Maintenance of School Records
- Guidance and Counselling
- Organising science fair, exhibition, science club, nature study
- Maintenance of School library
- Maintenance of School laboratories
- Role of community for school improvement
- School mapping
- Gardening
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities
- Any other activity/s decided by the institute

Semester - III :Internship for TwelveWeeks

TEACHING PRACTICE AND PRACTICAL WORK

*Regular classroom teaching delivery of 70 lessons	5+5=10
*Participation in any two co-curricular activity and preparation of report	2+2=4
*Two Criticism Lesson Plan in teaching subject	10+10=20
*Observation (20 in any subject) and preparation of report	05

*Evaluation of 5 Lesson plan in any Subject	5
*Organisation of SahithyaSambhashanShibir for five days	10
*Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	05+05=10
*Classroom based research projects (Action Research)	10
*Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning.	10
*Participating in various 'out of classroom activities' in school Organising events	5
*Study and preparation of school calendar, time table, assessment schedule.	5
*Final Lesson (External evaluation)	50
*Exhibition of teaching aids in school	3+3=6
Total Marks	150

Semester – IV: Internship for FourWeeks

*Commitment exercises and preparation of introspective report Following two activities on the basis of pre internship.	5x2=10
*A journal should be maintained by student teacher in which he/she records their experiences, observations, and reflections	5
*Working with community based any project of social welfare (submission of activity report)	5
*Preparing a suggested comprehensive plan of action for some aspect of school improvement	5
*Student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records	5
*Exhibition of work done by the students during the internship programme(Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	5
*Educational Exhibition	5
*Analysis of text book from peace perspective	10
Total Marks	50

A. Procedure

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. Candidate will have to pass each theory paper and practicum separately.
4. A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course.
8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

- Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.
- A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects.

B. Evaluation

Rules & Regulations

- The Degree will be awarded to a student who completes a total ofCredits in a minimum of two years taking four courses per Semester.
- Each paper (except EPC) will be of 3 credits, the evaluation of which will be decided by the teacher educator. Each 3 credit course will have 50 marks.
- Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits
- Tutorial per week: 2 (one hour each) = 1 credits
- Field work/practicum per week: 4 (one hour each) = 2 credits
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.

- Post graduate student will deliver lessons at 10+2 level on the basis of their PG subject and graduate students may offer secondary level Classes.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters,
- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).
- Definitions of Key Words:
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
- Course: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.
- Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
- Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- Programme: An educational programme leading to an award of a Degree, diploma or certificate.
- Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in

various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

- Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

Time Allocation

*Five days per week and 32 weeks per year

*Each period is of an hour and the classroom engagement is spread across 9:00 am to 5:15 pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.

*Or six days per week and 32 weeks per year

*Each period is of an hour and the classroom engagement is spread across 10:15 am to 5:15 pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.

- The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average.

Letter Grade	Grade Point
O (Outstanding)	100
A+(Excellent)	90-99
A(Very Good)	80-89
B+(Good)	70-79
B(Above Average)	60-69
C(Average)	50-59
P (Pass)	40-49
F(Fail)	Below 40
Ab (Absent)	0

Note:

- A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- The formula for conversion of Grade Point Average (GPA) into the Final Grade:
- Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e
- $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$
- Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.
- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.
- $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

Course	Credit	Grade letter	Grade point	CreditPoint (Credit x Grade)
1	4	A	8	4 X 8 = 32
2	4	B+	7	4 X 7 = 28
3	4	B	6	4 X 6 = 24
4	4	O	10	4 X 10 = 40
Total	16			124
SGPA (S _i)				7.75

- The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum(?) Credits.
- 'B' Grade is equivalent to atleast 60% of the marks as per circular No.UGC-D.O.No.F. 1 -11201 4(Secy) dated January 20, 2014.
- There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.
- For grade improvement a student must reappear for semester-end examination for a minimum(?)credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

COURSE STRUCTURE FOR THE NCTE TWO-YEAR B.Ed. PROGRAMME

SEMESTER WISE DISTRIBUTION OF THE COURSE

Semester 1

Course 1	Childhood and Growing up	-	100 marks
Course 2	Contemporary India and Education	-	100 marks
Course 4	Language across the curriculum (1/2)	-	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	-	50 marks
Course <i>EPC1</i>	Reading and Reflecting on Texts (1/2)	-	50 marks

Engagement with the Field: Tasks and Assignments for courses 1,2,4& 5.

Semester 2

Course 3	Learning and Teaching	-	100 marks
Course 7a	Pedagogy of a School Subject – Part –I (1/2)	-	50 marks
Course 8a	Knowledge and Curriculum – Part-I (1/2)	-	50 marks
Course 9	Assessment for Learning	-	100 marks
Course <i>EPC2</i>	Drama and Art in Education (1/2)	-	50 marks

Engagement with the Field: Tasks and Assignments for courses 3,7a, 8a & 9)

Semester 3

Course 7b	Pedagogy of School Subject – Part II (1/2)	-	50 marks
School Internship		-	250 marks

Semester 4

Course 6	Gender, School and Society (1/2)	-	50 marks
Course 8b	Knowledge and curriculum – Part II (1/2)	-	50 marks
Course 10	creating an inclusive School (1/2)	-	50 marks
Course 11	Optional Course (1/2)	-	50 marks
Course <i>EPC3</i>	Critical understanding of ICT (1/2)	-	50 marks.
Course <i>EPC4</i>	Understanding theSelf (1/2)	-	50 marks

Note: ½ indicates a half paper which is allocated both half the time of effective hours for week and also ½ the marks assigned to a full paper.

SYLLABUS

Semester –I

Course-1: Childhood and Growing up(?)

Total Hours: 100

Lectures: 35 hrs

Tutorial: 20 hrs

Field work/Practicum: 35 hrs

Remedial: 10 hrs

For Each Unit available total Hours: 20, out of which, 7 hrs for Lectures, 4hrs for Tutorial, 7hrs for Field work, 2hrs for Remedial

Objectives: After completion of the course, student-teachers will be able to:-

1. Understand children of different ages by interacting and observing them in diverse social, economic and cultural context rather than through an exclusive focus on psychological theories of child development.
2. The study of childhood, child development and adolescence.
3. Understand learning as divergent process.
4. Make aware about the importance of healthy living and preventing disease.
5. Introduce psychological trials of learners.
6. Penetrate health awareness among prospective teachers.
7. Understand the role of the family and the school in the child's development.

UNIT – I: Childhood and child Development

1. Childhood: Meaning, concept and characteristics.
2. Social and emotional development of child (with special reference to diverse social, economic and cultural backgrounds).
3. Physical & intellectual development of child.
4. Development of concept formation, logical reasoning, problem-solving and creative thinking & language development.
5. Effect of family, schools, neighborhoods and community on social and emotional development of child.

Practicum/Field Work

1. Organize creative activities for children of diverse socio- cultural background with aim to learn to communicate and relate with them.
2. Create child based new activity to learn to listen to children with attention and empathy.

UNIT – II: Adolescent Development

1. Adolescent: Meaning, concept and characteristics.
2. Cognitive, Physical social, Emotional and moral Development patterns and characteristics of adolescent's learner.
3. Social and emotional construction of adolescence, various social-cultural and political dimension associate with its positioning and development in society.

4. Impact of urbanization and economic change on adolescent. Issues of marginalization of difference and diversity and stereotyping.

Practicum/Field Work

1. Project on your experiences to be had with adolescence of diverse contexts such as orphan, backward Classes and street children, interact with them (special reference to their physical, mental and emotional development)
2. Seminar or workshop for student teacher to observe, interact with and study adolescents of different ages in and outside the school, in diverse social-economic, cultural, linguistic and regional contexts.

UNIT – III: Learning:

1. Learning: Meaning, concept and Nature of learning, factors influencing learning.
2. Process and outcome of learning.
3. Domains of learning, cognitive, Affective and psychomotor.
4. Maturation and learning.
5. Learning skills.

Practicum/Field Work

1. Observing learners, in natural setting to study play patterns and write a report on their domain of learning, the report present class in the presence of teacher education.
2. To study children of diverse economic and societal & cultural context for understanding learners' thinking and learning and prepare a report.

UNIT – IV Physical & Mental Hygiene:

1. Mental health & Hygiene: Meaning, Concept and Factors affecting mental Health & Hygiene.
2. Development of Good mental Health, characteristics of mentally healthy teacher, to improve mental health of teachers.
3. Personal and environmental hygiene, Family and school health/prevention of accident, Health information, disease prevention and health information.

Practicum/Field Work

1. Examine the physical hygiene of school and any social place in order to make critical appreciation.
2. Conduct an awareness program in school by the pupil teacher on physical and mental health after getting training on prayer, yoga and meditation.

UNIT – V Psychological – trials & test

1. Emotional Intelligence & Intelligence
2. Personality
3. Creativity
4. Cognitive development of learner.
5. Test of Mental health

Practicum/Field Work

1. Apply any five Psychological tests on upper primary to senior secondary students (any one) and on the basis of the conclusion, make a comprehensive profile,(at least ten students for each test).

Evaluation Procedure	Total Marks - 100
Sessional work & tests (Covering Units I to V)	30 Marks
External Evaluation	70 Marks

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12. Saraswathi T. S. (1999)adult-child continuity in india: in adolescence a myth or an emerging relity? in T.S. Saraswathi 9Ed) culture, socialization and human development : theory research and applications in india. New Delhi Sage.

Course -2 :Contemporary India and Education

Total Hours: 100

Lectures: 35 hrs

Tutorial: 20 hrs

Field work/Practicum: 35 hrs

Remedial: 10 hrs

For Each Unit available total Hours: 20, out of which, 7 hrs for Lectures, 4hrs for Tutorial, 7hrs for Field work, 2hrs for Remedial

Objectives: After completion of the course, student-teachers will be able to:-

1. evolve a deeper understanding of its purpose and its relationship with society and Humanity.
2. contextualize contemporary India and education.
3. understand the classroom as a social context.
4. provide a setting for interaction, generation of dialogue and the opportunity to appreciate diverse perspectives of issues.
5. critically analyse human and child rights.
6. equips the teacher with proactive perspective and sense of agency.
7. engage with concepts which are drawn from a diverse set of disciplines.
8. learn about policy debates overtime the implementation of policies and actual shaping of school education.

UNIT – I:Diversity in Society & Education:

Education: Meaning, concept and Nature.

Social & Cultural diversity: Meaning, concept and their impact on Education.

Social, Cultural, Economic and Political perspective of society and Education.

Meaning & Concept of diverse set of disciplines (with special reference to sociology, history, philosophy, political science), and economics.

The role of educational institution for creating new social orders.

Practicum/Field Work

Project on tracing the process by which a consumer product is made available from its raw form to a finished product and studying the various factors of geography, economics, politics, history and sociology that may have influenced it in one way or another.

Match people's experiences about their and others' culture and diversity.

UNIT – II:Issues of contemporary Indian society & Constitutional Provision:

Meaning & concept of: Pluralistic culture, identity, gender equality, poverty and Gender sensitization and their relation with education.

Concept of inequality, discrimination, marginalization (Govinda, 2011) and their impact on education and society(the PROBE team,1999)

Preamble, Fundamental rights & duties of citizens & directive principles of state policies.

Constitutional provisions on human & child right, and values.

Role of NCPCR (National Commission on Protection of Child Right)

National Integration and National Security

Practicum/Field Work

Prepare a report after studying the major characteristics of India's pluralistic society, which select in or out school.

To organize stage show or play to demonstrate cultural diversity of India / Rajasthan/ regional.

Observe mid-day meal of a school to assess its nutritive value and social integral value (when children from various socio-cultural background religion, caste etc.come together)

Conduct an awareness programme on Child Rights with students, parents and community.

UNIT – IIISchool as aSocial Context:

Social order: Meaning, Concept and its impact on school

Role of Education in sustaining a democratic social order.

Role of education in developing Socialistic patterns.

Rights for gender equality and their implication for social change.

School cultures & issues of society.

Class room as a social context: Pedagogical and curricular shift of 1990s to at present ,mid-day meal programme and role of legislative action by order of Supreme Court.

Practicum/Field Work

Draft a report with the help of field interview while studying the issue of reservation as an equalitarian policy.

Write a survey based report on financial allocations/field conditions/policies/ imperatives of schools.

UNIT – IV Emerging Indian Concerns and their Educational Implications:

Meaning, Concept and impact on Education of Liberalization, Globalization, Privatization.

Stratification of Education: concept and process.

Education for marginalized group like women, dalits and tribal people(Chakravarti 1998)

Practicum/Field Work

Conduct a special camp for children or women of tribal/nomad/illiterate/remote area to make them literate or skilful or/to provide knowledge about hygiene.

Draft a report on above special camp and present it in classroom seminar.

UNIT – V Contemporary Issues and Policies

Contemporary issues related policies in the pre-independence period

Right to Education (GOI 2009, Raina 2010), SSA, Policies for UEE, NayeTaleem

Kothari commission recommendations and their implementation in the context of planned Industrialization & Education.

National Policy on Education 1986, its review 1992 (context of Liberalization and Globalization of Indian Economic)

Practicum/Field Work

Examine policy & constitutional provision on equality and right to education.

Make a report after critical study of any earlier policies (NayeTaleem or universal elementary education) to integrate life, work and education the context of community participation and development.

Train students in any five handicrafts on the basis of the Nayeetaleem.and other related to cottage industries.

Organize an exhibition on handicraft material.

Evaluation Procedure

Total Marks - 100

Sessional work & Two tests (Covering UNIT I to V)	30 Marks
External Evaluation	70 Marks

Course –4 Language across the Curriculum (1/2)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives :After completion of the course, student-teachers will be able to:-

- *understand the language background of students as the first or second language users.
- *create sensitivity to the language diversity that exists in the classroom.
- *understand the nature of classroom discourse and develop strategies for using oral language in the classroom.
- *understand the nature of reading comprehension in the content area & writing in specific content areas.
- *understand interplay of language and society.
- *understand function of language and how to use it as a tool.

*understand language and speech disorder and make remedial measure, too.

Unit-I: Language and Society

1. Rule governed system: meaning, concept and use in language.
2. Relationship of language and society: identify, power and discrimination.
3. Nature of multilingualism: differential status of Indian classroom language.
4. Dialect; deficit theory (Eller, 1989) and discontinuity theory.

Practicum/Field Work

1. Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.
2. Discuss the report in workshop or give a presentation in the class.
3. Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a teaching strategy.

Unit- II Language development

1. Theories of language development and its implementation in teaching, psychological basis of language.
2. Social stimulation: gestures, emotional facial expression, posture and movements, articulate speech, physiognomy language development in different ages
3. Speech defects: - lisp, slurring, stuttering and stammering and role of teacher in its resolution.

Practicum/Field Work

1. Identify speech defects of primary level student and make a remedial strategy for resolution.
2. Draft a report on entire activity and present in class among pupil teacher and teacher education.

Unit-III Language acquisition

1. Language acquisition: - stages, language and thought
2. Language acquisition and cognitive development, Biology of language acquisition language in different contexts
3. Meta- linguistic: meaning, concept & awareness, listening, speaking, reading, comprehension and writing for varying context, language proficiency of teacher.

Practicum/Field Work

1. Draft a report by Participatory transaction for building language acquisition skill of students in school.
2. Take views from parents / teachers on language acquisition of different age group in diverse situations.
3. Draft a report and present it in classroom discussion.

Unit-IV Classroom and Language

1. Classroom discourse: nature, a meaning and medium.
2. Discussion as a tool for learning.
3. Questioning in the classroom –type of questions and teacher control (Thwaite&Rivalland, 2009)
4. Function of language: In the classroom and outside the classroom.
5. Classroom as a Language laboratory
6. Role of literature in language learning, learners' role on understanding literature.

Practicum/Field Work

1. Organize an activity based game to motivate students for creative questioning.
2. Classroom interaction and draft a report on type of questions asked by teacher and students in class from diverse background.

Unit-V Reading, Writing & Analysis

1. Reading in the content areas: - social science, science and maths.
2. Nature of expository texts vs. narrative texts, transactional vs. reflective texts.
3. Scheme theory: text structures and examining content area.
4. Textbooks: reading strategies for children –note making, summarizing making; reading and writing connection, Process writing: Analyse children's writing to understand their conception: writing with a sense of purpose writing to learn and understand.

Practicum/Field Work

1. Close and critical reading of selective texts under discussion & readings in small groups.
2. Students to go through experiential process for transacting some topics such as process writing & reading.
3. Make a systematic report of entire activities with action plan for further improvements.

Evaluation Procedure

Sessional work & tests (Covering UNIT I to V)

External Evaluation

Total Marks - 100

30 Marks

70 Marks

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A Siegruhn, & P. Pluddemann (Eds.) Multilingual education for South Africa 9pp. 3-&). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the Reader's Schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and Content texts. Psychology Press.
3. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. The Reaing Teacher, 670-674.
4. Erlwanger, S. H. (1973). Benny's conception of rules and answers in IPI Mathematics. Journal of children's Mathematical Behavior, 1(2), 7-26
5. Grellet, f. (1981). Developing reading skills: A practical Gude to reading comprehension exercises. Cambridge University Press.

6. Ladson-Billings. G. (1995). Toward a Theory of Culturally Relevant Pedagogy. American Educational research journal. 32(3), 465-491.
 7. NCERT. (2006d) Position Paper National Focus Group on teaching of Indian language (NCF- 2005). New Delhi: NCERT.
 8. Thwaite, A. & Rivalland, J.(2009) How can analysis of classroom Tasks help teachers reflect on their practices? Australian Journal of Language and Literacy, the 32(1) 38.
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Course-5: Understanding Disciplines and Subjects (1/2)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives: After completion of the course, student-teachers will be able to:-

1. Understand chronological evolution of knowledge.
2. Understand theory related to human needs change with time.
3. Reflect on the nature and role of disciplinary knowledge in the school curriculum and the paradigm shifts in the nature of disciplines with some discussion on the history of teaching of subject areas in schools.
4. Historically review on sea change in disciplinary areas, especially social science, natural science and linguistics.
5. Understand methods of study and validation of knowledge in changing scenario.
6. Understand how the content was selected, framed in the syllabus, and how it can be transformed so that learners construct their own knowledge through it.
7. Study govt. policies on teaching of subjects after independence and its impact.

Unit-I Disciplinary knowledge

1. Knowledge: - definition, its genesis and general growth from the remote past to 21st century.
2. Nature and role of disciplinary knowledge in the school curriculum, the paradigm shifts in the nature of discipline
3. History of the teaching of subject areas in schools.
4. The role of such disciplinary areas like language, maths, social science, science in the overall scheme of the School curriculum (from philosophical point of view John Dewey)

Practicum/Field Work

1. Conduct an activity from school subject which is essential for further life at upper primary to senior secondary level.
2. Conduct a play on life history of eminent persons, so that students can follow or accept as role model.
3. Seminar on scheme of school curriculum.

Unit-II Disciplinary areas

1. Redefinition and reformulation of disciplines and school subjects over the last two centuries (in particular social, political and intellectual contexts)
2. Sea change in disciplinary areas (especially social science, natural science and linguistic) during last fifty years :-Science form 15th century up to 21th century
3. Linguistic from 15th century up to 21th century
4. Advances of knowledge : teaching from 15th century up to 21th century
5. Evolution of knowledge: humanities from 15th century up to 21th century.
6. Landmarks of knowledge: social science from 15th century up to 21th century.

Practicum/Field Work

1. Assign tasks to students to collect information from their grandparents about change in life style, then with the help of student analyse the reason of these changes. (Due to advancement in science and technology) and present the report in assembly.
2. Conduct a play on advances of knowledge in teaching/education from 15th century to 21th Century.

Unit-III Content of discipliner

1. Theory of content: need theory, hygiene theory and Maslow's theory
2. Selection criteria of content in the syllabus.
3. Transformation of content for construction of learners own knowledge through it,
4. Criteria of inclusion or exclusion of a subject area from the school curriculum.

Practicum/Field Work

1. Workshop on "writing a paper for book, magazine and journal. "
2. Workshop on transformation of content for construction of learners own knowledge. according to present need.
3. Debate on criteria of inclusion or exclusion of a subject area from school curriculum.

Unit-IV Development in disciplines:-

1. Recent developments in science, maths and philosophy in school level curriculum.
2. Post independence era govt. policies on teaching of science, math and social science.
3. Modes of thinking: meaning, concept and factors effecting it.
4. Positivistic, speculative and authority centered modes of thinking: their impact on pure & applied sciences, social sciences and humanities.

Practicum/Field Work

1. Select any appropriate topic of your subject at school level and organize a play in which - community, student and teachers will have actively evolved.
2. Critical review of post-independence era govt. policies and its implementation on teaching of science/maths/social science/ language.
3. Draft a report after deep study on recent developments in science/maths/philosophy in school curriculum.
4. Analyse the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of science/social science/maths etc.

Unit-V Designing of disciplines

1. Differentiate among curriculum, syllabus and text books.
2. Designing of curriculum, syllabus and text books.
3. Criteria of selection good text books, magazine and journal.
4. Importance of practical, community and intuitive or tacit knowledge in design of school subjects.
5. Issues of social reconstruction selected to design school subjects.

Practicum/Field Work

1. Critical review of a text literature of your subject area.
2. Make a project related to farming, horticulture or hospitality by which student may acquire knowledge of multidiscipline.
3. Write about a book, which is the best, with logic and justification.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference

1. Zastoupil, L. & Moir, M. (1999) the great Indian education debate: Documents Relating to the orientalist-anglicis controversy, 1781-1843, Psychology press.
2. UNESCO, (2009) Policy guidelines on inclusion in education UNESCO.
3. Valerian rodrigues, (2002) democracy. In the essential writings of B.R. AmSSkar (pp60-64) New Delhi: oxford University press.
4. Shulman L. S. (1986) those who understand: knowledge growth in teaching. Educational researcher, 4-14
5. Scrase, T. J. (2002). Globalisation and the cultural politics of educational change: the controversy over teaching on English in west Bengal. International review of education 48(5), 361-375
6. Poste, R. Pster, T. M, & Ross. D. (Eds) (2003) the combridge history of science: Volume 7 the modern social sciences. Cambridge University press.
7. Plato (2009) Reason and persuasion Three dialogues (chapter ^) in J. Holbo (Ed) meno: reason, persuasion and virtue. Person.
8. Naik. J.P. & Nurullah, S. (1974) a student's history of education in india (1800-1973). Macmillan
9. Montuschi, E. (2003). Objects of social science. London: continuum press.
10. Ladson-Billings. G. (1995). Toward a theory of culturally relevant pedagogy. American Educational research journal. 32(3), 465-491.
11. Hodson, D, (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), International perspectives in curriculum history. Croom helm.
12. Goodson, I.F. & Marsh, C.J. (2005). Studying school subjects: A guide. Roulledge.
13. GOI. (1992, 1998), National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
14. Ghosh, S.C. (2007). History of education in India. Rawat publications.

15. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
16. Deplit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280-299.
17. Charkavarti, U. (1998). Rewriting history: The life and Times of Pandita Ramabai. Zubaan.

Carr, D.(2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.

Course *EPC1*: Reading and Reflecting on Texts (1/2)

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objectives: After completion of the course, student-teachers will be able to:-

1. Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
2. This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
3. To engage students with the readings interactively – individually and in small groups.
4. To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
5. Course Content:

Activities I: - Reading of Texts

1. Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
2. Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activities II: - Skill and Strategies

1. Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
2. Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
3. Teacher Educator will set goals for learning, monitoring, comprehension and self-reflection.

Activities III: - Reading assignment

1. Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, learning and about different people's experiences for discussion or creative writing.
2. Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

Activities IV: - Observation & Discussion

1. Pupil teachers will observe the activities of peer group also.
2. Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
3. Critically analyse activities of own and group during reading, discussion and writing.

Activities V: - Evaluation & Reflection

1. Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
2. Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

Reference:

1. Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
2. Reflective Practice: Writing and Professional Development . Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from .By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning

Engagement with the Field: Tasks and Assignments for Courses 1,2,4& 5.

SCHOOL INTERSHIP

School Experience & Internship in Teaching (20 weeks in three phases of pre-internship {2+2}, internship {12} and post-internship {2})

School Experience & Internship in Teaching is an integral component of a teacher preparation programme to help the student teachers (STs) learn and enhance their professional roles. The school experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience.

SCHOOL EXPERIENCES & INTERNSHIP IN TEACHING		
Course code	Course title	Contact weeks
SE&IT01	School-based Experiences (4 weeks)	20 weeks
SE&IT02	Internship in Teaching (16 weeks) Pre-internship-2 weeks Internship-12 weeks Post-internship-2 weeks	
SE&IT03	Reflections on Internship	

SE&IT01: School Experience (SE)/Multi-cultural Placement Programme-100 marks

The school experiences are organised in two phases in different school settings in the neighbourhood of the Teacher Education Institutions (TEIs).

Phase-I takes place during the end of I semesters for two weeks of six days in each week. During this phase, school experiences take place in diverse school contexts to ensure that student teachers have a basic understanding of diverse learners and classrooms. School experiences offer teacher candidates an opportunity to observe and learn from their cooperating teachers. During this phase, student teachers engage in various curricular practices in schools, become familiar with the curriculum, the students, and the routines of the classroom.

Semester 2

Course-3:Teaching and Learning(CODE: SS-160)

Total Hours: 100

Lectures: 35 hrs

Tutorial: 20 hrs

Field work/Practicum: 35 hrs

Remedial: 10 hrs

For Each Unit available total Hours: 20, out of which, 7 hrs for Lectures, 4hrs for Tutorial, 7hrs for Field work, 2hrs for Remedial

Objectives:After completion of the course, student-teachers will be able to:-

1. To develop scientific attitude for the process of teaching & learning.
2. To develop understanding about the relationship of cognitive, social and emotional development with learning process.
3. To provide an overall view on teaching & learning style and ideas to enhance these activities.
4. To introduce student – teachers with teaching skill, component and parameters of effective teaching.
5. To develop insight for perfect teaching by with its overall perspectives in detail.

Unit -1 Psychological domains of Teaching & Learning

1. Cognition and Cultural cognitive Psychology: - Meaning, concept, Important, domains and its relationship with Learning & Teaching.
2. Social development – Meaning, Importance, Social process and its effect on Teaching & Learning, theory of social construction(Bruner)
3. Emotional development: - Meaning, Process, Need to Study and its effect on Teaching and Learning Process.

Practicum/Field Work

1. Critical analysis of School situation in terms of its role in promoting learners cognitive and non-cognitive learning outcome and report on entire activities.
2. Preparation of learners profile based on cognitive and non cognitive characteristics to depict inter and intra individual differences.

Unit -2 Effective Teaching:

1. Effective Teaching : Meaning, Component and Parameters of Effective Teaching, Identification of Teaching Skills, Principles of Teaching, Classroom instruction strategies, Teacher as a Learner, Responsibilities of Teacher.
2. Teaching for culturally diverse students, theory of culturally relevant pedagogy (Landson Billing 1995 and Plato, 2009).
3. Values & personal relationship between Teachers and Learners relationship among learners, self-esteem and freedom experienced by learner.

Practicum/Field Work

1. A Survey based report on an effective Teacher behaviours or class room Instruction Strategies of effective Teacher.
2. Analysis of record or Teaching and Learning by Video recording of your own lesson.
3. Analysis of classroom teaching episode in the light of teaching skill/strategies.

Unit -3 Learning:

1. Learning – Meaning, and characteristics, learning factors, influencing factors, Kind of learning, Tradition and changes in view of the learning process a shift from teaching to learning.
2. Principles of learning, Quality of learning.
3. Discovering learning-Meaning, concept, Principle to assess quality of learning.
4. A learning Cycle for discovery, classroom Instruction Strategies Theories supporting the new view of the learning process.
5. Learning as construction of knowledge (NCERT, 2005) Learning in and outside school and its relationship with learners' motivation learning in diverse socio-cultural condition.

Practicum/Field Work

1. Study of a case and prepare a report on influential factors of learning.
2. On the basis of regular visit (one week) to same class and student, analysis of influential factors of learning.
3. Present the report in class workshop.

Unit -4 learning style:

1. Diversity among learners and learning needs (with reference to special needs) multilingual background concept and Philosophy of inclusive education. Learning Style: - concept, Types and importance in Teaching –Learning process, factor effecting on learning style, concept of thinking style and its relationship with learning style.

Practicum/Field Work

1. Identify learning style of at least 5-student at primary to secondary level. (Any one)
2. Through active involvement with students(playing, storytelling, puzzlegames, readingetc.) observe differential learning needs of the learners with regard to learning styles and draft a report for presentation.

Unit V Teaching style

1. Teaching Style: - Concept, Types and effect on learners' learning process, factor effecting on Teaching Style.
2. Effective Teacher behavior, Role of Hemisphere city in Thinking learning and Teaching Style.
3. Teaching as profession, effective classroom management.

Practicum/Field Work

1. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:
 - (i) How have the different registers of language been introduced?
 - (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (ii) Is the language learner-friendly?
 - (iii) Is the language too technical?
 - (iv) Does it help in language learning?
2. Prepare a report on the status of languages given in the Constitution of India and language policies given in the Kothari Commission, NPE- 1986, and POA-1992
3. Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
4. 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 subject classroom.
5. On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

UNIT – II: Position of English in India

Role of English Language in the Indian context: English as a colonial language, English in post-colonial times; English as a language of knowledge; position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Practicum/Field Work

1. Discuss in groups how the role of English language has changed in the twenty-first century.
2. Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.
3. Do a survey of five schools in your neighborhood to find out the level of Introduction of English
4. Materials (textbooks) used in the classroom
5. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT – III: An Overview of language Teaching

1. **Different approaches/ Theories to language learning and teaching (MT &SL)**
Philosophical, social and psychological basis of approaches to language acquisition and 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. **A Critical Analysis of the Evaluation of language Teaching Methodologies**
Grammar cum translation method, Direct method, structural- situational method, Audio-lingual method, Natural method; Communicative approach, Total physical

Practicum/Field Work

1. Prepare four activities keeping in view 'Constructivism in a Language Classroom'.
2. Prepare two lesson plans on different methods, then demonstrate them in school and find the effectiveness of the method.

UNIT – IV: Nature of Language

1. **Aspects of Linguistic Behavior:** Language as a rule-governed behavior and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing.
2. **Linguistic system: The organization 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.

Practicum/Field Work

1. Have a discussion on the topic 'Difference Between Spoken and Written Language'
2. Analysis of advertisements aired on Radio/Television on the basis of language and gender.

UNIT – V 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; materials and resources for developing the listening and speaking skills: 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, encyclopedia, 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; study skills; higher order skills.

Practicum/Field Work

1. Collect ten contextual examples of Grammar from English Textbooks of Classes VI to VIII and have a group discussion.
2. Keeping in view the needs of the children with special needs, prepare two activities for English teachers.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference

1. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R. C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American Schools: Basad readers and content texts. Psychology press.
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Part I- Pedagogy of Business Organization

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:-

1. Develop an understanding of the nature of Business Organization, both of individual disciplines comprising of Business Organization, and also of commerce as an integrated/ interdisciplinary area of study.
2. Encourage to grasp concepts and to develop thinking skills.
3. Introduce student teachers to matters of both content and pedagogy in the teaching of Business Organization.
4. Define and differentiate the concept of Business Organization and explain its relative position in the Syllabus.
5. Understand the aims and objectives of teaching Business Organization.
6. Prepare UNIT plans and Lesson plans for different Classes.
7. Critically evaluate the existing school syllabus of Business Organization.
8. To enable the pupil teacher to review the Text-book of Business Organization (Secondary level).

9. Apply appropriate methods and techniques of teaching to particular topics at different levels.
10. Prepare; select and utilize different teaching aids.
11. Understand assessment and evaluation of Business Organization.
12. Collaborate with school and community.

Unit 1: Business Organization as an Integrating Area of Study: Context and Concerns

1. Nature, purpose and concept of Business Organization.
2. Forms of Business Organization: public, private and global.
3. Business service and emerging modes of Business.
4. Uniqueness of disciplines and interdisciplinary.
5. Social and economic issues and concerns of the present-day Indian society.
6. Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum work

1. Make an analysis of News items from News Papers,TV, Radio etc. and write a report on BO related issues and concerns of the present-day Indian society.
2. Conduct a survey to find out the Forms of Business Organization in your district and its contribution to society.

Unit – 2 Instructional objectives and methods

1. Revised Bloom's Taxonomy (Cognitive, effective and psychomotor), in terms of Instructional behaviour.
2. Modern Methods of Business Organisation teaching: Programmeinstruction,Tutorial,Team teaching, brainstorming, self-study,e-learning-learning and blinded learning.
3. Techniques/approaches of Business Organisation Teaching: journal, Ledger and cash book approach.
4. Concept,meaning,need and preparation of Lesson plan,annual plan,Unit plan.

Practicum work

1. Make five lesson plans based on different teaching methods.
2. Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit 3: Teaching-learning Resources in Business Organization

1. People as resource: the significance of oral data.
2. Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
3. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
4. Various teaching aids: Using atlas as a resource for Business Organization; maps, globe, charts, models, graphs, visuals.

Practicum work:

1. Make five different teaching materials using different types of teaching aids (model& ICT, etc) ,in which one must be based on PowerPoint Presentation.
2. Analyze at least 5 any steps to understand working process and organization.

Unit 4: Business Organization Curriculum for Schools in India

1. Concept, meaning, principles and rationale Curriculum.
2. Approach to curriculum organization(unit,concentric and topical)
3. Curriculum development process: National and state levels.
4. Studying the Business Organization syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.
5. Role of teacher in curriculum development.

Practicum work

1. Content analysis of state level secondary or senior secondary books of Business Organization in the light of national aim and values.
2. Analyse current affairs in Indian Economics and suggest logical basis for incorporating it in syllabus at senior secondary.

Unit 5: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept,need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Business Organization.
5. Characteristics of Assessment in Business Organization: Types of questions best suited for examining/assessing.
6. Aspect of Business Organization; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions.

Practicum/Field Work

1. Construction, administration and interpretation of an achievement test
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure,too.
3. Analyse question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

Reference

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4. Neeb, W.B. : Modern Business Practice, the Ryerson Press, Toronto, 1965.
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Part I

Pedagogy of Financial Accounting

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures:, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:-

1. Introduce student teachers to matters of both content and pedagogy in the teaching of Financial Accounting.
2. Define and differentiate the concept of Financial Accounting and explain its relative position in the Syllabus.
3. Understand the aims and objectives of teaching Social Studies.
4. Prepare UNIT plans and Lesson plans for different Classes.
5. Critically evaluate the existing school syllabus of Social Studies.
6. To enable the pupil teacher to review the Text-book of Financial Accounting (Secondary level).
7. Apply appropriate methods and techniques of teaching to particular topics at different levels.
8. Prepare, select and utilize different teaching aids.

Unit 1: Financial Accounting as an Integrating Area of Study: Context and Concerns

1. Nature, purpose and concept of Financial Accounting.
2. Accounting as a Source of Information and Role of Accounting.
3. Systems of Accounting and Accounting Standards.
4. Uniqueness of disciplines and interdisciplinary.
5. Issues and concerns of the present-day Indian society.
6. Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Practicum work

1. Analyse News items from News Papers,TV, Radio etc. to write a report on accountancy/banking related issues and concerns of the present-day Indian society.
2. Conduct a survey to find out Systems of Accounting in your district and its contribution to society.

Unit – 2 Instructional objectives and methods

1. Revised Bloom's Taxonomy (Cognitive, affective and psychomotor), In terms of Instructional behaviour.
2. Modern Methods of Business financial accounting teaching: Programme instruction, Tutorial,Team teaching, brainstorming, self-study,e-learning,m-learning and blended learning.
3. Techniques/approaches of financial accounting Teaching: journal, Ledger and cash book approach.

4. Bank reconciliation statement: need and preparation.
5. Trial Balance and Rectification of Errors.

Practicum work

1. Make a lesson plan by using mobile Phone as teaching aid and analyse its impact on students.
2. Create your own teaching method (Fusion based) with logic and find its effectiveness.

Unit 3: Teaching-learning Resources in Financial Accounting

1. People as resource: the significance of oral data.
2. Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
3. Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
4. Various teaching aids: Using atlas as a resource for financial accounting; maps, globe, charts, models, graphs, visuals.

Practicum work

1. Make five different teaching materials using different types of teaching aids (e. I. chart, atlas, model & PowerPoint, etc) at school financial accounting subject.
2. Analyze at least 5 Stationery shops to understand financial accounting.

Unit 4: Financial Accounting Curriculum for Schools in India

1. Concept, meaning, principles and rationale Curriculum
2. Curriculum development process: National and state levels.
3. Study the financial accounting syllabus – aims and objectives, content organization and presentation of any state board and CBSE for different stages of school education.

Practicum work

1. **Content Analysis of state level secondary or senior secondary books of Financial Accounting in the light of national aim and values.**
2. Analyse question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills

Unit 5: Assessment and Evaluation

1. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.
2. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
3. Blue print: Meaning, concept, need and construction.
4. Open-book tests: Strengths and limitations
5. Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

1. Construction, administration and interpretation of an achievement test of any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
3. Mark the student with less than 60% in FA, diagnose the difficulties and give appropriate remedial measure, too.

Reference

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2. Williams: Principles of Teaching applied in Book-keeping and Accounts. Sir Isaac Pitman, London.
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5. Harvey: Ways to teach Book-keeping and accounting.
6. Boynton Lewis D: Methods of teaching Book-keeping, South Western Publication Co. Cincinnanti, Ohio.
7. Aggarwal, J. C. : Teaching of Commerce.
8. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book Store, Agra (Hindi and English Version)
9. N. Vaish: Book-keeping and Accounts, Part I and II (Hindi and English version).
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PEDAGOGY COURSES

Pedagogy of Mathematics

Total Hours: 100

Lectures: 35 hrs

Tutorial: 20 hrs

Field work/Practicum: 35 hrs

Remedial: 10 hrs

For Each Unit available total Hours: 20, out of which, 7 hrs for Lectures, 4hrs for Tutorial, 7hrs for Field work, 2hrs for Remedial

Objectives: After completion of the course, student-teachers will be able to:-

1. Develop insight into the meaning, nature, scope and objective of mathematics education;
2. Learn important mathematics: mathematics is more than formulas and mechanical procedures;
3. See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
4. Pose and solve meaningful problems;
5. Appreciate the importance of mathematics laboratory in learning mathematics;
6. Stimulate curiosity, creativity and inventiveness in mathematics;
7. Develop competencies for teaching-learning mathematics through various measures.

Unit 1: Nature and Scope of Mathematics

1. Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications – necessary and sufficient conditions; A mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian experience variables identified by Birkhoff and their relation, three aesthetics of precision and beauty in mathematics; scope of mathematics.

Practicum/Field Work

1. Study learning difficulties of students of primary to secondary level.
2. Prepare a model of Venn diagram or Pythagorastheorem.

Unit 2: Exploring Learners

Practicum/Field Work

1. Playing mathematical game like puzzles, tables to enhance mental ability and understanding of maths.

Unit 2: Aims and Objectives of Teaching School Mathematics

1. Need for establishing general objectives of 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.

Practicum/Field Work

Draft a report on role of mathematics Teachers' association and its utility for rural teacher. After report writing conducts an awareness programme in rural area (or lab school) under mathematics teachers association.

Unit 3: School Mathematics Curriculum

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curriculum choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, pedagogical Analyse of various topics in mathematics at various level of schooling-arithmetic Development of number systems, algebra, trigonometry, statistics and probability, etc. Study of NMP,MME, and SMP.

Practicum/Field Work

1. Analyse of mathematics curriculum at different level with the help learners' group.
2. Organize maths fair with the help of school students.

Unit 4: Approaches and Strategies in Teaching and Learning of Mathematical Concepts

1. Nature of concepts, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; giving counter examples; non-examples; planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, menstruation, etc.; problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; difference between teaching of mathematics and teaching of science.

Practicum/Field Work

1. 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.
2. Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; appreciating evaluation through overall performance of the child; self and peer evaluation.

Unit 5: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept,need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE).
5. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing

quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Practicum/Field Work

1. Construction, administration and interpretation of an achievement test of any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure,too.
3. Mark the student with less than 60% in Mathematics, diagnose the difficulties and give appropriate remedial measure,too.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference

- 1- Sarna, C.S gupta,R.Ggary P.K (2003) “ textbook of mathematics arya book depot, New Delhi
- 2- Siddiqui,musibulhaseen (2009) “Teaching of mathematics” A.P.H. publishing corporation New Delhi
- 3- Dapur, J.N. (1998), “Suggested Experiments in Arya book depot New Delhi-5

Pedagogy of Home-Science

Part – I

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial.

Objectives: After completion of the course, student-teachers will be able to:-

1. Understand the nature and importance of home science and its correlation with other subjects.
2. Understand aims and objectives of the subject.
3. Realize the essential unity between laboratory work and theoretical background of the subject.
4. Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
5. Utilize effectively the instructional material in teaching home science.
6. Construct test items to measure objectives belonging to various cognitive levels.
7. Identify specific learning difficulties in home science and to provide suitable remedial individual instructions to them.

Unit – 1 Nature of Home Science

1. Nature and Meaning of Home Science.
2. Values and Importance of Home Science for students of Higher Secondary stages.
3. Scope and Expansion of Home Science.
4. Correlation of Home Science with other subjects.
5. Home Science teaching in the context of family and group.

Practicum/Field work

1. Group discussion on Importance of Home Science.
2. Make a Flip chart on various scopes of Home Science.
3. Make 5 Power point slides on correlation of Home Science with other subjects with proper pictures of examples.

Unit – 2 Methods and Techniques of Home Science Teaching.

1. Aims and objectives of Home Science Teaching (Bloom's approach to specify the outcomes).
2. Approaches and Methods of teaching Home Science.
3. Problem solving method.
4. Demonstration method.
5. Experimental method.
6. Project method.
7. Lecture cum demonstration.
8. Question-answer techniques.

9. Text book.
10. Dramatization.
11. Discussion, Group work and Assignments.
12. Field trip/ Educational Tour, Home science committee, fair and Exhibition.

Practicum/Field work

1. Organize an exhibition on Hand made things.
2. Organize funfair on products related to home science and draft a report using pictures.
3. Projects in group, like- GudiyaKishadi/ child welfare in slum areas/ cleaning of Home and decoration.
4. Organize an annual function in school and make a file on project work.
5. Presentation of drama on any current social or family issue and draft a report on this.

Unit – 3 Teaching-learning resources and planning of Home science.

1. People as resource; the significance of oral data.
2. Meaning, Concept, need and preparation of lesson plan, unit plan and annual plan.
3. Types of primary and secondary resources: data from field, textual material, journals, magazines, newspaper.
4. Teaching Aids- Meaning, Importance and types of teaching Aids, Home Science laboratory (its need, organization, equipment)
5. Qualities of a good Home Science Teacher.

Practicum/Field work

1. Make a poster on types of teaching Aids with proper pictures.
2. Make a file of essential equipment of Home Science lab and Management of lab.
3. Make five different teaching materials using different types of teaching aids (chart, Model, Power Point, O.H.P. transparent slides at school Home Science subject.

Unit – 4 Home Science curriculums for schools in India.

1. Curriculum in Home Science for school instruction.
2. Food & Nutrition – Relationship between food, nutrition and health balanced diet & food groups, selection and storage of foods & preservation of food, principles and reasons of cooking food, diet chart for various age groups.
3. Child care & Development – growth & development, physical, social, cohesive, emotional development among child & Adolescence, Problems among adolescence, use of first Aid kit, good health, various diseases, their symptoms and treatment.
4. Textile and clothing:- types of fabric yarn making and fabric construction, fabric finishing (specially dyeing and printing), construction of clothing etc.
5. Home management – management of time energy, home decoration, floor decoration.

Practicum/Field work

1. Practice skill to optimize and enhance nutrients in the dishes you prepare (Germination, fermentation and good combinations)
2. Prepare meals / dishes using different methods of cooking suitable as snacks and main meals.
3. Preservation of the following in Home Science laboratory (1) Jam (2) squash/ syrups (3) Pickle / *chutney*
4. Collect fabric samples and study characteristics for identification.
5. Make 5 tie dye samples using different techniques.
6. Make 5 samples using block printing.
7. Make a diet plan for special age group like child adherence, pregnant woman, patient of diabetics old age man. peptic ulcer, constipation & anemic girl
8. Make 5 samples of knitting and embroidery.
9. Make 5 types of cloths like- jhabaly, aline frock, pyjama, and apron.
10. Group work to decorate a room (Kitchen, dining room, SSroom, children room, puja room, guest room,)

Unit – 5: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept, need and construction.
3. Sociometric: meaning, concept and its use.
4. Open-book tests: Strengths and limitations
5. Continuous and Comprehensive Evaluation (CCE) in Social Sciences.
6. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.

Practicum/Field Work

1. Construction, administration and interpretation of an achievement test for any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.

Mark the student with less than 60% marks in home science, diagnose their difficulties and give appropriate remedial measure, too.

Part I

Pedagogy of chemistry

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial.

Objectives: After completion of the course, student-teachers will be able to:-

1. Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
4. Identify and relate everyday experiences with learning chemistry.
5. Appreciate various approaches of teaching-learning of chemistry.
6. Understand the process of science and role of laboratory in teaching-learning situations.
7. Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
8. Integrate in chemistry knowledge with other school subjects.

Unit I- Nature and scope of chemistry

1. Concept, Nature, Need & Importance of chemistry & chemistry Teaching.
2. Science as a domain of engwing, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge, science as inter disciplinary area of learning (structure of atom) metallurgical resources, characteristics of metals, emphasis on difference between ores and minerals, metallurgical operation.dressing of the ore, calcinations, roasting,smelting and refining
3. Concept of electrode potential and electrochemical series, reactivity of metals and non-metals, different instructional strategies be adopted for teaching the above content.
4. Facts, concepts, principles, laws and theories-their characteristics in context of chemistry (Citing examples for each).
5. Chemistry for environment, health place, equity, chemistry and society.
6. Contribution of eminent scientists- Dalton, Mendiff
7. Nails Bohr, de Broglie, Pitev Debye, mentality, A hernias, kekule.

Practicum work

1. Drama or role plays activity in class on life sketch & their contribution of any chemistry scientist.
2. Prepare anyone of the following related to environment
(1) Poster (2) article (3) story (4) play.

Unit-II- Aims and objectives of chemistry (secondary and higher secondary level)

1. Relation of chemistry to the environment (natural environment, artifacts and people issues at the interface of science technology and society, imbibe the values (honesty, integrity, cooperation, concern for life and preservation of environment, solving, problems of everyday life) facts and principles of chemistry its application consistent with the stages of cognitive development of learners. (e.g. Heat, carbon and its compounds, acid, bases and salts, Thermodynamics, physical and chemical changes, states of liquid nature and states of matter, metals, and non-metals. etc.) Specific objective of different content areas in science (Physics and Chemistry)

Practicum work

1. Conducting two experiments useful at Sec/ Sr. sec level, ex-physical and chemistry changes, heat, acid, bases and salts.
2. Make a project based on survey of 10 families nearby/their house of using various types of fuels.

Unit-III Innovative Methods of learning

1. Characteristics of good science teacher, creativity and role of teacher to develop creativity among students.
2. Identification and organization of concepts for teaching-learning of chemistry on different topics. Such as carbon and its compounds. Classification of elements and periodicity in properties, atomic structure. Dual nature of matter and radiation, nuclear reactions.
3. Determining acceptable evidences that show learners understanding, instructional materials required for planning teaching-learning of science/chemistry and learners. Participation in developing them identifying and designing teaching-learning experiences. Organizing activities, laboratory experiences, making groups. Planning, applications in learning science/chemistry.

Practicum work

1. Lesson presentation by different methods e.g. OHP, Transparent slides, project, power point, working model etc.,
2. Organize team teaching, workshop, and seminar. Debate demonstration (experiment) on different topic.
3. Description & design of any improvised apparatus.

Unit IV: School Science Curriculum

1. Meaning of curriculum, principles of curriculum construction.
2. School science curriculum (chemistry) Trends in science curriculum, consideration in developing learner- centered curriculum in chemistry, Analyse of chemistry syllabus and text book of NCERT and states (at upper, primary, secondary and higher secondary stage) , chemical education material study, Nuffield science curriculum.

Practicum work

1. Content Analyse of science books of class X chemistry study and chemistry as an experimental approach and preparation of reports.
2. Pilot study
3. Construct a science lab (based on primary, upper, middle, sec, Sr. sec)

Unit V: Assessment and Evaluation

1. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.
2. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
3. Blue print: Meaning, concept, need and construction.
4. Open-book tests: Strengths and limitations
5. Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

1. Construct an achievement test of any standard of school and administer and interpretate its findings.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
3. Mark the student with less than 60% in chemistry, diagnose the difficulties and give appropriate remedial measure, too.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Pedagogy of Biological Science

(Part I)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives: After completion of the course, student-teachers will be able to:-

1. Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching- learning.
2. Appreciate that science is a dynamic and expanding body of knowledge.
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
4. Identify and relate everyday experiences with learning of biological science.
5. Appreciate various approaches of teaching- learning of biological science.
6. Explore the process skill in science and role of laboratory in teaching- learning.
7. Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of biological science.
8. To understand meaning, concept and various types of assessment.
9. Integrate the biological science knowledge with other school subjects.
10. Analyze the contents of biological science with respect to pots, process skills, knowledge organization and other critical issues.
11. Develop process-oriented objectives based on the content themes/units.
12. Identify the concepts of biological science that are alternatively conceptualized by teachers and students in general.

Unit 1: Nature and Scope of Biological Science

1. Concept, Nature, Need & Importance of Biological science & Biology Teaching.
2. Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge: Biological science for environment and health, peace, equity: history of biological science, its nature and knowledge science independent of human application: origin of life and evolution, biodiversity, observations and experiments in biological sciences: interdisciplinary linkages, biological sciences and society.
3. Photosynthesis, factors affecting the process of photosynthesis, respiration in plants and animal, transportation in plants, phytoplankton and zooplankton.

Practicum work

1. Conduct a health awareness programme in community with the help of student (Programme may be based on knowledge of biological science).
2. Poster presentation/drama on origin of life and evolution for awareness about biodiversity.
3. Planning and organizing events on special days related to biological science such as earth day, environmental day, cancer and HIV AID & science day.
4. Examine the water samples for qualitative Analyse of phytoplankton and zooplankton.

5. Organize and plan excursions with school students of scientifically significant local areas.
6. Participation in health related national campaign such as pulse polio campaign.

Unit 2: Aims and Objectives of Biological Science

1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in biological science: Relate biology education to environment (natural environment, artifacts and people) and issues at the interface of science technology and society: Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment: Solving problems of day today life, food chain and food web, facts and principles of biology and its applications consistent with the stages of cognitive development of learners: Specific objective of different content areas in biology, science club:- meaning concept and functioning. First aids and safety rules

Practicum work

1. Organization of exploratory activities to develop scientific attitude and temper.
2. Talk to the students about Indian traditional *sanskar* and find out the scientific basis or hidden concern for life and preservation of environment.
3. Collection and identification of common plants and animals around the locality to construct food chain and food web.
4. Conduct a programme with students for nurturing natural curiosity of observation and drawing conclusions.
5. Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts.

Unit 3: Innovative methods of learning

1. Biology discussion, involving learners in teaching-learning process, encouraging learners to raise questions, dialogue amongst peer groups, materials from local resources and waste/low cost material. Develop / fabricate suitable activities in biological science (individual or group work:) Role of learners in negotiating and mediating learning in biology. Team teaching, project method, problem solving method, programme instruction, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science: Facilitating learners for self-study.

Practicum work

1. Preparation/ designing programme instruction to facilitate learners for self-study.
2. Prepare a lesson plan by using fusion method of teaching; give logic or reasoning your view why it is the best method. Write a report on its effectiveness.
3. Organize activities with school level students to discuss their experiences of life; pupil teacher will give only clues and prompt them to enhance their activities.
4. Teacher-learner will design learning experiences using each of these approaches.
5. Prepare a low cost or waste material based experiment for secondary/ senior secondary schools.

Unit 4: School Science Curriculum (Biological Science)

1. Trends in science curriculum: Consideration in developing learner-centered curriculum in biology: Analyse of textbooks and biology syllabi of NCERT and states/ UTs at upper primary, secondary and higher secondary stages: Analyse of other print and non-print materials in the area of biological science used in various states.
2. Principles of constructing Biology curriculum at Senior Secondary Level. Modern trends in Biology curriculum: BSCS, Nuffield Biology - O &A level.

Practicum work

1. Analyse the non-print material of biological science, which may be valuable supporting material for secondary to senior secondary level teachers.
2. Content Analyse of the syllabus of biological science in the light of peace values.
3. Write a report after critical reading of school textbooks.
4. Prepare a write up on incorporation of current scientific innovation in existing syllabi of science at secondary to senior secondary level.

Unit 5: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE)
5. Characteristics of Assessment : Types of questions best suited for examining/assessing/ aspect of Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Practicum/Field Work

1. Construct, administer and interpret an achievement test for any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.
3. Mark the student with less than 60% in biology, diagnose the difficulties and give appropriate remedial measure, too.
4. Assessment of project work in work in biology (both in the laboratory and in the field)

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

References

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk& sons (saruklooks.com)
2. Miller, David F. &blaydes, Glenn W. (1938): Methods and materials for teaching biological sciences: Mc GRAW Hill book company Inc. New York and London.
3. Choudhary s (2010) Teaching of biology APH PUBLISHING CORPARATION. New Delhi
4. Sood, J.K. (1987): teaching of life science, kohli publishers Chandigarh
5. yadav, M.S. (2000): Modersn methods of teaching secices, Anmol publishers, delhi
6. Bhar, surajprakash (2006) teacher training lotus press, new delhi
7. singh, veena (2007): teaching of Biology, adhyanyan publishers & distributors, New delhi.

Part I

Pedagogy of Physical Science

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:-

1. Gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning.
2. Appreciate that science is a dynamic and expanding body of knowledge;
3. Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
4. Identify and relate everyday experiences with learning physical science;
5. Appreciate various approaches of teaching-learning of physical science;
6. Understand the process of science and role of laboratory in teaching- learning situations;
7. Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
8. Integrate in physical science knowledge with other school subjects;

Unit 1- Nature of Physical Science

1. 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.

Practicum work

1. Conduct a play on life history and innovation process of eminent scientist.
2. Organize a quiz contest on Science as a process of constructing knowledge.

Unit 2 – Aims and Objectives of Physical Science: Aims and objectives of physical science at secondary, Higher secondary level

1. Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, 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, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Basis and Salts, Thermodynamics, Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in Science/physics and chemistry.

Practicum work

1. Role playing activities in relation to solving problems of everyday life.
2. Practical work with the help of low cost material in schools.
3. Development of a science kit with the help of low cost material.

Unit 3 – Approaches and Strategies of learning physical science

1. Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalization. Illustrate with examples from specific contents of science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in physics science facilitating learners for self-study.

Practicum work

1. Field projects related to physical science to develop knowledge of scientific methods in learners.
2. Group discussion in peer groups, on the problems related to physical sciences.

Unit 4 – School Science Curriculum and Exploring learners (Physical Science)

1. Trends in Science curriculum; Consideration in developing learner- centered curriculum in physical science, Analyse of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage).
2. Generating discussion. Involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group: Role of learners in negotiating and mediating learning in physical science.

Practicum work

1. Debate on merits and demerits of school curriculum of physical science.
2. Workshop on Trends in Science curriculum.
3. Analyse physical science textbooks in the light of the syllabus and from the perspective of the child.

Unit 5: Assessment and Evaluation

1. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.
2. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
3. Blue print: Meaning, concept,need and construction.
4. Open-book tests: Strengths and limitations
5. Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

1. Construction, administration and interpretation of an achievement test of any standard of school.
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure,too.
3. Mark the student with less than 60% in physics, diagnose the difficulties and give appropriate remedial measure,too.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Pedagogy of Computer Science

(Part I)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures;, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:-

1. Make an effective use of technology in Education.
2. Acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
3. Familiar with new trends, techniques in education along with learning.
4. Know about the basic elements of computers and their uses.
5. Know about the hardware and software and their applications.
6. Know about on historical evolution of computer and its hardware, software components.
7. Know about aims and objectives of teaching computer science in secondary and Sr. Secondary schools and help them to plan learning activities according to those objectives.
8. Acquire skills relating to planning lessons and presenting them effectively.
9. Acquire the Basic Commands in DOS & Windows.
10. Work with various MS Office Applications like Word, Excel and PowerPoint
11. Understand and apply the M.S Office applications in School Management.
12. Prepare Technology Integrated Lessons.
13. Familiarize with the various methods that can be employed for the teaching of Computer science.

Unit-I Computer Basics & Computer Organization

1. Basics of Computers, Parts of computer,
2. History and Generations of Computers and their characteristics.
3. Input Output Devices, Block Diagram

Practicum/ Field Work

1. Make a power point presentation on history/generation of demonstration of computer parts and input/output devices of school students.

Unit -II Computer Hardware

1. Hardware for Input: Keyboards, Mouse, Microphones, Scanners, Web Cameras
2. Hardware for Output: Monitors, Speakers and Headphones, Printers, CD and DVD writers, Pen Drives, Flash drives, External hard drives.
3. Hardware for Processing: Processor, Mother board, Memory, RAM, ROM, Cache, HDD.
4. Other Hardware: CVT, UPS, Power supply requirements, modem, router.

Practicum/ Field Work

1. Training program on hardware for output: monitors, speakers, head phone etc, in school workshop on use and function of modem and Souter.

Unit III Computer Software

2. Type of Software,
3. Operating system: Function of an Operating System as a resource manager;
4. The Windows Operating system
5. Application Software
6. Application suites: MS Office suit
7. Educational Software: Edutainment, Web dictionaries, Virtual learning environments, Protection Software

Practicum/ Field Work

1. Conduct a training on basic features of Windows, S Word, Excel and Power point.
2. Classroom Presentations on use of wizard, templates, slide master, blank slides.

Unit- IV Network

1. Network, Type and Topology, Internet and Intranet, Network Protocol
2. Web Browsers: Internet explorer, Mozilla Firefox, Chrome
3. Search Engines: Google, Yahoo,

Practicum/ Field Work

1. Organize a camp for one week in school on uses of internet and search engines, to train students in searching educational material and enhance knowledge.
2. Draft a report on effectiveness of camp.

Unit –V Computer Applications in Teaching and Learning

1. Preparing lesson plans,
2. Managing Subject related content
3. Preparing results and reports
4. School Brochure and Magazine
5. E-Education & E-learning
6. Virtual classrooms, web-based teaching materials, Interactive white boards.

Practicum/ Field Work

1. Orientation program on interactive white boards.
2. Conduct an awareness program in rural area among students and public on educational use of mobile phone.

Unit 5: Assessment and Evaluation

1. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.
2. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
3. Blue print: Meaning, concept, need and construction.
4. Open-book tests: Strengths and limitations
5. Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

Practicum/Field Work

1. Construct an achievement test of any standard of school and administer and interpretate it
2. Make a diagnostic test of your subject and apply it in school, after discussion with concerning teacher and give remedial measure, too.

Evaluation Procedure	Total Marks - 100
Sessional work & tests (Covering UNIT I to V)	30 Marks
External Evaluation	70 Marks

References

1. Srinivasan, T. M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.
2. Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
3. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co
4. Peter Norton's Introduction to Computers (2000), Tata McGraw-Hill Publications, New Delhi
5. Schwatz&Schitz (2000), Office 2000, BPB Publications, New Delhi.
6. Smha P.K. (1992), Computer Fundamentals, BPB Publications, New Delhi.
7. Merrill, P.P., et al (1985), Computers in Education, Second Edition, Allyn and Bacon, New York,
8. Goel, Hemant Kumar. Computer VigyanShikshan. R Lal Book Depot(Hindi and English)

Course 8a: Knowledge and Curriculum - Part I (1/2) (50 marks)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. To understand the way in which the curriculum is driven by assessment.
2. To critically analyse various samples of textbook
3. To identify various dimensions of the curriculum and their relationship with the aims of Education.
4. To examine the epistemological basis of education.
5. To discuss the basics of modern child centered education.
6. To identify relationship between the curriculum framework and syllabus.
7. To understand the relationship between power, ideology and the curriculum.
8. To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
9. To discuss the basis of modern child-centered education
10. To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Unit -I Knowledge Generation

1. Concept & Meaning of Education, Distinction between knowledge and skill Teaching and Training, Knowledge and information, reason and belief. Chronological review on Knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge and their linkage and relationship.

Practicum/Field Work

1. Conduct a play on journey of knowledge on any one issue/innovation/Discovery such as aeroplane or bio computer.
2. Decide dialogues and characters according to the script of the play.
3. Make use of full presence of students and staff for impressive performance.
4. Analysis of social myths in the light of scientific values and culture. , life skills etc.

Unit –II Child- centered education

1. Modern Child-Centered Education,; meaning, concept and its basis.
2. Educational Thoughts on child centered Education of Gandhi & Tagore, Dewey (2004) and Plato, Buber and Freire.

Practicum/Field Work

1. Organize a /stage play a drama on educational thought of Mahatma Gandhi/RavindraNath Tagore.
2. Organize child entered activity for enhancement of children education and values based on Gandhian/ Ravndra thoughts.
3. Perform a drama on social, academic and life history of eminent educationist like RavindraNath Tagore.
- 4.

Unit – III Society, culture and Modernity

1. Society, Culture and Modernity: - Meaning, Concept and, relationship, amongst Historical Changes introduced by Industrialization, democracy and ideas of individual autonomy Education in relation to modern values, equity, equality, individual opportunity and social justice and dignity with special reference to amSSkar.(Rodrigues, 2002)

Practicum/Field Work

1. Make a presentation, feedback collect Folk songs, Folk culture and Customs.to find out modern values.
2. Organize a debate on Social equality.
3. Organize a poster designing competition for awareness of girl's education and Female infanticide.
4. Student should contact the people of nearby area of school for social issues.
5. For collecting information related to Folk songs, Folk culture and Customs, student should contact rural people.
6. To understand how to sing folk songs, the student should be present in the folk song events.

Unit –IV National issues

1. Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (With Special reference to Tagore (2003) and Krishnamurti (1992)

Practicum/Field Work

1. Practice of Poems/Songs/Parodies on nationalism, universalism and regionalism.
2. Formation and administration of attitude scale on Nationalism, Universalization and secularism and prepare a report.
3. Organize a quiz contest on Nationalism, Universalization and secularism and prepare a report.

4. Prepare a questionnaire subject wise.
5. Communicate rules about quiz competition in group.
6. Ensure participation of all the members of school in programs.

Unit-V : Text book and curriculum

1. Idea of Meritocracy: - The relationship between power, ideology and curriculum (Apple, 2008) Power, ideology and curriculum: Meaning, concept and importance.
2. Text book – Criteria of selection, and critical analysis of Text Book, Children’s literature and teacher’s handbooks Method of Assessment. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.)

Practicum/Field Work

1. Organize a seminar on relationship among power, ideology and Curriculum.
2. Critical review or analysis of the text book at upper primary and senior secondary level.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference

1. Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty.M.C MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha rammohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y.
5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
6. Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14
7. Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42
8. Sternberg, R.J. (2013). intelligence, competence, and expertise, in A.J. Elliot & C.S. Dweck (Eds), handbook of competence and motivation (pp
9. Tagore, R. (2003) Civilization and progress. in crisis in civilization and other essays. newdelhi: rupa&co.
10. Pathak, A (2013) Social implications of schooling: knowledge pedagogy and consciousness. Aakar books

Course- 9: Assessment for Learning (CODES: SS-180) (100 marks)

Total Hours: 100

Lectures: 35 hrs

Tutorial: 20 hrs

Field work/Practicum: 35 hrs

Remedial: 10 hrs

For Each Unit available total Hours: 20, out of which, 7 hrs for Lectures, 4hrs for Tutorial, 7hrs for Field work, 2hrs for Remedial

Objectives:After completion of the course, student-teachers will be able to:-

1. To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
2. To provide broad outlook to go beyond the limited context of syllabus-based achievement testing, achievement scores in a subject linked with the child's overall development.
3. To introduce student teachers to the history of evaluation and current practices.
4. Understand the different dimensions of learning and related assessment procedures, tools and techniques. Analyse, Manage and interpret assessment data.
5. Understanding the policy perspectives on examination and evaluation and their implementation practices. Assessment for culturally responsive in diverse classroom.
6. Develop critical understanding of issues in assessment and explore, realistic, comprehensive and dynamic assessment process which are culturally responsive for use in the classroom.
7. Develop enabling processes which lead to better learning and more confident and creative learners.
8. Understand the critical role of assessment in enhancing learning
9. Critiques the traditional purpose of assessment (as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of expertise that can be displayed on papers, assessment as a selective and competitive act and achievement as an outcome of individual's innate factors.)

Unit 1 Concept of Assessment

1. Meaning & concept of assessment, Measurement, and Evaluation and Their Interrelationship, Purpose of Assessment (Prognostic, Monitoring of Learning, Providing Feedback, Promotion , Diagnosing. Principles of Assessment, and Perspectives.)

Practicum/Field Work

1. Observe the teaching learning process in class room and prepare a report and feedback on it.
2. Prepare a diagnostic test of any subject at upper primary to senior secondary, give suggestions for improvement.

Unit-2: Type of assessment

1. Classification of assessment: Base on purpose (Prognostic, Formative, Diagnostic and Summative), Scope (Teacher made, Standardized) Attribute measured (Achievement, Aptitude, Attitude, etc.), Nature of information gathered (Qualitative, Quantitative) Mode of response (Oral and written, Nature of interpretation (norm referenced, criteria referenced).

2. Assessment of cognitive learning : Types and levels of Cognitive learning, understanding and application, thinking skills – convergent, divergent, critical, problem solving and decision making, items and procedures for their assessment .

Practicum/Field Work

1. Organize a group discussion to assess thinking skills of students.
2. Conduct a competition amongst students, giving them any topic and asking them to make a response oral or written. On the basis of response evaluate their personality or skills; ask them to take remedial measure, too. Measures.
3. Presentation of papers on examination and evaluation policies.

Unit-3: Continuous and comprehensive evaluation.

1. Assessment of affective learning: attitude and values, interest, self – concept items and procedures for their assessment.
2. Grading: Concept, types and Application, Indicators for grading Psycho-Social and Political dimensions of assessment.
3. Continuous and Comprehensive Evaluation: Concept, Need and Process.
4. School visits followed by presentation on evaluation practices in schools

Practicum/Field Work

1. To organize a drama/short play on value based topic.
2. To assess self-concept of the students in class room and provide them feedback for it.
3. Conduct a summary to express the feeling of students about parents, teacher and peers.

Unit-4: Assessment Devices

1. Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
2. Assessment of Group Processes – Cooperative Learning and Social Skills.
3. Self, Peer and Teacher Assessment.
4. Commercialization of assessment.
5. Participatory assessment and community monitoring critical analysis of prevalent practices of assessment.
6. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) reflecting - Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
7. Feedback to/from students, parents and teachers.

Practicum/Field Work

1. Organise a group activity (like competition/story telling/reading/writing) and get it assessed by self, peer and teacher.
2. Draft a report on variation among assessment.
3. Seminars on contemporary issues of assessment and measurement.
4. School Visits followed by presentation on evaluation practices in schools.
5. Conduct a community work with involvement of children, students, teachers and society, and evaluate the work.
6. Prepare an annual plan for continuous and comprehensive evaluation at upper primary to senior secondary level any subject.

Unit-5: Assessment practices

1. Construction and Selection of items, Guidelines for Construction of test items, assembling the test items, Guideline for administration.
2. Scoring procedure – Manual and e-assessment.
3. Analysis and interpretation of student's performance processing test, performance, calculation of percentage, central tendency measurement, graphical representations.
4. Recording and reporting of forums for engagement with community work.
5. Relationship of assessment with self-esteem; motivation and identity as learner, assessment of fixed and growth mindsets.
6. Non-detention policy in RTE act (2009) and its relationship with curriculum, pedagogy and teachers.

Practicum/Field Work

1. Debate on merits and demerits of manual and electronic scoring procedure.
2. Construction, administration and interpretation of self-made achievement text.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference:

- 1- Paul, Black (2012). Assessment for learning McGraw.
- 2- East, lorna M. Assessment as learning sage pub. 2010
- 3- Ecclestone, Kathryn. Transforming formative assessment in life long learning. McGrawH, ll. Eng.2010

Course – EPC 2: Drama and Arts in Education (1/2) (50 marks)

Objectives:After completion of the course, student-teachers will be able to:-

1. Fulfill an individual's potentials through fine art.
2. Create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature.
3. Help appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.
4. Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
5. Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
6. Critique the current trends in art education and develop a possible scenario for art for change.
7. Understand the range of traditional art forms in the light of National Integration.
8. Develop an appreciation for diverse music forms and the role of music in human cultures.
9. Create and present pieces of art: using visual arts and crafts
10. Create and present pieces of performance art using music and movement
11. Evolve collective art projects incorporating different art media – into a public festival/ event.
12. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
13. Enable student-teachers to use drama processes to examine their present knowledge.
14. To generate new knowledge, understanding and perceptions of the world.
15. To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Activities-I

1. Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self-expression alone.
2. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-building her/his creative capacities through theatre.
(These activities will be conducted in school in the presence and under guidance of teacher educator.)

Activities-II

1. Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.
2. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
(Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)

3. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

Activities-III

1. Pupil teacher will learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, then transfer their learning in school.
2. Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.
3. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the others what does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.
4. To sharpen observation and to learn to continuously ask probing questions while investigating situations.

Activities-IV

1. Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.
2. Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl feticide, women education, child abasement etc., and plan and organize the drama.
3. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students. By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. And how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how? Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group progress in class.

Activities-V

1. Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.
2. For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
3. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
4. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.

Note: - Pupil Teacher will draft a report on entire activities.

Engagement with the Field: Tasks and Assignments for Courses 3,7a, 8a and 9)

Phase-II takes place in the end of the II semesters for two weeks of six days in each week. Student teachers during this phase will get opportunities to observe their Cooperating Teachers (CTs) teach and to reflect on the roles and responsibilities of a teacher. They initiate professional relationship with their CTs and work collaboratively to gain practical experience of planning lessons, preparing resources, assessing students' learning, managing pupils, and doing some assisted teaching. Observing CTs teaching and reflecting, they learn about theory-practice integration and integration of pedagogy with content and technology. Inquiring how CTs handle learning difficulties and student questions, they develop understanding of the importance of pedagogical content knowledge (PCK).

The TEIs will identify suitable number of cooperating schools {urban, rural, tribal, residential, managements, exclusive upper primary, composite high school (upper primary and secondary), schools for specific gender and co-education, etc.,} and students will be placed by rotation in all the type of schools and under the guidance of supervisor prepare the report on the below mentioned activities for assessment. The student teachers will carry the following activities and marks allotted to each activity are given below:

Sl.No.	Activities	Marks
1	Observing 10 lessons 5 in each pedagogy delivered by regular teachers with the help of observation schedule	20
2	Observation of day-to-day school activities and preparation of comprehensive report {morning assembly, games, functioning of laboratory, library and other curricular activities}	20
3	Video graph of two lessons in each pedagogy	20
4	Availing at least three substitute teaching in each pedagogy opportunities in actual classroom of various context	15
5	Critical analysis on one classroom teaching in each pedagogy	5
6	Developing one lesson plan in each pedagogy with the help of learning resources	5
7	Organising debate/quiz/elocution, extempore speech etc.,	15
Total		100

Semester-3

Course-7b: Pedagogy of a School Subject – Part – II (1/2) -50 marks

Pedagogy of Language (English)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures;, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Develop an understanding of the nature of the language system;
2. Understand about the teaching of poetry, prose and drama;
3. Identify methods, approaches and materials for teaching English at various levels in the Indian context;
4. Understand constructive approach to language teaching and learning;
5. Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
6. Develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);
7. Understand the process of language assessment;
8. Understand need and functions of language lab;
9. Sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching: and
10. Familiarize students with our rich culture, heritage and aspects of our contemporary life.
11. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.

Unit 1- 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.

Unit 2 - 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; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

Unit 3 - Development and Analyse of syllabus and textual materials

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

Unit 4 - 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.

Unit 5 - Assessment - Its Role and Importance

1. 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.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Feedback to/from students, parents and teachers.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

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Pedagogy of Social Sciences

(Part II)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. To practise key concepts of the various Social Sciences as well as related pedagogical issues.
2. To acquire basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
3. To sensitize and equip 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.)
4. To understand social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information.
5. To acquire a conceptual understanding of the processes of teaching and learning social sciences.
6. To examine the prevailing pedagogical practices in classrooms critically and to reflect in the desired changes.

Unit-1:- Teaching-learning of social science

1. Evidence, facts, arguments, categories and perspective: Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based history teaching; primary sources and the construction of history.
2. Discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. Visit a construction site for data on wages and employment), collection of data from documents (e.g. Economic survey, five year plan), Analyse and interpreting data (using simple tables. Diagrams and graphs) can be undertaken.
3. Low cost/waste material based Teaching-Learning Materials (at least for 5 lessons)
4. Case Study on Gender differentials and how these cut across caste and class structures as well as religious communities.
5. Observation, recording and interpretation of physical and social features
 - a. And phenomena; Reading and interpreting geographical information through mapping, tables, figures, diagrams, photographs.
 - b. Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions.

Unit 2:- Social Science and current Issues of society

1. Different social formations in history and the periodisation of world history: the periodisation of Indian history: ancient, medieval, modern and contemporary societies.
2. The varieties of socialism (Case Studies on any current issue)
3. Fascism and dictatorships (Case study: Germany or Italy of the inter-war period).
4. Constitutional Vision for a Democratic India The making of the Constitution of India Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism Secularism (Relationship between State and Religion): Western and Indian Versions Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) Directive Principles of State Policy (with special reference to welfare of The people)
5. Fundamental Duties. The Working of the Government Structures and Functions of the Government at different levels. Union, State/UT, District and Local Bodies (*Panchayats* and Municipalities) Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralization, citizen participation.
6. Society and Political Processes Elections, political parties, pressure groups Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI
7. Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

Unit 3:- Assessment for Learning in Social Science

1. Techniques of evaluation- oral, written, portfolio; Close test, self-evaluation; Peer evaluation; Group evaluation
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false, etc.) Reflecting - Problem solving, creative and critical thinking, enhancing imagination.
3. Feedback to/from students, parents and teachers.
4. Select any ten questions from Class VI to XII social science textbook which lend a scope to the creativity of the learners.
5. Devise a strategy to incorporate the suggestions given in the Ist Term report for the progress of the learner.

Unit 4- Analyse of Social Science Textbooks and Question Papers

1. Analyse textbooks in Social Sciences in the light of the syllabus and from the perspective of the child .
2. Analyse question papers of any state board /CBSE and NCERT's in the light of the social science requirements in trends of understanding and skills.
3. Projects of Social Sciences interconnections social science between the various disciplines that constitute social science, the interrelationship among various aspect of social science:
4. Geography and Economics: Transport and communication in a region - assessing current position with reference to development needs

5. History and Political Science: Socio-political systems; Women's rights in society
6. Economics and History: Agrarian change in India; Industrialization in India
7. History and Geography: Migration of people in a particular region— nature of migration, past and present trends
8. Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)
9. Economics and Political Science: Family budget and impact of change in prices of essential commodities.

Unit 5: Professional Development of Teachers

Professional development programmes for teachers; planning, organization and report writing on seminar, conferences, online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials in science education; Role of reflective practices in professional development of teachers; Teacher as a researcher; action research in Science.

Organization of events on special days (seminars, special talks, rallies etc) Action research.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Part II

Pedagogy of Business Organization

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. To acquire a conceptual understanding of the processes of BO teaching and learning.
2. To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect in the desired changes.
3. To acquire basic knowledge and skills to analyze and transact the Business Organization curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
4. To sensitize and equip student teachers to handle issues related to Business Organization and concerns in a responsible manner.
5. Planning for teaching learning of BO
6. Select appropriate tools and techniques of lesson planning and assessment for BO.
7. To introduce with Professional development programmes of teachers.
8. To plan, organization and report on various programmes for Professional development of teachers.

Unit-1:- Planning for teaching-learning of Business Organization

1. Identification and organization of concepts for teaching-teaching of Business Organization on different topics.
2. Determining acceptable evidences that show learners understanding, instructional materials required for planning teaching-learning of commerce learners.
3. Participation in developing them identifying and designing teaching-learning experiences.

Unit 2:- Teaching and learning strategy

1. Teaching and learning major themes and key concepts in Business Organization
2. Teaching Strategies in Business Organization Questioning; Collaborative strategies; games, simulations and role plays; Values classification; problem-solving and decision-making.
3. Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
4. 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:- Tools and techniques of assessment for Business Organization

1. Performance based assessment developing indicators for performance- based assessment in Business Organization, learners, records of observation field diary. Oral presentation of learners work portfolio. Assessment of project work in Business Organization, assessment of participation in collaborative learning, construction of test items in Business Organization frame work in commerce.

Unit 4- Analyse of Business Organization Textbooks and Question Papers

1. Analyse textbooks of Business Organization in the light of the syllabus and from the perspective of the child .
2. Analyse question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

Unit 5: Professional Development of Teacher

1. Professional development programmes for teachers; planning, organization and report writing on seminar, conferences, online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials in science education; Role of reflective practices in professional development of teachers; Teacher as a researcher; action research in Science.
2. Organization of events on special days (seminars, special talks, rallies etc) Action research in Commerce.

Part II

Pedagogy of Financial Accounting

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures;, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. To develop an understanding of the nature of Financial Accounting, both of individual disciplines comprising of commerce and financial accounting, and also of commerce as an integrated/ interdisciplinary area of study;
2. To acquire a conceptual understanding of the processes of teaching and learning social sciences;
3. To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect in the desired changes;
4. To acquire basic knowledge and skills to analyze and transact the Financial Accounting curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
5. To sensitize and equip student teachers to handle l issues related to Financial Accounting and concerns in a responsible manner.
6. To introduce with Professional development programmes of teachers.
7. To plan organization and report on various programmes of Professional development of teachers.

Unit-1:- Planning for teaching-learning of financial accounting

1. Identification and organization of concepts for teaching-learning of financial accounting on different topics.
2. Determining acceptable evidences that show learners understanding, instructional materials required for planning teaching-leaching of commerce learners.
3. Participation in developing them identifying and designing teaching-learning experiences.

Unit 2:- Tools and techniques of assessment for financial accounting

1. Performance based assessment, developing indicators for performance- based assessment in financial accounting.
2. Learners' records of observation field diary. Oral presentation of learners work portfolio. Assessment of project work in financial accounting assessment of participation in collaborative learning construction of test items in Business Organization frame work in commerce.

Unit 3:- Teaching and learning of financial accounting

1. Major themes and key concepts in financial accounting
2. Teaching Strategies in financial accounting
3. Questioning; Collaborative strategies; games, simulations and role plays; Values classification; problem-solving and decision-making.
4. Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
5. 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 4- Analyse of Financial Accounting Textbooks and Question Papers

1. Analyse textbooks of financial accounting in the light of the syllabus and from the perspective of the child .
2. Analyse question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

Unit 5:- Professional Development of Teacher

1. Professional development programmes for teachers; planning, organization and report writing on seminar, conferences, online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials; Role of reflective practices in professional development of teachers; Teacher as a researcher; action research.
2. Organization of events on special days (seminars, special talks, rallies etc) Action research in Commerce.
3. Role of reflective practices in professional development of commerce teachers

PEDAGOGY COURSES **Pedagogy of Mathematics**

(Part II)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures;, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Appreciate mathematics to strengthen the student's resource;
2. Appreciate the process of developing a concept;
3. Appreciate the role of mathematics in day-to-day life;
4. Channelize, evaluate, explain and reconstruct their thinking about mathematics.
5. Construct appropriate assessment tools for evaluating mathematics learning;
6. Develop ability to use the concepts for life skills;
7. Focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
8. Examine the language of mathematics, engaging with research on children's learning in specific areas.
9. To introduce with Professional development programmes of teachers.
10. To plan organization and report on various programmes of Professional development of teachers.

Unit 1: Planning for Teaching-learning Mathematics

1. Selecting the content for instruction; identifying concepts to be transacted at various levels with special emphasis on content (Algebra, Geometry, trigonometry, coordinate geometry, statistics and probability, etc.); organization of concepts for teaching-learning of mathematics.
2. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids ICT applications; Evaluation tools and learners participation in developing instructional materials.

Unit 2: Learning Resources in Mathematics

1. Textbooks audio-visual multimedia-Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.

Unit 3: Assessment and Evaluation

1. Informal creative evaluation & assessment: meaning, concept and types, assessment of

- creativity, problem-solving activity performance.
2. Formal Ways of Education
 3. Variety of assessment techniques and practices
 4. Assessing Product Vs process, Knowing Vs doing
 5. Assessment Framework
 6. Identifying and organizing components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.

Unit 4: Mathematics for All

1. Identifying learners' strength and weaknesses; 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, recreational activities-games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.
2. Encouraging learner for probing, raising queries, appreciation dialogue among peer-group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as number systems, geometry, sets, etc.)

Unit 5: Professional Development of Mathematics Teachers

1. Professional development programmes for teachers; planning, organization and report writing on seminar, conferences, online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials in maths education; Role of reflective practices in professional development of teachers; Teacher as a researcher; action research in Mathematics
2. Organization of events on special days (seminars, special talks, rallies etc) Action research.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Pedagogy of Home Science

PART-II

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures:, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives: After completion of the course, student-teachers will be able to:

1. Explore different ways of creating learning situations for different concepts of home science.
2. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
3. Facilitate development of scientific attitudes in learners.
4. Examine different pedagogical issues in learning home science.
5. Construct appropriate assessment tools for evaluating learning of home science.
6. Stimulate curiosity, inventiveness and creativity in home science.
7. Develop ability to use home science concepts for life skills: and develop competencies for teaching, learning of science through different measures.

Unit 1: Planning of Teaching-Learning

1. Instructional materials required for planning teaching-learning of home science and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning science. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups role of learners in negotiating and mediating learning in home science.
2. Development of low cost TLM with the help of school & community and its use in classroom instruction.

Unit 2: Learning Resources

1. Identification and use of learning resources in home science exploring alternative sources; Developing home science kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in home science. Pooling of learning resources in school complex/ block/district level.

Unit 3: Tools and Techniques of Assessment

1. Performance-based assessment; learners' record of observations ;(field diary and collection of materials).
2. Oral presentation of learners work.
3. Construction of test items and administration of tests; assessment of practical / experimental work. CCE.
4. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

Unit 4: Home Science – Lifelong Learning

1. Facilitating learning progress of learners ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; planning & organization of activities such as debate, discussion, drama, poster making etc. Planning and organizing field experiences, science club, science exhibition etc.
2. Organization of activities to stimulate creativity (debate, discussion, poster designing, role playing etc.)
3. Prepare a file after Identification and compilation of home science related to day to day activities e.g. stitching, tie & die, preservation of food, embroidery & knitting etc.

Unit 5: Professional Development of home science Teacher

1. Professional development programmes for science teachers; planning, organization and report writing on seminar, conferences, online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials in science education; Role of reflective practices in professional development of science teachers; Teacher as a researcher; action research in General science.
2. Organization of events on special days related to science (seminars, special talks, rallies etc.)
3. Action research in science.

Evaluation Procedure

Sessional work & tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Part II Pedagogy of Chemistry

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Analyse the contents of chemistry with respect to its branches, process skill, knowledge organization and other critical issues.
2. Develop process-oriented objectives based on the content themes/Levits.
3. Identify the concepts of chemistry that are alternatively conceptualized by teachers and students in general.
4. Explore different ways of creating learning situation in learning different concepts or chemistry.
5. Formulate meaningful enquiry episodes problem solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science(chemistry)
6. Facilitate development of scientific attitudes in learners.
7. Examine different pedagogical issues in learning chemistry.
8. Construct appropriate assessment tools for evaluating learning of chemistry.
9. To introduce with Professional development programmes of teachers.
10. To plan organization and report on various programmes of Professional development of teachers.

Unit I Learning resources in chemistry

1. Learning resources in chemistry immediate environment science kit and laboratory in science (secondary stage), chemistry (senior secondary stage)
2. Designing laboratories, textbooks, audio-visual materials, multimedia- selection and designing use of ICT, experiences in learning chemistry using community resources for learning chemistry pooling of learning resources in school complex/ block/ district level, handling hurdles in utilization of resources.

Unit II- Tools and techniques of assessment for learning chemistry.

2. Performance based assessment developing indicators for performance- based assessment in science/chemistry, learners, and records of observation field diary. Oral presentation of learners, work portfolio. Assessment of project work in science/chemistry assessment of participation in collaborative learning construction of test items in science/chemistry frame work in science/chemistry.
3. Assessment of experimental work in science/chemistry.

Unit III- Planning for teaching-learning of chemistry

1. Approaches and strategies of learning chemistry pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method-observation, equity, hypothesis, experimentation, data collection. Generalizations illustrate with examples from specific contents of chemistry.(Such as solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table itc)
2. Communication in chemistry, problem solving, investigatory approach, concept mapping, collaborating learning and experimental learning in chemistry facilitating learners for self-study.

Unit IV- chemistry- lifelong learning-intrinsic characteristics of learner

1. Curiosity observation and drawing conclusion, identification and application of physical and chemical phenomenon chemistry human welfare, facilitation learning progress of learners with various needs in chemistry learners with special needs.
2. Creativity and inventiveness in science, curricular activities such as debate, discussion, drama, poster planning and organizing field experiences science club, science exhibition.
3. Generation of discussion, involving learners in teaching-learning process, encouraging learners to raise question, appreciating dialogue amongst peer group. Role of learners in negotiating and mediating learning in chemistry.

Unit V- Professional development of chemistry teachers

1. Professional development programmes for chemistry teachers.
2. Planning organization and participation in seminar, conferences, online sharing, and membership of professional organization.
3. Teachers as a community of learners, collaboration of schools with universities, journals and other resource materials in science/chemistry education.
4. Role of reflective practices in professional development of chemistry teachers, field visit teacher as a researcher.
5. Learning to understand how children learn science-action research in chemistry.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

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9. Sharma H.S, Parasara, Radhika, (2007-08) chemistry teaching Radhaprakashammandir, Agra.

Pedagogy of biological science

(Part II)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Explore different ways of creating learning situations for different concepts of biological science.
2. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
3. Facilitate development of scientific attitudes in learners.
4. Examine different pedagogical issues in learning biological science.
5. Construct appropriate assessment tools for evaluating learning of biological science.
6. Stimulate curiosity, inventiveness and creativity in biological science.
7. Develop ability to use biological science concepts for life skills.
8. Develop competencies for teaching, learning of biological science through different measures.
9. To introduce with Professional development programmes of teachers.
10. To plan organization and report on various programmes of Professional development of teachers.

Note- Any two activities are mandatory. Out of which one must be directly related to field.

Unit 1: Learning Resources

(Any two activities are mandatory. Out of which one must be related to science club.)

1. Identification and use of learning resources in biological science, exploring alternative sources.
2. Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection and designing.
3. Use of ICT experiences in learning biological science; using community resources for biology learning.
4. Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources.
5. Establish science club in school and conduct at least five activities related to biological science.

Unit 2: Tools and Techniques of Assessment

1. Performance-based assessment; learner's record of observations, field diary, herbarium and collection of materials.
2. Oral presentation of learners work in biological science, portfolio; collaborative learning.
3. Construction of test items (open-ended and structured) in biological science and administration of tests.

4. Developing assessment framework in biological science; assessment of experimental work in biological science.
5. Continuous and comprehensive evaluation.
6. Preparation of performance based assessment record of learners on the basis of activity observation (field diary, herbarium and collection of naturals, oral presentation))

Unit 3: Biological Science – Lifelong Learning

1. Facilitating learning progress of learners with various needs in biology; ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; planning & organization of various curricular activities (such as debate, discussion, drama, poster making on issues related to science/biology;) Planning and organizing field experiences, science exhibition; Nurturing creative talent at local level and exploring linkage with district / state/ central agencies.

Unit 4: Approaches and Strategies of Learning Biological Science

1. Pedagogical shift from science as fixed body of knowledge to constructing knowledge.
2. Scientific method – observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation , e.g. structure and function, molecular aspects, interaction between living and non-living, biodiversity, etc.)
3. Communication in biological sciences.
4. Five Lesson plans based on innovative method and fusion method (created by pupil teachers).

Unit 5: Professional Development of Biology Teacher

1. Professional development programmes for science/ biology teachers.
2. Planning, organization and report writing on seminar, conferences, online sharing membership of professional organization.
3. Teachers as a community of learners; collaboration of school with colleges, universities and other institutions.
4. Journals and other resource materials in biology education.
5. Role of reflective practices in professional development of biology teachers.
6. Teacher as a researcher; action research in biological science.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)	Total Marks - 100 30 Marks
External Evaluation	70 Marks

References

1. Agarwal, D.D (2004): Modern methods of Teaching Biology: saruk& sons (saruklooks. com)
2. Miller, David F. & blydes, Glenn W. (1938): Methods and materials for teaching biological sciences: Mc GRAW Hill book company Inc. New York and London.
3. Choudhary s (2010) Teaching of biology APH PUBLISHING CORPORATION. New Delhi
4. Sood, J.K. (1987): teaching of life science, kohli publishers Chandigarh
5. yadav, M.S. (2000): Modern methods of teaching sciences, Anmol publishers, delhi
6. Bhar, surajprakash (2006) teacher training lotus press, new delhi
7. singh, veena (2007): teaching of Biology, adhyayan publishers & distributors, New delhi.

Part II

Pedagogy of Physical Science

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
2. Develop process-oriented objectives based on the content themes/units;
3. Identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
4. Explore different ways of creating learning situations in learning different concepts of physical science
5. Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary school science/physics and chemistry
6. Facilitate development of scientific attitudes in learners;
7. Examine different pedagogical issues in learning physical science; and
8. Construct appropriate assessment tools for evaluating learning of physical science.

Unit-1: Learning Resources in Physics science

1. Learning resources in physical science from immediate environment. Development of science kit.
2. Analyse and Designing laboratories laboratory in science (secondary stage), physics (higher secondary stage)
3. Textbooks, audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning physics: using community resources for learning
4. Physics: Pooling of learning resources in school complex/block/district level, handling hurdles in utilization of resources.

Unit-2: Planning for Teaching-learning of Physical Science

1. Identification and organization of concepts for teaching-learning of physical science/ (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) Determining acceptable evidences that show learners understanding; Instructional materials required for planning.
2. Teaching- learning of science/physics and chemistry and learners' participation in developing them.
3. Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups.
4. Planning ICT applications in learning science/physics and chemistry.

Unit-3: Physical Science- Lifelong learning: Intrinsic characteristics of learner

1. Curiosity observation and drawing conclusion.
2. Identification and application of physical and chemical phenomenon
3. Physical science human welfare, facilitating learning progress of learners with various needs in physical science learners with special need.
4. Creativity and inventiveness in science: curricular activities, such as debate, discussion, drama, poster designing and organizing field experiences.
5. Science club, science exhibition.

Unit-4: Tools and Techniques of assessment for learning physical science

1. Performance-based assessment, developing indicators for performance-based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio.
2. Assessment of project work in science/physical science; Assessment of participation in collaborative learning.
3. Construction of test items in science/physical science and administration of tests.
4. Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry;

Unit-5: Professional development of Science/physics/chemistry teachers

1. Professional development programmes for science/physics and chemistry teachers.
2. Planning, organization and participation in: seminar, conferences, online sharing, membership of professional organizations.
3. Teachers as a community of learners, collaboration of schools with universities.
4. Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers.
5. Teacher as a researcher: Learning to understand how children learn science—action research in physical science.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)

External Evaluation

Total Marks - 100

30 Marks

70 Marks

References

1. Mangal, s.k (2005), 'Teaching of physical science' Arya book depot New Delhi-05
2. Joshi, S.R, (2008), 'Teaching of science' A.P.H publishing corporation New Delhi
3. Das, R.C, (2000), 'Science teaching in schools' sterling publishers private limited, New Delhi
4. Prasad janardan: (1999) "Practical aspects in teaching of science" kanishka publisher New Delhi
5. Nanda, V.K. (1997) "Science education today" Anmol publications Pvt. Ltd. New Delhi
6. Bhan, surajprakash, (2006) "Teacher training" Lotus press, New Delhi

Pedagogy of Computer Science

(Part II)

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Apply the concept of the Systems Approach to planning lessons and instructional materials
2. Work with computers to enhance interactive teaching/learning skills
3. Understand different types of instructional media and materials and its uses
4. Develop the skill in preparing and using different instructional materials
5. Understand the uses of computer assisted learning strategies
6. Know the Use about the Multimedia Application.
7. Know about the Communication Technology.
8. Understand the concept, functions and elements of Communication – Verbal and Non-verbal
9. Browse the internet and conduct research for their lessons.
10. Manage access to digital resources in a computer enabled classroom.

Unit – I: Communication Technology

1. Communication Modes in education
2. Concepts and process of communication
3. Principles of communications
4. Communication and learning
5. Modes of communication: Speaking and listening, Writing and reading, visualizing and observing
6. Communication Process and Sharon’s model of communication

Unit – II: Integrating Multimedia in education

1. Multimedia concept and meaning text, graphics, animation, audio, video
2. Multimedia applications:
 - Computer based training
 - Electronic books and references
 - Multimedia application for educationist
 - Information kiosks
 - Multimedia www and web based training

Unit – III: Educational software applications

1. Computer assisted instruction
2. Drill & practice software
3. Educational simulations
4. Integrated learning system
5. Curriculum specific Educational software

Unit IV – E-learning on line learning management

1. E-learning definitions, scope, trends, attributes & opportunities
2. Pedagogical designs & E-learning
3. Assessments, feedback and e-moderation
4. On line learning management system
5. Digital learning objects
6. Online learning course development models
7. Management and implementation of e-learning

Unit 5: Professional Development of Teachers

1. Professional development programmes for teachers; planning, organization and report writing on seminar, conferences, and online sharing membership of professional organization; teachers as a community of learners; collaboration of school with colleges, universities and other institutions; journals and other resource materials.
2. Role of reflective practices in professional development of teachers; Teacher as a researcher; action research.
3. Organization of events on special days (seminars, special talks, rallies etc) Action research.

Evaluation Procedure

Total Marks - 100

Sessional work & tests (Covering UNIT I to V)

30 Marks

External Evaluation

70 Marks

References

1. Varma ,Mahesh. Online Teaching Tools and Methods, MurariLal& Sons.
2. Dahama, O. P and Bhatnagar, . O. P , Education and Communication for development. Oxfordb& IBH Publishing company, New Delhi
3. Sareen, N. Information and Communication Technology, Anmol Publication
4. Dasgupta, ,D.N. Communication and Education, Pointer Publishers
5. Naidu, Son., e-learning a Guidebook of principals, Procedures and practices, Commonwealth of Learning, Commonwealth Educational Media Centre for Asis
6. Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
7. Goel, H. K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.
8. Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
9. Stephen, M. A., &Stanely, R. (1985). Computer based instruction: Methods and
10. development. NJ: Prentice Hall.
11. Balaguruswamy. E., & Sharma, K. D. (1983). Computer in education and training. New Delhi: NIIT.

Pedagogy in teaching Kannada / Sanskrit / Marathi / Telugu / Hindi / Urdu / Indian Law (Part I)

SE&IT02: Internship in Teaching

150 marks

Internship in teaching will be organized in the beginning of the III semester. This will be carried in three phases i.e. two weeks of pre-internship in neighborhood schools; 12 weeks of full time teaching in a school, and two weeks of post-internship in the form of workshops/seminars for presenting reflections on their own teaching during the internship. The primary purpose of internship is to provide student teachers (STs) with a carefully monitored experience to develop and enhance the knowledge, skills and dispositions necessary to be a professional teacher. The schools selected for internship is different from the one in which school experience was provided to the STs, they must be given opportunities to perform phase-I &II activities, to familiarize them with students, classrooms, school routines and to establish a professional relationship with their CTs, for a period of two weeks.

For the next four weeks, STs will learn to plan their own lessons, prepare relevant resources, create enabling learning environments, teach and manage students, being monitored and guided by the CTs.

During the next ten weeks of internship, STs gradually assume responsibility for classroom practices, full-time, entire day. They attempt to integrate theoretical and practical understandings about teaching and learning gained through course work and school experiences to enact a coherent and integrated approach to facilitate students' learning. They ensure that their pedagogical actions are supported by curricular goals, disciplinary knowledge and modes of inquiry and evidence-based assessment. They receive feedback from CTs and supervisors regarding their lesson planning, instruction, interactions with students and assessment of students. The CTs and supervisors also assess STs' performance against selected professional teaching standards, which provide information regarding their progress towards becoming a professional teacher.

In the last two weeks they gradually transfer the responsibilities back to CTs and continue to associate with CTs and finalise journal writing work etc.

1. The activities for assessment of Pre-internship component is as follows:
 - a. Two observations in each method during the pre-internship in neighborhood schools

5 Marks

- b. Three lessons of which one must be based on use of ICT during the pre-internship in neighborhood schools 10Marks
(5+5)
- c. Two lesson plans in each pedagogy using different strategies/techniques/methods during the pre-internship in neighborhood schools 10Marks
2. The Internship programme will be assessed for 100 marks in each pedagogy. The following activities have to be planned for internship:
- Each student teacher should teach minimum of 50 lessons in each of the pedagogy and they have to complete the syllabus allotted to them by the concerned cooperative teacher. Each student teacher should teach at least five lessons by integrating ICT in each of the pedagogy.
 - Each student teacher should discuss the lesson well in advance before going to the class. They are not allowed to enter the class without pre-lesson discussion.
 - In each of the pedagogy will be assessed by keeping the following weightages in to consideration.

Sl. No.	Category	Weightage of Marks
1	Institute Supervisor	40
2	Cooperative Teachers	40
3	Head of the Cooperative School	20

- Each student teacher should complete 20 peer observations in each of the pedagogy. These observations have to be submitted to the college supervisors during the internship. The total 20 peer observations in each of the pedagogy will be submitted along with other records immediately after completion of the internship.
3. The presentation on the critical reflection on each lesson of internship will be organized during the internship at the end of each week and reflective dairy¹ on each lesson will be assessed for 10 marks in each presentation. The total marks will be converted to 25 marks.

Semester-4

Course -6 Gender, School and Society (1/2) – 50 marks

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs for lectures, 3 hrs for Tutorial, 3 hrs for Field work, 1 hrs for remedial:.

Objectives: After completion of the course, student-teachers will be able to:

1. Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
2. 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.
3. Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
4. Understand how gender, power and sexuality are related to education (in terms of access, curriculum and pedagogy).
5. Develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop.
6. Student to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
7. Apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.
8. Develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.
9. Understand how gender relates to education and schooling. The students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Unit 1: Gender Issues: Key Concepts

1. Concepts and terms and relate them with their context in understanding the power relations to Gender, sex, sexuality, patriarchy, masculinity and feminism
2. Gender bias, gender stereotyping, and empowerment
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Practicum/Field Work

1. Analyse of textual materials from the perspective of gender bias and stereotype.
2. Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity, disability, and region etc.

Unit 2: Gender Studies: Paradigm Shifts

1. Paradigm shift from women's studies to gender studies.
2. Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education.
3. Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

Practicum/Field Work

1. Preparation of project on critical Analyse of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectively and have helped in encouraging grassroots mobilisation of women, such as *MahilaSamakhyap* programmes.
2. Plan and organize a play on the development of women education from nineteenth to twentieth century.
3. Find out the concept of women empowerment in ancient Indian culture and analyse its relevance at present scenario.

Unit 3: Gender, Power and Education

1. Theories on Gender and Education: Application in the Indian Context:
 - Socialisation theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
2. Gender Identities and Socialisation Practices in:
 - Family
 - Schools
 - Other formal and informal organisation.
3. Schooling of Girls:
 - Inequalities and resistances (issues of access, retention and exclusion).

Practicum/Field Work

1. Collection of folklores reflecting socialisation processes and drafts a report on entire programme.
2. Debate and discussion on rights of girls and women.
3. Field visits to schools, to observe the schooling process from a gender perspective.
4. Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private,-aided and managed by religious organizations and prepare a report.

Unit 4: Gender Issues in Curriculum

1. Gender, culture and institution: Intersection of class, caste, religion and region
2. Curriculum and the gender question
3. Construction of gender in curriculum framework since Independence: An Analyse
4. Gender and the hidden curriculum
5. Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
6. Teacher as an agent of change
7. Life skills and sexuality.

Practicum/Field Work

1. Debate on women role models in various fields with emphasis on women in unconventional roles.
2. Prepare tools to analyse reflection of gender in curriculum and draft a report after administration of scoring and prepare a report. Report will be presented in seminar.

Unit 5: Gender, Sexuality, Sexual Harassment and Abuse

1. Linkages and differences between reproductive rights and sexual rights.
2. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models).
3. Sites of conflict: Social and emotional.
4. Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions.
5. Agencies perpetuating violence: Family, school, work place and media (print and electronic).
6. Institutions redressing sexual harassment and abuse. Suggested Practicum.

Practicum/Field Work

1. Case study on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed.
2. Case study on how students perceive role models in their own lives. Debate must be conducted in school among adolescence.
3. Prepare an analytical report on portrayal of women in print and electronic media.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

References

1. Delpit, L.D. (2012) Multiplication is for white people: raising expectations for other people's children, the new press.
2. Deng, Z (2013) School subjects and academic disciplines. In A. Luke, A. Woods, & Wer (Eds.), Curriculum syllabus design and equity: A primer and model. Routledge.
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6. Menon, N.(2012)seeing like a feminist. India: Penguin.

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9. Goswami. Acharyabalchand,(2003), vyaktiprivar and sex jaina publication jaipur.
10. Mathursavitri (2008), sociological foundation of education, kavitaprakashan,jaipur.
11. Sidhuramindra, (2009), sociology of education, shrisaiprintographers, New Delhi
12. Mudgal S.D. (2007), social work education today and tomorrow, book enclave, jaipur
13. Nathpramanikrathindra, (2006), gender Lhequality and women's empowerment,abhijeet publication Delhi
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15. Naik, S.C.(2005) society and environment, oxford & 1B publishing co.Pvt.ltd.New Delhi
16. Runelasatypal,(2009), sociogy of the Indian education, rajadthanhindigranthakadmi, jaipur
17. www.teachernetnetwork.org/tnli/accomplishment
18. www.gender.com.ac.uk
19. www.genderstuddies.org.
20. www.gendeparddigm.com/publiscation/html.
21. www.sparknotes.com/sociology/socialization/section4/rhtml.
22. www.unicef.org/sower96/ngirls.html.
23. www.jaipurrugs.org/about/our-story.

Course- 8b: Knowledge and Curriculum – Part-II (1/2) – 50 marks

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Understand the epistemological, sociological and the psychological basis of curriculum development.
2. Understand the different types of curriculum with respect to their main orientation and approaches.
3. Compare and analyze the NCF over the years with respect to their foundation
4. Considerations, concerns, priorities and goals.
5. Understand linkage among curriculum framework and critical issues. Which directly and indirectly are related with learning.
6. Analyse curriculum framework, in the light of learners' need, and understanding in the light of characteristics.

Unit I-Introduction to Curriculum-

1. Meaning of curriculum, four perspectives of curriculum – Traditionalist, Conceptual – Empiricist, Re-conceptualists, Social Constructivists.
2. Concept of core curriculum, Hidden curriculum, spiral curriculum, in legal led curriculum and their relevance.
3. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level) and draft a report of work.

Practicum/Field Work

1. Organize a workshop related to curriculum development.
2. Analyse the influence of school, community and state on the content and curriculum of primary to secondary (Any one level)
3. On the basis of any textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

Unit-II:Curriculum framework & learner

1. Curriculum framework: -meaning, concept, need and importance; ramification of curriculum framework into curriculum, syllabus and text books.
2. Nature of learner and learning process: developmental characteristics of learners: developmental tasks; behavioristic, cognitivist and social learning (and their relevance to curriculum development.) learning approaches.

Practicum/Field Work

1. Organize a workshop related to curriculum Structure/framework.
2. Case study on school students to understand Nature of learner and learning process.
3. Critically evaluate or assess the text book of secondary level of your subject.

Unit III – Basis of curriculum-

1. Epistemological basis of curriculum: Epistemology: Meaning, concept-and forms of knowledge, structure of a discipline, characteristics of disciplines and levels of understanding.
2. Sociological basis societal needs and aspirations, culture and values, social changes, knowledge explosion /national concerns and goals, global –
3. Globalization localization and privatization, political ideology and technological inferences, economic necessities in reference to curriculum.
4. (Cultural context of students: - multicultural, multilingual aspects/ critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.)

Practicum/Field Work

1. Play a drama on good discipline in school.
2. Content Analyse of any subject school level book in the light of gender issues/values.
3. Organize tree plantation program with the involvement of community members and school.
4. Organize awareness campaign for cleanliness in nearby school and at home.

Unit IV- Curriculum & Society

1. Curriculum: meaning, concept purpose characteristics and types:
2. Subject- centered; learner- centered; community centered; Environmental centered; humanistic curriculum:
3. Social Reconstructionist curriculum meaning, concept characteristics & purpose, role of teacher.

Practicum/Field Work

1. To organize street theatre/play on environment awareness.
2. Organize a seminar on type of Curriculum.

Unit V-Features of curriculum framework

1. The salient features of national curriculum framework 2005 and NCFTE 2010 Analyse of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
2. Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns and goals towards school education.

Practicum/Field Work

1. Comparative Analyse of curriculum of school at any one level in the light of NCF 2005.
2. Prepare Project on NCF2005.
3. Organize an orientation program for school teachers on NCF2005 and NCFTE 2010.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

Reference

1. Schilvest, W.H. (2012), curriculum: prospective paradigm and possibility. M.C. MLLAN publication.
2. Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
3. Letha rammohan (2009). Curriculum instruction and evaluation. Agerwal publication, Agra.

4. Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledgefalmes, m.y.
5. Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.

Course-10: Creating an Inclusive School (1/2) – 50 marks

Total hours: 50

Lectures: 15 hrs

Tutorial: 15 hrs

Field work/Practicum: 15 hrs

Remedial: 5 hrs

For Each Unit available total Hours: 10, out of which.....hrs 3 hrs forlectures:, 3 hrs forTutorial, 3 hrs forField work, 1 hrs for remedial:.

Objectives:After completion of the course, student-teachers will be able to:

1. Understand concept, meaning and significance of inclusive education
2. Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
4. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
5. Prepare teachers for inclusive schools.
6. Analyze special education, integrated education, mainstream and inclusive education practices.
7. Identify and utilize existing resources for promoting inclusive practice.
8. Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.
9. Prepare a conducive teaching learning environment in varied school settings.
10. Develop the ability to conduct and supervise action research activities.

Unit I: Introduction, Issues & perspectives of Inclusive Education

1. Definitions, concept and importance of inclusion and disability.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children in the context of right to education.
5. N.C.F 2005 and adaptation of teaching learning material.

Practicum/Field Work

1. Observe inclusive teaching strategies in an inclusive classroom and discuss with teacher for further planning.
2. To investigate the opinion of primary teachers on the integration of students with disability in normal schools.

Unit-II: Policy Perspective

1. Recommendations of the Indian Education Commission (1964-66).
2. Scheme of Integrated Education for Disabled Children
3. National Policy on Education (NPE, 1986-92).
4. National Curriculum Framework, 2005 NCERT
5. The Convention on the Rights of the Child (specific articles related to inclusive education).
6. The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990) Promoting Inclusion Preventing Exclusion.
7. UNESCO Conventions, declaration and recommendations related to Rights of persons with Disabilities.

Practicum/Field Work

1. To study the conceptions of teachers about the need of inclusive education in primary schools, then Method: collect views of teachers and heads of school.
2. Analyse and interpret results in the light of inclusive education and write a report.
3. Workshop/ presentations on child right:
4. Explain the main constitutional provisions on inclusive education.

UNIT-III: Diversity in the classroom

1. Diversity- Meaning and definition.
2. Disability – psychological construction of disability identity, discrimination.
3. Models of disabilities & Barriers to learning and participation.
4. Concept, Nature, and Characteristics of Multiple Disabilities, classroom management for inclusive education
5. MDGs (Millennium development Goals) and EPA goal of UNESCO

Practicum/Field Work

1. Problem: to study the educational resources for persons with disability (POD) in local secondary schools, two primary schools of your choice, result may be discussed in school in the present context of teacher education.
2. Conduct an awareness program on millennium goal of UNESCO.
3. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
4. Conduct a survey on the type of supportive service needed for inclusion of children with any disability and share the findings in the class.

UNIT IV: Curriculum, Pedagogy and assessment in Inclusive School

1. Inclusive curriculum- Meaning and characteristics.
2. Teaching and learning environment with special reference to inclusive school
3. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings.
4. Utilization of records/ case profiles for identification, assessment and intervention for inclusive classrooms.
5. Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom.

Practicum/Field Work

1. Planning and conducting multi-level teaching in the persons with disabilities (two Classes).
2. To study the barriers/problems in relation to development of positive policy regarding inclusive teaching-learning practices in local private schools/schools in slums/rural areas, method may be: collection of the views of managing committees/heads/teachers on development of positive policy regarding inclusive teachers-learning facilities.
3. Write a report on entire activity and present it in classroom presentation.(among peer group)

Unit-V: Teacher Preparation and Inclusive Education

1. Review existing educational programmes offered in secondary school (general and special education).
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Practicum/Field Work

1. Discussion, group work and presentation by students on uses of internet in inclusive setting:
2. Prepare an action plan for implementation of policies of inclusive education in school setting.

Evaluation Procedure

Sessional work & Two tests (Covering UNIT I to V)
External Evaluation

Total Marks - 100

30 Marks
70 Marks

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Course 11 : Optional Course (1/2)- 50 marks

- Vocational / Work Education,
- Health and Physical Education,
- Peace Education
- Guidance and Counselling, etc.,

And can also be an Additional Pedagogy Course (for a school subject other than that chosen for Course 7 (a and b) at the secondary level, or the same school at the higher secondary level)

COURSE-EPC 3:Critical Understanding of ICT (1/2)-50 marks (Internal Assessment)

Objective of the Course: After completion of the course, student-teachers will be able to:-

1. To provide much hands-on- experience with familiarity with computers.
2. To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activities 1:

1. Organize a workshop on information technology in 'construction of knowledge'.
2. Construction of lesson plan by use of audio-visual media and computers.

Activities II:

1. Deliver at least 10 lessons in school by audio-visual media and computers.
2. Assess the impact and prepare a report on the entire work.

Activities III:

1. Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
2. Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activities IV:

1. Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.
3. Use of available software or CDs with LCD projection for subject learning interactions.

Activities V:

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading relevant material .
3. Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

Note:- Pupil Teacher will draft a report on entire activities.

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

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.

Learning Outcomes:After completion of the course, student-teachers will be able to:-

1. To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
2. To address aspects of development of the inner self and the professional identity of a teacher.
3. To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
4. To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
5. To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
6. To make awareness in student teacher of their identities and the political, historical and social forces that shape them.

7. To help explore one's dreams, aspiration, concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations, etc.
8. To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activities I –

1. Conduct seven days' workshop in school for personality development on *ChetnaVikasMulyaShiksha*, after attending seven days' shivir of CVMS.
2. Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activities II –

1. Organise yoga and meditation Classes at least for two months in a school.
2. Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activities III –

1. Prepare a Performa for cumulative records of students.
2. Make a record of students through the narration of their life stories and group interactions.

Activities IV –

1. Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstances affected their sense of self and identity formation.
2. Make a detailed report on entire activity and its result.

Activities V –

1. Prepare and maintain a reflective journal by trainees.in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.